

UNIVERSITY OF GUELPH
COLLEGE OF SOCIAL AND APPLIED HUMAN SCIENCES
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

UNDERGRADUATE COURSE SYLLABUS

Course: SOC 4030 (01) ADVANCED TOPICS IN CRIMINOLOGY

Time and Location: Fall 2017 Tuesday 2:30-5:20 p.m. ROZH 109

Professor: Dr. Mavis Morton

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Course consultation hours: **Wednesday 2:30-3:30 by appointment**

Course Description:

Using a sociological imagination, we will critically examine selective issues related to the way women (including young women) as offenders, victims/survivors, and practitioners/professionals in the criminal justice system are theorized, researched, represented in media and attended to in policy and practice. We will consider the role of age, race, class, gender, abilities, sexualities and the media in the shaping of public opinion and public policy about women and crime. We will partner with the Ontario Association of Interval and Transition Houses (OAITH) on a community engaged learning project on femicide to enhance our community engagement, communication and collaboration skills and our ability to connect theory, research, policy and action. This course is also participating in scholarship of teaching and learning (SOTL) research on community engaged learning.

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A. Expected Learning Outcomes: K=Knowledge, S=Skills, V=Values

Research and Methodological Literacy (KS)

- a. Evaluate and cite academic and grey literature using the SOAN department citation guidelines.
- b. Apply the principles and processes of community engaged scholarship via the community-engaged learning project.

Critical/Creative Thinking & Social Justice: Through A Critical Feminist Lens (KSV)

- c. Analyze assumptions and underlying beliefs related to women as victims, offenders and professionals via intersecting variables of gender, race, class, age, ability, and sexual orientation.
- d. Analyze the connection between the way women as victims, offenders and professionals are defined, measured, theorized, represented and responded to by media, research, policy and the criminal justice system.

Communication (KS)

- e. Communicate a sociological imagination and ideas/connections/extensions (ICE) effectively orally and in writing.
- f. Mobilize scholarly knowledge effectively using oral, written & visual tools/strategies to address the needs of the community partner.

Ethical Academic & Civic Engagement (SV)

- g. Value the principles and processes of community engaged scholarship via the community-engaged learning project.
- h. Demonstrate professional practice in individual and group contexts.
- i. Manage individual and collaborative teaching and learning experiences in changing circumstances.

B. Evaluation Details

The final grade for the course will be based on the following items weighted as indicated:

Assessment Type	%	Date
i) Participation (weekly reading & ability to identify ideas, connections and extensions (ICE), +ve engagement, in-class discussion, collaboration, written & oral activities including CEL Partner Report, SOTL research on CEL)	15% ind 1% pre-survey 2% post-survey ¹	Weekly (in class)
ii) Critical Media & Topic Analysis (5 per group) Pick a topic/week and find and agree on ONE relevant media source/event (last 5 years) related to the week. Identify ICE between the <i>academic media literature</i> and <i>relevant course material/academic literature</i> (all provided to you) and your media example in your written and oral analysis/presentation. Oral GROUP presentation of your combined analyses in class (within 20 minutes) with a power point presentation and intentional teaching and learning activities to increase class participation, engagement & learning.	20% ind 10% ind written analysis 10% ind KMb	Required group meeting with Prof. Morton at least <u>one week prior to presentation.</u> Individual written analysis (3-5 dbl spaced pgs.) due <u>one week before your presentation.</u> Oct. 3rd-Nov. 28th
iii) CEL Project (3-5 participants per CLT) Group CEL project work plan, peer assessment criteria, weekly update meetings & touch base with Prof. Morton & Peer/Prof CLT assessment Individual written CEL reflections (3 x 5% each) Community partner products and report include: <ul style="list-style-type: none"> • Introduction • Methodology (Newspeek) • Update OAITH Femicide Database • New Femicide List/bios/pics Nov 16th 2016- Nov 15th 2017 • Femicide Media Analysis 2016-2017 • Media Reporting Guidelines/KMb • Femicide Analysis KMb • Group CEL Reflections • Conclusion Each group provides oral presentation of CEL process, findings/analysis, challenges & LOs (15 min max).	65% 5% group 15% ind formative formative 5% group 5% group 10% group 5% group 10% group 10% group	Weekly- Tuesdays Start Oct. 3rd Submitted to Dropbox after CEL submitted End of weeks 4, 8, 12 November 28th (draft) Oct. 3 rd Oct. 3 rd Nov. 14 th Nov. 14 th Nov. 21 st Oct. 31 st Nov. 28 th Nov. 28 th Nov. 28 th Final due Nov. 30 th Nov. 30 th submitted to group Dropbox
TOTAL	100%	

¹ Students who do not want to complete a pre or post survey have the opportunity to do an alternative assignment for the same % of grades.

