

MIT 3215G WINTER 2021

# KILLER CULTURE



WAR AND THE MEDIATION OF REALITY IN THE 21<sup>ST</sup> CENTURY

## THE COURSE

War is the machine that created the technologies we depend on in this century. War bred the growth of the so-called Military Industrial Complex, as well as the cultural complex of behaviors based on our various death industries. This course considers the way we sift war through media filters, the stories we tell ourselves (and the way we mediate those stories), about gender and power, truth and myth, the body and spirit, the technosphere and biosphere. We will examine the mediation of high-tech information systems, global armament, and the mechanization of death; the focus will be on the ways we represent and modify the forces that draw us into war—forces that have made ours into a killer culture.

**LOCATION** The deep comfort of your very own home or nesting place.  
**TIMES, TUTORIALS**

<b>SYNCHRONOUS DISCUSSION!</b>	Tuesdays	10-11:30 a.m.	<b>Please leave your cameras on and pictures of you live, please?</b>
<b>ASYNCHRONOUS LECTURES</b>	Two lectures a week as given in the schedule below		

**DUDE ON YET ANOTHER ZOOM SCREEN:** Dr. Tim Blackmore, please call me Tim!

## COURSE OBJECTIVES

This course will:

- enable you to evaluate the claims made by various kinds of propaganda;
- leave you with a sense of how militarist culture operates around and through us;
- introduce you to the problems surrounding “objective story telling” during times of crisis.

**MIT 3215 DEALS WITH UNPLEASANT MATERIAL, LANGUAGE, AND SITUATIONS.**

**IF YOU ARE EASILY OFFENDED, YOU MAY WISH TO RECONSIDER TAKING 3215. (BUT HANG IN THERE!)**

To [his] 5-year-old [son] Walker, he offered advice that he hoped would put the boy on a less risky career path. "Be studious, stay in school and stay away from the military," he wrote. "I mean it."  
Three weeks later, Marine Staff Sgt. Russell Slay was killed in Fallujah. (11/9/2004)



## GIVE PEAS A CHANCE

This syllabus is a contract between you, me and the University of Western Ontario. Ignorance of this contract will not be accepted as an excuse for breaking it. (Remember that the complete contract is The University of Western Ontario calendar.) Apart from the usual course requirements, here are some basic rules to follow:

### 3215 CONTRACT: PROBLEMS, LATE POLICIES, WORRIES.

- **Please do** let me know if need some extra time because **THINGS ARE NUTZ!**
- **Please be here with us!** This is a seminar course—we all make it run. We need you; I need you! Don't let someone else speak for you or carry your voice away. Participation runs like this: Who are you? F; you in a chair, 40%; you and a comment or four, 60%; you and good steady comments, 70%; you, good comments, hearty ideas, 80%; you could teach this course if I weren't, 90-100%.
- **Please don't** hand in late papers unless you have arranged an extension with me beforehand—the worst I can do is get a headache if you ask for an extension. So ask! All other late papers: 5% penalty per day, including weekends. Unless otherwise noted, papers are due at the beginning of class.
- **Please do** use Drop Box.
- **Please do** upload files as .pdfs AND
- **Please follow** this basic format: **Your First Name, Assignment** (briefly), **Course number only:** So "**Hiro Log 4 3215**" and that's all! Many thanks for that.
- **Please do** use a spelling checker. Even in informal writing (email, logs) let your document be error free. For papers, but not the logs, each typo or spelling mistake you make will drop your grade 1%.
- **Please also** keep an eye on your grammar. Again, informal writing for this course should be grammatically sound (although style is a different issue).

### RECORDING: HERE'S THE DEAL

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

I, Tim, will not ever record the class without asking for your express permission.

**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.

## MEDIA

America recruits by video game: get some! [www.americasarmy.com](http://www.americasarmy.com)

Central Intelligence Agency—for Kids. You're never too young to face the enemy!

