

# INSTITUTE OF CRIMINOLOGY AND CRIMINAL JUSTICE

## CRCJ 4002 B

FALL 2016

### CRIME, MEDIA & POP CULTURE INSTRUCTOR: HOLLY THOMAS

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**Course meets:** Fridays, 11:35am – 2:25pm – Please note that room locations are subject to change throughout September. Please check Carleton Central for current classroom information.

**Instructor's Office:** TBA

**Office Hours:** By Appointment Only (always available for consultations following class on Fridays).

**Contact Information:** ALL course correspondence will be conducted through cuLearn discussion boards and the cuLearn email function. Please utilize the cuLearn discussion boards for general questions and comments and use the cuLearn email function for any matters of a sensitive or individual nature. Correspondence sent to (or from) alternate email accounts will not receive a response. I will do my best to respond to posts and emails within 48 hours (not including weekends) but this may not always be possible during busy times of the semester, so please plan accordingly – especially in advance of assignment deadlines and examination dates.

*\*Knowledge of the content of the complete syllabus is your responsibility\**

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#### **Course Description and Objectives:**

Crime, policing, and justice are hot topics in pop culture of all varieties, especially news and entertainment media. Crime is considered a major social problem in North America, yet our understandings of crime, criminals, and the justice system are often filtered through mediated images and cultural influences, rather than direct experience. This course will explore the complex relationship between crime, media, and pop culture. Through books, movies, music, television, and cyberspace – crime enters our private lives in many ways. These representations of crime and criminal justice shape our understandings of law, policing, criminality, and justice but may not always reflect an accurate reality. By taking a practical socio-historical approach, this course examines these issues from all angles by looking at the ways in which media and pop culture reflect, reinforce, and influence crime and criminal justice policies in North America.

Students in this course will conduct hands-on research for major assessments, allowing them to actively engage and critically analyse the mass media representations that serve as subject material throughout the course. The major assessment for the course is an individual or team-based research project that will use several smaller assessments as a foundation for its completion.

## IMPORTANT COURSE INFORMATION

### *Attendance and Classroom Expectations:*

Please note that class attendance is not a substitute for doing the required reading and vice versa. To ensure a productive seminar environment, **please come to all classes having read the assigned readings and fully prepared to participate** in individual and group learning activities. Bring your assigned readings and syllabus to every class for your reference.

If any seminar slides are used during class, they will be posted on CuLearn shortly after each lecture. Due to copyright issues, not all media products shown or used within the classroom will be posted to CuLearn.

All course requirements **MUST** be fulfilled in order to receive a passing grade – this includes your class attendance and participation components described below. If you do not receive a passing grade (50%) on your attendance and participation components, you will not receive a passing grade for this course. **If you miss more than 2 scheduled classes** during the semester without prior approval, you will be required to schedule a meeting with your instructor to discuss your standing in the course.

### *CuLearn:*

In addition to our time in the classroom, online participation is also a vital course component that will help you succeed in this class. We will be using cuLearn extensively for communication so please ensure that your account is in working order and that CRCJ 4002B is connected to your account. If you have any problems, please refer to the cuLearn Student Support page: <http://www5.carleton.ca/culearnsupport/students/>. Please see me if you have concerns about computer access.

**CuLearn will also be used any time I need to send important emails and announcements to the class** so it is important that you check CuLearn regularly. Remember, you are responsible for knowing the material and announcements presented during lectures and through cuLearn, whether or not you attend class. **In case of illness**, please arrange with another student to get missed notes and announcements.

### *Technology Notes:*

We live our lives in a society that is saturated with technology. While laptops can be effective tools for learning in the classroom, they can also be a considerable distraction – both for your own learning and other students. For this reason, please assess the benefits and distractions of using these technologies and always be considerate of your fellow classmates when using your laptop or other devices.

If you need to bring mobile communication devices to class, please note that ALL cell phones, blackberries, tablets, portable music players, and similar devices must be switched OFF and placed out of sight for the duration of the class. Headphones are not to be worn under any circumstances.

Audio-recording of class discussion, lectures or tutorials is not permitted under any circumstances without the written consent of your instructor.