i) Submitting Assignments:

Keep reliable back-up copies of all assignments and **ALWAYS** submit work to the drop-box in Courselink.

ii) Late Assignment Policy

Assignments are due on the dates listed on the first page of this document. If you need an extension make sure to talk to me **BEFORE** the due date and get my agreement so as not to incur penalty. Without permission to have an extension, late assignments will be graded out of 100% but the grade will be reduced by 1% for every day it is late (7% per week). For instance, if an assignment is received 10 days late and would have received a grade of 80% (A) its recorded grade will be 70% (B).

iii) Participation 15% weekly

As a seminar, the format of the course depends on a high level of student participation and active engagement. Your participation grade will be based on your reading preparedness, attitude, and ability to articulate sociological imagination and ideas, connections, extensions (ICE) of the material in discussions, activities, and writing.

Prior to, during, and following class times, students will be involved in various learning activities, sometimes independently, sometimes in small and/or large groups. Students are expected to attend every class, read all assigned materials prior to class with the view of using them as required, and participate actively and thoughtfully in all course activities. You should be prepared to identify/evaluate and communicate:

- Argument/purpose of chapter/article, relevant concepts, theoretical perspective, methodology/methods, findings/results, conclusion, tensions/debates, relevance to other research (i.e. consistent or at odds) and to relevant law/social policy, action.

Self and Peer Review: Participation will also include some self and peer review assessment.

iv) Topic & Media Analysis (ICE framework) 20%

Group Presentations starting on October 3rd (week 4)

In collaboration with 4-5 other students, your group is responsible for presenting one of the seven substantive topics by using:

- a) ALL course readings/material for your weekly topic,
- b) a relevant media/popular culture representation example (which your group chooses but gets approval for from Prof Morton at least 2 weeks prior to your presentation) related to the topic,

Using your “sociological imagination”, critical media literacy and ICE skills identify how the issue/event is being explained theoretically by the media example and the way in which your media source fits with or challenges both the academic media & topic content literature.

v) Community-Engaged Learning Project 65% DUE weekly & specified dates

Our CEL project is about femicide and we are working with one community partner (CP). Small Collaborative Learning Teams (CLTs) work together on this project for and with OAITH for course credit. Contact with our CP will occur at designated times arranged by Prof Morton. At

the end of the term, our CP is invited back to the classroom to hear your CLT's presentations and participate in a discussion. Students provide our CP with a KMb product and report that addresses their needs.

The community partner & deliverables:

<p>Ontario Association of Interval & Transition Houses (OAITH) Marlene Ham, Coordinator http://www.oaith.ca/about-us/</p>	<p>Community partner products and report includes:</p> <ul style="list-style-type: none"> • New Femicide Database Nov 2016- Dec 2017, list of names, biographies and power/point or video • Examine and revise Newspeek search terms • Femicide analysis using new media framing tool, top 5 risk factors and race. • Journalist analysis/guideline • Femicide Media Analysis KMb products • Collaborative report that documents process/outcomes
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CEL Process:

Your CEL project will include the development, review and assessment of a CLT **workplan**, **peer assessment criteria for CEL work**, weekly CLT updates with Prof Morton (and within your group). Once your group is established one member will be the communication contact between your group, Professor Morton (and the community partner if needed). Identify some group ground rules/processes that take strengths and limitations into account. If anyone is concerned with the group dynamics/work please contact Prof Morton for some assistance.

CEL reflections and peer/self-assessment:

Three written CEL reflections will be written and submitted (**weeks 4, 8 and 12**) to help you think about and capture your learning (personal and academic development) and your community engagement activities and experiences.

An individual self- and peer assessment will be developed and used throughout the term to assess and provide feedback on group work and dynamics. This will be used to help determine the distribution of the CEL grades.

CEL Products/Outcomes.

ONE Collaboratively Written Community Partner Report Guideline:

- Introduction
- Methodology/project process/steps taken to complete required CEL
- Outcomes/Findings (e.g. Newspeek word list, Femicide list 2017; updated OAITH femicide database, media analysis for 2017 list, infographics etc.)
- Discussion/conclusion
- Bibliography – using <https://www.uoguelph.ca/socioanthro/undergraduate->

- studies/citation-style-requirements
- Appendix (if applicable)

CLT Oral presentation of CEL process, findings, challenges/opportunities & reflection re: Learning Outcomes

All CLTs will present their CEL work (process and products) on the last day of class (**November 30th**) in front of classmates and community partner at **10Cs downtown Guelph**. Presentations will be no longer than 15 minutes and will provide the following:

- Introduction of group members
- Overview of process
- Highlight products/results produced and your critical sociological analysis
- Critically reflect on challenges/opportunities
- Thank you to community partners

Requests for Review of Marks: Requests for reviews must be in writing explicitly outlining the rationale for the review based on the assessment criteria and submitted to Professor Morton by Gryph Mail within one week after return of the graded assignment.

