

Course ID:	Course Title:	Fall 2023
SO 121	Principles of Sociology	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Joel Thiessen, PhD	First Day of Class:	September 7
Days:	Tuesday/Thursday	Email:	jathiessen@ambrose.edu	Last Day to Add/Drop:	September 17
Time:	9:45-11:00am	Phone:	403-407-9442	Last Day to Withdraw:	November 20
Room:	A2133	Office:	L2105	Last Day to Apply for Coursework Extension:	November 23
Lab/Tutorial:	N/A	Office Hours:	Tuesdays, 12:30-2:00pm Thursdays, 2:00-3:30pm	Last Day of Class:	December 7
Final Exam:	Tuesday, December 19 (9am-12pm, A2133)				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

Course Description

This course examines the foundations of sociology, social inequality, social institutions, and social change. It introduces students to the major concepts, theories, and procedures of sociological inquiry.

Expected Learning Outcomes

Understanding: Students will articulate the basic components of the perspectives, theories, methods, ethics, and concepts used in sociology to describe and explain the social world (Personal Reflection and Application Assignment, Research Project, Literature Review, Article Review, Exams).

Research: Students will gather, read, interpret, summarize, and evaluate sociological data and research (Research Project, Literature Review, Article Review).

Analysis: Students will synthesize sociological concepts, theories, and data to then evaluate and think critically about diverse topics and perspectives that impact oneself and the world around them (Personal Reflection and Application Assignment, Research Project, Article Review).

Communication: Students will showcase written and verbal communication skills, grounded in clear argument and grammatical structure, logical and persuasive thesis formation and development, supportive evidence, and relevant ASA formatting (Personal Reflection and Application Assignment, Research Project, Literature Review, Article Review).

Character: Students will demonstrate their familiarity with and appreciation of diverse perspectives or experiences in the world, in the process grappling with their own social location and social interactions amidst the diversity around them (Personal Reflection and Application Assignment, Research Project).

Professional Competence: Students will develop abilities in areas such as self-regulation, communication, critical thinking, data interpretation and presentation, and intercultural understanding, while considering possible vocational and occupational trajectories connected to sociology (Personal Reflection and Application Assignment, Research Project, Article Review).

Textbooks

- Berger, Peter. 1963. *Invitation to Sociology: A Humanistic Perspective*. New York, NY: Knopf Doubleday Publishing Group.
- Macionis, John J., Jakub Burkowicz, S. Mikael Jansson, and Cecilia M. Benoit. 2020. *Society: The Basics. 7th Canadian Edition*. North York, ON: Pearson Education.

Course Schedule

Date	Topic	Reading/Preparation in Advance	Assignment Deadlines
Sept. 7	Course Introduction	Syllabus (on Moodle)	
Sept. 12	The Sociological Perspective	<i>Invitation to Sociology</i> , Ch.1-3	
Sept. 14	The Sociological Perspective	<i>Society: The Basics</i> , Ch.1 (sections 1.1-1.2) & “Opportunities in Sociology” (article on Moodle)	
Sept. 19	Sociological Theory	<i>Society: The Basics</i> , Ch.1 (section 1.3)	
Sept. 21	Sociological Method	<i>Society: The Basics</i> , Ch.1 (sections 1.4-end of chapter)	Reflection Assignment # 1
Sept. 26	Sociological Method	“Is There a ‘Renaissance’ of Religion in Canada? A Critical Look at Bibby and Beyond” & “The Perils of Pioneering and Prophecy: A Response to Thiessen and Dawson” (articles on Moodle)	
Sept. 28	Sociology, Christianity, and the Academy	“Sociological Foundations of Christian Morality” (article on Moodle)	
Oct. 3	Literature Review & Library Orientation	“Finding and Refining a Topic” (article on Moodle)	
Oct.4	Deeper Life Conference – Josh Larsen	“[Pop] Culture” (Details here)	*Students in this course must attend at least one lecture
Oct. 5	Exam #1		
Oct. 10	Culture	<i>Society: The Basics</i> , Ch.2	

