



UNIVERSITY OF
CALGARY

Spring 2022
FACULTY OF ARTS
Department of Sociology
Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Queer Sociology			
Course Number	SOC 485		
Pre/Co-Requisites	SOC 313, 315, 331, 333.		
Instructor Name	Pedrom Nasiri MStJ, PhD Candidate	Email	pnasiri@ucalgary.ca
Instructor Email Policy	<p style="text-align: center;">IMPORTANT NOTICE</p> <p style="text-align: center;">Please read the following to ensure that your emails are responded to in a timely and appropriate manner.</p> <p><i>Please contact me over email at any time. Please note that I have set up an inbox rule to send all emails from SOC 485 to a specific mailbox folder. This has been done to ensure that I can keep track of all student emails and respond to them promptly. However, this will require you to adhere to some specific requirements when sending me an email:</i></p> <ul style="list-style-type: none"> • Ensure that you put your COURSE NUMBER in your email's subject line • Include a proper salutation (i.e., Dear Mx. Nasiri; <i>kindly note my non-gendered pronouns</i>), your full name, student I.D., and an adequate closing in the body of your email • All emails that fail to accommodate points 1 and 2 may go without a response. <p>All emails adhering to this email policy will be responded to within 48 hours (excluding weekends).</p>		
Office Location	SS939	Office Hours	In Learning Commons, by Appointment
Class Dates	May 4 – June 16, 2022		
Class Times	Monday and Wednesday, 1pm – 3:45pm		
Class Location	SA 147		

LAND ACKNOWLEDGEMENT

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is “Moh’kins’tsis”, which we now call the City of Calgary. ii’ taa’poh’to’p, the Blackfoot name of the University of Calgary’s Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder, Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful - and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

COURSE CALENDAR STATEMENT

Exploration of selected themes in social theory to develop advanced knowledge of specific social theorists and schools of social theory.

COURSE DESCRIPTION

In their 2020 article, *A Queer Sociology: On Power, Race, and Decentering Whiteness*, Moussawi and Vidal-Ortiz orient readers to the ways queer theory and analysis in sociology has centred the experiences of White LGBT subjects. They suggest that this has been made possible by disentangling gender and sexuality from their intimate relations with race, class, and empire. They argue for a “queer sociology” that not only foregrounds these intimate relations but also critically interrogates how Whiteness and colonialism structure both the sociology of sexualities and, more broadly, sociological thinking in general. In this course, students will be invited to explore what it means to centre material conditions, power relations, and processes of social control through the lens of queer sociology. This invitation will necessarily entail an orientation to scholars such as Roderick Ferguson, Lionel Cantú, Gloria Anzaldúa, and Scott L. Morgensen as a way of reclaiming the importance of Black Feminist Thought, Women of Colour Feminisms, Queer of Colour Critique, and Indigenous Queer Studies to the sociological study of sex, gender, and sexuality.

COURSE LEARNING OUTCOMES

1. Describe how sex and sexuality are socially constructed.
2. Critically discuss the importance of race, coloniality, imperialism, and empire to the sociological study of sexuality and how this discussion has remained largely absent in sexuality studies.
3. Compare and contrast the significant theoretical and methodological contributions of Black feminist thought, Queer of Colour Critique, Women of Colour Feminisms, and Indigenous Queer Studies to the sociological study of sex, gender, and sexuality
4. Apply course material to the study of contemporary local and global social phenomena, behaviours, and actions pertaining to sex, gender, and sexuality.
5. Communicate sociological knowledge concisely and effectively across a variety of formats.

LEARNING RESOURCES

There are no required textbooks for this course.

All course materials and readings will be made available through D2L and the course website.

The following link from the Copyright Office should also provide you with ready access to course readings:

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/12901699500004336?auth=SAML

You will be responsible for completing *all* readings specified in the course outline (above), as well as *all* lecture materials (including films, guest speaker presentations). The readings are not “a lot” or insurmountable, but they will require you to schedule appropriately and apply the strategies I introduce you to in the first week of class.

