

**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY  
SOCI 5304F: FOOD STUDIES (Fall Term 2023)**

Meeting times: Mondays 2:35 – 5:25 pm

**CONTACT INFORMATION**

Course Instructor

Michael Mopas, PhD  
Office: Loeb Building D787  
Phone: 613.520.2600 ext. 2990  
Office hours: Mondays 1:30 – 2:30 pm or by appointment  
Email: michael\_mopas@carleton.ca (please allow 24 to 48 hours for a reply)

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**ABOUT THE COURSE**

Description

'Tell me what you eat and I will tell you who you are'.  
- Anthelme Brillat-Savarin (1755-1826)

The food we eat (or refrain from eating) can reveal a lot about ourselves. Our meals can tell us everything from our moral and religious beliefs (e.g., being vegetarian or vegan) to what we fear and dread (e.g., concerns about weight and body image). Food gives meaning and order to our everyday lives and is a central ingredient in the construction of our cultural subjectivities, allowing us to communicate with others through our consumption. So, while the old saying reminds us that 'we are what we eat', what we eat also makes us who we are.

This course examines the meanings that are given to specific foods and their consumption by looking at the ways in which these foods are produced, regulated, represented, and associated with specific identities. We will also consider the host of social, cultural, health, familial, historical, political, and economic underpinnings of what, why, where and with whom we consume food as we do. Some of the substantive topics to be discussed include: The role of food in the construction of race, gender, and class; food, the body and health; the cultivation and refinement of taste; food, rebellion, and counter-cuisine; food, globalization, and culinary tourism; food, fear, and anxiety.

Throughout the course, students will be introduced to some of the major theories, methodologies, and concepts found within the field of cultural studies to help frame our analysis and understanding of food and its consumption. In essence, we will be 'doing' cultural studies through an examination of food cultures.

Objectives

My main goal is to assist and guide students to becoming: (1) knowledgeable of the subject matter being taught; (2) communicators who can effectively convey their thoughts and ideas through both writing and speech; and (3) critical thinkers who can think

independently by posing thoughtful questions, carefully examining certain assumptions and arguments, and considering alternative perspectives.

### Approach to Teaching and Learning

I am a firm believer that good teachers 'facilitate' learning. Good teachers not only communicate information and knowledge to their students, but also enable and encourage students to become responsible for their own learning. As such, it is my job to get you excited about this course by facilitating interesting discussions, assigning thought-provoking reading material, and giving challenging (but fair) assignments, so that you can become actively involved in your own learning experience.

### Expectations of Students

To get the most out of this seminar, students must come to class prepared to learn. This means completing the required readings in advance, listening respectfully when others are talking, raising your hand when you want to speak, and speaking in turn.

Important announcements will normally be made at the beginning of class so please arrive on time. Also, because each class is three hours in length, you will miss a significant amount of material if you depart early or are absent so please plan to attend regularly and for the full duration of the period. If, for whatever reason, you are unable to attend a seminar, it is YOUR responsibility for any course material (e.g., lecture notes, handouts, audio-visual presentations, etc.) you may have missed.

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## **COURSE MATERIALS AND RESOURCES**

### Required Readings

The readings listed on the course schedule (see below) will be made available by the course instructor on the first day of class.

### Online Resources

A Brightspace website has been created for this course. Access to the website is password protected and restricted to students registered in this class. The website will be used by the instructor as an additional means of distributing course material and information (e.g., lecture notes, class announcements, class marks, links to course-related Internet sites, etc.). A discussion board has been created to provide students with an additional forum for discussing various course-related issues.

**NOTE:** Students will be expected to check the website on a weekly-basis and are encouraged to actively participate in the online discussions.

## **COURSE SCHEDULE AND ASSIGNED READINGS**

Students are expected to have all readings completed and to come to class prepared to discuss the topics covered. Please keep on top of the readings (i.e., don't leave them to the last minute) and ask questions if any material is unclear.

### **Week 1 (September 11): Introduction**

Required readings: None.