[www.cia.gov/kids-page](http://www.cia.gov/kids-page)

DARPA: better, cooler, healthier deaths [www.darpa.mil](http://www.darpa.mil)

Federation of American Scientists—science (not) at war [www.fas.org](http://www.fas.org)

Geneva Conventions: [www.icrc.org/eng/war-and-law/treaties-customary-law/geneva-conventions/index.jsp](http://www.icrc.org/eng/war-and-law/treaties-customary-law/geneva-conventions/index.jsp)

Lockheed Martin: largest defense contractor in the world, [www.lockheedmartin.com](http://www.lockheedmartin.com)

Minerva: Women in the Military [www.h-net.org/~minerva](http://www.h-net.org/~minerva)

Look at the money clock go! <https://www.nationalpriorities.org/cost-of/>

RAND Corporation: study war all the more [www.rand.org](http://www.rand.org)

Who else is pulling triggers? <https://www.nytimes.com/2002/10/13/business/america-s-for-profit-secret-army.html>

## REQUIRED PRINT

Tim Blackmore, *War X: Human Extensions in Battlespace*  
Paul Headrick, *A Method for Writing Essays* (**optional**)  
Jules Feiffer, *Munro* (custom course kit)  
Joe Haldeman, *The Forever War* (2009 ed., rev.) St. Martin's  
Frank Miller & Lynn Varley, *300*  
Derek Noon, "Click" (course kit)  
Tim O'Brien, *The Things They Carried*  
Sheri Tepper, *The Gate to Women's Country*  
Dalton Trumbo, *Johnny Got His Gun*  
John Varley, "Manhattan Phone Book" (course kit)  
Kurt Vonnegut, *Slaughterhouse-Five, or the Children's...*

## REQUIRED FILM

*Aliens* (the **second** film, not the first)  
*Dr. Strangelove*  
*Full Metal Jacket*  
*Platoon*  
*Top Gun*

(all films: any version, DVD, Blu-ray, Beta...)

**DON'T FREAK OUT-THE  
READING IS VERY  
MUCH POSSIBLE. NO  
FRETTER! ALL WILL BE  
WELL!**

## EVALUATION:

**Participation:** 10%: more talking means a better class. Yes, you **DO** have good things to say!  
**Bi-weekly logs:** 35%: 500 (or more) words per log (freely written, relaxed style) due in tutorial as indicated.  
**Final project:** 35%: 1000 words, or equivalent  
**Midterm:** 20% One essay answer, open book, you'll have **days** to write 800 words. It's due Feb. 14, midnight.

Assignments will be evaluated based on the MIT "Grade Range Guidelines." Please watch for basic mechanical errors.

**LATE POLICY: 5% per day missed, including weekends.** Late papers must be submitted to OWL. The mark keeps dropping until it hits zero. Extension? Tell me what you need!

Students will receive graded work worth no less than 15% at least 3 days prior to the deadline for withdrawal without academic penalty. This year, the date by which students are to have received at least 15% of their grade in a first semester course is March 14, 2021. Students can find details about this academic policy here: [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf). Please note, students are responsible for ensuring that they are aware of the grades they have received in their courses.

**ATTENDANCE:** The schedule is subject to change without notice: **YOU** are responsible for keeping up to date with any changes. I expect to see you in class. Participation runs like this: "80%": thoughtful commentary, discussion, lots of attendance; "70%": moderate discussion, good attendance; "60%": some discussion, steady attendance; "50%": I think I know your face; "F": Who are you?

## TUTORIALS, OFFICE AND SPEAKING UP

Listen, what are you waiting around for? You feel shy and inhibited, afraid you don't have anything important to say? That pretty much describes ALL of us, especially internet trolls who flame people but can't leave the house. **YOU, YES YOU,** are welcome in the office. This is your invitation. Don't wait for courage! Grab a friend, I won't put you on the spot, I promise. And your fellow office-mates can be incredibly helpful and supportive.