CLASS SCHEDULE

Dates	Pre-Class Readings, Activities, & Quizzes	Assessments
<p>Module 1: Introduction, Study Habits, Concept Mapping, and How to Become a Professional Learner</p>		
<p>May 4, 2022</p>	<p style="text-align: center;">Introductions & Course Outline</p> <p>Moussawi, Ghassan, and Salvador Vidal-Ortiz. 2020. “A Queer Sociology: On Power, Race, and Decentering Whiteness.” <i>Sociological Forum</i> 35(4): 1272-1289 (27 pages)</p> <p>hooks, bell. 2003. <i>The Will to Learn. Teaching Community</i>. New York: Routledge (12 pages)</p> <p>hooks, bell. 2010. <i>Critical Thinking. Teaching Critical Thinking</i>. New York: Routledge (3 pages)</p> <p>Watch the welcome video on the course website and look at some of the tools that will help you succeed in this course. We will go through some of these tools in class!</p>	<p style="text-align: center;">Complete Welcome Activity on Discussion Board Before May 6 @ 5pm</p>

**Module 2:
Queer Theory and Sociology**

<p>May 9, 2022</p>	<p align="center">Gamson, Joshua, and Dawne Moon. 2004. "The Sociology of Sexualities: Queer and Beyond." <i>Annual Review of Sociology</i> 30:47-64. (22 pages)</p> <p align="center">Watch this YouTube Video: https://www.youtube.com/watch?v=bUUQvjfiYsA (50mins)</p> <p align="center">Complete online CONCEPT QUIZ "Queer Theory" Before Monday May 9 @ 11am</p>	<p align="center">Complete Concept Mapping Activity & Submit it via D2L Before 5pm on May 13</p>
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**Module 3:
Theorising Queer Sociology**

<p>May 11, 2022</p>	<p align="center">Somerville, Siobhan B. 2000. Scientific Racism and the Invention of the Homosexual Body. <i>Queering the Color Line</i>. London: Duke University Press. (18 pages)</p> <p align="center">Roen, K. 2002. "Transgender Theory and Embodiment: The Risk of Racial Marginalisation." <i>Journal of Gender Studies</i> 10(3): 253-263 (10 pages)</p> <p align="center">Complete online CONCEPT QUIZ "Theorising Queer Sociology Part I" Before Wednesday May 11 @ 11am</p>	
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**Module 3:
Theorising Queer Sociology**

**May 16,
2022**

Ferguson, Roderick. 2004. Introduction: Queer of Color Critique, Historical Materialism, and Canonical Sociology. in *Aberrations in Black: Toward a Queer of Color Critique*. Minneapolis: University of Minnesota Press.
(29 pages)

Haritaworn, Jin. 2015. Introduction: Queer Regenerations. *Queer Lovers and Hateful Others*. London: Pluto Press, pages 12-30
(18 Pages)

Garcia, Rocio R. 2018. “The Politics of Erased Migrations: Expanding a Relational, Intersectional Sociology of Latinx Gender and Migration.” *Sociology Compass* 12(4): 1-23.
(22 pages)

**Complete online CONCEPT QUIZ “Theorising Queer Sociology Part II”
Before Monday May 16 @ 11am**

**Module 4:
Methodologies for a Queer Sociology**

**May 18,
2022**

Mignon, Moore. 2018. Challenges, Triumphs, and Praxis: Collecting Qualitative Data on Less Visible and Marginalized Populations. In *Other, Please Specify: Queer Methods in Sociology*. D’Lane Compton, Tey Meadow, and Kristen Schilt, eds. Berkeley: University of California Press.
(16 pages)

Watch this YouTube Video on the Experiences of LGBTQ People of Colour navigating their sexual and racial subjectivities
<https://www.youtube.com/watch?v=TBAJKoJL3tg>
(6:58)

**Complete online CONCEPT QUIZ “Methodologies”
Before Wednesday May 18 @ 11am**

**Project Proposal Due
Before May 20 @ 5pm**

May 23
Victoria Day – NO CLASSES
(Week 7)

Module 5:
Playing with Hegemony

May 25,

Muñoz, José Esteban. 1999. “The White to be Angry”: Vaginal Crème Davis’s Terrorist Drag. *Disidentifications: Queers of Color and the Performance of Politics*. Minneapolis: University of Minnesota Press.
(26 pages)