Oct. 12	Socialization	<i>Society: The Basics</i> , Ch.3	
Oct. 17	Social Interaction in Everyday Life	<i>Society: The Basics</i> , Ch.4 & <i>Invitation to Sociology</i> , Ch.4-6	Reflection Assignment # 2
Oct. 19	Race and Ethnicity (*NO CLASS, professor away)	In lieu of class, (a) watch the Documentary <i>Indecently Exposed</i> (link on Moodle) & (b) read “Truth and Reconciliation Commission of Canada: Calls to Action” & “Of Our Spiritual Strivings” (in W.E.B. Du Bois’ book, <i>The Souls of Black Folk</i>) (articles on Moodle)	
Oct. 24	Race and Ethnicity	<i>Society: The Basics</i> , Ch.11	Literature Review Assignment
Oct. 26	Groups and Organizations	<i>Society: The Basics</i> , Ch.5	
Oct. 31	Deviance	<i>Society: The Basics</i> , Ch.7	
Nov. 2	Exam #2		
Nov. 6-10	READING WEEK		
Nov. 14	Social Stratification	<i>Society: The Basics</i> , Ch.8	Article Review Assignment
Nov. 16	Gender Stratification	<i>Society: The Basics</i> , Ch.10 & “Society in America” (section from Harriet Martineau’s book, <i>Society in America</i> (article on Moodle)	
Nov. 21	Religion	<i>Society: The Basics</i> , Ch.13 (sections 13.4-end of chapter)	
Nov. 23	Religion	“Nonreligious Identity in the US and Canada” (in Joel Thiessen and Sarah Wilkins-Laflamme’s book, <i>None of the Above</i>) (article on Moodle)	Reflection Assignment # 3
Nov. 28	Education	<i>Society: The Basics</i> , Ch.14 (sections 14.1-14.3)	
Nov. 30	Health	<i>Society: The Basics</i> , Ch.14 (sections 14.4-end of chapter)	
Dec. 5	Environment	<i>Society: The Basics</i> , Ch.15 (sections 15.6-end of chapter)	
Dec. 7	Course Conclusion	<i>Invitation to Sociology</i> , Ch.7-8	Reflection Assignment # 4
Dec. 11			Research Project Assignment
Dec. 19	Final Exam (9am-12pm, A2133)		

Requirements

- Failure to submit all assignments will result in an automatic failing final grade. Late assignments will lose 10%/day up to a maximum of 50%.
- All written assignments should be submitted electronically as a Word document on Moodle and may go through a plagiarism software – Turnitin – that compares your assignment against other books, articles, online sources (including AI-generated sources), and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

1) Personal Reflection and Application Assignments (12%)

Write a one-page response to the following questions (double spaced, 1” margins on all sides, 12-size font, name in the header). No additional research or references should be used. This is purely a reflection and application assignment,

linking course learning to one's life. Each assignment is worth 3% of your final grade. Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks).

- Drawing upon one of the following social traits – gender, race, social class, religion, or sexual orientation – explain how that social trait intersects with your view of the world? What biases do you hold? **Due September 21 at 9am**
- Students in this course are required to attend at least one of the plenary lectures tied to the [Deeper Life Conference](#) at Ambrose University (October 4). Building on the lecture(s), how does the sociological perspective help you to make sense of what you learned? **Due October 17 at 9am**
- In what ways does sociological inquiry potentially help or hinder Christian formation or practice at the individual or societal level? **Due November 23 at 9am**
- What career would you like to pursue and how might the learnings in this course potentially help you (or not) in your envisioned career? **Due December 7 at 9am**

2) Research Project (20%) – December 11 at 9am

Students have the choice to work on this assignment alone or in a group of up to five of your own choosing. Write a 4-5 page paper or propose and submit an alternate creative medium (e.g., video, poster/bulletin board, board/card game, photo collage), answering one of the following questions. If students choose an alternative creative medium, students must discuss the proposed idea and receive approval and specific parameters moving forward from the professor prior to Thursday, November 2. In addition to assigned readings in the course, assignments should incorporate a minimum of eight peer-reviewed sources (i.e., scholarly books and articles).

- Sociologically, discuss the already realized and potential pros and cons of Artificial Intelligence in society?
- Describe and explain the sociological impacts of the COVID-19 pandemic on society?
- In what ways does sociology help us to think carefully and critically about the relationship between human beings and the environment?
- How does sociology help us to understand the concept of power and inequality in society? Use concrete examples in your discussion.