### **Week 2 (September 18): Culture, Cultural Studies, and the Study of Food**

#### Required readings:

Williams, R. (1998) 'The Analysis of Culture' in J. Storey (ed.), *Cultural Theory and Popular Culture: A Reader* (4<sup>th</sup> edition), pp. 32-40.

Lupton, D. (1996) 'Theoretical Perspectives on Food and Eating' in *Food, the Body and the Self*. London: Sage Publications, pp. 6-36 (Chapter 1).

Simmel G. (1997) 'Sociology of the Meal' in D. Frisby and M. Featherstone (eds.), *Simmel on Culture*. London: Sage Publications, pp. 130-135.

#### Supplementary readings:

Rojek, C. (2007) *Cultural Studies*. Cambridge, UK: Polity Press, Chapters 3-5.

### **Week 3 (September 25): Theorizing Food and Eating**

#### Required readings:

Barthes, R. (1961) 'Toward a Psycho-sociology of Contemporary Food Consumption' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 28-35.

Lévi-Strauss, C. (1966) 'The Culinary Triangle' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 36-43.

Douglas, M. (1999) 'Deciphering a Meal' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 44-53.

Bennett, J. (2007) 'Edible Matter' in *New Left Review*, 45: 133-145.

### **Week 4 (October 2): Fine Discernments, Status, and the Cultivation of Taste**

#### Required readings:

Lupton, D (1996) 'Tastes and Distastes' in *Food, the Body and the Self*. London: Sage Publications, pp. 94-130 (Chapter 4).

Bourdieu, P. (1984) 'Taste of Luxury, Taste of Necessity' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 72-78.

Mennell, S. (1987) 'On the Civilizing of Appetite' in *Theory, Culture & Society*, 4(2): 239-48.

Bookman, S. (2013) 'Coffee brands, class, and culture in a Canadian city' in *European Journal of Cultural Studies*, 16(4): 405-423.

Johnston, J. and S. Baumann (2007) 'Democracy vs. Distinction: A Study of Omnivorosity in Gourmet Food Writing' in *American Journal of Sociology*, 3(1): pp. 165-204.

Supplementary readings:

Bourdieu, P. (1984) 'Introduction' in *Distinction: A social critique of judgement of taste*. Cambridge: Harvard University Press, pp. 1-7.

Guthman, J. (2003) 'Fast food/organic food: reflexive tastes and the making of 'yuppie chow'' in *Social and Cultural Geography*, 4(1): pp. 45-58.

Mennell, S. (2005) 'Of Gastronomes and Guides' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 110-122.

W. Roseberry (1996) 'The Rise of Yuppie Coffees and the Re-imagining of Class in the United States' in *American Anthropologist*, 98(4): pp. 762-775.

Wilson, L. (2004) 'Pass the Tofu, Please: Asian Food for Aging Baby Boomers' in L. Long (ed.) *Culinary Tourism*. Lexington: The University Press of Kentucky, pp. 245-267 (Chapter 11).

**Week 5 (October 9): THANKSGIVING HOLIDAY**

No class.

**Week 6 (October 16): 'You are what you eat'? Food, body, health and emotion**

Required readings:

Lupton, D (1996) 'Food, Health and Nature' in *Food, the Body and the Self*. London: Sage Publications, pp. 68-93 (Chapter 3).

Lupton, D. (2005) 'Food and emotion' C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 317-24.

Bordo, S. (1993) 'Anorexia Nervosa: Psychopathology as the Crystallization of Culture' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 162-186.

Rousseau, S. (2015) 'The celebrity quick-fix: When good food meets bad science' in *Food, Culture and Society*, 18(2): pp. 265-287.

Supplementary readings:

Winson, T. (2005) 'Bringing political economy into the debate on the obesity epidemic' in *Agriculture and Human Values*, 21(4): pp. 299-312.

Saguy, A. and R. Almeling (2008) 'Fat in the Fire? Science, the News Media, and the 'Obesity Epidemic'' in *Sociological Forum*, 23(1): pp. 53-83.

