

# MIT 3217F – Public Opinion

Fall 2019

**Instructor:** Niel Scobie

**Office:** FNB (tbd)

**Office Hours:** 2:00pm-3:00pm

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**Lectures:** Thursdays 10:30am-1:30pm – FNB 1270

“**The creation of consent** is not a new art. It is a very old one, which was supposed to have died out with the appearance of democracy. But it has not died out. It has, in fact, improved enormously in technic, because it is now based on analysis rather than on rule of thumb. And so, as a result of psychological research, coupled with the modern means of communication, the practice of democracy has turned a corner. A revolution is taking place, infinitely more significant than any shifting of economic power.”

~ Walter Lippmann, *Public Opinion* (1922)

## Course Description:

This course investigates the formation of public opinion and its role in democratic society, theories of attitude and opinion formation and persuasion, the study of propaganda, and current issues in public opinion and the “manufacture of consent.”

## Students will learn:

- ...to critically appraise fundamental concepts such as the manufacture of consent, necessary illusions, freedom of the press, polling and elections, pseudo-environments, propaganda, the political economy of knowledge, fake news, and post-truth.
- ...to be more critically aware of their media environment, in the context of democracy and democratic thought control, and how art, sports, and scholarship often work in service of propaganda.
- ...the deeper meanings of democracy, autocracy, plutocracy, and public opinion, and critically appraise democratic practice in Canada today, and to understand the role of media in decreasing or increasing democratic practice.

- ...to become familiar with literature on public opinion, and hone critical reading skills, including the reading of scholarship.

### Course Materials:

- Walter Lippmann: *Public Opinion*. Mineola, NY: Dover, 2004 (first published 1922).
- Stuart Ewen: *PR! A Social History of Spin*. New York: Basic Books, 1996.
- Custom course pack containing a variety of articles and book chapters on public opinion, propaganda, media, and democracy.

### Assignments and Methods of Evaluation

- Class participation, including attendance: **Weeks 1-6 (7.5%) Weeks 7-13 (7.5%)**  
By dividing the class participation mark into two halves, students will know whether they are on track for a percentage they are satisfied with or whether greater participation is required; thus, removing some of the ambiguous nature of the participation grade.
- Review quiz: **Week 5 – Oct. 3 (15%)** - based on lectures and readings from Weeks 1-4.
- Term Paper (12–15 pages) **Due Nov. 21 OR Nov. 28 (35%)** Deadlines for major papers and projects in other courses tend to fall on similar dates near the end of the semester. To alleviate this pressure, students **may choose** their term paper due date of either Nov. 21 or Nov. 28. Depending on the class size, this split should be 50/50 between the dates to allow for papers to be graded and returned in a timely manner. Further, if submitted **on time**, the paper will be marked with comments/suggestions and returned no later than the following week, allowing for students, if they wish, to revise and strengthen their paper, and potentially receive a higher mark.
- Major presentations, **groups of 3**, on one or more of the readings, including suggested, or portions thereof, **excluding Lippmann and Ewen (35%)**

**Notes on Attendance and Participation:**

Students are expected to attend all lectures. A high participation mark will be demonstrated by regular, thoughtful, and respectful contributions to class discussion. Participation should also demonstrate knowledge of weekly readings.

**Notes on the Term Paper:**

Students will **use course concepts** such as the manufacture of consent, necessary illusions, propaganda, the political economy of knowledge, fake news, and post-truth, to **demonstrate how they often work** in the service of governmental or corporate interests.

**Grading criteria:**

- Demonstrate an understanding of and capacity to synthesize course content to issues at hand **(30%)**
- Flow in argument, literacy, grammar, spelling **(25%)**
- Demonstrate analytical, critical, nuanced capacity to relate course concepts to democracy, oligarchy, plutocracy **(15%)**
- Originality, nuance, presentation of possible counter-arguments, consistency in presentation/argumentation **(15%)**
- Proper and consistent citation format and reference page **(15%)** - MLA or Chicago Author/Date or another format with instructor's permission
- **Late submissions** without pre-authorized permission will receive a **5%** deduction per day, and will not be eligible for revision. Students are encouraged to **meet with the instructor well in advance of the due date** to discuss their possible topics and direction for term papers.

