

**CARLETON UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**SOCI 2150A FALL 2020**  
**INTRODUCTION TO SOCIAL PSYCHOLOGY**

**Instructor:** dr george pollard

**Office Hours:** by phone 613-731-8029, S-S noon to midnight; by e-mail, anytime.

**Email:** george.pollard@carleton.ca

**Pre-requisites: n/a & Precluded Courses: PSYC 2100**

---

**Important Stuff**

Ensure you are familiar with the on-line version of the current *Undergraduate Calendar*. You may not offer PSYC 2100 and SOCI 2150 for degree credit.

You're expected to do all assigned readings, attend all lectures and workshops, read all course handouts and, in class, pay attention to answers, questions and discussions. You never know whence examination questions may spring. Minimally, your exams and essay are expected to reflect pertinent material from these sources.

The exams and essay must be tendered, else *F*. Submission is via cuLearn. A late essay is penalized 25% a day. Final grades are tentative until approved by the Dean of FASS.

What's on the take-home exams? Expect the exams to draw on all course material to date of exam, but mostly your ability to think.

Your essay is a reasonably thorough analysis of a situation drawn from *Cocktail Waitress* and must include material beyond lectures and required readings. The internet isn't a valid primary source.

Groups, for the essay, are limited to two members. Choose your partner carefully. Tolerate no social loafing, what-so-ever, not for a moment. Be wary and deal with

social loafers directly and honestly.

Lectures are synchronous and not recorded.

## **Preamble**

An existential trap, noted Zygmunt Bauman (1981), is "the yawning gap between the right of self-assertion and the capacity to control the social settings which render such self-assertion feasible." Achieving autonomy, escaping this trap, suggests Bauman, begins with controlling the situated gap. Such control roots in an increasing awareness and understanding of society, social relations and social life as it plays out, one step at a time, in situations. This course takes three or four small steps in this direction.

## **Preface**

How, wondered Georg Simmel, do we live life? Sociatively, he concluded, in groups, such as families or occupations and among friends. If the group flourishes, so do its members.

Sociation, which always takes place in noticeable situations, involves interpersonal contacts, expressions and responses that forge enduring bonds among group members. Sociation is authoritative, performed for the good of the group; it's not an exercise of power for personal benefit.

Sociative acts include saving a life by risking your own (altruism), getting to class on time (courtesy) or sharing your notes with a student who was ill and missed class (empathy). Sociation is cooperative; it's how we reap rewards (work) and survive (pay cheque). Sociation reflects a group and its members (rude member, rude group aka reductionism).

Obvious in founding a family or a start-up, familiarity hides sociation. We don't see the trees for the forest. Sociation involves skills, such as how to ride a bus, stroll a sidewalk, share a meal, dance a crowded floor or browse garage sales on a brisk Saturday morning, but, so far, not how to navigate a pandemic. As Simmel proposed and Erving Goffman confirmed, life is how we manage these quotidian contacts, acts and exchanges; that is, how we sociate.

Intuitively, you're competent at sociation. Seldom are you jostled on a sidewalk,

without an “Excuse me” or “Sorry,” spoken loud enough for all that saw the act to hear the regret. The jostler confirms, “I’m not uncouth.” The bump, the act, was unintended, inadvertent. Words of regret, “Oops, I was distracted,” are a symbolic gift. When a sidewalk bumper doesn’t follow this sociative script, she or he is the topic of conversation: “Ya know what some lout did,” you might say to a friend.

Sociation is based in experiential knowledge that leads to action. “What is expected of me,” you ask, silently. Sociation is built on information. First comes the event (bumped in the street). Second is social knowledge (bumping is anormative). Third, you invoke social experience (convention directs that for an apology, a gift, you let it go). These data let you decide how to act (forgive). You assess the situation, decide and act.

This is sociation. Your analysis led to a sociative response that fit the situation. That is, let it go.

Food is often the focus of sociation. Having coffee has been the most basic sociative act for 400+ years. So, too, are a business lunch, 100th birthday party, special occasion meal or after-class pitcher-o-draft. These are different situations, calling on different social knowledge and experience, which lead to different sociative alternatives and performances.