Lupton, D. and S. Chapman (2005) 'A healthy lifestyle might be the death of you: Discourse on diet, cholesterol control, and heart disease in the press and among the lay public' in *Sociology of Health and Illness*, 17(4): pp. 477-94.

Keane, A. (1997) 'Too hard to swallow? The palatability of healthy eating advice' in P. Caplan (ed.), *Food, Health and Identity*. London: Routledge, pp. 172-192 (Chapter 9).

### **Week 7 (October 23): FALL BREAK**

No classes.

### **Week 8 (October 30): But is it 'real'? Food and authenticity**

#### Required readings:

Johnston, J. and S. Baumann (2010) 'Eating Authenticity' in *Foodies: Democracy and Distinction in the Gourmet Foodscape*. London: Routledge, pp. 69-96 (Chapter 2).

Heldke, L. (2005) 'But is it Authentic? Culinary Travel and the Search for the 'Genuine Article'' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 385-394.

Classen, C., D. Howes and A. Synnott (1994) 'Artificial Flavours' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 337-342.

Molz, J. (2003) 'Tasting an Imagined Thailand: Authenticity and Culinary Tourism in Thai Restaurants' in L. Long (ed.), *Culinary Tourism*. Lexington: The University Press of Kentucky, pp. 53-75.

#### Supplementary readings:

Trubek, A. (2005) 'Place Matters' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 260-271.

Haden, R. (2005) 'Taste in an Age of Convenience: From Frozen Food to Meals in 'the Matrix'' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 344-358.

### **Week 9 (November 6): Food, Gender and Consumption**

#### Required readings:

Dusselier, J. (2001) 'Bonbons, Lemon Drops and Oh Henry! Bars: Candy, Consumer Culture and the Construction of Gender, 1895-1920' in S. Inness (ed.), *Kitchen Culture in America*. Philadelphia: University of Pennsylvania Press, pp. 13-49.

Parkin, K. (2001) 'Campbell's Soup and the Long Shelf Life of Traditional Gender Roles' in S. Inness (ed.), *Kitchen Culture in America. Popular Representations of Food, Gender, and Race*. Philadelphia: University of Pennsylvania Press, pp. 51-67.

Rogers, R. (2008) 'Beasts, Burgers and Hummers: Meat and the Crisis of Masculinity in Contemporary TV Advertisements' in *Environmental Communication*, 2(3): 281-301.

Reitz, J. (2007) 'Espresso: A Shot of Masculinity' in *Food, Culture & Society*, 10(1): pp. 7-21.

Supplementary readings:

Parasecoli, F. (2005) 'Feeding Hard Bodies: Food and Masculinities in Men's Fitness Magazines' in *Food and Foodways*, 13 (1-2): pp. 17-37.

Bentley, A. (2004) 'The Other Atkins Revolution: Atkins and the Shifting Culture of Dieting' in *Gastronomica: The Journal of Food and Culture*, 4(3): pp. 34-45.

**WEEK 10 (November 13): 'Fork you'! Food, politics, social justice and counter-cuisine**

Required readings:

Johnston, J., M. Szabo and A. Rodney (2011) 'Good food, good people: Understanding the cultural repertoire of ethical eating' in *Journal of Consumer Culture*, 11(3): 293-318.

Clark, D. (2004) 'The Raw and the Rotten: Punk Cuisine' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 411-422.

Parkins, W. and G. Craig (2009) 'Culture and the Politics of Alternative Food Networks' in *Food, Culture & Society*, 12(1): 78-103.

Hayes-Conroy, A. and J. Hayes-Conroy (2008) 'Taking back taste: Feminism, food and visceral politics' in *Gender, Place & Culture*, 15(5): 461-473.

Singer, P. (1998) 'A Vegetarian Philosophy' in S. Griffiths and J. Wallace (eds.), *Consuming Passions: Food in an Age of Anxiety*. New York: Manchester University Press. pp. 71-79.

Supplementary readings:

Sbicca, J. (2012) 'Growing food justice by planting an anti-oppression foundation: Opportunities and obstacles for a budding social movement' in *Agriculture and Human Values*, 29(4): pp. 455-66.