## COURSE REQUIREMENTS & METHODS OF EVALUATION

EVALUATION	WEIGHT	DUE DATE
Participation:		
- Seminar Attendance & Participation	10%	WEEKLY
- Weekly Discussion Questions	5%	WEEKLY
- Reading Discussion	15%	AS SCHEDULED
Individual or Group Proposal:	20%	OCTOBER 14 <sup>TH</sup>
Individual or Group Term Project	50%	DECEMBER 2 <sup>ND</sup>

### **Participation:**

Seminars enable rich discussion but depend on active participation from all students, as well as your instructor. A substantial portion of your final grade is drawn from your participation in this course.

**Attendance & Participation:** A portion of your participation mark (**15%**) is drawn directly from **attending and actively participating** in discussion and learning activities during class time. If you do not actively (and regularly) engage in class discussions throughout the semester, you will not be eligible for high marks for this course component. I expect that all students will have completed the assigned readings prior to our seminar and will come to class with questions and issues to discuss. Please see cuLearn for further details concerning how in-class participation grades will be assessed.

**Weekly Discussion Questions (5%):** Each week (other than your scheduled reading discussion, academic breaks, and project consultations), you are also required to submit two discussion questions through CuLearn email by **Thursday at 6pm**. Your discussion questions must focus on at least two of the required readings but may also include questions of clarification, issues that you wish to address during the seminar, links to outside material, etc. Your creativity is your only limit here but remember that your questions need to be designed in a way that will enable discussion. **Tips** for crafting discussion questions will be made available through cuLearn.

Please note that deadlines are strict here to allow adequate time for class prep. **If you choose to submit your two questions early (by Wednesday at 6pm)**, you will automatically receive A+ marks for that week's questions, if they meet the basic requirements. If you submit your questions after Thursday's deadline, you will receive no more than half marks for that week. All other questions that meet the Thursday deadline will be assessed for participation marks based on quality, relevance, and effort. You are required to submit discussion questions every week,

even if you are absent from class (deadlines *may* only be adjusted for exceptional medical circumstances). **You do not need to submit** weekly questions during the week of your scheduled reading discussion.

**Reading Discussion (10%):** This participation requirement is designed to foster a collaborative learning environment while engaging active student learning and critical thinking. **On the first day of class**, you will be required to sign up for one week to present your ideas for discussion concerning the assigned readings. Each week, 3-5 students will guide us through a discussion of the required readings. How you choose to divide your time and workload will be up to you – *you may choose to work independently and divide up the readings or you may choose to tackle the discussion as a team*. **Regardless** of which division of labour you choose, you still need to collaborate with the other students to ensure your presentation is cohesive, covers key arguments, includes adequate discussion questions, and does not run over timing guidelines. **Each reading discussion** will be approximately 60 minutes in length and must include equal participation from all scheduled classmates who have signed up for the week. Even though you are working with classmates, individual grades will be assigned.

**You are not expected** to lecture or provide summaries to the class for the entirety of the presentation. In fact, presenters should **assume that classmates have done the readings** in advance and **no more than a brief summary** of the key ideas from the readings will be necessary to engage discussion. Please remember that this is a seminar style course and the reading discussion will allow you to set the tone of the conversation. You are therefore responsible for providing discussion questions to help guide student conversations and debates. You are not required to provide handouts but power point or prezi slides should be used as many students find these presentation aids helpful. Please come to class with your entire group's presentation saved on one USB storage device. **You are expected** to do outside research, and to link the readings to topical issues in the news and media. Learning activities, exercises, youtube clips, etc. are also encouraged as they are excellent ways to foster dynamic class discussion...just be sure to use your time wisely. Presentations that focus too heavily on summary and do not attempt to provide opportunities for discussion throughout will not be considered for 'A' range grades. **Tips** for crafting reading discussions will be made available through cuLearn.

### **Staged Term Project:**

**You may choose to complete your major assessment for this course as an individual, in pairs, or in a group of no more than five students.** You will need to make this decision in the early weeks of class in consultation with your instructor (further details will be discussed in class).

