



MIT 3216G The Culture of Consumption (online)*

Faculty of Information and Media Studies – Winter 2022

Instructor

Dr. Atle Mikkola Kjøsén

Email

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Asynchronous content

OWL

Synchronous tutorial (Zoom)

Wednesday 7-9pm

Zoom office hours

By appointment

** In the eventuality that the university decides to move classes in-person, a new course outline will be distributed.*

Prerequisites

The prerequisite for MIT 3216 is 2100 F/G. Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

This course examines the emergence, development, and social significance of our culture of consumption. Through the use of history, concepts, and theories, the contemporary role of consumption is assessed in relation to various topics, including agency, identity-formation, activism, space, and meaning, as well as touching on various consumption phenomena such as fast fashion and the demise of shopping malls. The course aims to develop student awareness of, and the ability to apply, historical and theoretical analyses to questions concerning our culture of consumption.

Learning Outcomes

By the end of this class students will be able to

- Define and apply key concepts used in the academic field of consumption studies and material culture in order to analyse and discuss the culture of consumption as such and the implications of a culture predicated on consumption.
- Explain how the culture of consumption emerged in the transition to, and developed in tandem with, modernity and the capitalist mode of production.
- Position consumerism within the structure-agency debate in order to discuss how the consumer is sovereign even as their behaviour is determined by the capitalist mode of production, phenomena like advertising and retail store design, and subject position.
- Explain and discuss how cultures of consumption are historically and geographically specific, as well as how acts of consumption are conditioned by time and space.
- Explain how our culture and social world is made meaningful through consumption and our material culture.

Assignments

A detailed description of these assignments has been uploaded to the course's OWL site in the **RESOURCES=>Assignment description** folder.

All assignments must be uploaded to the corresponding **ASSIGNMENT** tab on OWL.

To mark papers, I make use of the "track changes" function in MS Word to make suggested edits and provide comments. This means that all papers must be submitted in a *word doc format*.

All marked papers will be uploaded to the corresponding assignment tab, from which you can download the marked-up document.

Participation (5%)

Based on one private conversation with the course instructor during office hours.

The topic for the private conversation is selected by the student and can concern any aspect of the course as long as it addresses a topic related to the course.

These conversations will be graded as either fail (0%), pass (50%), competent (65%), very good (75%), excellent (85%) or outstanding (100%).

Short assignment 1 – The meaning of a consumer good (15%)

Due: February 9th, 11:55pm.

Based on Grant McCracken's (1986) "Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods", students will analyze a consumer good in terms of how it substantiates and make visible various "cultural categories."

You will get the option to re-write and thus improve the grade of this paper after receiving comments and suggestions. You have the option to write individually or in a pair.

Take-home midterm (20%)

Due: March 4th, 11:55pm on OWL

Format: short-answer questions and/or essay

The essay question options will be circulated at least one week prior to the due date.

Short assignment 2 – Introduction, research question/thesis statement, and preliminary bibliography for final essay (10%)

Due: March 25, 11:55pm.

The second short assignment asks you to write the introduction to your final paper that includes a research question and/or thesis statement, a proposed “roadmap” of your argument (i.e., the order in which your arguments will appear), and a preliminary bibliography of three (3) or more sources. At least three (2) of the sources must be scholarly (i.e., articles published in a peer reviewed journal or book published by an academic press) and cannot be course-assigned texts.

You have the option to write individually or in a pair.

Final research paper (30%)

Due: April 8th, 11:55pm.

For this assignment you are asked to research and write a paper on a phenomenon related to the culture of consumption. This paper must engage with at least one concept/theory discussed in the course. Your final paper must include at least five (5) scholarly sources.

You have the option to write individually or in a pair.

Final exam (20%)

Date: During exam period

Format: short-answer questions and essay

The essay question options will be circulated at least one week prior to the due date.

Extra credit (3%)

Students who actively participate during zoom tutorial (or in-class discussions if the course moves back to being delivered in-person) will be eligible for an extra credit of up to 3% added to your final grade.

Grading

All assignments will be graded per the MIT grading guidelines (see last page of this course outline). All grades will be posted to OWL's **GRADEBOOK**. All graded paper will come with comments and suggested edits in track changes. Graded papers can be downloaded from the **ASSIGNMENT** tab on OWL. This is especially important if you intend to re-write the first assignment; if your re-write does not engage with comments and suggested edits, the instructor will not grade your re-write.

Students are responsible for ensuring that they are aware of the grades they have received in their courses. For your own protection, always keep a copy of your assignments. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of the assignment.

Extensions, Late Penalty and Make-up Tests

I give out extensions like candy on Halloween, irrespective of reason. Please ask for one at least 48 hours prior to the due date.

Papers handed in late without an extension or accompanying documentation of illness or emergency will receive a penalty of 5% a day for up to four days; on the fifth day, the paper will receive an automatic FAIL.

Travel schedules, employment, etc. will NOT count as legitimate reasons for missing or rescheduling an exam.

If you have a medical illness or compassionate grounds (i.e., death in family, house fire), please contact the FIMS front office for accommodation.