The primary parts of a situation are who is co-present; value emphasis, norms, sanctions; roles, gender, social status as well as situated factors, such as intent. When you sit down for dinner at Aunt Bea’s circular table, for example, you notice her fussiness. (See below) She spaces the settings, obsessively, equal distance from each other. Dead centre between each setting is a dinner napkin. Here is a sociative problem, which napkin do you choose: the one to your left or to your right?

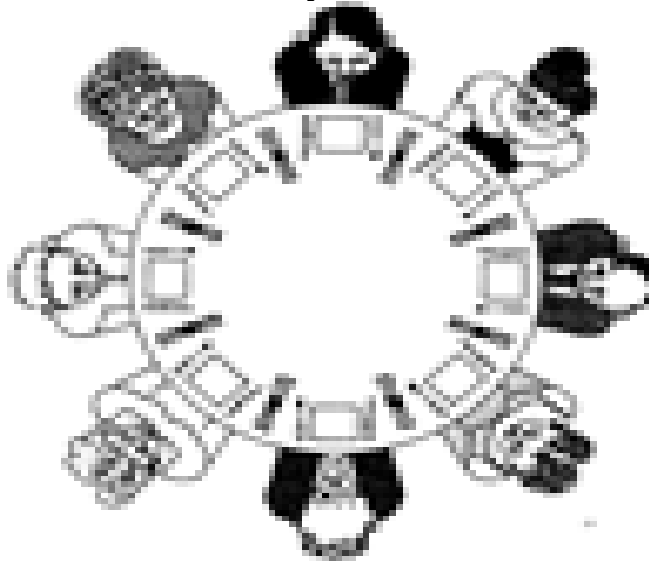
Sociative alternatives abound. Someone makes a random choice that ripples around the table or everyone chats until Aunt Bea sits down and chooses first (respect). The most prestigious family member at the table, often the oldest, may make the first choice, perhaps after the youngest recites a brief prayer of thanks for the food (age, role, status, religion). No matter who selects which napkin, the when, where and how imply the why. At a business lunch, going first confirms the boss has the highest status; for after class draft and wings, it’s grab and gulp in an egalitarian fashion.

The sociative solution depends on your analysis of the situation and the social data you garner. Is it a special occasion or any given Sunday? Who is co-present and

where? You analyse these data, using your social knowledge and experience. Your analysis leads to meaning and understanding from which you draw conclusions leading your response decision, a script to act out, a script to perform.

### **Situation and Symmetry**

The Curious Dilemma of the Dinner Napkin at Aunt Bea's Table  
who chooses first, why and with what consequences



Source: Frank Close (2000), *Lucifer's Legacy*. Oxford University Press. P. 163.

Information gathered by our senses affect the basic ingredients, too. Use of space and command of distance affect sociation, as do scent, taste and especially vision and touch. SOCI 2150A may touch on the basics of these senses as well as forms and methods of sociation.

We solve sociative problems successfully and avoid embarrassment. How? The text message is “note rules + apply.” No explanation is ever so simple. Rule application varies by our primary and sub-cultural affiliations. Our affiliates, those with whom we hang, affect what we notice, when, where, why and how. Those better at solving sociative problems we see as more competent; they reap more rewards, too. The charmer, diplomat or epicure, by nature and nurture own well-honed sociative skills that help untangle the knit of social fabric.

### ***Course Overview***

SOCI 2150A begins unraveling the weave of the fabric, that is, the social constructs bundled into situations (kin and kith, normative system, roles, statuses and socialisation, among others). Following the thread reveals sociative motives:

why we act the way we do, given the situation. The course theorises how social clues and cues lead to action and emphasises the effect of social awareness on identification, analysis and understanding of situations. Situated performance or action is of less concern, for us, than are structure, content and motivation.

To succeed in 2150A you need to develop several skills. First, how to think of situations (intellectualising). Second, the ability to formally detect and analyse situations (define; discover affects, consequences and implications) as well as how to conduct a small research project using *Cocktail Waitress* and other sources you find. Third, linking concepts and analyses, in the essay and on the exams, to show your understanding and how you form opinions of situation and sociation.

Your challenge is to mix theory and action; that is, untangle and then reweave social threads into a reasonably comprehensive and complete fabric of understanding, based on your ability to detect, define and analyse situations as well as to decide why some situated decisions are appropriate and others are not.