Manalansan, Martin F. “To Play with the World”: The Pageantry of Identities. *Global Divas: Filipino Gay Men in the Diaspora*. Durham: Duke University Press
(15 pages)

**Complete online CONCEPT QUIZ “Playing with Hegemony”
Before Wednesday May 25 @ 11am**

**Complete Concept
Mapping Activity # 2
&
Submit it via D2L
Before 5pm on May 27**

**Module 7:
Indigenizing Queer Theory / Queering Native Studies**

**May 30,
2022**

Gilley, Joseph. 2011. Two-Spirit Men’s Sexual Survivance against the Inequality of Desire. In *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. Tucson: University of Arizona Press.
(9 pages)

Erai, Michelle. A Queer Caste: Mixing Race and Sexuality in Colonial New Zealand. In *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. Tucson: Univesrity of Arizona Press.
(20 pages)

**Complete online CONCEPT QUIZ “IQT/QNS”
Before Monday May 30 @ 11am**

**Module 8:
Trans and Two-Spirit Embodiments**

**June 1,
2022**

Glover, Julian Kevon. “Redefining Realness?”: On Janet Mock, Laverne Cox, TS Madison, and the Representation of Transgender Women of Color in Media.” *Souls: A Critical Journal of Black Politics, Culture, and Society* 18(2-4): 338-357.
(19 pages)

Morgensen, Scott.2011. Unsettling Queer Politics: What Can Non-Natives Learn from Two-Spirit Organising? In *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. Tucson: University of Arizona Press.
(23 pages)

**Complete online CONCEPT QUIZ “Trans and Two-Spirit
Embodiments”
Before Wednesday June 1 @ 11am**

**Module 9:
Queer Migrations**

<p>June 6, 2022</p>	<p>Hames-Garcia, Michael and Martínez, Ernesto Javier. 2011. Shifting the Site of Queer Enunciation. <i>Gay Latino Studies: A Critical Reader</i>. NC: Duke University Press. (24 pages)</p> <p>Cantú, Lionel. 2002. “De Ambiente: Queer Tourism and the Shifting Boundaries of Mexican Male Sexualities” <i>GLQ</i> 8(1-2): 139-166 (27 pages)</p> <p align="center">Complete online CONCEPT QUIZ “Queer Migrations” Before Monday June 6 @ 11am</p>	
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**Module 10:
Re-Orienting Desire**

<p>June 8, 2022</p>	<p>Moussawi, Ghassan. 2013. “Queering Beirut, the Paris of the Middle-East: Fractal Orientalism and Essentialized Masculinities in Gay Travel.” <i>Gender, Place, and Culture: A Journal of Feminist Geography</i> 20(7): 858-875. (17 pages)</p> <p>Najmabadi, Afsaneh. 2014. <i>Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran</i>. Durham: Duke University Press (18 pages)</p> <p align="center">Complete online CONCEPT QUIZ “Re-Orienting Desire” Before Wednesday June 8 @ 11am</p>	<p align="center">Complete Concept Mapping Activity #3 & Submit it via D2L Before 5pm on June 10</p>
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Module 11: Queer Sociology Organising		
June 13, 2022	<p>Tamsila et al. 2011. “Queer Anti-Racist Activism and Strategies of Critique” <i>Feminist Legal Studies</i> 19:169-191 (22 pages)</p> <p>Watch this YouTube short video on Marsha P. Johnson https://www.youtube.com/watch?v=NW5BIAKeGUg (2:40 mins)</p> <p>Watch the following short https://www.youtube.com/watch?v=XoXH-Yqwyb0 (6 mins)</p> <p style="text-align: center;">Complete online CONCEPT QUIZ “Queer Sociology Organising” Before Monday June 13 @ 11am</p>	
Conclusion The Revolution is for Everyone.		
June 15, 2022	<p>Watch as much as you can (we will revisit this in class). https://www.youtube.com/watch?v=adF38RyKs60</p>	Final Project Due Before 5pm on June 17

EXAMINATIONS

There is no final examination for this iteration of Sociology 485. Students will complete a capstone project in lieu of this examination.