This '**staged assignment**' is a type of evaluation that gives you the opportunity to complete components of a major assignment over the course of a semester instead of all at the end. It engages active learning and critical thinking strategies along the way through feedback from your instructor at multiple stages. Your staged term project is broken down into three components: **a project proposal, a scheduled consultation, and your final term project.**

Your **Project Proposal (20%)** is due on Friday, October 14<sup>th</sup>, 2016. If you are working in a pair or group, you only submit one document for your collaborative project. Your graded proposal will be reviewed in detail during the mandatory project consultations in late October/Early November. **Your project consultation** will be scheduled in the early weeks of the semester and will occur during class time on either October 21<sup>st</sup> or November 4<sup>th</sup>, 2016. If necessary, some consultations *may* occur outside of class time based on availability of students and the instructor. Once scheduled, you are unable to switch your project consultation and only exceptional medical circumstances for an absence may be considered upon submission of detailed medical documentation (automatic 3% deduction from your participation for an unexplained, non-medical absence from consultation).

**Your major term project (50%)** will be a critical analysis of a topic of your choosing in the study of crime, media, and pop culture. Your research project may take shape as you (and your group members, if applicable) see fit. You may choose to complete a traditional academic paper of any variety. You may critically examine a relevant body of literature. You may choose to conduct a research project concerning media representations in movies, tv shows, music, social media, or advertisements, etc. You may choose to write and produce a YouTube music video, record a podcast, perform a skit, record a fictional radio interview, create a magazine, conduct a critical analysis of the *Serial* podcast or design another type of alternative, mediated project with a shorter written companion document. All ideas will be given consideration...all you have to do is ask. Your term project is officially due on the last day of class: **Friday, December 2<sup>nd</sup>, 2016**. We will discuss details for this assignment early in the semester.

### **GENERAL ASSIGNMENT GUIDELINES**

**Assignment Submission:** A printed copy of your assignment is due **at the beginning of class** on the assigned date (unless otherwise noted). Please also retain the graded hard copy of your assignments and digital copies for the duration of the academic year. Do not submit assignments to the instructor by e-mail or under office doors.

If it is impossible to submit your assignment during class time, it must be submitted on or before the deadline (by you or a trusted friend/family member) to the main office in the Institute of Criminology and Criminal Justice on the 5<sup>th</sup> floor of the Loeb Building. If the administrator is not available when you arrive or you need to submit your assignment outside of business hours, please use the drop box located next to the door of the main office. Your assignment still must be submitted before the deadline of 11:35am on the assigned due date. If it is handed in after this time, it will be marked as late.

**All late assignments** will be subject to a deduction of three percent per day, including weekends and holidays – no exceptions. Assignments will not be accepted any later than seven days past their due date without prior instructor approval for an official extension.

**Format:** Any written material that you hand in must be in your own words, double spaced, and written in 12pt. font. Page numbers are required and page limits are strictly enforced. Your work must include a cover page with: 1) a title 2) your name and student number 3) course name with section (CRCJ 4002B) and 4) your instructor's name: Holly Thomas.

### **Grading, Extensions & Extra Credit:**

**Grading:** Work is graded according to quality, effort, and a demonstrated understanding of the key concepts and ideas of the course/assignment. A grade of “B” indicates good work. It means that you have made adequate effort, have shown that you understand the main ideas, and have met the expectations of the class. To get a grade in the “A” range, your work must surpass those expectations. In short, “A’s” are reserved for work at an excellent level. Grades of “C” or below indicate that you have not fulfilled the expectations of the coursework, either by not completing all parts of the assignment or by not putting in the required time and effort. There will be no opportunity for individual ‘extra credit’ assignments – no exceptions.

**Medical Extensions:** There will be no **extensions** granted for assignments without exceptional medical circumstances and only submissions that are accompanied by a medical certificate (specifying your illness and length of incapacitation in detail) may be exempted from late penalties. Extensions for medical concerns must be discussed and approved by your professor prior to the assignment deadline and prior to submission of your paper. Alternatives to obtaining medical certificates may be considered on an individual basis.

**Feedback and Grade Review Policy:** If you need further clarification regarding your written assignment feedback, please make an appointment to see me during office hours to discuss your paper in-depth. If you are unsatisfied with your grade and feel that merits of your assignment were overlooked, these are the steps to that need to be followed: Grade appeals and petitions are welcome, but will only be considered if accompanied by a reasoned argument in writing, demonstrating thoughtful reflection on the merits overlooked in one’s work (in accordance with the assignment or exam guidelines). Students interested in pursuing grade appeals must notify me by email and hand in their marked assignment and their written argument (to the drop box) for review.