A cookie-cutter won't work. We mine the same data from a situation, but we see it differently, depending on our affiliations and affiliates. How we see data varies with social affiliations (family, occupation, co-workers; friends) as well as gender, prestige, education and social class, among other variables. Thus, there's no one right answer, only endless shades of dialectical grey.

### ***Requirements***

You must attend lectures, do the required reading; conduct research focused on a close reading of *Cocktail Waitress* and finding relevant literature; ask questions, offer comments, write the essay and the exams. Scariest of all, you must *think*. Yikes! The result is an ability to theorise (describe, explain, interpret, conclude) social life from the perspective of situation and sociation.

***Lectures*** ... are selective and general; avidly invite questions and discussion; rarely rehash readings, move quickly, without a break, and try to respond to your needs. Moments of pertinent or impertinent jocularity and silliness are welcome.

### ***Essay***

One twenty-page essay is due by 11:59:59 pm on 11 December 2020. Submit your essay via cuLearn. The essay requires you select, describe, analyse, interpret and draw conclusions related to the situation you selected after a close-reading or three

of *Cocktail Waitress*. An essay from a group of two is permissible or you may do the essay on your own.

### ***Essay Development Workshops***

On 10, 17 and 24 November 2020, Megan, one of the course TAs, conducts essay workshops for roughly half of the lecture time each day. The aim is to help you research and write the essay and, perhaps, the final exam. Yodanis (2006) is necessary reading for this part of the course.

### ***Exams***

There are two exams. A mid-course exam scheduled for Saturday 7 November 2020 from 2 pm to 5 pm and a final exam scheduled during the regular December exam period by the University. You can access the exams via cuLearn on the scheduled days and times.

The exams are essay format. Each exam assesses your ability to define, apply and mostly think of course material. The mid-course exam focuses on the definition and application of core course ideas offered through Tuesday 3 November 2020. The final exam focuses on all course material; questions may come from readings, lectures, in-class discussions, the news media, *Big Bang Theory* reruns, the course outline, perceived patterns in hamster droppings or even your essay.

***Exams + Essay ...*** must reflect relevant material from readings and lectures. For the essay, you must seek-out and use pertinent source material, that is, research the ideas or theories you use. Pertinent material is everywhere.

### ***Marx***

Exams and essay graded out of one hundred percent (100%). The mid-course exam is worth twenty-five per cent (25%) of your final course grade. The final exam is worth twenty-five per cent (25%) of your final course grade. Your essay is worth 50% of your final course grade.

### ***Speak up!***

Questions, requests for clarification of lectures or readings and actively talking about what's happening are necessary for effectively dealing with course material. Discussion is necessary if you're to develop an ability to think of Social

Psychology from a Sociological perspective, that is, to think sociatively.

There's no such thing as a stupid question. Sadly, the same can seldom be said of my answers. Nor are there any inherently bad ideas. Ideas may not well developed; others may not fit our needs. Still, no idea, regardless of how inane it seems, is inherently bad, wrong or useless, as you will see; unless, of course, it's mine (!).

### ***More Stuff***

Call 613.731.8029, if you have a question or concern. Leave a message if I don't answer. I'll get back asap; perhaps sooner. Arrangements to accommodate special needs must be discussed and agreed to in writing by 25 September 2020. E-mail anytime. You can text to georgepollard@cunet.carleton.ca.

### ***Required Texts***

J Scott (2014), *Dictionary of Sociology*. Oxford and J Spradley + B Mann (1975) *Cocktail Waitress*. Waveland Press.

### ***Required Reading 'n' Stuff***

Read *Cocktail Waitress* and Yodanis (2006), right away; the course outline and a weekly review of your 2150A notes. Scott is needed as a source of definitions and explanations for course-related ideas. More readings may be assigned during the course.

### ***Supplemental Reading 'n' Stuff***

Erving Goffman, "The Presentation of Self in Everyday Life" (Free Press: 1959) is worth reading for the course or generally. Used copies abound. Movies are an endless source of examples of situation and sociation. Read *The Poetics*, by Aristotle (c 330 bce), freely available on the web, to improve your understanding of movies and pop culture from a Socio-Psychological viewpoint.

