

MIT 2200G: Mapping Media and Cultural Theory

Course outline for Winter 2024

1. Contact Information:

Course Instructor	Contact Information	Office Hours
Joanna Redden	(jred2@uwo.ca) 519-661-2111 x88476	Wed. 11 – 12 FNB 4077

2. Course Location

Day	Time	Location	Delivery Mode
Mondays	2:30 – 4:30	NCB-101	In person

3. Health Emergency Contingency:

In the event of a health emergency, during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely 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 remaining assessments will also be conducted online as determined by the course instructor.

If university policy and public health directives necessitate additional measures to manage the spread of disease, students may be required to resume masking in instructional spaces. Students who are unable to wear a mask for medical reasons should seek accommodation through [Accessible Education](#).

4. Office Hours:

- Office hours will be held face to face Wednesdays 11-12 in FNB 4077.

5. Course Description

This course is designed to provide MIT students with a background in the theoretical traditions that inform scholarship in media and cultural studies. These traditions include: critical theory, structuralism, semiotics, post-structuralism, Marxism, medium theory, feminism, critical race studies, queer theory, posthumanism and socio-technical analysis. We will engage key theoretical topics, including the meaning of culture, the nature of language and the sign, ideology, subjectivity, gender, sexuality, race, and the implications of digital technology. Throughout, we will attempt to capture the excitement and commitment of scholars and others engaging these various approaches to understanding culture, media, technology and everyday life.

6. Prerequisites and Anti-requisites

FIMS Prerequisite Statement: *Unless you have either the prerequisites for this course or written special permission to enrol 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.*

7. Learning Outcomes

This course will:

- Familiarize you with many of the major intellectual developments in the humanities and social sciences of the past century
- Give you the tools to understand the intersection of these ideas with scholarship in media and cultural studies
- Sharpen your skills in reading and thinking critically
- Sharpen your skills in communicating your ideas verbally and in writing
- Encourage you to become an active participant in ongoing theoretical debates

Required Texts:

Readings will be posted on the course website.

8. Evaluation: Assessments and Submission

Below is the provisional evaluation breakdown for the course. Any necessary changes from this schedule will be communicated to students in a timely manner.

Assessment	Format	Weighting	Due Date
Midterm Exam	Written in Class	30%	March 4
Annotated Bibliography	Submitted Online	20%	Feb. 4
Short Essay	Submitting Online	20%	April 1
Class reading discussion facilitation	In tutorials	20%	Throughout term
Participation and attendance		10%	Throughout term

- All assignments are due at 11:55 pm EST unless otherwise specified.
- Written assignments will be submitted to OWL.
- Rubrics will be used to evaluate assessments and will be posted with the instructions.
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, students must connect with their instructor within 7 days of receiving feed back.

9. Evaluation: Policies and Procedures

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors. Detailed FIMS specific descriptors are included in the Notes from the Dean's Office appended to this syllabus. The following chart lists the rubric for FIMS undergraduate grading.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Information about late or missed evaluations:

- Late assessments without academic consideration will be subject to a late penalty 2 %/day
- Late assessments with academic consideration require the student to work with the Academic Advising unit in their Faculty of registration; once that has been approved, students need to contact the instructor to arrange for an alternate submission date
- If a make-up assessment is missed, the student will receive an INC and complete the task the next time the course is offered

10. Statement about the use of generative AI technology in this class

Students in this class are reminded that plagiarism – using another's work, ideas, or words without giving credit -- is a serious scholastic offence. Plagiarism includes, but is not limited to, the unauthorized use of generative artificial intelligence to create content that is submitted as one's own. **Students who use AI-content generators (such as ChatGPT) to complete assignments without attribution or permission from the instructor are committing a scholastic offence.**

Should a concern about plagiarism arise, instructors may require the student to share their rough work, research notes, or previous drafts. Students are advised to retain these materials until the graded assignment is returned.