Make-up midterms will be scheduled by and administered by undergraduate student services (UGSS) on two or three Fridays across the term. More instructions about this will be shared via UGSS to students that writing the mid-term. Please note that students writing the mid-term will receive a different set of questions.

Submission of Work Following a Self-Reported Absence (SRA)

Students have two (2) opportunities during the academic year to submit a self-reported absence (SRA). See the “dean’s notes” on the second to last page of this course outline for an explanation of how, when, and in what cases you can use an SRA.

If you have used an SRA for the two short-paper assignments, you are expected to submit them within 48 hours after the end of the self-reported absence (i.e., four days after the initial deadline).

If you have used an SRA for the midterm essay, you must contact the course instructor within 24 hours of the end of the self-reported absence to agree on a make-up date.

Communication Policy

The best way to contact me is via email (akjosen2@uwo.ca). When you send me an email, please put the course code (MIT 3216) in the subject line. I respond to most email inquiries within 48 hours, but typically sooner. If you send me an email after 5pm, I will most likely not answer it until the following morning.

Please send inquiries that can be answered with a sentence or two. For inquiries that require more thorough responses, please request a meeting.

To keep in touch and give you updates about the course, tips, and suggestions for assignments and more, I send announcements via OWL. These announcements will be pushed to your email. You are therefore required to periodically check your Western email account. Students are responsible for ensuring that their email account is working properly, including making sure it is not full.

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience).

The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

Given that the course will be delivered entirely online until January 31st, an updated course outline will be distributed when (or if) the university gives the green light for in-person classes.

When deemed necessary, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Statement on the Use of Zoom Recording

Zoom sessions will not be recorded by the instructor. 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.



Weekly Lessons

Due to the omicron variant forcing courses online for the time being, this course will primarily be delivered in an asynchronous manner on OWL. This means that you will access course material according to your own weekly schedule. For this reason, it is *vital* that you become *intimately familiar* with the course's *OWL site*.

Each week, course content can be accessed through the **LESSON** page on OWL and by clicking on the appropriate numbered lesson (e.g., “1. Introduction”, “2. Traditional consumption” etc.). Each lesson consists of a combination of video lectures, course assigned texts, PowerPoint slides, and other content that you should engage with in an order suggested by the course instructor (e.g., first read an assigned text, then watch a video lecture, then do an activity etc.). You proceed through element of the lesson using a checklist.

All course content is either embedded in or can be accessed through the lesson pages, be this assigned readings, externally hosted content, forums, activities and so on. In other words, the

course lives in and through these weekly lessons. While all course content will be uploaded to the resources tool on OWL, it is strongly recommended that you follow the weekly lessons.

Despite being delivered asynchronously, the course has a **weekly “rhythm”** you should be aware of and around which you should organize your learning. Each week, the instructor will make video or podcast lectures available on **Fridays**. Every **Wednesday 7 pm – 9 pm** serves as a tutorial/ open office hour where the instructor clarifies weekly content by answering questions posed by students. This means that tutorials follow

Course Materials

All assigned texts, weekly lesson slides, and external course content are accessible through the weekly **LESSONS** on OWL. All course readings and the weekly slides can also be found in the **RESOURCES** tool on OWL but will not have all the material used in the weekly lessons (e.g., YouTube videos and other external content the instructor uses as examples). It is therefore strongly recommended that you engage with the course’s materials using the lessons tool on OWL.

Course Schedule

January 12 – Lesson 1: Introduction – familiarize yourself with the course

January 19 – Lesson 2: “Traditional consumption and antecedents to the culture of consumption”

Braudel, Fernand

Goodman, Douglas J. and Cohen, Mirelle (2003). “Consumption as a Culture” *Consumer Culture: a reference handbook*. Santa Barbara, CA: ABC-CLIO. 6-11.

Slater, Don (1997). “The Outlines of Consumer Culture”. *Consumer Culture & Modernity*. Cambridge: Polity Press. 24-32

McCracken, Grant (1988). “The Making of Modern Consumption.” *Culture and Consumption: New Approaches to the Symbolic Character of Consumer Goods and Activities*. University of Indiana Press: Bloomington.

Williams, Rosalind (1982). “Consumption and Civilization” and “Louis XIV, the Consumer King”. *Dreamworlds of Consumption: Mass Consumption in Late Nineteenth Century France*. Los Angeles, CA: University of California Press.

January 26 – Lesson 3: “Modernity, self-identity, and consumption”

Giddens, A. (1997). *Modernity and Self-Identity*. Stanford: Stanford University Press. Selections.

Goodman, Douglas J. and Cohen, Mirelle (2003). “Fashion” *Consumer Culture: a reference handbook*. Santa Barbara, CA: ABC-CLIO. 6-11

Freudenberger, Herman (1963). “Fashion, Sumptuary Laws, and Business”. *The Business History Review: Special Illustrated Fashion Issue*, vol. 37, no. 1/2: 37-48.

February 2 – Lesson 4: “The meaning of things”

Barthes, Roland (1972 [1957]). *Mythologies*. New York, NY: Farrar, Straus and Giroux.