## STAY IN TOUCH!

Tim: By phone: (519) 661-2111 ext. 88513, Email: [tblackmo@uwo.ca](mailto:tblackmo@uwo.ca)

## OFFICE HOURS AND SO ON:

I will be in the office and ready to chat about whatever intrigues you (or all of us who are there) at these times:

Tuesday 12:30-1:30, Friday 12-1 p.m.

If these times are no good, we can make an appointment for another time. Don't let inconvenience put you off from getting in touch, or approaching me about course issues.



## SELF-REPORTED ABSENCE (SRA)

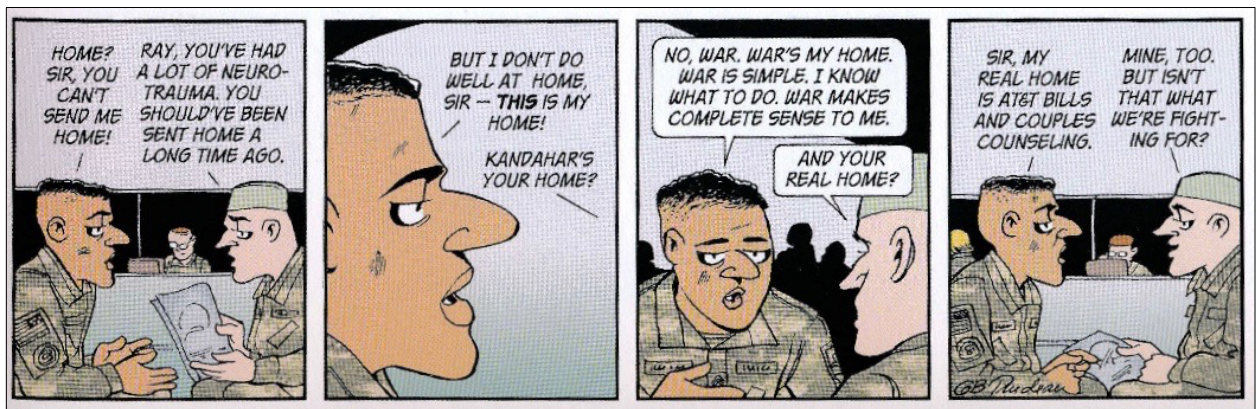
If you use a Self-Reported Absence that overlaps with an assignment or midterm, this is how we'll handle it. Let's say you use a Self-Reported Absence for a

### MIDTERM:

- The make-up for the midterm will start **February 23, 2021 and be due Feb. 28 at midnight.**
- The format of the midterm (essay question, open book) **will be the same**, although the questions will be different.
- We're not using some proctology track.

### ESSAY OR OTHER ASSIGNMENT:

- The new due date for the essay **will be a week** from the original due date. If the original due date was March 12, the new due date will be March 19.
- Hand in the work at class, as usual.



Doonesbury, G. B. Trudeau

## OTHER ACADEMIC CONSIDERATION

Our FIMS Academic Counsellors are wonderful people who have a lot of experience helping all of us get through difficult things. My first suggestion, if you've used a SRA but need more help, **will be to visit the Academic Counselling. Please don't be too hard core to ask for help, okay? We're with you!**

Using the Self-Reported Absence is ideal for handling a sudden illness or one-time unhappy event. For longer term issues, please visit a counsellor, okay?

## LATE PENALTIES IN CASE OF AN SRA

Standard late penalties (5% per day) will apply for the new deadline. If the due date is March 12 and the new due date is March 19, late penalties would start applying as of March 20th.

## ALL WORK IS DUE AT THE START OF CLASS ON TUESDAY

All assignments must be:

- uploaded as **.pdfs** with the following file name format: **"Orlando Log 3 3215"**
- MANY THANKS FOR YOUR HELP WITH THIS!**

## ABOUT THOSE LOGS . . .

**LOGS ARE ALL ABOUT RELAXATION** and thought. Each week I will send out thoughts and ideas, places you might start, use them or toss them, think about the text, then just start writing. Let your writing go for about 500 words (it can be more). *Your* direction is fine—the log suggestions aren't to be answered or “proven.”



