



UNIVERSITY OF CALGARY

Winter 2022

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

GRADUATE SEMINAR IN SOCIOLOGICAL THEORY			
Course Number	SOCI631/731		
Pre/Co-Requisites	Sociology 331 and 333 or equivalents; or consent of the Department.		
Instructor Name	Matt Patterson	Email	matt.patterson@ucalgary.ca
Instructor Email Policy	Feel free to contact me over e-mail at any time. Please put your course number and section in your e-mail's subject line. E-mails will be answered within one business day. I do not answer emails over the weekend.		
Office Location	SS916	Office Hours	Tuesdays, 2 pm – 4 pm (or by appointment)
Telephone No.	403-220-5037		
Class Dates	January 11 to April 12, 2020		
Class Times	Tuesdays, 9:00 am – 11:45 am		
Class Location	SS921		

Course Description

Theory courses in sociology are almost always taught based on a canon of great works by great figures: classical figures like Karl Marx or Max Weber, or “contemporary” figures like Michel Foucault or Harold Blumer¹. This approach, which reflects a style of teaching most common in the humanities, often feels like an odd fit within sociology graduate programs that are largely modeled on a scientific approach. Most MA theses and PhD dissertations are based on the scientific idea that knowledge is in a constant process of improvement and refinement through systematic empirical observation. New ideas replace old ones. Theory courses, meanwhile, often rely on the idea that certain high-status ideas transcend time. According to this logic, rather than surpassing canonical theories with new theories, the point is to deepen our understanding of the canon. Arguments in theory are often won, not by who has the

¹ Ironically, many “contemporary” sociological theorists died decades ago and published their most famous works before many of your professors were born.

strongest empirical support behind their argument, but by who can demonstrate a deeper knowledge of the canon.

This theory course is different. It is designed to create more continuity between the study of sociological theory and your future thesis/dissertation work. First, rather than focusing on great figures and their great ideas, this course is designed around important sociological concepts that provide basic building blocks for contemporary sociological analysis. While most of you probably will not use Max Weber in your own research, you almost certainly will engage with some idea of social structure, consciousness, or culture (to name just a few examples). That said, reading Weber's work is a good way to develop a stronger grasp of these concepts. However, you can also learn about the concepts by reading recent work published by contemporary sociologists. In this course, we will be reading a diversity of work ranging from the 19th-century to forthcoming articles. Some of the authors we will read are canonical figures. Others are still PhD candidates or post-docs at the beginning of their careers.

Second, in addition to learning about existing *theories*, this course will also place an emphasis on learning to *theorize*. While you may not think of yourselves as theorists, all of you will be required to produce new knowledge as part of your thesis or dissertation work. This could mean creating an original theory to explain your empirical observations. More likely, you will be building on or modifying existing theories. As we will learn, theorizing is a creative and intuitive process. However, it is also a process that depends on having a lot of existing theories floating around in your head that you can draw on and combine in new ways to make sense of unexpected or surprising empirical findings.

Course Objectives/Learning Outcomes

This course is designed to provide students with...

- An in-depth understanding of several important theoretical concepts such as social action, social structure, culture, and power.
- The ability to critically assess and compare sociological theories across a wide range of empirical topics and substantive areas of research.
- Apply theoretical concepts in developing and answering sociological research questions.
- Construct original theoretical explanations of social phenomena.

Readings

Required Readings

There is approximately 100 pages of required readings assigned each week. These readings will be made up of 3-4 articles and book chapters. Almost all the readings are accessible via the University of Calgary Library's website. Those that are not available through the library will be uploaded to D2L.

A list of weekly supplementary will also be uploaded to D2L. While supplementary readings are not required, you may find them useful for topics that you address in your assignments.