Johnston, J. A. Biro and N. Mackendrick (2009) 'Lost in the Supermarket: The Corporate Organic Foodscape and the Struggle for Food Democracy' in *Antipode: A Radical Journal of Geography*, 41(3): pp. 509-32.

Pilcher, J. (2008) 'Taco Bell, Maseca and Slow Food: A Postmodern Apocalypse for Mexico's Peasant Cuisine?' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 400-410.

Belasco, W. (1989) *Appetite for Change. How the Counter-culture Took on the Food Industry*. New York: Pantheon Books, Chapter 1.

Johnston, J. and S. Baumann (2010) 'Food Politics: This is one Delicious Revolution' in *Foodies: Democracy and Distinction in the Gourmet Foodscape*. London: Routledge, pp. 127-172 (Chapter 4).

Ashley, B., J. Hollows, S. Jones and B. Taylor (2005) 'Food Ethics and Anxieties' in *Food and Cultural Studies*. New York: Routledge, pp. 187-203 (Chapter 12).

Lang, T. (1998) 'Toward a Food Democracy' in S. Griffiths and J. Wallace (eds.), *Consuming Passions: Food in an Age of Anxiety*. New York: Manchester University Press, pp. 13-23.

### **Week 11 (November 20): Food, Race, Ethnicity and Colonialism**

#### Required readings:

Mintz, S. (2005) 'Sweetness and Meaning' in C. Korsmeyer (ed.), *The Taste Culture Reader: Experiencing Food and Drink*. New York: Berg, pp. 110-122.

hooks, b. (1992) 'Eating the Other: Desire and resistance' (chapter 2) in b. hooks *Black Looks: Race and representation*. Boston: South End Press, pp. 21-39.

Deck, A. (2001) 'Now Then – Who Said Biscuits?' The Black Woman Cook as Fetish in American Advertising, 1905-1953' in S. Inness (ed.), *Kitchen Culture in America. Popular Representations of Food, Gender, and Race*. Philadelphia: University of Pennsylvania Press, pp. 69-93.

Elliott, C. (2008) 'Consuming the Other: Packaged Representations of Foreignness in President's Choice' in K. LeBesco and P. Naccarato (eds.), *Edible Ideologies*. Albany: SUNY Press, pp. 179-198.

#### Supplementary readings:

Gvion, L. (2009) 'What's Cooking in America? Cookbooks Narrate Ethnicity, 1850-1990' in *Food, Culture & Society*, 12(1): pp. 53-76.

Henson, Z. and G. Munsey (2014) 'Race, culture and practice: Segregation and local food in Birmingham, Alabama' in *Urban Geography*, 35(7): pp. 998-1019.

### **Week 12 (November 27): Cooking and eating as a civic duty: Food and culinary nationalism**

#### Required readings:

Ferguson, P. 'Culinary nationalism' in *Gastronomica*, 10(1): 102-109.

Ranta, R. (2015) 'Food and nationalism: From foie gras to hummus' in *World Policy Journal*, 32(3): pp. 33-40.

Appadurai, A. (1988) 'How to Make a National Cuisine: Cookbooks in Contemporary India' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 289-307.

Penfold, S. (2003) 'Eddie Shack Was No Tim Horton: Donuts and the Folklore of Mass Culture in Canada' in W. Belasco and P. Scranton (ed.), *Food Nations: Selling Taste in Consumer Societies*. New York: Routledge, pp. 48-66.

Blue, G. (2008) 'If it Ain't Alberta, it Ain't Beef: Local Food, Regional Identity, (Inter)National Politics' in *Food, Culture & Society*, 11(1): 69-85.

#### Supplementary readings:

Ferrero, S. (2003) 'Comida sin par. Consumption of Mexican Food in Los Angeles: 'Foodscapes' in a Transnational Consumer Society' in W. Belasco and P. Scranton (eds.), *Food Nations: Selling Taste in Consumer Societies*. New York: Routledge, pp. 194-221

### **Week 13 (December 4): Appropriate/appropriating food: Food, globalization and culinary tourism**

#### Required readings:

Long, L. (2004) 'Culinary Tourism: A Folkloristic Perspective on Eating and Otherness' in L. Long (ed.), *Culinary Tourism*. Lexington: The University Press of Kentucky, pp. 20-49.