**A LOG IS NOT AN ESSAY**. No formal structure is needed. I don't correct grammar or spelling, although I do want to see relatively clean documents. Get used to rereading the final paper so you've checked it over for spelling and obvious problems.

**THE WHOLE THING ABOUT LOGS** is not to conserve time or engage in word or sound bites, but to let time out, let the clock wind down, let the language and thoughts flow, let the connections make connections. People often note “I'm on a tangent now,” but as far as I'm concerned, in logs there are no tangents. Follow the tangents, and then the tangents that spring from them.

**PLEASE DON'T BE ALL** nervous about trying to give me what you think I want; it's such a game figuring out what the professor wants, eh? Tiresome! Let's not do that. Remember that the logs will only ever have two readers: you and me. So you can address me directly, write to me as if you were writing a letter: “Well Tim, I saw \_\_\_\_\_ and it made me think of \_\_\_\_\_ that reminded me of . . .”

**IN THE LOGS, IT'S YOU.** There's no proving anything here. In the logs, you decide what's right and wrong. It doesn't matter what I think about it, or whether I agree. These aren't my logs, they're yours. Instead, it's about you getting out your voice, getting hold of the way you write, the way you think, and then going as deeply as possible with those thoughts, following them to their underground labyrinths.

**THE HARDEST THING ABOUT LOGS IS THE BACKSPACE KEY.** You sit there and start writing, and then look at it, wonder if it's okay, and the deleting begins. But why? Write a couple of pages, be generous! Words are cheap (they say—whoever “they” are). So spend some. Don't look back and don't delete. And if you can't keep your fingers off the delete key, then write by hand. Some people love the process of writing with pen on rich paper. **OR!** you could write on your phone, if that's more relaxing (thanks to Amy V. for this welcome discovery!).

**THE LOGS AREN'T INDIVIDUALLY WORTH A GRADE.** Somewhere in the term I look at all the logs and grade them. But what I'm looking for is not a particular thing—it'll be the whole arc you've drawn from the first logs, which may be tentative and worried, to the last, more comfortably written logs. Be the log!



**FINE! FINE! ENOUGH!**  
**ALL OF THIS SOUNDS REASONABLE, I GUESS?**



Art by K.C. Green

**EXCEPT?**

Yes, right! One more reminder heh heh...

**I'M ABOUT TO UPLOAD AN ASSIGNMENT TO DROP BOX...**

**I'M GOING TO REMEMBER TO DO THE FOLLOWING:**

1. **PLEASE** convert the assignment to a .pdf **because** Tim uses software that lets him annotate pdfs (USEFUL!).
2. **PLEASE** name your file:
  - a. Your **first** name;
  - b. A **brief word** for the assignment;
  - c. The **course number** only.


**WHY? GOOD QUESTION!**  
**BECAUSE:**

1. I have about 60 assignments coming in every week;
2. If your assignment has no name on the file, it might get lost and **you would lose marks;**
3. Since everyone hands in "Log 2" on the same day, if all the files are labelled "Log 2," you see the problem.
4. By the same token, a sooooooper-long file name is hard to work with, so "Hiro\_Protagonist\_MIT\_3215g\_Winter\_2021\_Analysis\_#4" is so long that it'll get decapitated or claudicated.
5. Keep it simple and easy: "Protagonist Log 4 3215" is perfect. I know who you are, what the assignment is, and what course it is, in case things get horn-swoggled (and they *will* because it's still just past 2020 and everything is screwy).