11. Course materials and requirements:

- All course materials will be available through OWL

Technical requirements to participate in the course:

- Stable internet connection
- Laptop or computer

12. Statement on Electronic Devices: you are able to use electronic devices in class to take notes.

13. Course Content and Schedule:

Date	Topic
Week 1 (Jan. 8)	Introduction
Week 2 (Jan. 15)	Marx and Media Studies: Key Ideas
Week 3 (Jan. 22)	Mass Culture Debates and the Frankfurt School
Week 4 (Jan.29)	Semiotics
Week 5 (Feb. 5)	Cultural Studies – The Birmingham School
Week 6 (Feb. 12)	Power, Governmentality and Media Studies
Week 7 (Feb. 19)	Reading Week – No Class
Week 8 (Feb. 26)	Online Recorded Class: Gender / Sexuality (Asynchronous class – no in person lecture) Tutorials – Prep for Midterm
Week 9 (Mar. 4)	In-Class Midterm
Week 10 (Mar. 11)	Decolonization
Week 11 (Mar. 18)	Intersectionality
Week 12 (Mar. 25)	Media Technology and Media Ecology
Week 13 (Apr. 1)	Critical Data Studies
Week 14 (Apr. 8)	Course Review: Online / No in person class
Event	Date
Classes start	Monday, January 9
Reading Week – no classes	February 17- 25
Family Day	Monday, February 19
Last day to withdraw from a course without academic penalty	Thursday, March 7
Good Friday – no classes	Friday, March 29
Classes end	Monday, April 8
Study days	April 9-10
Exam Period	April 10 - 30

Check the Academic Calendar for a complete list of [sessional dates](#). Dates for commonly observed religious holidays can be accessed through the diversity calendar housed on the [Human Rights](#) site.

14. Participation and Engagement:

- Students are expected to participate and engage with content as much as possible during class by: doing readings before the lecture and tutorial, participating in class discussions, completing assignments.

15. Communication:

- Students must include the course code in the subject line of any email communication with the instructor or TAs
- Students should check the OWL site every 24 – 48 hours
- A weekly update will be provided on the OWL announcements
- Emails will be monitored daily during the week; students will receive a response in 24 – 48 hours

16. Professionalism and Privacy:

- Western students are expected to follow the [Student Code of Conduct](#).

Additionally, the following expectations and professional conduct apply to this course:

- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- All recorded sessions will remain within the course site or unlisted if streamed
- Students are expected to follow online etiquette expectations provided on OWL
- Students may be expected to take an academic integrity pledge before some assessments

Weekly Topics and Readings

Week 1 (Jan. 8)	Introduction
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Readings:

hooks, bell (2010) "Critical Thinking," *Teaching Critical Thinking*, New York: Routledge.

Andrejevic, Mark (2009) "Critical Media Studies 2.0: an Interactive Upgrade," *Interactions: Studies in Communication and Culture* 1(1).

Week 2 (Jan. 15)	Marx and Media Studies: Key Ideas
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This class identifies some of Marx's insights into the characteristics of capitalist society. We will discuss Marx's contributions to critical theory. We will look at Marx's ideas on class, ideology, alienation, commodity fetishism and consider the relevance of these concepts to media studies.

Required Readings:

Marx, Karl (1844) Estranged Labour, Economic and Philosophical Manuscripts of 1844, <https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>.

Harvey, David (2020) "We Need a Collective Response to the Collective Dilemma of Coronavirus," Jacobin, <https://jacobin.com/2020/04/david-harvey-coronavirus-pandemic-capital-economy>.

Helpful viewing:

Harvey, David (2020) Anti-Capitalist Chronicles: Alienation Part 1, <https://www.youtube.com/watch?v=01A0prJud-A>

Week 3 (Jan. 22)	Mass Culture Debates and the Frankfurt School
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In this class we will look at some of the founding thinkers of the Frankfurt School. We will place these thinkers within their social and political context and consider how this context influenced their ideas. We will identify some of the central ideas to emerge from the Frankfurt School and discuss how these ideas continue to influence media studies today.

Required Reading:

Adorno, Theodor and Horkheimer, Max (2001) "The Culture Industry Enlightenment as Mass Deception," *The Cultural Studies Reader*, Simon During (ed.), New York: Routledge, 31-41.

Sources to help you understand the Frankfurt School:

Valdivia, A.N. and Kellner, D. (2012). Frankfurt School, Media, and the Culture Industry. In *The International Encyclopedia of Media Studies*, A.N. Valdivia (Ed.). <https://doi.org/10.1002/9781444361506.wbiems029>

Week 4 (Jan. 29)	Semiotics
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A great deal of work in media studies is devoted to the analysis of media texts and understanding the political, social, and cultural significance of media messages. In this class we will discuss some of the key terms and ideas associated with semiology, and consider the influence of founding thinkers. Through examples, we will examine how semiology can aid in analysis and discuss some of the limitations of this approach.

Required Reading:

Barthes, R. (1973) "Toys," and "The Face of Garbo," in *Mythologies*, London: Granada, 53-57.