Methods of Assessment and Grading Weights

<u>Assignment</u>	<u>Due Date</u>	<u>% of Final Grade</u>
Participation	Weekly	15%
Reflection Papers	Weekly (x 4)	20%
Seminar Presentation	TBD	20%
Paper Proposal	March 1 st	10%
Final Paper	April 19 th	35%

Participation

In seminars, unlike in lectures, the instructor plays a passive role. You are expected to come to class each week prepared not only to participate in a discussion of the readings, but also keep the discussion moving forward. 15% of your final grade will depend on you attending and participating in seminar discussions. Participation will be graded on a score of five and averaged across all 12 seminars:

- Absent 0/5
- In attendance, but no participation 2/5
- Speaks at least once 3/5
- Speaks multiple times 4/5
- Demonstrates strong command of readings and steers discussion 5/5

It is important to note that participation does not require making some groundbreaking, irrefutable argument in response to the readings. If you found parts of the readings unclear, feel free to bring this up with the class. The point of participation is not to show off what you already know, but to learn new things. Asking a good question is as valuable a contribution to class discussion as answering one.

Seminar Presentation

Each student will be expected to choose one week in which they prepare a presentation on the readings and lead a group discussion. Presentations should last between 15 and 30 minutes and focus not on summary, but rather critical appraisal (i.e. what are the important insights and/or significant weaknesses of the readings) and synthesis (i.e. discussing how readings relate to each other). Handouts and/or presentation slides are encouraged but not required. In addition to presenting a response, you should prepare two discussion questions to spur the discussion for the rest of the session.

Reflection Papers

Over the course of the term you are expected to submit **four** reflection papers. Reflection papers are due before the class and can be submitted in hard copy or electronically. The reflection papers should be 500-1000 words in length. The purpose of the reflection paper is not to summarize the readings, but to draw on the readings to discuss the topic of the week (e.g. the self, social structure, culture and action, power, etc.). There are many different approaches you can take in writing these papers. You could

compare and contrast the articles. You could use one article to critique the others. You can identify an underlying limitation of all of the articles. These are just examples. Given the short length of the reflection papers, the purpose is not to write a solid argument, but to think creatively and critically about the readings through your writing.

It is recommended that you submit one of the four reflection papers on the same week of your presentation, since the reflection paper can serve as the basis for the presentation.

Paper Proposal and Final Paper

In keeping with the goal of this course to make sociological theory relevant to your own thesis and dissertation work, the paper proposal and final paper assignments are designed to help you develop a theory within your own area of interest. The idea behind this assignment is for you to, *first*, identify a landmark paper or book within your area of interest – a work of sociology that is dominant within your field and with which you will be expected to engage in your own thesis/dissertation. *Second*, as part of this assignment you will be required to subject this paper/book to critical assessment based on some of the concepts and issues we studied in class. What notions of social structure does the work draw on? How does the work theorizing how people make decisions and act? What are the strengths and limitations of the work in explaining important phenomena within your field of research? These strengths and limitations could be logical or empirical.

The *third* task of this assignment will then be to construct an alternative theory that overcomes these limitations. In developing this theory, you will be expected to draw on some of the course readings as “building blocks” in your theory.

To help you prepare for this assignment, you are asked to submit a paper proposal on March 1st that will identify and briefly summarize the article or book that you want to focus on. Additionally, you should briefly describe how you anticipate critiquing the argument and how you might go about developing an alternative theory. The proposal should be 500-1000 words in length.

The final paper itself should be 15-20 pages in length. Additional information on the paper will be provided later in the term.

Students who are interested in writing a different type of final paper are encouraged to speak to the professor about their ideas.

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%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89%	3.7	Very good performance
B+	80 – 84%	3.3	Good performance
B	75 – 79%	3.0	Satisfactory performance
B-	70 – 74%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **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
3. Final grades are not posted by the Sociology Department. They are only available online.

Schedule of Lectures and Readings

Week 1: What is Theory?

January 11

A discussion of the course outline, expectations, and an overview of what sociologists mean when they use the term “theory”, and the role of theory and theorists within the discipline.

Required Readings:

Gabriel Abend. 2008. “The Meaning of ‘Theory’.” *Sociological Theory* 26(2): 173-99.

Lizardo, Omar. 2020. “The End of Theorists: The Relevance, Opportunities, and Pitfalls of Theorizing in Sociology Today.” SocArXiv. <http://osf.io/preprints/socarxiv/3ws5f>

Week 2: Theory Creation

January 18

As mentioned, in addition to learning about existing theories, this course is also focused on theorizing or theory creation. This week we look at a few readings that discuss the practice of creating and using theories in empirical research.