- Read at least two of the following chapters: “Soap”, “Steaks and Chips”, “The New Citroen”, “Toys”, and “Wine and Milk”.

McCracken, Grant (1986) “Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods.” *Journal of Consumer Research* 13(1):71-84.

Slater, Don (1997). “Chapter 5: The Meaning of Things.” *Consumer culture & Modernity*. Polity Press. Pp. 131-147.

Reading on “luxury” TBD

Note: This week’s tutorial will be partially devoted to a writing workshop.

February 9 – Writing/catch-up week

No class. Short paper 1 due February 9th, 11:55pm.

February 16 – Lesson 5: Conspicuous consumption, the leisure class, and influencers

Duffy, Brooke Erin and Hund, Emily (2015) “‘Having it All’ on Social Media: Entrepreneurial Femininity and Self-Branding Among Fashion Bloggers.” *Social Media + Society*, July-December 2015: 1-11.

Veblen, Thorsten (1899) “Chapter 4: Conspicuous Consumption.” *The Theory of the Leisure Class*. Basingstoke: McMillan. 33-47.

February 23 – Reading week

No class.

March 2 – Midterm week

Midterm due March 5th, 11:55pm.

March 9 – Lesson 6 – The consumer as sovereign and dupe

Edgar, A. & Sedgwick, P. (Eds.) (1991). "Agency and Structure." *Cultural Theory: The Key Concepts*. London: Taylor and Francis. 10-11.

Mik, Eliza (2016). The Erosion of autonomy in online consumer transactions. *Law, Innovation and Technology* vol. 8, no. 1: 1-38.

Johnston, Adrian (2018). "Jacques Lacan". *The Stanford Encyclopedia of Philosophy* (Fall 2018 Edition), Edward N. Zalta (ed.) <https://plato.stanford.edu/archives/fall2018/entries/lacan/>>

- Read "Libidinal Economy"

Reisch, Lucia A. (2011). "Consumer Sovereignty". Southerton, Dale (Ed.) (2011). *Encyclopedia of Consumer Culture*. Thousand Oaks: SAGE. 324-325.

Slater, Don (1997). *Consumer culture & Modernity*. Polity Press. Pp. 54-59.

March 16 – Lesson 7: Consuming health and education

Chen, Angus (2016) "Diet Foods are Tanking. So The Diet Industry Is Now Selling 'Health'". NRP. <https://www.npr.org/sections/thesalt/2016/01/20/462691546/as-diet-foods-tank-confusing-health-labels-replace-them>

Hartoonian, Michael (1997). Education is about producing...not consuming. *Social Education*, 61(6), 365-366

Henderson, Saras and Petersen, Alan (Eds) (2002). *Consuming Health: The Commodification of Health Care*. New York, NY: Routledge. Selections.

Williamson, Joanna (2012). *Consuming Higher Education: Why Learning Can't be Bought*. London: Bloomsbury. Selections.

March 23 – Lesson 8: Spaces of consumption

Corrigan, Peter (1997). "The Home". *The Sociology of Consumption: An Introduction*. SAGE Publications: London. 96-114.

Manzerolle, Vincent and Daubs, Michael (2021). "Friction-free authenticity: mobile social networks and transactional affordances." *Media, Culture & Society*. March 2021.

Moss, Mark Howard (2007). "The Department Store." *Shopping as an Entertainment Experience*. Lanham, MD: Lexington Books. 31-41.

Uberti, David (2014). "The Death of the American Mall." *The Guardian*. <https://www.theguardian.com/cities/2014/jun/19/-sp-death-of-the-american-shopping-mall>

Underhill, Paco (n.d.). A-Z Retail Tricks to Make you Shop.

MacGregor, Hugo (Dir.) (2011). *If Walls Could Talk: The History of the Home*. Episode 1: The Living Room.

Zola, Emile, *Au Bonheur des Dames*. Selections.

Short paper 2 due March 25, 11:55pm.

March 30 – Lesson 9: Consumer Activism and Ethical Consumption

Heath, Joseph and Potter, Andrew (2005). *The Rebel Sell: How the Counterculture Became Consumer Culture*. Selections TBD.

Carrier, James D. (2008). "Think Locally, Act Globally: The Political Economy of Ethical Consumption." *Research in Economic Anthropology*, vol. 28: 31-51.

Wettergren, Åsa. (2013). "Culture Jamming." *Encyclopedia of Social and Political Movements*.

April 6 – Lesson 10: Consuming entertainment, consumption as entertainment

Adorno, Theodore (1998[1941]). "On Popular Music". Storey, John (1998) (Ed.) *Cultural Theory and Popular Culture*. Athens, GA: Prentice Hall.

Moss, Mark (2007). *Shopping as an Entertainment Experience*. London: Rowman and Littlefield. Selections.

Movie/TV/fiction book TBD (*Confessions of a Shopaholic*, *Sex and the City* episode, *Au Bonheur des Dames*, *Selfridges*).

Final paper due April 8, 11:55pm.

NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2022

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

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

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

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 4th 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

Mental Health

Support:

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

Accessible Education:

http://academicsupport.uwo.ca/accessible_education/index.html

Accessibility

Information:

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.