**MANY THANKS FOR YOUR HELP KEEPING THE INFORMATION HYGIENE!**

**WASH THE FILES!**  
**SCRUB THE DRIVES!**  
**DON'T SCATTER YER DATTER!**

# KILLER CULTURE

WEEK		TOPIC	READ	DUE
Week 1: Mediating War War is Love	Jan. 12	Target rich environments: war stories we love to love	<i>Top Gun</i> <i>Platoon</i>	
Week 2: Digging In: back to the front	Jan. 19	Finding our way into the labyrinthine trenches of a mediated crisis.	<i>The Things They Carried</i> 1 <i>The Things They Carried</i> 2 <i>War X</i> : 1	Log 1
Week 3: Corporate Killing Machines	Jan. 26	The rise of the Military-Industrial Complex: corporate war state	<i>Slaughterhouse-Five</i> 1 <i>Slaughterhouse-Five</i> 2	
Week 4: A Body of Surveillance	Feb. 2	The panoptic gaze of the war state—"Military intelligence."	<i>Slaughterhouse-Five</i> 3 <i>Full Metal Jacket</i> 1	Log 2
Week 5: Engendering War	Feb. 9	Replacing sex with frozen time and space. Last stand at the Gates <b>A MODEST...</b>	<i>Full Metal Jacket</i> 2, <i>War X</i> : 4 300 day 1 <b>MIDTERM</b> 	<b>YUP, MIDTERM HANDED OUT</b>
WEEK OF READING, PORDERING, SLEEPING: February 15-21				
Week 6: Testosterone Sickness	Feb. 23	Yet another last stand, the Real one?	300 day 2	Log 3
Week 7: Atrocity as a Natural State	Mar. 2	Greek Nightmares and Selective Dreams	<i>Gate to Women's Country</i> 1, <i>Gate to Women's Country</i> 2 "Click" (course kit)	Log 4
Week 8: Total War Embodied	Mar. 9	Making the war faster, higher, better. The New War Economy	<i>Dr. Strangelove</i> , Varley <i>Dr. Strangelove</i> <i>War X</i> : 5	Log 5
Week 9: Repainting War: Myth & Mystery	Mar. 16	The Book of Lazarus Fulfillment of Total War's Promise	<i>Johnny Got His Gun</i> <i>Johnny Got His Gun</i> <i>War X</i> : 6	PAPER
Week 10: Killer Apps: High Tekk	Mar. 23	Personal Solutions: remaking meaning in crisis. Noble grunts in space.	<i>Aliens</i> part 1 <i>Aliens</i> part 2 <i>War X</i> : 4	
Week 11: Armor	Mar. 30	The End of Forever? Signing on for the duration	<i>The Forever War</i> 1 <i>The Forever War</i> 2	
Week 12: Cyborgs, Warbots & Warborgs	Apr. 6	Coming home, if it's still there Postmodern war: where we live now; DEROS.	<i>The Forever War</i> 3, <i>War X</i> : 2 Tim's conclusions	
Attendance and participation: 10% (where an "A" is thoughtful commentary, discussion, attendance; a "B" is moderate discussion, good attendance; a "C" is some discussion, steady attendance; a "D" is attendance; "F" Who are you?)		Midterm: 20% Logs: 35% (500 words) Essay: 35% (1000 words) Participation: 10%		REMEMBER TO BACK UP ALL WORK: A LOST PAPER IS AN "F" (AHHHHHH!!!!)
Late? 5% down per day (including weekends) late until zero. Schedule is subject to change without notice: YOU are responsible for keeping up to date with any changes.				

## 1861-1865 U. S. CIVIL WAR

- ◆ America joins other industrial powers in making industrial war: England, France, Germany, Russia
- ◆ Heavy industrialization of New England
- ◆ Entrenchment, entrenching tools, sophisticated earthworks
- ◆ Air observation and reconnaissance, mechanized armor
- ◆ Telegraph, high-speed mobile rail
- ◆ March through Georgia: total war becoming recognizable

## 1898 U. S. NAVY

- ◆ Conscription buy-outs begin...and continue
- ◆ Draft riots in New York, 1863

## 1914-1918 WWI

Alfred Thayer Mahan, *The Influence of Sea Power on History, 1660-1783* (1890)

- ◆ Trench war, underground war
- ◆ Chemical warfare, gas warfare, high explosives, war industries
- ◆ Long range heavy artillery defeats space and time
- ◆ First air war
- ◆ Tanks deployed in strength, cavalry still supreme
- ◆ Psychology used to treat combatants suffering from "shell shock"

## 1939-1945 WWII

- ◆ Interwar period: "banana wars" fought in Philippines, Haiti, Nicaragua, Dominica, by extension—China.