Things are seldom what is seen at first glance. Look beyond the façades to find the meaning. Believe it! Try it! Learn!

### ***The Essay***

You must closely read *Cocktail Waitress*, by James Spradley and Brenda Mann,

and select one (1) situation from it as the focus of your essay. The book is well-written and relatively brief. A complete, close reading or two of *Cocktail Waitress* is necessary if you are to adequately grasp any one situation. Complete this part of the assignment, as soon as possible. A last minute, fast read may not suffice.

Your essay is a thorough analysis of a situation you select from *Cocktail Waitress*. Your analysis is based on course material as well as your supplemental research. Your analysis leads to a decision suggesting an appropriate sociative response, which you discuss, thoroughly. Also, you must draw and discuss several conclusions (i) regarding the meaning of your findings, (ii) the usefulness of the approach taken in the course and (iii) how your research helps understanding (a) the situation analysed, (b) social life and (c) social relations as well as (d) contributions to sociology, generally. (See below)

Your conclusions must be explicitly and directly based in your analysis. The analysis must be solidly based in the lectures and adequately supplemented by other readings or material you find, on your own. Relying solely on the lectures and required readings will make it harder to earn a top mark on the essay or exam, as will reliance solely on external material.

The bibliography for your essay must have at least ten (10) entries. You must use each entry in your bibliography in your essay. Lectures, from any course, count as one bibliographic entry. Internet sources may not be primary bibliographic entries, but are okay if in addition to the required ten. (Scholarly articles on-line excepted.)

The essay is meant as a small-group assignment involving two students. Essays from larger groups aren't acceptable. Going it alone means more work. Grading assumes two students worked on the essay. Ponder it fully before going solo.

Choose your partner carefully. Tolerate no social loafing. If your partner doesn't pull his or her weight or abandons the project until the night before it's due, don't put its name on your essay; beat him or her at their own game. Draw the line. Don't back down. Managing the group is part of the assignment.

### ***Here's the Skinny***

First, offer a brief introduction to your essay. Note (a) the purpose of your essay, including why it's valuable and useful to do; (b) your focus, that is, briefly, what situation is analysed; (c) what's in your essay (*e.g.* specific concepts, analysis of situation, conclusions and other material or diagrams). Don't expand on this



information, here; just note in paragraph form. The goal of the introduction is to set up the reader for what's to come. (Suggested length is one page worth five marks.)

Second, after a close reading or three of *Cocktail Waitress*, offer a straight-forward situation as the focus of your essay. In-text situations run from a sentence or two to several pages. Don't pick a situation that takes more than a brief paragraph or so to play out. Complex situations call for more analysis and interpretation than needed for this assignment. An overly brief situation may not offer enough substance to meet essay requirements. Carefully weigh your choices. It's a balancing act. Indicate, specifically, what situation you selected, perhaps as an off-set quotation.

Third, explain why you chose this situation for your essay. What do you believe is going on in this situation that is of importance? Again, briefly, note what course concepts, situational and paradigmatic, are active in the situation. Don't define any concepts, here, just list and move on. Your goal is thorough yet brief; you may need many rewrites. (Suggested length is one page worth five marks.)

Fourth, describe and explain, thoroughly, the situation you picked. Note situation-related concepts as offered in the lectures (*e.g.* noticing, naked senses, types of situation, roles and role structures). Define all concepts you use. Explain why and how these concepts apply, are inter-connected and needed for a solid understanding of the situation. Be thorough! Lectures may be your primary source for this section, but more detailed material dealing with the same concepts is readily available. Seek, find and use. (Suggested length is five pages and 25 marks.)

Fifth, analyse how two or three paradigmatic concepts (*e.g.* group, value emphasis, norms, roles, statuses, gender, socialisation) influence the situation. Be sure to thoroughly define and explain each of these concepts and show how the concepts link. Build-up your definition and explanation of these concepts using material from more sources. Discuss how and why these concepts influence your focal situation. Briefly, consider how or why the situation might be different if the influence of one or two of these concepts was different. (Suggested length is five pages worth 25 marks.)

Six, summarize your essay to this point, highlighting, without going into any detail, the most meaningful parts of your analysis. Be thoughtful. Be selective. (Suggested length is one page worth five marks.)