When writing, the first paragraph (approximately ¼ page) should clearly state what this paper is about in the context of the larger literature, the overall argument to the paper, and what makes this topic significant. Subsequent paragraphs should generally have the following structure, all the while building a consistent and clear argument from one paragraph to the next: *insight* (“key claim/idea I will develop is...” - 1st sentence of each paragraph), *evidence* (“data that supports my claim...” - middle sentences of each paragraph), and *interpretation* (“what this all means is...” - last sentence or two of each paragraph). The concluding paragraph (approximately ¼ page) should synthesize the interpretations throughout into a larger integrated statement, pointing back to the overall argument and the ways that this paper builds on and extends the literature accounted for in the paper. The final paragraph should also delineate the implications of your argument for our understanding of society.

A title page and bibliography (in addition to the 4-5 pages) are expected, correctly formatted to ASA guidelines (see link provided on Moodle), though no Abstract or (sub)headings should be used. Papers should be double spaced, with 1” (2.54cm) margins on all sides, and 12-point font. Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks). Although not required, students

are strongly encouraged to exchange their projects with one other student to receive candid feedback based on the criteria above, and to then account for that feedback before submitting the final project.

3) Literature Review (5%) – October 24 at 9am

Identify five peer-reviewed resources that help to address one of the research project questions above. For each resource, provide an ASA formatted Reference list citation and offer a two to three sentence summary of the central argument advanced (double spaced, 1" margins on all sides, 12-size font, name in the header). Evaluation of this assignment is based on: (a) ASA formatting accuracy (50 marks); (b) summary clarity (30 marks); (c) grammar and spelling (20 marks).

4) Article Review (15%) – November 14 at 9am

Select one of the five literature review resources used in the previous assignment, provide the full ASA formatted reference, and then address the following in 1-2 pages (double spaced, 1" margins on all sides, 12-size font, name in the header): (a) What is the central question explored? (b) Describe the method and sample. (c) Summarize the central thesis, including supportive evidence and sociological explanations of the main findings. (d) Discuss any weaknesses or limitations of this research study (e.g., method or analysis). Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks).

5) Exams (48%)

There are three exams in this course. On the first two exams (each worth 14%), students can choose to answer 45 multiple-choice questions or 3 of 6 essay questions (each question worth 15 marks) based on class readings and lectures. These exams are not cumulative. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class prior to the exam. If students do not select an option, the professor assumes that they will write the multiple-choice exam. The final exam (worth 20%) will include 45 multiple-choice questions and a single essay question (worth 15 marks) based on the entirety of the course: *What does it mean to think like a good sociologist?*

Communication and Attendance

My sole task in this course is to help create an environment for you to maximally learn and succeed. Toward this end, student-initiated communication with me is critical, especially if you have questions about course content and expectations, or if you are falling behind. Unless you reach out and communicate with me, I have no way to know what your needs are or how to best help you through this course. I want to encourage you to proactively communicate with me, and to not leave your communications until it is too late. When it comes to assignments, you will be held accountable for your communication (or lack thereof).

I have a high regard for our times together in class – this time is sacred. You are free to attend class or not, but should you decide to do so, I expect the following without exception:

- Read the assigned materials in advance of class
- Arrive on time
- Actively participate in class activities

If you cannot uphold all three of these expectations, you are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask you to leave class or possibly withdraw from the course.

Grade Summary

The available letters for course grades are as follows:

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D	Minimal Pass	50-55%	1.0
F	Failure	Below 50%	0.00
P	Pass		No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Grading Rubric

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student can extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical	The majority of assignment demonstrates a balance in summarizing and describing	Clearly states central thesis and purpose of paper Each sentence/paragraph	Few to no spelling, grammar, or other writing errors.	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.

	research are summarized and used accurately and in relevant ways	theory/research and analysis and application	logically leads to the next Carefully selected details which support general statements and central thesis	Words, sentences, and paragraphs flow smoothly		Establishes order to ideas and points out relationships between them. Number and quality of main points are sufficient Presentation of ideas develops to a logical conclusion and/or summary Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
B 72-85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis Appropriate details/synthesis most of the time. Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation. Ideas follow a general logical flow with presenter providing some synthesis between points

						<p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenter's points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p>

						<p>Weak conclusion and/or summary</p> <p>Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact</p> <p><i>And so on....</i></p>
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Ambrose University Important Information:

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets

to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.