Hall, Stuart (2013) "The Work of Representation," in *Representation*, Stuart Hall, Jessica Evans and Sean Nixon (eds.), Sage: New York, 1-25.

Additional resources for understanding semiotics:

Hartley, John (1982) "Reading the News," *Understanding News*, New York: Routledge.

Daniel Chandler, Semiotics for Beginners, <http://visual-memory.co.uk/daniel/Documents/S4B/>

Week 5 (Feb. 5)	Cultural Studies – The Birmingham School
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This class provides an overview of the history and development of Cultural Studies and the forms of analyses associated with the discipline.

Required Readings:

Hall, Stuart (2007) "Encoding, Decoding," In *Culture, Media, Language: Working Papers in Cultural Studies, 1972-1979*, Florence, KY: Routledge, 117-127.

Gramsci, Antonio (1971) *Selections From the Prison Notebooks*, New York: International Publishers. (specific sections posted to OWL).

McRobbie, Angela (2013) ANGELA McROBBIE INTERVIEWS HERSELF, *Cultural Studies*, 27:5, 828-832, DOI: 10.1080/09502386.2013.773677

Additional sources for understanding cultural studies:

Lewis, J. (2011). *From british cultural studies to international cultural studies*. SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781446278840>

Jones, P., & Holmes, D. (2011). *Encoding/decoding*. SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781473914582>

Week 6 (Feb. 12)	Power, Governmentality and Media Studies
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Critical theory focuses largely on questions of power. In this class we look at the development of concepts of power. We consider Foucault's contributions to our understanding of power and how his ideas have been, and continue to be, used by media studies scholars.

Required Reading:

Foucault, Michel (1995) "The Body of the Condemned," *Discipline and Punish*, New York: Random House, 3-31.

Additional sources for understanding Foucault's ideas on power:

Social Theory Re-Wired, Routledge: <https://routledgesoc.com/category/profile-tags/powerknowledge>

Christopher Pollard, "Explainer: The Ideas of Foucault," *The Conversation*, available: <https://theconversation.com/explainer-the-ideas-of-foucault-99758>

Week 7 (Feb. 19)	Reading Week – No Class
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Week 8 (Feb. 26)	Online Recorded Class: Gender / Sexuality (Asynchronous class – no in person lecture) Tutorials – Prep for Midterm
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Required reading:

Laura Mulvey, from “Visual pleasure and the narrative cinema” in *A Critical and Cultural Theory Reader*

Judith Butler, from *Gender Trouble* in *A Critical and Cultural Theory Reader*

Sarah Ahmed (2018) “Feminist Hurt/Feminism Hurts,” in *The Power of Vulnerability: Mobilising Affect in Feminist, Queer and Anti-Racist Media Cultures*, 59-67.

<https://www.manchesteropenhive.com/view/9781526133113/9781526133113.00009.xml>

Sasha Costanza-Chock, “Design Justice, A.I. and Escape from the Matrix of Domination”

<https://jods.mitpress.mit.edu/pub/costanza-chock>

Week 9 (Mar. 4)	Midterm
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Week 10 (Mar. 12)	Decolonization
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In this class we will consider colonization and decolonization. This week we read work by [bell hooks](#) that provides critical reflection on developing an oppositional gaze. We also read a 2019 roundtable discussion that brings together Gurminder K. Bhambra, Andrea Pető, Jessie Loyer, Mariya Ivancheva, and Nanna Hlín Halldórsdóttir who "offer their reflections on ways of organising, living, and imagining various research and academic praxes by means of thinking with the concepts of resistance, collaboration, solidarity, care, and kinship and consider them from feminist, de-colonial, Indigenous, and other anti-oppressive perspectives" (Cielemęcka et al. 2020).

Required readings:

bell hooks (1992) “The Oppositional Gaze: Black Female Spectators,” *Race and Representation*, Boston: South End Press.

Olga Cielemecka, Monika Rogowska-Stangret, Gurminder K. Bhambra, Andrea Petó, Jessie Loyer, Mariya Ivancheva, Nanna Hlín Halldórsdóttir (2020) "Roundtable discussion: Thinking together from within the times that worry us," *Matter: Journal of New Materialist Research*, 1, 80-108.