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## **BIBLIOGRAPHY**

Your textbooks are available through **Octopus Books**, located at 116 Third Avenue (near Bank Street). Phone: (613) 233-2589, Website: <http://octopusbooks.org/>. Information regarding store hours and directions may be found through their website.

1. Greer, Chris (Ed.). (2010). *Crime and Media: A Reader*. New York: Routledge.
2. Jewkes, Yvonne. (2015). *Media & Crime* (3<sup>rd</sup> ed.). London: Sage Publications.

**Please note: Additional required readings and material will be posted on ARES** (available through cuLearn). It is your responsibility to use course readings to prepare for class and evaluations accordingly. Please bring copies of your readings to class.

*Do I have to buy the latest edition of the Jewkes book?* This is your decision to make. The latest edition of the textbook is always recommended and will be what is used when constructing course material. The 2<sup>nd</sup> and 3<sup>rd</sup> editions retain similar chapter structures so the foundations will be the same; however, statistics, resources, and examples reflect more recent content – something essential when studying the quickly changing world of mass media. If

you choose to purchase the 2<sup>nd</sup> edition, **please note** that you will still be required to utilize 3<sup>rd</sup> edition content during your scheduled reading discussion week so please plan accordingly.

## COURSE CALENDAR

*Please note that occasionally the seminar schedule may vary slightly from the course outline*

**Week 1: September 9<sup>th</sup>**

### **INTRODUCTION TO CRCJ 4002B**

**Required Reading:** Course Syllabus

**Week 2: September 16<sup>th</sup>**

### **INTRODUCTION TO MEDIA AND CULTURAL STUDIES I**

**Required Readings:**

1. **Jewkes, Y. (2015)** Introduction, (p1-8). *Media & Crime* (3<sup>rd</sup> ed.). London: Sage Publications.
2. **Jewkes, Y. (2015)** Chapter 1: Theorizing Media and Crime (p9-41). *Media & Crime* (3<sup>rd</sup> ed.). London: Sage Publications.
3. **Greer, C. (2010)** Introduction. In C. Greer (Ed.), *Crime and Media: A Reader* (p1-8). New York: Routledge.

**Week 3: September 23<sup>rd</sup>**

### **INTRODUCTION TO MEDIA AND CULTURAL STUDIES II**

**Required Readings:**

1. **Greer, C. (2010)** Section One, Introduction. In C. Greer (Ed.), *Crime and Media: A Reader* (p9-10). New York: Routledge.
2. **McLuhan, M. (1964/2010)** Reading 2: The Medium is the Message. In C. Greer (Ed.), *Crime and Media: A Reader* (p20-31). New York: Routledge.
3. **Herman, E. & Chomsky, N. (1988/2010)** Reading 3: A Propaganda Model, In C. Greer (Ed.), *Crime and Media: A Reader* (p32-43). New York: Routledge.
4. **Hall, S. (1980/2010)** Reading 4: Encoding – Decoding, In C. Greer (Ed.), *Crime and Media: A Reader* (p44-55). New York: Routledge.
5. **Baudrillard, J. (1981/2010)** Reading 6: Simulacra and Simulations, In C. Greer (Ed.), *Crime and Media: A Reader* (p69-85). New York: Routledge.

**Week 4: September 30<sup>th</sup>**

### **RESEARCHING MEDIA**

**Required Readings:**

1. **Greer, C. (2010)** Section Two, Introduction. In C. Greer (Ed.), *Crime and Media: A Reader* (p95-96). New York: Routledge.
2. **Ericson, R. et al. (1991/2010)** Reading 9: Reading the News, In C. Greer (Ed.), *Crime and Media: A Reader* (p108-122). New York: Routledge.
3. **Hall, S. (1973/2010)** Reading 10: The Determinations of News Photographs. In C. Greer (Ed.), *Crime and Media: A Reader* (p123-134). New York: Routledge.

4. **Sasson, T. (1995/2010)** Reading 12: Frame Analysis. In C. Greer (Ed.), *Crime and Media: A Reader* (p153-164). New York: Routledge.
5. **Bell, D. (2000/2010)** Reading 14: Researching Cybercultures, In C. Greer (Ed.), *Crime and Media: A Reader* (p187-200). New York: Routledge.