**Notes on the Major Presentation:**

Students will **summarize the reading(s) as to familiarize classmates to the main points and argument.** (Apply the reading in some way: critique it, compare it with another reading, and/or extend it, for example.) The **relevance** of the reading to the course **should be clear.** Finally, your presentation should be stimulating, interesting, creative, and even entertaining, and provoke a discussion. **Power-points and other media welcome.**

**Depending on class size, presentations will take place during weeks 9-13.**

## **Weekly Outline and Readings** (\*denotes required)

<b>WEEK 1 – SEPT. 5</b>
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**Introduction: Nature and Role of Public Opinion**

- Public opinion defined; Democracy and public opinion; Force and opinion.
- The authoritarian-democratic continuum; Anti-democratic forces.
- Post-truth and fake news.

**Readings:**

\*Walter Lippmann. *Public Opinion*, ch. 1 “The World Outside and the Pictures in Our Heads.”

\*Stuart Ewen. *PR! A Social History of Spin*. ch. 4 “Controlling Chaos.” (pp. 60-64 only).

<b>WEEK 2 – SEPT. 12</b>
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**Public Opinion and Democracy: Precursors of Lippmann: Le Bon, Tarde, Dewey**

- Conceptions of the crowd, the mass, and the public.

**Reading:**

\*Stuart Ewen. *PR! A Social History of Spin*. ch. 4 “Controlling Chaos.” bottom of page 64 to 81.

**Public Opinion and Democracy: Lippmann’s “New Image” of Democracy**

- “Democracy” as the manufacture of consent and as necessary illusion.
- Stereotypes, fictions, pseudo-environments.
- The role of the press.

**Readings:**

\*Walter Lippmann. *Public Opinion*, ch. 1-5.

\*Jon Rappoport. “The Basis of Mass Propaganda Mind Control: ‘It’d Lead Us to ‘Deserting the Human Community.’” *The 4<sup>th</sup> Media*. Sept 2012.  
<https://www.21cir.com/2012/09/the-basis-of-mass-propaganda-mind-control-itd-lead-us-to-deserting-the-human-community/>

<b>WEEK 3 – SEPT. 19</b>
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**Post-Lippmann Anti-democratic Thought & Policy**

The Tri-lateral Commission

- International trade agreements (MAI)
- Shock doctrine

**Readings:**

\*Michael Crozier, S. Huntington, and Joji Watanuki. *The Crisis of Democracy*, NYU Press, 1975 (Parts 1, 3, 5) [http://www.trilateral.org/download/doc/crisis\\_of\\_democracy.pdf](http://www.trilateral.org/download/doc/crisis_of_democracy.pdf)

\*Noam Chomsky. “Force and Opinion,” *Z Magazine*, July/August, 1991, pp. 10-24. **(in course pack)** [https://chomsky.info/199107\\_/](https://chomsky.info/199107_/)

Naomi Klein. *The Shock Doctrine; The Rise of Disaster Capitalism*, 2007.

Andrew Jackson and Matthew Sanger, (eds.) *Dismantling Democracy: The Multilateral Agreement on Investment (MAI) and Its Impact*, Ottawa: Canadian Centre for Policy.

**WEEK 4 – SEPT. 26**

**Shaping Public Opinion part 1: Theories of Attitude Formation**

**Readings:**

\*Walter Lippmann, *Public Opinion*, Part 3 ch. 6-10, and ch. 11-12.

\*Stuart Ewen, *PR! A Social History of Spin*. Ch. 6-8.

\*Daniel Katz. “The Functional Approach to the Study of Attitudes,” in Morris Hanowitz and Paul Hirsch (eds.), *Reader in Public Opinion*, 3<sup>rd</sup> ed. 1981: 38-52. **In course pack.**

Milton J. Rosenberg. “A Structural Theory of Attitude Dynamics,” *Public Opinion Quarterly*, 1960.

Theodor Adorno. “Anti-Semitism and Fascist Propaganda” (1946) and “The Stars Down to Earth.” Both reprinted in *The Stars Down to Earth and Other Essays on the Irrational in Culture*, edited by Stephen Crook, 1994.

**WEEK 5 – OCT. 3**

**Shaping Public Opinion part 2: The Public Relations Industry**

**Readings**

\*Stuart Ewen. *PR! A Social History of Spin*. Ch. 3–10

\*Walter Lippmann. *Public Opinion*, Part 2, Ch. 2-5, and Part 8, ch. 25-28.

Joyce Nelson. *Sultans of Sleaze*, 1989. pp. 13 - 95.