Required Readings:

Robert K. Merton. 1957. “The Bearing of Sociological Theory on Empirical Research” and “The Bearing of Empirical Research on Sociological Theory” Pages 85-117 in *Social Theory and Social Structure*. Glencoe: Free Press.

Patricia Hill Collins 1986. “Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought.” *Social Problems* 33(6): S14-S32.

Stefan Timmermans and Iddo Tavory 2012. “Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis.” *Sociological Theory* 30(3) 167-86.

Week 3: Agency, Action, and Practice

January 25

Social actions, according to Max Weber, refers to behaviour that is (1) subjectively meaningful for the actor herself, and (2) is meaningfully oriented toward the behaviour of other actors. For Weber, and Talcott Parsons after him, social action was the ultimate object of sociological inquiry. Both theorists conceptualized social action as the combination of specific means and ends. However, other theorists have argued that our actions tend not to be determined by the identification of future ends, but rather by the habits and routines we have developed through our past actions. These theorists tend to conceptualize the social act as a form of “practice”. This week we will examine theories that take the act as their primary focus, comparing future-oriented theories of action with past-oriented theories of practices, and others that seek to bridge this divide.

Required Readings:

Pierre Bourdieu 1990. “Structures, Habitus, Practices,” “Belief and the Body,” and “The Logic of Practice.” Pp. 52-97 in *The Logic of Practice*. Stanford: Stanford University Press.

Neil Gross 2009. “A Pragmatist Theory of Social Mechanisms.” *American Sociological Review* 2009 74(3): 358-379.

Vanina Leschziner and Gordon Brett 2019. "Beyond Two Minds: Cognitive, Embodied, and Evaluative Processes in Creativity." *Social Psychology Quarterly* 82(4): 340-366.

Athena Engman and Cynthia Cranford 2016. "Habit and the Body: Lessons for Social Theories of Habit from the Experience of People with Physical Disabilities." *Sociological Theory* 34(1): 27-44.

Week 4: The Self and Consciousness

February 1

According to George Herbert Mead, people are not born social actors. Rather they develop the capacity for social action through a gradual process of socialization. Only when a person has developed a sense of "self" – of who they think they are and how they think society views them – are they in a position to act socially. This week we shift from a focus on social acts to examine actors themselves. In particular, we examine theories of the self, identity, and consciousness.

Readings:

Calhoun, Craig. 2003. "'Belonging' in the cosmopolitan imaginary." *Ethnicities* 3(4): 531-568.

Ahmed, Sara. 2006. "Orientations: Toward a Queer Phenomenology." *GLQ* 12(4): 543-74.

Green, Adam Isaiah. 2007. "Queer Theory and Sociology: Locating the Subject and the Self in Sexuality Studies." *Sociological Theory* 25(1): 26-45.

Rose, Gillian. 2017. "Posthuman Agency in the Digitally Mediated City: Exteriorization, Individuation, Reinvention." *Annals of the American Association of Geographers* 107(4): 779-793.

Week 5: Interactions

February 8

In the previous week, we looked at how people develop a sense of self through their interactions with others. However, social interactions work the other way as well. They not only create our internal sense of self; they also help to establish the larger social world that we inhabit. This was the great insight of Herbert Blumer's Symbolic Interactionist perspective (inspired by the work of Mead). According to Blumer, social interaction both creates and depends on shared social meanings. This week we focus on theories that relate to what Erving Goffman called "interaction situations" in which multiple actors attempt to work out and legitimate particular sets of meanings.

Readings:

Erving Goffman 1959. "Performances." Pp. 17-76 in *The Presentation of Self in Everyday Life*. New York: Anchor Books.

Candace West and Don H. Zimmerman 1987. "Doing Gender." *Gender & Society* 1(2): 125-151.

Chong, Phillipa K. 2021. "Dilemma Work: Problem-Solving Multiple Work Roles Into One Work Life." *Work and Occupations* 48(4):432-469.