Matejowsky, T. (2007) 'SPAM and fast-food 'glocalization' in the Philippines' in *Food, Culture & Society*, 10(1): 23-41.

Heldke, L. (2001) 'Let's Cook Thai: Recipes for Colonialism' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 327-341.

Kuo, R. (2015) 'The feminist guide to being a foodie without being culturally appropriative' in *Everyday Feminism* (online article) found at:  
<http://everydayfeminism.com/2015/11/foodie-without-appropriation/>

#### Supplementary readings:

Johnston, J. and S. Baumann (2010) 'The Culinary Other: Seeking Exoticism' in *Foodies: Democracy and Distinction in the Gourmet Foodscape*. London: Routledge, pp. 97-126 (Chapter 3).

### **Week 14 (December 8): As seen on TV: Popular representations of food**

**\*\*This class happens on a FRIDAY\*\***

#### Required readings:



Chan, A. (2003) 'La grande bouffe': Cooking Shows as Pornography' in *Gastronomica: The Journal of Food and Culture*, 3(4): pp. 46-53.

Hansen, S. (2008) 'Society of the appetite: Celebrity chefs deliver consumers' in *Food, Culture and Society*, 11(1): pp. 49-67.

Holmberg, C. (2014) 'Food and social media – a complicated relationship' in *The Huffington Post* (online article) found at: [http://www.huffingtonpost.com/christopher-holmberg/food-and-social-media-a-c\\_b\\_4898784.html](http://www.huffingtonpost.com/christopher-holmberg/food-and-social-media-a-c_b_4898784.html)

Wessell, G. (2012) 'From place to non-place: A case study of social media and food trucks' in *Journal of Urban Design*, 17(4): pp. 511-531.

Broussard, J. (2008) 'An intellectual property food fight: Why copyright law should embrace culinary innovation' in *Vanderbilt Journal of Entertainment and Technology Law*, 10(3): 691-728.

#### Supplementary readings:

Ashley, B., J. Hollows, S. Jones and B. Taylor (2004) 'Television Chefs' in *Food and Cultural Studies*. New York: Routledge, pp. 171-185 (Chapter 11).

Ray, K. (2007) 'Domesticating Cuisine: Food and Aesthetics on American Television' in *Gastronomica: The Journal of Food and Culture*, 7(1): 50-63.

Holden, T.J.M. (2005) 'The Overcooked and Underdone: Masculinities in Japanese Food Programming' in C. Counihan and P. Van Esterik (eds.), *Food and Culture: A Reader* (2<sup>nd</sup> edition). New York: Routledge, pp. 500-522.

## **COURSE EVALUATIONS**

Due dates and grade values for each assignment are as follows:

Assignments	Grade	Due Date
Weekly reading reports	30%	N/A
Participation	20%	N/A
Seminar introductions	10%	N/A
Research proposal	10%	November 6, 2023
Final research paper	30%	December 22, 2022

#### Weekly reading reports – 30% of final grade

For each class, students will be required to prepare a brief reading report (approximately 1 page) on the week's set of readings (i.e., you are NOT expected to write a report for each article). Out of eleven possible weeks, you must submit a minimum of eight reports.

The reading reports should be sent electronically to the rest of the class the DAY BEFORE the seminar (by 4:00 p.m. at the latest), since they will form the basis of our weekly

discussion and debate. A bulletin board will be set up to facilitate this exchange of ideas. You should read the reports of your fellow classmates and be prepared for comment/critique.

In your reading report, please include:

- One to two 'reactions' – What did you think of the articles? What struck you the most about the readings?
- One to two 'keepers' – What were the key ideas worth remembering and making note of? What did you take away the most from the readings?
- One to two 'questions' – What quibbles, questions or criticisms did you have for the author(s)?
- One 'so what' – Why does the topic matter? How does it contribute to our study of food and/or the field of cultural studies?