Week 11 (Mar. 19)	Intersectionality
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Required Reading

Kimberlé Crenshaw on Intersectionality, More than Two Decades Later (2020) Columbia Law School, <https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later>

Crenshaw, Kimberle (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*: Vol. 1989: Iss. 1, Article 8. Available at: <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

Week 12 (Mar. 26)	Media Technology and Media Ecology
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In this class we discuss the relationships between media, knowledge, and subjectivity.

Required Reading:

Wendy Chun (2017) "Introduction: Habitual New Media, or Updating to Remain (Close to) the same," *Updating to Remain the Same*, 1-24.

Winner, Langdon. 1980. "Do Artifacts Have Politics?" *Daedalus* 109 (1): 121–136.

I also cite Matthew Fuller and Andrew Goffey's book *Evil Media* in the class lecture. You can access the introduction to their book online through the Western library here: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044434299605163

Week 13 (Apr. 2)	Critical Data Studies
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Required Reading:

Craig Dalton and Jim Thatcher (2014) What Does a Critical Data Studies Look Like, And Why Do We Care? *Digital Geographies*, <https://www.societyandspace.org/articles/what-does-a-critical-data-studies-look-like-and-why-do-we-care>

Benjamin, Ruha (2019) "Introduction: The New Jim Code," *Race After Technology: Abolitionist Tools for the New Jim Code*, Cambridge UK: Polity.

Week 14 (Apr. 8)	Course Review: Online / No in person class
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NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2024

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 [Academic Calendar](#).

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 [here](#).

Plagiarism

Students in this class are reminded that plagiarism – using another's work, ideas, or words without giving credit -- is a serious scholastic offence. Plagiarism includes, but is not limited to, the unauthorized use of generative artificial intelligence to create content that is submitted as one's own.

Students who use AI-content generators (such as ChatGPT) to complete assignments without attribution or permission from the instructor are committing a scholastic 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

[Academic Accommodation](#)

Students with disabilities work with [Accessible Education \(AE\)](#) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing.

[Medical Consideration](#)

Students who have medical grounds for academic consideration for any missed tests, exams, participation components and/or assignments worth **10% or more of their final grade** must apply to the Academic Advising office of their home Faculty (for FIMS students this is [Undergraduate Student Services](#)).

Students are required to provide

documentation in the form of a [Student Medical Certificate](#). It will be the Dean's Office that will determine if consideration is warranted.

For work worth less than 10% of the final grade, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or during office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Advising office.

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 must be submitted to the Academic Advising office of a student's home Faculty.**

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Advisor.

If you have been involved in a severe accident, fire, or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request.

Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation. Students seeking additional bereavement leave should contact their Academic Advisors with valid documentation.

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 Advisor. Additional information is given in the [Western Academic Calendar](#).

Gender-Based and Sexual Violence

Western [is committed to reducing incidents of gender-based and sexual violence](#) and providing compassionate support to anyone who has gone

through these traumatic events. If you have experienced sexual or gender-based violence, you will find information about support services for survivors, including emergency contacts, [here](#). The gender-based violence and survivor support case managers are located in Thames Hall (3114-3127 office suite.) To connect with a case manager or set up an appointment, please contact support@uwyo.ca.

Support Services

Students who are in emotional/mental distress should refer to [Health and Wellness](#) for a complete list of supports.

SUPPORT SERVICES – LINKS

[FIMS UGSS](#): *academic advising; career services*

[Psychological Services](#): *Information about accessing mental health supports*

[Medical Services](#): *Student health related services*

[Office of the Registrar](#): *Financial Information, Timetable, Exam Schedules, Academic Calendar Information*

[Academic Support and Engagement](#): *Central Academic Supports, including Writing Centre, Learning Development, Transition and Leadership Supports, and Careers and Experience*

[Accessible Education](#): *Assessment and recommendations for students with disabilities*

[Accessibility Information](#): *Information to help support barrier free access, including floor plans, accessible washroom locations, service disruptions etc.*

[Indigenous Student Services](#): *Includes information about financial support, indigenous self-identification, orientation, and tutor support*

[Western International](#): *Information and support for international students and students seeking to go on exchange*

FIMS Grading Policy

FIMS Undergraduate programs now have the following class average policy: **First year courses required** for entry into a FIMS module (MIT 1020E; MIT 1025F/G) have an expected course average between 68-72%. **Second year required courses** (MIT 2000, 2025, 2100, 2200, 2500) have an expected course average between 70 and 75%. The **third year required course** (MIT 3100) is expected to have a course average between 72 and 77%. **Elective courses and 4th year seminars have no recommended course averages.**

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.