Week 6: Introducing Social Structures

February 15

In order for people to interact, at least face-to-face, they must occupy some common position within space and time. Much of sociology is based on the idea that the distribution of people across space and time is relatively stable and can therefore be measured, explained, and become the basis for societal-level comparisons. Emile Durkheim, for example, was very interested in the fact that people living in modern, industrial cities, came in direct contact with the extremes of wealth and poverty, while people

living in small, rural villages all occupied similar socio-economic positions. This week, we consider how sociologists have conceptualized this patterned quality of social life within the concept of “social structure”.

Readings:

- Martin, John Levi and Monica Lee. 2015. “Social Structure.” Pp 713-18 in James D. White (ed.) *International Encyclopedia of the Social & Behavioral Sciences, 2nd edition, Volume 22*. Oxford: Elsevier.
- Blau, Peter. 1977. “A Macrosociological Theory of Social Structure.” *American Journal of Sociology* 83(1): 26-54.
- William H. Sewell, Jr. 1992. “A Theory of Structure: Duality, Agency, and Transformation.” *American Journal of Sociology* 98(1): 1-29.
- Lizardo, Omar. 2010. “Beyond the Antinomies of Structure: Levi-strauss, Giddens, Bourdieu, and Sewell.” *Theory and Society* 39(6): 651-688.

READING WEEK – NO CLASS

FEBRUARY 22

Week 7: Institutions, Organizations, and Networks

March 1

Human actors do not just inhabit worlds that are patterned by particular distributions of people. We actively design and legitimate these patterns for specific purposes and around abstract sets of roles and practices. Social structures that are tied to abstract concepts, role sets, and practices are typically called “institutions” and include things like families, schools, and cities. Within specific institutions we find people engaged in coordinated actions through the formation of organizations and networks. This week we examine theories that attempt to explain institutions, organizations, and social networks, and their interrelations.

Note: Paper Proposal Due.

Readings:

- Paul J. DiMaggio and Walter W. Powell 1983. “The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields.” *American Sociological Review* 48(2): 147-160.
- Burt, Raymond. 2004. “Structural Holes and Good Ideas.” *American Journal of Sociology* 110(2): 349-399
- Small, Mario Luis. 2006. “Neighborhood Institutions as Resource Brokers: Childcare Centers, Interorganizational Ties, and Resource Access Among the Poor.” *Social Problems* 53(2): 274-292.

Week 8: Capitalism and Class

March 8

Another question raised within studies of social structure is how people within the same society get divided into subgroups with unequal access to power and resources. Particularly relevant is how those groups with more power and resources are able to exercise more influence over how society becomes structured in the first place. Classical sociologists like Marx and Weber were particularly interested in how industrial capitalist societies resulted in major class divisions. This week we focus on contemporary sociological theories of capitalism and class.

Readings:

- Pierre Bourdieu 1986. "The Forms of Capital." Pp. 241-58 in John Richardson (ed.) *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood.
- Michael Burawoy and Erick Olin Wright 2001. "Sociological Marxism." Pp. 459-86 in Jonathan H. Turner (ed.) *Handbook of Sociological Theory*. New York: Kluwer Academic/Plenum Publishers.
- Swedberg, Richard. 2005. "Toward an Economic Sociology of Capitalism." *L'Année Sociologique* 55(2): 419-449.
- Fourcade, Marion and Kieran Healy. 2017. "Seeing Like a Market." *Socio-Economic Review* 15(1): 9-29.

Week 9: Racism, Sexism, and Intersectionality

March 15

While we have explored race, gender, and sexuality in previous week, this week we turn specifically to structural perspectives on racism, sexism, and intersectionality. As with last week's topic, this week examines how societies are subdivided into different groups with different access to power and resources.

Readings:

- Eduardo Bonilla-Silva. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62(3): 465-480.
- Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities." *Sociological Theory* 28(2): 129-149.
- Ray, Victor 2019. "A Theory of Racialized Organizations." *American Sociological Review* 84(1): 26-53.
- Paige L. Sweet 2019. "The Sociology of Gaslighting." *American Sociological Review* 84(5): 851-875.