#### Participation – 20% of final grade

Discussion and dialogue are integral to student learning. Students are expected to have carefully read all of the assigned materials prior to each seminar and prepared to actively participate in class discussion. The reading reports described above will help facilitate these discussions. The mark you receive will be based on attendance and the overall quality (not the quantity) of your participation (e.g., how well you have understood the readings, the ability to critically engage with the materials and relate them to the overall themes of the course, etc.).

#### Seminar introductions – 10% of final grade

Each student (by themselves or in pairs, depending on enrolment) will be expected to introduce the day's topic with a short (15-20 minute) presentation.

Student presentations should be designed to ***motivate class discussion*** and should not simply summarize the readings. These presentations are not intended to be onerous research projects, but are opportunities to gain experience briefly introducing complex topics, generating concise oral overviews, and asking provocative questions. You should come to class prepared to answer the question, 'why does this topic matter?' and armed with a list of questions for fellow students. You may also come to class with a food sample for the class to taste, if appropriate. This is not a hard-and-fast requirement, but a useful way to introduce the material relevance of the topic. Too often studies about food (and the body) remain dry, disembodied affairs, and our goal in this course will be to make connections between our own personal experiences with food and the wider scholarly debates surrounding food as culture and commodity.

#### Research proposal – 10% of final grade (2-3 pages)

Due date: November 6, 2023

In preparation for the final research paper, students will be required to submit a two to three page proposal outlining: the research topic, the theoretical and methodological orientation, and the resources that will be used. More explicit instructions for the proposal will be distributed in class.

### Final research paper (20-25 pages) – 30% of final grade

Due date: December 22, 2022

Students will be required to submit a final research paper that draws or builds upon any of the main **themes** covered in this course. It is **NOT** a requirement that your paper be about food. On the contrary, it is highly encouraged that students select a topic that is related to their own current or future research interests. Students who wish to do so can collect original data to analyze for this paper. However, students must get approval from the course instructor **BEFORE** doing any of this research. The paper should be no longer than 25 pages (double-spaced, 12 point font). Papers will be assessed on the quality of: (1) writing; (2) research; and (3) analysis. More explicit instructions for the research paper will be distributed in class.

### **COURSE POLICIES REGARDING ASSIGNMENTS**

#### Submitting assignments and late penalties

All assignments must be handed in at the beginning of class on the due date. Assignments submitted electronically (via fax or e-mail) will NOT be accepted. Subject to the extension policy outlined below, there will be a 2% per day deduction from assignments submitted late. The late penalty applies equally to Saturday and Sunday. That is, a paper due on Tuesday that is handed in on Wednesday (1 day late) will be subject to a 2% deduction. The same paper handed in on the following Monday (6 days late) will be subject to a 12% deduction. Late assignments can be deposited in the Assignment Drop-Box located in the Sociology and Anthropology Main Office (7<sup>th</sup> Floor, Loeb Building, B750). Please do NOT slide your assignments under my door.

#### Extension Policy

Students must request an extension PRIOR to the due date of an assignment. To receive an extension for an assignment, a student must provide written documentation of his or her inability to complete the assignment on time. Written documentation will generally take the form of a self-declaration form. For non-medical notes, the instructor will accept a note from the Registrar's Office (or similar University official), social worker, clergy member, lawyer, etc. Once the student has provided the instructor with adequate documentation of their inability to complete the assignment on time, the student and the instructor will negotiate a new due date for the assignment. Assignments submitted after the negotiated deadline will be subject to the late penalty outlined above.

**NOTE:** Except in emergency situations, no requests for extensions will be considered the week prior to the assignment's due date.

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### **GENERAL COURSE POLICIES**

Every student enrolled in this course is responsible for reading the following policies. It contains everything you need to know about the rules, requirements and regulations set out for this course.

### Courtesy during seminars

Please do NOT come to seminar if you intend to sleep, surf the web, or chat with friends. This kind of behaviour annoys me and other students in the class. If you do intend on coming to lecture or tutorial, there are a few general rules that students must abide by:

1. Cell phones must be turned OFF (not on 'vibrate' or 'silence') during lectures and tutorials.
2. Unless there is a class discussion going on, there is NO TALKING during the seminar.
3. LAPTOP COMPUTERS ARE FOR NOTE-TAKING ONLY – not e-mail, web surfing, "Facebooking" or playing online games.