ASSESSMENT COMPONENTS

You will be responsible for completing *all* readings specified in the course outline (above), as well as *all* lecture materials (including films, guest speaker presentations. The readings are not “a lot” or insurmountable, but they will require you to schedule appropriately and apply the strategies I introduce to you in the first week of class.

The course grade will be determined as follows:

(Pre-Class) Concept Quizzes 10 @ 1.5% Weekly on Monday and Wednesday	15%
Concept Activity Part 1 Due: May 13	5%
Concept Activity Part 2 Due: May 27	10%
Concept Activity Part 3 Due: June 10	20%
Class Activities / Participation Marks	15% + 5% bonus marks
Final Project Proposal Due: May 20 Project and Group Evaluation Due: June 17	30% + 5% (Proposal)

Please note: It is not possible to score more than 100% in SOCI 485. Bonus marks will be applied up to a maximum of 5% or until the student receives a course grade of 100%, whichever comes first.

Additionally, please know that I recognise that COVID-19 may be causing you various forms of stress and thus limiting your time and ability to focus. While this is a seminar class and thus expectations for engagement are slightly higher, I am always willing to work with students to ensure they receive accommodations they may require in these moments. I urge you to communicate regularly with me throughout the semester to discuss any accommodations you may need, or should you just need a friendly conversant. Your health and well-being are of paramount importance to me.

DETAILED DESCRIPTION OF ASSIGNMENTS

Collaborating on Assessments

Academia is inherently collaborative. Whether it is the theoreticians and methodologists we pull into conversation with our work or the communities we engage, scholarship is rarely produced in a vacuum. In fact, some of the best academic work has been crafted through fruitful collaborations between scholars, activists, and community members. **After the Add/Drop date has passed, we will form Book Clubs that consist of 3-5 members per club to build collaborative communities in addition to the classroom environment.** I will ask each group to pick a name that speaks to QTBIPOC scholarship

(some collaborative exploration via Google will help). Book club members will be specifically responsible for collaboratively working on the final project for this course.

While the concept quizzes and concept activities are to be submitted individually, I strongly encourage you to discuss the assigned texts, audio and video content with your book club members, and brainstorm with one another when preparing your concept maps. However, **what you write on the concept maps to justify the concepts you have listed must be in your own words**. You are **not** permitted to copy each other's work or outsource assignments to various paid online homework/tutoring services. Submitting work completed with the help of paid homework services or in the words of classmates will be considered academic misconduct because the main objective of this course is to have you develop your own critical thinking skills expressed both orally and in writing.

1. (Pre-Class) Concept Quizzes (1.5%/Quiz)

Description:

These quizzes are low pressure. Each one is worth 2.5% of your overall grade and will only focus on the big concepts presented to you through the readings, audio, or video materials. They have been designed to help you assess your understanding of the important concepts we will be exploring together this semester. They will also assist me in preparing the 15-minute mini-lectures at the beginning of each lesson, so that we can spend time on the concepts that proved the trickiest for you to grasp.

The quizzes will be available on D2L after class every Wednesday and will be available until the following Monday at 11am. If you are unable to complete the quiz during this timeframe, you may do so anytime afterwards for up to 50% of its original value (1.25% max).

2. Concept Mapping Activity Part 1 (5%)

a. DUE: May 13, 2022

Description:

Learning to think like a sociologist requires us to develop the ability to recognise the structure of ideas. As a teaching and learning strategy, concepts maps offer you a hands-on way of developing and refining this skill. As a result, we will use concept maps throughout this course to explore the relationships that Ghassan Moussawi and Salvador-Ortiz (2020) believe that the sociology of sexualities has by and large neglected. That is, the relationship between race, coloniality, imperialism, and empire to the sociological study of sex, gender, and sexuality.

Instructions:

To complete Part 1 of the Concept Mapping Activity do the following:

1. If you have not used concept mapping before, watch this YouTube video: <https://www.youtube.com/watch?v=sZJj6DwCqSU>
2. **Attend class on May 4** to orient to the practice of Concept Mapping and partake in practice exercises.
3. Create a *free* account on Miro: <https://miro.com>
4. Type out "Queer Sociology" as your main or topic.