If you have any questions about any of the assignments, consult with Professor Morton well in advance of the due date or missed class.

The assignment of grades at the University of Guelph is consistent with the following criteria as outlined in the Undergraduate Calendar
<https://www.uoguelph.ca/registrar/calendars/undergraduate/2017-2018/c08/c08-grds-proc.shtml>

C. Organization of the Course

Using a seminar format primarily, a portion of most classes will include teaching and learning strategies in which members of the seminar work individually and together in and outside of class, present and lead discussions and exchange ideas/concerns. Flexibility is required.

Communication

CourseLink will be used to facilitate course communication, including news, course material, e-readings (ARES), assignments, written submissions, and any updates. Outside of class, Professor Morton will use ‘GryphMail’ to communicate directly with individual students and CourseLink (news and/or Discussion FAQs). Please monitor CourseLink frequently. If you have any questions, concerns, or difficulties with this course at any time, do not hesitate to talk to the Professor Morton during office hours or after class. **Avoid using email as a substitute for consulting on issues requiring substantive or detailed responses.**

D. Required Reading/Material

Required readings include academic journal articles and book chapters made available from ARES University of Guelph library at <https://ares.lib.uoguelph.ca>, as well as websites and multimedia (e.g. films, videos, music, PowerPoint etc.) and guest speakers.

Citation Style Guide: <https://www.uoguelph.ca/socioanthro/undergraduate-studies/citation-style-requirements>

E. At a Glance Schedule

Date	Week	Topics	Reading/Tasks
Tuesday 12 th September	Week 1	Overview of the course & learning outcomes, sociological imagination, & CEL	Morton; Hironimus-Wendt, & Wallace & syllabus
Tuesday 19 th September	Week 2	Representation of women as victims, offenders & cj professionals in media <ul style="list-style-type: none"> • <i>Guest, Lindsey Thomson, CESI</i> 	Femifesto and Collaborators; Gilchrist; Anastasio & Costa; Fyfe; Rader et al.
Tuesday 26 th September	Week 3	CEL project: femicide <ul style="list-style-type: none"> • <i>Guest, Abhilash Kantamneni, Newspeek</i> 	Corradi et al.; Morton et al.; Taylor, R., & Jasinski; Gillespie et al.; Richards et al.; Fairbairn and Dawson
Tuesday 3 rd October	Week 4	Violence against women (IPV, sex work/trafficking) <ul style="list-style-type: none"> • <i>Guest Marlene Ham, OAITH</i> 	Abraham & Eigenberg; Tastsoglou & Policastro; Magaraggia & Cherubini; Loyd and Ramon; Thaller & Messing; McDonald & Charlesworth; Shier, A., & Shor; Gurrieri et al.
Tuesday 17 th October	Week 5	Violence Against Indigenous Women and Girls in Canada	Dean; Palmater; Sheehy; Amnesty International; Jiwani & Young;
Tuesday 24 th October	Week 6	Sexual Violence	Randall; Senn; Sampert; Garland
Tuesday 31 th October	Week 7	Victimization/Criminalization of Girls	Pasko; Holsinger & Hodge; Brown; Waldron; Chmielewski; Fyfe; Berridge
Tuesday 7 th November	Week 8	Criminalization of women: sex work & trafficking, IPV, drug, fraud <ul style="list-style-type: none"> • <i>Penny McLean, Vanier Centre for Women</i> 	Bruckert & Hannem; Thaller & Cimino; Chettiar; Strega
Tuesday 14 th November	Week 9	The Criminal Justice System & Prison for Women	Brereton; Kruttschnitt; Ney; Wright et al.; Cecil; Ring
Tuesday 21 st November	Week 10	Criminal Justice Professional Women (Police/Lawyers/Corrections)	Agocs et al.; Kay; DeTardo-Bora
Tuesday 28 th November	Week 11	Criminal Justice Professional Women (Judges) <ul style="list-style-type: none"> • <i>Guest, Esther Rosenberg</i> 	Griffin; Kalantry; CBC
Thursday 30 th November	Week 12	CEL Presentations <ul style="list-style-type: none"> • <i>Guest Marlene Ham, OAITH</i> 	No readings 10Cs downtown Guelph

F. Schedule of Topics and Readings

The following is a list of lecture topics and readings.

Week 1: Sept. 12th – Overview of the course, who are you?, CEL.

Morton, Mavis. 2013. "Practicing Principles of Community Engaged Scholarship in a fourth-year Seminar", *Teaching and Learning Innovations Journal*. 16:1-20.