**Shaping Public Opinion part 2 (cont'd): Polls and Elections**

**Reading:**

Benjamin Ginsberg, “The Domestication of Mass Belief,” *The Captive Public*, Ch. 2-3, **in course pack.**

**WEEK 6 – OCT. 10**

**Media and Public Opinion: The Press, the Propaganda Model, and ‘What’s News?’**

**Readings:**

Jeff Klaehn, ed. *Filtering the News*, 2005 (selected chapters)

Robert Hackett, *News & Dissent*, 1991, Ch.3, pp. 73 – 84

James Winter, *Lies the Media Tell Us*, 2007 (selected chapters)

Noam Chomsky and Edward S. Herman, *The Political Economy of Human Rights: Vol. 1, The Washington Connection and Third World Fascism*, 1979.

Robert Hackett and Richard Gruneau, *The Missing News: Filters and Blindspots in Canada’s Press*. 2000. Ch. 5-7.

**WEEK 7 – OCT. 17**

**Media and Public Opinion: Controlling/Influencing the Press**

**Reading:**

\*Gennadiy Chernov. “Stealth Advertising: The Commercialization of Television News Broadcasts in Canada.” *Global Media Journal - Canadian Edition*, 3(2) 2010: 31-48.

[https://www.researchgate.net/publication/49596463\\_Stealth\\_Advertising\\_The\\_Commercialization\\_of\\_Television\\_News\\_Broadcasts\\_in\\_Canada](https://www.researchgate.net/publication/49596463_Stealth_Advertising_The_Commercialization_of_Television_News_Broadcasts_in_Canada)

Daniel Boorstin. *The Image: A Guide to Pseudo Events in America*, 1961. Ch. 1.

Sharon Beder. "Media: Corporate Influences," *Global Spin: The Corporate Assault on Environmentalism*, 1997, ch. 12.

### **Media and Public Opinion: Public Interest Groups and Accessing the Press**

#### **Readings:**

Robert Hackett. *News and Dissent*, chapters 8, 11, 12.

Stephen Dale. *McLuhan's Children: The Greenpeace Message and the Media*, 1996.

Paul Rutherford. *Endless Propaganda*, 2000.

<b>WEEK 8 – OCT. 24</b>
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### **Propaganda part 1: Conceptions and History**

#### **Reading:**

\*Randal Marlin. *Propaganda & the Ethics of Persuasion*, 2002. Ch. 2.

Howard Zinn. *A People's History of the United States 1492-Present*, 1980. ch. 1.

Garth Jowett and Victoria O'Donnell. *Propaganda and Persuasion*. 2<sup>nd</sup> ed. 1992. Ch. 1-2.



<b>WEEK 9 – OCT. 31</b>
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**Propaganda part 2: Art and Photography as Propaganda**

**Reading:**

\*Stuart Ewen, *PR! A Social History of Spin*, ch. 10 “Optical Illusions.”

Michael Barson, *Better Red Than Dead: A Nostalgic Look at the Golden Years of RussiaPhobia, Red-Baiting, and Other Commie Madness*, 1992

**Propaganda part 2: Sports/Entertainment as Propaganda**

**Readings:**

Arthur Asa Berger. “Seven Points On the Game of Football.” In *Media Analysis Techniques*, pp. 151-162.

Chris Hedges. *Empire of Illusion: The End of Literacy & the Triumph of Spectacle* (2010), ch. 1, 3-5.

Michael Mandelbaum. *The Meaning of Sports: Why Americans Watch Baseball, Football and Basketball and What They See When They Do*, 2004.

Michael R. Real. “The Super-Bowl: Mythic Spectacle” in *Mass-Mediated Culture*, 1977. pp. 92-117.

**Begin Group presentations.**

\*\*\*\*\* READING BREAK – NOV. 4 – 10 \*\*\*\*\*

**WEEK 10 – NOV. 14**

**Propaganda (part 3): Education/ Scholarship as Propaganda**

**Readings:**

\*Robert Babe. “Genealogy of Cultural Studies,” *Cultural Studies and Political Economy: Toward a New Integration*. Rowman and Littlefield, 2009, pp. 61-96.

\*Robert Babe. “Media and Scholarship.” In *Wilbur Schramm and Noam Chomsky Meet Harold Innis*. 2015, pp. 59 – 71.

Jefferson Pooley. “The New History of Mass Communication Research.” Pp. 43-67 in *The History of Media and Communication Research: Contested Memories*, edited by David W. Park and Jefferson Pooley, 2008.

Noam Chomsky. *Chomsky on Miseducation*, ed. D. Madeco Roman and Littlefield, 2004.

**Group presentations (cont.)**

**WEEK 11 – NOV. 21**

**Media, Scholarship, and Environment**

**Readings:**

\*Robert E. Babe. “Newspaper Discourses on Environment,” in Jeffrey Klaehn, ed., *Filtering the News*, pp. 187 – 222.