5. Draw out one branch that leads from “Queer Sociology” to “Theoretical Concepts”
6. Draw out another branch that leads from “Queer Sociology” to Methodological Practices
7. Draw a final branch that leads from “Queer Sociology” to “Sociology of Sexualities”
8. Next, revisit the Learning Objectives for the classes we have had thus far and put these into conversation with the readings and audio/video content. What are some of the important concepts (theoretical, methodological, or genealogical influences on knowledge production) that you think should be added to the map? **At least 3 concepts must be mapped.**
Note: You may converse with your book club and share ideas!
9. Provide a detailed (100-150 word) rationale *for each of the concepts* that you mapped. Some guiding questions: Is the *mapped concept* a theory, a methodological practice, or something from sociology of sexualities that needs to be interrogated? Why have you chosen to place it on your map and link it in this way? What is its importance to developing a Queer Sociology?
10. Submit your concept map for feedback **by 5pm on May 13.**

3. Concept Mapping Activity Part 2 (10%)

a. DUE: May 27, 2022

Instructions:

You are now going to build on your concept map from Part 1 by:

1. Incorporating the feedback provided to you after your first submission
2. Revisiting the Learning Objectives for the classes we have had thus far and put these into conversation with the readings and audio/video content. What are some of the important concepts (theoretical, methodological, or genealogical influences on knowledge production) that you think should be added to the map? **At least 6 new concepts must be mapped.**
Note: You may converse with your book club and share ideas!
3. Providing a detailed (100-150 word) rationale *for each of the concepts* that you mapped. Some guiding questions: Is the *mapped concept* a theory, a methodological practice, or something from sociology of sexualities that needs to be interrogated? Why have you chosen to place it on your map and link it in this way? What is its importance to developing a Queer Sociology?
4. Submit your concept map for feedback **by 5pm on May 27.**

4. Concept Mapping Activity Part 3 (20%)

a. DUE: June 10, 2022

Instructions:

You are now going to build on your concept map from Part 2 by:

1. Incorporating the feedback provided to you after your second submission
2. Revisiting the Learning Objectives for the classes we have had thus far and put these into conversation with the readings and audio/video content. What are some of the important concepts (theoretical, methodological, or genealogical influences on knowledge production) that you think should be added to the map? **At least 12 new concepts must be mapped.**
Note: You may converse with your book club and share ideas!
3. Providing a detailed (100-150 word) rationale *for each of the concepts* that you mapped. Some guiding questions: Is the *mapped concept* a theory, a methodological practice, or something from sociology of sexualities that needs to be interrogated? Why have you chosen to place it on your map and link it in this way? What is its importance to developing a Queer Sociology?
4. Submit your concept map for feedback **by 5pm on June 10.**

5. Class Activities / Participation

Description:

In-class activities will provide you with opportunities to further develop and refine your understanding of course material by applying the key concepts, themes, methods, etc., through experiential learning.

Each activity is worth 1%. You only need to complete 15 activities to get the full marks. However, there will be opportunities to gain an additional 5% towards your final grade either by completing further in-class activities or take-home assessments.

Participation will be graded as pass/fail. If I ask you to complete a group activity, the group will be graded together, not individually. In group activities, you get the 1% grade if you are present, contributing, and collaboratively completing the activity.

The rubric for in-class activities/participation is provided on D2L, along with your group charter.

6. Final Project

a. DUE: June 17, 2022

Description:

This is a project that you will complete with your book club members. For this assignment, I would like you to engage creatively with course material to produce a final project that showcases what you have learned, aligns with the course objectives, and contributes something meaningful back to your communities. These projects will be collated into a legacy project that I will maintain for you and your classmates. Details on this will be presented to you in class. I will also present you with a possible list of projects below, but please know that you are welcome to suggest your own. Either way, you are required to submit your book club charter and a 1–2-page project proposal to me by May 20, at 5pm.