### Office Hours

My office hours are posted on my office door (787D Loeb Building). You are welcome to drop by during office hours or you may make an appointment if you feel you need extra time or cannot make the time I have allotted.

If my door is open, you are welcome to see me even if it is not during my office hours. If my door is shut, please do NOT knock unless it is an emergency. If my door is shut, I am either working, on the phone or not in the office. Please do NOT drop by right before the class as I'm usually doing last-minute preparations.

### E-Mail and Phone Messages

I will do my best to respond to your e-mails as quickly as possible. However, please allow at least 24 to 48 hours for a reply. If it is an emergency and you need to get a hold of the instructor immediately, please call me at my office (613.520.2600 x 2990). If you phone me and leave me a message, please remember to leave a number at which I can reach you and tell me when the best time is to do so. Please identify yourself when you phone with your FULL FIRST and LAST NAME.

In all cases, please be patient. I do my very best to respond in a timely fashion, but sometimes it is just not possible.

## **REGULATIONS COMMON TO ALL COURSES AT CARLETON UNIVERSITY**

In accordance with the Carleton University Undergraduate Calendar Regulations, 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	DEF = Deferred	

### **Academic Regulations, Accommodations, Plagiarism, Etc.**

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

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

**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 for the deadline to request accommodations for the formally-scheduled exam (if applicable).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 15, 2023**.

**For pregnancy:** Please contact your instructor 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**For religious obligations:** Please contact your instructor 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 [click here](#).

**For survivors of sexual violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**For student activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**Carleton resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

**Off campus resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Plagiarism**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

#### **Other important information:**

- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>

#### **Important dates and deadlines (Fall 2023)**

- |                  |   |
|------------------|---|
| August 29, 2023: | Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses. |
| Sept 1, 2023:    | Last day for receipt of applications from potential fall (November) graduates.  |

Sept 4, 2023:	Statutory holiday. University closed.
Sept 5, 2023:	Academic orientation (undergraduate and graduate students).  Orientation for new Teaching Assistants.  All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
Sept 6, 2023:	Fall term begins. Full fall, early fall, and fall/winter classes begin.
Sept 12, 2023:	Last day for registration and course changes (including auditing) in early fall courses.
Sept 19, 2023:	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.  Last day to withdraw from early fall courses with a full fee adjustment.  Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.
Sept 22-24, 2023:	Full summer and late summer term deferred final examinations will be held.
Sept 30, 2023:	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2023:	Last day for academic withdrawal from early fall courses.  Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 6, 2023:	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 9, 2023:	Statutory holiday. University closed.
October 13, 2023:	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).



- Oct 15, 2023: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
- Oct 20, 2023: Last day of early fall classes.
- Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
- Last day that can be specified by a course instructor as a due date for term work for early fall courses.
- Oct 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.
- Oct 23-27, 2023: Fall break, no classes.
- Oct 28-29, Nov 4-5, 2023: Final examinations in early fall undergraduate courses will be held.
- Oct 30, 2023: Late fall classes begin.
- Nov 10, 2023: Last day to withdraw from late fall term courses with a full fee adjustment.
- Nov 15, 2023: Last day for academic withdrawal from full fall and late fall courses.
- Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
- Nov 17-19, 2023: Early fall undergraduate deferred final examinations will be held.
- Nov 24, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

- Dec 1, 2023: Last day for receipt of applications from potential winter (February) graduates.
- Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
- Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- December 8, 2023: Fall term ends.
- Last day of full fall and late fall classes.
- Classes follow a Monday schedule.
- Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
- Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
- Last day for receipt of applications for undergraduate degree program transfers for winter term.
- Dec 9, 2023: No classes or examinations take place.
- Dec 10-22, 2023: Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
- Dec22, 2023: All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
- Dec 25  
2023 - Jan 3, 2024  
inclusive: University closed.