Seven, the sociative response now takes shape. What are the suitable responses for

the situation, as implied in your analysis? Flush out one the response(s) you believe most suitable. Do the characters in *Cocktail Waitress* respond appropriately to the situation, given your analysis? What might the characters do differently and why? (Suggested length is two pages worth ten marks.)

Eight, what should the reader learn, from your essay, of the usefulness of situation and sociation for (a) identifying and defining situations and (b) understanding (i) social life, (ii) social relations and (iii) sociology in general. Social life involves the general milieu of Brady's Bar and how it fits into the larger community. Social relations refer to normative structures, such as role performance, altercasting or status claims, which guide contacts and exchanges among customers or workers at Brady's Bar.

Conclusions focused on Sociology refer to what your analysis reveals of how course material influences the discipline. Does it advance, retard or contribute nothing, theoretically? What topics for future research and advice do you offer researchers, undertaking the same assignment and so forth? (Suggested length is five pages worth 25 marks.)

A bibliography, with at least ten (10) entries, is a must, each entry used in the essay. Lectures count as one bibliographic entry, no matter how many times cited. No web sources in first ten.

A bibliography is an essential part of all essays, in all disciplines, fields and areas. No marks for the bibliography, it's part of any essay. A maximum penalty of twenty (20) marks for an inadequate bibliography. If there's no bibliography for your essay, the maximum penalty applies.

The internet is not a source of valid primary bibliographic entries, scholarly articles excepted, but may be useful for supplementary entries, if cited in your essay. When you use an internet source, report the URL, date you accessed it and details regarding what information you accessed, specifically; for example, zimbardo.com, prison experiment accessed 19 October 2020 at 4:27 pm. Your best bet is to avoid using internet sources, completely.

## Essay Length

Roughly twenty (20) pages plus bibliography and any other material you consider necessary for the reader to evaluate your work, such as diagrams, charts and so forth. A sixteen-page essay is likely too brief, but twenty-five pages is likely too long. Given the concepts you must define, use and connect, not to mention the analysis and conclusions you must draw, twenty or so pages, plus bibliography, is roughly right. Managing the information and essay project is part of the assignment. Don't lose sight of this fact.

## Evaluation

How effectively you carry-out the tasks outlined above is the basis for assessing your essay. Ensure your essay is well organized, systematic and coherent. Present required information in a clear, concise and complete way. Be thorough. Make clear decisions for what to include. Explain why you made these decisions and not others. Sloppy presentations are hard to evaluate.

If the reader can't follow your train of thought, she or he can't reasonably evaluate your essay. Make clear arguments. Be precise! Be thorough! Be concise! Read and re-read the General Essay Stuff on this page. Think. Describe. Think. Analyse. Think. Interpret. Think. Conclude. Think. Revise. Re-think. Write. Remember, it's easier to edit and revise than to write the first draft. Remember, marks are for what's on the page.

Thoughtfulness and reflection are musts for the essay and pay hefty dividends. Ensure you read *Cocktail Waitress*, asap. This will help connect lectures and readings; soon the essay will begin to smolder in the back of your mind. The lectures will help you develop your essay.

Per 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	

## Bonus

A bonus of up to ten (10) marks for your essay or take-home exams. It's entirely up to the marker. There is no negotiation for the bonus.

## Bibliography

A few titles to get you going. This is a starting point, no more. You're expected to research your essay and locate relevant material: it's part of the assignment.

Alvesson, M (1998), "Gender Relations and Identity at Work," in *Human Relations*: 51, 8, pp. 969-1005.

Banning, M. (2004), "The Two Sexes: growing up apart, coming together." Belknap Press.

Zygmunt Bauman (1981) "Liquid Modernity," in F Braudel, editor, *The Structures of Everyday Life*. Harper Row. Volume 1, p. 620.

Dunbar (2012), "The Science of Love and Betrayal." Faber & Faber.

——— (2011a) "How Many Friends Does One Person Need." Faber & Faber.

——— (2011b), "Grooming, Gossip and the Evolution of Language." Faber & Faber.

Duneier, M. (1999) *Sidewalk* Farrar, Strauss.

Ekman (2009) *Telling Lies*. Norton.