- ◆ Strategic Bombing, Lightning war (combined tank and air: "*blitzkrieg*")
- ◆ Artillery stonks (time on target), carpet bombing, Bomber Command (GB)
- ◆ Overseas air war, open and closed cities, firestorms, V-2 rockets, Peenemunde
- ◆ U-Boats, Aircraft carriers, PT boats, marines and paratroopers
- ◆ Genocide, I. G. Farben, industrial forced labor, full war production
- ◆ ICI: Imperial Chemicals Industry, Dow, Monsanto, Uniroyal, Standard Oil at war
- ◆ Infowar, psyops, Enigma, encryption, early pre-transistor computation
- ◆ Atomic war, the beginning of the space programs, Werner Von Braun

## 1950-1953 KOREA

- ◆ Nuremberg war crimes trials
- ◆ Creation of the United Nations

## 1946-1989 COLD WAR

- ◆ "Police actions," Berlin wall, Berlin airlift
- ◆ Biological warfare, psyops, MK ULTRA

- ◆ The Military-Industrial Complex, Intercontinental Ballistic Missiles (ICBM),
- ◆ SAC, NORAD, DEW line, Mutually Assured Destruction (MAD), balance of terror,
- ◆ Brinkmanship, Cuban Missile Crisis, détente, Alamogordo and White Sands

## 1960-1975 VIET NAM

- ◆ Marshall Plan, containment, colonization
- ◆ The Iron Curtain, proliferation, test-ban treaties

- ◆ Managerial warfare, airmobile, strategic hamlet program, hearts and minds
- ◆ Psyops, special forces (SEAL, LRRP), 12 or 13 month tour, guerilla war, My Lai
- ◆ High altitude bombing, "Sideshow", swirling war, draft lottery, selective service

## 1945 ONWARD: COVERT OPS

- ◆ Agents Blue, White, Orange, Napalm
- ◆ SALT talks

- ◆ Telewar, cruise missiles, robot war, drones, "ethnic cleansing" (Rwanda, Bosnia)
- ◆ SDI returns, digital, virtual, televisual war, C4ISR, Force XXI, netcentrism
- ◆ Asymmetric warfare, 4GW, interoperability, Joint Strike Force, DU, DEW

## 1965-2020 POSTMODERN WAR

- ◆ Warfighting v. Peacekeeping, COIN
- ◆ Stop loss orders, Abu Ghraib, Guantanamo



johnny got his gun

slaughterhouse-five

dr. strangelove

munro

platoon, full metal jacket, things they carried

top gun, "click"

forever war, aliens, gate to women's country, war x



# NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2021

## 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, including take-home exams, 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 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 Accessible Education (formerly 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 two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, 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, unless noted on the syllabus. 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 or equivalent documentation, 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)

**In the event of a Covid-19 resurgence, it is possible that different procedures may need to be put in place on short notice.**

## 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/uwo.com/mentalhealth/>

## SUPPORT SERVICES – LINKS

### Office of the Registrar:

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

### Mental Health

#### Support:

<https://www.uwo.ca/health/psych/index.html>

### Accessible Education:

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

### Accessibility

#### Information:

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

### Writing Support

#### Centre:

<http://writing.uwo.ca/>

### Learning Skills

#### Services:

<https://www.uwo.ca/sdc/learning/>

### Academic Learning and Support for Online Learning:

<https://www.uwo.ca/se/digital/types/academic-and-learning-support.html>

### Indigenous Services:

<https://indigenous.uwo.ca/>

### Western International:

<https://international.uwo.ca/>

### Career Centre:

<http://careerexperience.uwo.ca/>

## 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.