Robert E. Babe. *Culture of Ecology*, 2006.

James Winter. “Eco-Zealots, Greenwashers and Parasites,” in *Lies the Media Tell Us*, 2007.

Sharon Beder. “Reporting On the Environment” in *Global Spin*, 2002.

Gerald Markowitz and David Rosner. *Deceit and Denial: The Deadly Politics of Industrial Pollution*, 2003.

**Group presentations (cont.)**

<b>WEEK 12 – NOV. 28 &amp; WEEK 13 – DEC.5</b>
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**“Fake News” and “Post truth”**

**Readings:**

\*Robert Babe. “Propaganda and Democracy.” In *Wilbur Schramm and Noam Chomsky Meet Harold Innis*, 2015. pp. 175 – 200.

\*Megan Garber. “Wonder Woman: Heroine of the Post-truth Age.” *The Atlantic*, June 2017.  
<https://www.theatlantic.com/entertainment/archive/2017/06/wonder-woman-heroine-of-the-post-truth-age/528780/>

\*Kurt Andersen. “How America Lost Its Mind.” *The Atlantic*, Sept 2017.  
<https://www.theatlantic.com/magazine/archive/2017/09/how-america-lost-its-mind/534231/>

**End of Group presentations.**

**Classroom Policies**

**Expectations**

You can expect the instructor to:

- ... **begin and end class on time** with a 10 minute break at the halfway mark.
- ... **facilitate** thoughtful and respectful discussion.
- ... hold regular office hours to **provide assistance** with course content.
- ... **reply** to e-mails within 24 hours (weekdays only).

Students are expected to:

- ... **arrive** to class on time.
- ... have **completed weekly readings** and be prepared to **engage in class**

**discussion.**

- ... **participate regularly** in discussions and respect the opinions of their classmates.
- ... **refrain from using smartphones** and use laptops for note-taking and course materials only.

**Recording Devices:**

No student may record lectures and discussion without instructor's consent. If consent *is* given, recording may be used for reference *only* and is not to be copied, uploaded, or distributed.

**Land Acknowledgement**

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak, and Attawandaron peoples who have longstanding relationships to the land and region of southwestern Ontario and the City of London.

# NOTES FROM THE FIMS DEAN'S OFFICE

Fall 2019

## Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

[http://www.uwo.ca/univsec/academic\\_policies/rights\\_responsibilities.html](http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html)

## Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

## Accommodation Policies

Students with disabilities work with Services for Students with Disabilities (SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#)

## Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the

semester, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence. Students are not able to use the self-reporting option in the following circumstances:

- during exam periods,
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are NOT met, students will need to provide a Student Medical Certificate, if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact the FIMS Undergraduate Student Services Office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration For Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

## Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

## Grading at FIMS

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

**Elective courses and 4<sup>th</sup> year seminars have no recommended course averages.**

## Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwocom/mentalhealth/>

## SUPPORT SERVICES – LINKS

Office of the Registrar:

[www.registrar.uwo.ca](http://www.registrar.uwo.ca)

Student Development Centre:

[www.sdc.uwo.ca](http://www.sdc.uwo.ca)

Psychological Services:

[www.sdc.uwo.ca/psych](http://www.sdc.uwo.ca/psych)

Services for Students with

Disabilities:

[www.sdc.uwo.ca/ssd](http://www.sdc.uwo.ca/ssd)

Accessibility

Information:

[www.accessibility.uwo.ca](http://www.accessibility.uwo.ca)

∟ Writing Support

Centre:

[www.sdc.uwo.ca/writing](http://www.sdc.uwo.ca/writing)

Learning Skills Services:

[www.sdc.uwo.ca/learning](http://www.sdc.uwo.ca/learning)

g Indigenous Services:

[http://indigenous.uwo.c](http://indigenous.uwo.ca/)

a/

International and Exchange

Student

Centre:

[www.sdc.uwo.ca/int](http://www.sdc.uwo.ca/int) Career

Centre at Western:

[www.success.uwo.ca/careers/](http://www.success.uwo.ca/careers/)

## Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

### Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

#### 90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

#### 80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

#### 75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

#### 70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

#### 60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

#### 50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

#### Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

## Appendix B: Guidelines of Academic Appeals for FIMS Students

### Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

### Stages in the Appeals Process:

**The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor.** For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

**If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee.** Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar.** It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

### **The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.**

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

### **If the Committee decides that the grounds for appeal have been met, the following steps will be taken:**

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

### **The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.**

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.