**Week 5: October 7<sup>th</sup>**

## **NEWS MEDIA AND THE CONSTRUCTION OF CRIME**

### **Required Readings:**

1. **Greer, C. (2010)** Section Three, Introduction. In C. Greer (Ed.), *Crime and Media: A Reader* (p201-202). New York: Routledge.
2. **Katz, J. (1987/2010)** Reading 17: What Makes Crime ‘News’. In C. Greer (Ed.), *Crime and Media: A Reader* (p228 – 238). New York: Routledge.
3. **Schlesinger, P., H. Tumber & G. Murdock (1991/2010)** Reading 19: The Media Politics of Crime and Criminal Justice. In C. Greer (Ed.), *Crime and Media: A Reader* (p251 – 263). New York: Routledge.
4. **McLaughlin, E. (2005/2010)** Reading 20: Recovering Blackness/Repudiating Whiteness. In C. Greer (Ed.), *Crime and Media: A Reader* (p264-276). New York: Routledge.
5. **Jewkes, Y. (2015)** Chapter 2: The Construction of Crime News (p43-80). *Media & Crime* (3<sup>rd</sup> ed.). London: Sage Publications.

**Week 6: October 14<sup>th</sup>**

## **CRIME AND POLICING IN THE PUBLIC EYE**

### **PROJECT PROPOSAL DUE**

**Guest Speaker from Media Relations, Ottawa Police Service – tentative**

### **Required Readings:**

1. **Doyle, A. (2003)** Chapter Three: Reality Television and Policing: The Case of *Cops* (p32-63). *Arresting Images*. Toronto: University of Toronto Press Incorporated.
2. **Jewkes, Y. (2015)** Chapter 6: Police, Offenders and Victims in the Media (p163-191). *Media & Crime* (3<sup>rd</sup> ed.). London: Sage Publications.
3. **Trottier, D. (2012)** Policing Social Media. *Canadian Review of Sociology*, 49(4), p411-425.

**Week 7: October 21<sup>st</sup>**

## **NO FORMAL CLASS**

**Scheduled term project consultations and independent preparation time for assignments. Sign up for your meeting time through CuLearn. NO ASSIGNED READINGS**

**Week 8: October 28<sup>th</sup>**

## **NO CLASS – WINTER BREAK (October 24<sup>th</sup> – 28<sup>th</sup>) NO ASSIGNED READINGS**



**Week 9: November 4<sup>th</sup>**

**NO FORMAL CLASS**

**Scheduled term project consultations and independent preparation time for assignments. Sign up for your meeting time through CuLearn. NO ASSIGNED READINGS**

**Week 10: November 11<sup>th</sup>**

**FRAMING MEDIA I: VIOLENCE IN MEDIA & THE GREAT 'EFFECTS' DEBATE**

**Required Readings:**

1. **Greer, C. (2010)** Section Five, Introduction, In C. Greer (Ed.), *Crime and Media: A Reader* (p379-382). New York: Routledge.
2. **Cohen, S. (1972-2002/2010)** Reading 34: Folk Devils and Moral Panics: The Creation of Mods and Rockers, In C. Greer (Ed.), *Crime and Media: A Reader* (p461-482). New York: Routledge.
3. **Cohen, S. (2011)** Whose side were we on? The undeclared politics of moral panic theory. *Crime Media Culture*, 7(3), p.237-243.
4. **Gauntlett, D. (2001/2010)**, Reading 30: The Worrying Influence of 'Media Effects' Studies, In C. Greer (Ed.), *Crime and Media: A Reader* (p393-403). New York: Routledge.
5. **Doyle, A. (2006)** How Not to Think about Crime in the Media. *Canadian Journal of Criminology & Criminal Justice*, 48(6), p867-885.