1. Photovoice Project

Description: Take at least 4 different photographs over the course of 2 weeks that you believe speak to Queer Sociology in some way. (You'll need to be specific in your proposal.) Please be respectful of whatever you are photographing and remember that you do not have ethical clearance, so faces must be blurred, and photographs should be taken in public settings. (Talk with me about this before you take photos.) Build a narrative from these 4+ photographs that is between 4-5 pages double-spaced of text (excluding references). Fold the photographs appropriately into your narrative. Narratives may be about the theme of the course, particular concept or concepts that spoke to you, or a theory that you would like to explore photographically.

2. Children's Book

Description: Write a 10-page (minimum) children's book for 5-7-, 7-9-, or 9-12-year-olds. The book should provide children with an introduction to Queer Sociology, discuss the importance of the field, and elaborate on some of the most important concepts that are covered in this course. Remember, the children's book must be accessible to the appropriate demographic. This will require you to engage meaningfully with course concepts and reproduce them in accessible ways. Text in the children's book will also be minimal, but you will need to take care designing an engaging and well-presented book with pictures.

3. Educational Website

Description: Build a website that showcases what you have learned in this course. Use your concept maps to work out the "big takeaways" and build an enriched, online, multimedia learning environment for other students. (Make sure to choose an appropriate age category).

4. Something Different!?

Description: If these do not speak to you then brainstorm with your group and find something that does! Spoken Word Videos, Fictional Short Stories, Street Plays, Songs, whatever it may be, brainstorm it with your group, write a proposal, and let's chat about it!

Important Notes

1. **You must submit a 1-2 page proposal to me by May 20.**
A proposal template is located on D2L and the Course Website.
2. You must fill out and submit your group charter with your proposal.
Charter template is located on D2L and the Course Website
3. You must submit a peer-review form on D2L for the collaborative work with the project to receive full marks. 10% of the total 35% grade depends on this. So, be sure to get that 3.5% by filling out and turning in your peer-review form.
4. If you would like to complete this project on your own, you must let me and your book club know at least 1 week before the proposal is due.
5. The legacy project entails me creating a personal section of the Queer Pedagogy project website to showcase your work for people to see. If you would like your

project displayed, you will need to let me know at the time of submission. Visitors will be invited to vote on the best project **and the winners will receive awards.**

MISSED OR LATE ASSIGNMENTS

Concept Quizzes

These quizzes are designed to help you assess your understanding of the important concepts we will be exploring together this semester. They will also assist me in preparing the 15-minute mini-lectures at the beginning of each lesson, so that we can spend time on the concepts that proved the trickiest for you to grasp. The quizzes will be available on D2L after class every Wednesday and will be available until the following Monday at 11am. If you are unable to complete the quiz during this timeframe, you may do so anytime afterwards for up to 50% of its original value (1.25% max).

Concept Mapping Activities

The concept mapping activities will help you explore, connect, and delve deeper into the various theories, methods, and epistemological and ontological frameworks we explore in Sociology 485. The deadlines I have listed in the schedule are soft. This means that, should you need to take a bit more time to refine your concept maps I, II, or III, you may reach out to me, and we can establish a new timeline for either or all these activities. Work that is turned in late and has not received a new, pre-approved timeline, may experience a grade reduction of 10% per day late. The goal here is not to penalise you, but to encourage you to reach out and communicate with me about any foreseeable events that may limit your ability to complete the work as scheduled.

Final Project

Due to the need to administratively enter grades within a limited time period after the last day of class, I may be unable to offer extensions on late assignments. Please consult with me about missed or late final projects, and I will assess these on a case-by-case basis. I will speak more to this in class.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available [here](#).

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

GRADING SCALE

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance

B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

GRADE REAPPRAISAL

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments, students seeking reappraisal must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss their work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If students miss a class session that is included as a component of participation, they must contact the instructor within 24 hours to discuss options to make-up for that component.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

1. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private

information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

2. Final grades are not posted by the Sociology Department. They are only available online.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>

COURSE EVALUATIONS AND STUDENT FEEDBACK

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms. A midterm evaluation may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments".

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) "Draft Documents & Working Materials".

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-procedure>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

RESEARCH ETHICS

(if applicable) Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the

instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.