Garfinkel, H. (1967) *Studies in Ethnomethodology*. Prentice-Hall

Goffman, E. (1971) *Relations in Public*. Harper.

———(1963b) *Behavior in Public Places*. Free Press.

———(1963a) *Stigma: notes on the management of spoiled identity*. Simon and Schuster.

———(1961) *Asylums: essays on the social situation of mental patients and other*

inmates. Anchor.

——— (1959) *Presentation of Self in Everyday Life*. Anchor.

Hacking, I. (2004) 'Between Michel Foucault and Erving Goffman: between discourse in the abstract and face-to-face interaction', *Economy and Society*, 33 (3) : 277-302.

Hall, E. T. (1969) *The Hidden Dimension*. Anchor.

——— (1959) *The Silent Language*. Fawcett

Johnson, A. G. (1991) *The Forest for the Trees: an introduction to sociological thinking*. HBJ.

Lemert, C. and A. Branaman (1997) *The Goffman Reader*. Blackwell.

Lofland, J. and L. H. Lofland (1995) *Analyzing Social Settings: a guide to qualitative observation and analysis*. Wadsworth.

Marmot, M. (2004) *The Status Syndrome: how social standing affects our health and longevity*. Times Books.

Mehrabian, A. (1976) *Public Places and Private Spaces*. Basic Books.

Nichter, M., et al (2006), "Gendered Dimensions of Smoking among College Students." In *Journal of Adolescent Research*: 21 (3): 215-243.

Oldenburg, R. (1997) *Great Good Places*. Marlowe.

Schivelbusch, W. (1992) *Tastes of Paradise: a social history of spices, stimulants and intoxicants*. Vintage.

Scott, M. & S. Lyman (1968) "Accounts," in *American Sociological Review*: 33, 1, 46-62.

Simmel, G. (1971) *On Individuality and Social Forms*. University of Chicago.

Sommer, R. (1969) *Personal Space*. Spectrum.

Stockdale, M. & F. Crosby, editors, (2004), *Psychology and Management of Workplace Psychology*. Wiley Blackwell.

Tannen, D. (1994) *Gender and Discourse*. Oxford.

———(1990) *You Just Don't Understand: men and women in conversation*. Morrow.

Truss, L. (2004) *Eats, Shoots & Leaves*. Gotham Books.

Vissar, M. (1991) *The Rituals of Dinner: origins, evolution, eccentricities and meaning of table manners*. HarperPrenennial.

———(1986) *Much Depends on Dinner*. McClelland and Stewart.

Wolfe, T. *Hooking Up* (2000). Farrar, Strauss.

Woodward, B (2018) *Fear: Trump in the White House*. Simon and Shuster.

Wright, E O & J Baxter (1995), "Gender Gap in Workplace Authority," in *American Sociological Review*: 60, 3, pp. 407-435.

Yodanis, C. (2006) "Doing Class in a Coffee Shop." *Journal of Contemporary Ethnography*: 35: 3, pp. 341-366. (June)

———(2000), "Constructing Gender and Occupational Segregation: a study of women and work in fishing communities," in *Qualitative Sociology*, 23, 267-290.

Zygmunt Bauman (1981) "Liquid Modernity," in F Braudel, editor, *The Structures of Everyday Life*. Harper Row. Volume 1, p. 620.

**Following are words of common sense.**

**Academic Regulations, Accommodations, Plagiarism and so forth**

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

[https](https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

[//calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](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

### **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 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*).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the **Early Summer 2020** exam period is **May 29, 2020**. The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the **Late Summer and Full Summer 2020** exam period is **July 24, 2020**.

### **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, visit the Equity Services website [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **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 more details, visit the Equity Services website [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **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 [www.carleton.ca/sexual-violence-support](http://www.carleton.ca/sexual-violence-support)

### **Accommodation 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 must 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>

### **Plagiarism**

Plagiarism is the passing off someone else's work as your own and is a serious academic offence. 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 [carleton.ca/registrar/academic-integrity/](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.

### **What are the Penalties for Plagiarism?**

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.

### **What are the Procedures?**

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.

### **Assistance for Students**

Academic and Career Development Services <https://carleton.ca/career/>

Writing Services <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS) <https://carleton.ca/csas/group-support/pass/>



## Important Information

---

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
  - 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/>
-