Week 10: Power and the State

March 22

Power has been an undercurrent in previous weeks. This week we make it the explicit focus of our discussion. The most famous definition of power comes to us from Max Weber as the chances of an actor to realize their ends even in the face of opposition from others. At the extreme, according to Weber, power can be exercised through physical violence. Indeed, Weber defined the State as the holder of a monopoly on the use of violence – the ultimate seat of power and domination in a society. However, as Foucault has argued, power is rarely exercised in such a direct way. This week we consider the ideas of Foucault and several sociologists on the topic of power, domination, and the State.

Readings:

- Michel Foucault [1977]1995. "Docile Bodies," pp. 135-69 in *Discipline & Punish*. New York: Vintage Books.
- Pierre Bourdieu 1989. "Social Space and Symbolic Power." *Sociological Theory* 7(1): 14-25.
- Chandra Mukerji 2010. "The Territorial State as a Figured World of Power: Strategies, Logistics, and Impersonal Rule." *Sociological Theory* 28(4): 402-424.

Pallavi Banerjee and Raewyn Connell 2018. "Gender Theory as Southern Theory." Pp. 57-68 in Barbara J. Risman, Carissa M. Froyum, and William J. Scarborough (eds.) *Handbook of the Sociology of Gender*. Heidelberg: Springer.

Week 11: Culture and Meaning

March 29

The final two weeks of the course are devoted to the study of "culture". For Parsons, culture was the third part of a three-part framework for understanding action (the other two being social structure and personality). Parsons argued that culture was essential to action because it provided an external source of meaning. Without external meanings imposed by systems of language, knowledge, value, Parsons reasoned, coordinated actions are impossible. This week we consider the extent to which culture can be theorized as an external, somewhat stable, system of meanings.

Readings:

Clifford Geertz 1973. "Thick Description: Toward an Interpretive Theory of Culture." Pp. 3-30 in *The Interpretation of Cultures*. Basic Books.

Ann Swidler 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review* 51(2): 273-86.

Jeffrey C. Alexander 2004. "Cultural Pragmatics: Social Performance Between Ritual and Strategy." *Sociological Theory* 22(4): 527-73.

Omar Lizardo 2017. "Improving Cultural Analysis: Considering Personal Culture in its Declarative and Nondeclarative Modes." *American Sociological Review* 82(1): 88-115.

Week 12: Culture and Structure

April 5

As mentioned, Parsons distinguished culture and social structure. While earlier theorists may not have used these two terms, Parsons was following a long tradition of social theory that differentiates patterns of people, interactions, and material resources from some supra-individual system of meanings, values, knowledge, and other seemingly immaterial things. Karl Marx distinguished the economic base of society from its ideological superstructure. Durkheim distinguished the division of labour in society from the collective consciousness. Simmel distinguished the formal structures of social interaction from the meaningful "content" that those structures had for actors. What exactly is the relationship between the organization of people and things into social structure, and the organization of meanings into culture?

Readings:

Margaret S. Archer 1996. "The Myth of Cultural Integration" Pp. 1-20 in *Culture and Agency: The Place of Culture in Social Theory*. Cambridge University Press.

Michèle Lamont and Virág Molnár. 2002. "The Study of Boundaries in the Social Sciences." *Annual Review of Sociology* 28: 167-195.

Amir Goldberg, Sameer B. Srivastava, V. Govind Manian, William Monroe, and Christopher Potts 2016. "Fitting In or Standing Out? The Tradeoffs of Structural and Cultural Embeddedness." *American Sociological Review* 81(6): 1190-222.

This week we review the major themes from the course and discuss the final papers.

Other Important Information

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties 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.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> 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 unauthorized 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.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. 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.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Absences and Deferrals

Any seminar absences and assignment deadline deferrals should be approved in advance by the instructor.

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/F21_deferral-of-term-work_weighting.pdf

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.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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/. 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. The full policy on Student Accommodations is available at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that 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 support 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 Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Representation

The Graduate Student Association VP Academic can be contacted at vpa.gsa@ucalgary.ca

For more information, and to contact other elected officials with the GSA, please visit this link:

<https://www.ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html>

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.