**Week 11: November 18<sup>th</sup>**

**FRAMING MEDIA II: CONSTRUCTING DEVIANCE, VILLANS AND HEROES**

**Required Readings:**

1. **Greer, C. (2010)** Section Four, Introduction, In C. Greer (Ed.), *Crime and Media: A Reader* (p291-292). New York: Routledge.
2. **Reiner, R. (1994/2010)** Reading 23: The Dialectics of Dixon: The Changing Image of the TV Cop. In C. Greer (Ed.), *Crime and Media: A Reader* (p302-311). New York: Routledge.
3. **Valverde, M. (2006/2010)** Reading 24: From the Hard Boiled Detective to the Pre-Crime Unit. In C. Greer (Ed.), *Crime and Media: A Reader* (p311-323). New York: Routledge.
4. **Jewkes, Y. (2015)** Chapter 5: Media Misogyny: Monstrous Women (p129-161). *Media & Crime* (3<sup>rd</sup> ed.). London: Sage Publications.
5. **Jackson, S.J. (2013)** Framing Megan Williams: Intersecting discourses of race, class, and gender in television news coverage of racialized rape. *Feminist Media Studies*, 13(1), p46-63.

Week 12: November 25<sup>th</sup>

## POP CULTURE I: CRIME, PUNISHMENT & TOURISM

**NO FORMAL CLASS: Alternative Learning Activity – Ottawa Haunted Walks “Ghosts and the Gallows”.** The tour is 60 minutes in length and is both outdoors and indoors. **The tour starts from the lobby of the Ottawa Haunted Walks Office (46 1/2 Sparks Street): We will all meet here for the 12:30pm start time.** The tour ends at the Ottawa Hostel Jail (75 Nicholas Street) at 1:30pm. This will give you time to make your way to and from the location within our allotted class time. **Fee: \$14 (paid to your instructor in advance)**

### Required Readings:

1. **Barton, A. & Brown, A. (2015).** Show me the prison! The development of prison tourism in the UK. *Crime, Media, Culture*. 11(3), p237-258.
2. **Piche, J. & Walby, K. (2010)** Problematizing Carceral Tours. *British Journal of Criminology*, 50(3), p570-581.
3. **Storey, M. (2011, August 28)** San Pedro Prison: a very strange tourist attraction. *The Independent*. Retrieved from <http://www.independent.co.uk/news/world/americas/san-pedro-prison-a-very-strange-tourist-attraction-2345166.html#>
4. **Huey, L. (2011)** Crime behind the glass: Exploring the sublime in crime at the Vienna Kriminal. *Theoretical Criminology*, 15(4), p381-399.

Week 13: December 2<sup>nd</sup>

## POP CULTURE II: SOCIAL MEDIA AND MEDIATED SPACES

### TERM PROJECT DUE

### Required Readings:

1. **Jewkes, Y. (2015)** Chapter 9: The Role of the Internet in Crime and Deviance, (p251-273). *Media & Crime* (3<sup>rd</sup> ed.). London: Sage Publications.
2. **Brown, S. (2003/2010)** Reading 39: (S)talking in Cyberspace: Virtuality, Crime and Law, In C. Greer (Ed.), *Crime and Media: A Reader* (p539-550). New York: Routledge.
3. **Fairbairn, J. (2015)** Chapter IX: Rape Threats and Revenge Porn: Defining Sexual Violence in the Digital Age, In J. Bailey and V. Steeves (Eds.), *eGIRLS, eCITIZENS* (p229-252). Ottawa: University of Ottawa Press.
4. **Greer, C. & Laughlin, E. (2010)** We Predict a Riot? Public Order Policing, New Media Environments and the Rise of the Citizen Journalist. *British Journal of Criminology*, 50(6), p.1041-1059.

## ACADEMIC REGULATIONS

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Letter Grades:**

In accordance with the Carleton University Undergraduate Calendar (p 39), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Standing in a course is determined by the course instructor and subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. **No grades are final until they have been approved by the Dean.**

### **Intellectual Property:**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc. (created by both instructors and students) are copyright protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the instructor and/or other copyright holder(s).

### **Plagiarism:**

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. The University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

*What are the Penalties for Plagiarism?* A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

*What are the Procedures?* Plagiarism is a serious offence that cannot be resolved directly by the course's instructor – all suspected cases of plagiarism are reported. When an instructor suspects a piece of work has been plagiarized, the Associate Dean of the Faculty who conducts a rigorous investigation, including an interview with the student.

The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated.

**Requests for Accommodations:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

***Pregnancy obligation:*** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the Student Guide

***Religious obligation:*** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the Student Guide

***Academic Accommodations for Students with Disabilities:*** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Other Services for Students:**

Academic Advising Centre: <https://carleton.ca/academicadvising/>

Centre for Student Academic Support, Writing Services: <http://carleton.ca/csas/writingservices/>

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