Hironimus-Wendt, Robert J, and Lora Ebert Wallace. 2009. "The Sociological Imagination and Social Responsibility." *Teaching Sociology* 37(1): 76-88.

Week 2: Sept. 19th – Media Representation of women as victims, offenders & criminal justice professionals

Femifesto and Collaborators. 2015. Use the Right Words: Media Reporting on Sexual Violence in Canada

Gilchrist, Kristen. 2010. "Newsworthy" victims?: Exploring Differences in Canadian Local Press Coverage of Missing/Murdered Aboriginal and White Women. *Feminist Media Studies* 10(4):373-390.

Fyfe, A. 2014. News and the social construction of risky girls. *Girlhood Studies*, 7(1), 46.

Anastasio, Phyllis A. and Diana M. Costa. 2004. "Twice Hurt: How Newspaper Coverage May Reduce Empathy and Engender Blame for Female Victims of Crime." *Sex Roles* 51:9/10: 535-542.

Rader, N. E., Rhineberger-Dunn, G. M., & Vasquez, L. 2016. Victim blame in fictional crime dramas: An examination of demographic, incident-related, and behavioral factors. *Women & Criminal Justice*, 26(1), 55-75.

Week 3: September 26th Femicide CEL

Corradi, Consuelo, Chaim Marcuello-Servós, Santiago Boira, and Shalva Weil. 2016. "Theories of Femicide and Their Significance for Social Research." *Current Sociology* 64(7): 975-95.

Morton, Mavis, Simpson, Anne, Pogrebtsova, Ekaterina, Mackenzie-Cooper, Alexa, Smith, Carleigh, Kantamneni, Abhilash, Westbere, Ann. 2017. "A Community Engaged Ontario Femicide Report". Unpublished.

Taylor, R., & Jasinski, J. 2011. Femicide and the feminist perspective. *Homicide Studies*, 15(4): 341-362.

Gillespie, Lane Kirkland et al. 2013. "Framing deadly domestic violence: Why the Media's spin matters in newspaper coverage of femicide." *Violence Against Women* 19(2):222-245.

Richards, T., Gillespie, L., & Smith, M. 2014. An examination of the media portrayal of Femicide–Suicides: An exploratory frame analysis. *Feminist Criminology*, 9(1), 24-44.

Fairbairn, Jordan and Myrna Dawson. 2013. “Canadian news coverage of intimate partner homicide: Analyzing changes over time.” *Feminist Criminology* 8(3):147-176.

Week 4: Oct. 3rd: Violence Against Women (VAWIR, IPV)

Abraham, Evangelia, and Margaret Tastsoglou. 2016. "Addressing Domestic Violence in Canada and the United States: The Uneasy Co-habitation of Women and the State." *Current Sociology* 64(4): 568-85.

Eigenberg, H., & Policastro, C. 2016. Blaming victims in cases of interpersonal violence: Attitudes associated with assigning blame to female victims. *Women & Criminal Justice*, 26(1), 37-54.

Magaraggia, Sveva, and Cherubini, Daniela. 2017. "Beyond Bruised Faces and Invisible Men? Changes in Social Advertising on Male Violence against Women in Italy." *Feminist Media Studies* 17(3): 440-56.

Lloyd, Michele, and Shula Ramon. 2017. "Smoke and Mirrors: U.K. Newspaper Representations of Intimate Partner Domestic Violence." *Violence against Women* 23(1): 114-139.

Thaller, Jonel and Jill Theresa Messing. 2014.”(Mis)Perceptions Around Intimate Partner Violence in the Music Video and Lyrics for “Love the Way You Lie”. *Feminist Media Studies* 14(4):623-639.

McDonald, P. and Charlesworth, S. 2013. “Framing sexual harassment through media representations.” *Women's Studies International Forum* 37:95–103.

Shier, A., & Shor, E. 2016. “Shades of foreign evil” “Honor Killings” and “Family Murders” in the Canadian Press. *Violence Against Women*, 22(10), 1163-1188.

Gurrieri, Lauren, Jan Brace-Govan, and Helene Cherrier. 2016."Controversial Advertising: Transgressing the Taboo of Gender-based Violence." *European Journal of Marketing* 50(7/8): 1448-469. Web.

Week 5: Violence Against Indigenous Women and Girls in Canada

Dean, Amber. 2016. “Moving Beyond “Stock Narratives” of Murdered or Missing Indigenous Women: Reading the Poetry and Life Writing of Sarah de Vries” in Morra, Linda M, and Deanna Reder. *Learn, Teach, Challenge : Approaching Indigenous Literatures*. Waterloo, Ontario: Wilfrid Laurier UP.

Palmater, Pamela. 2016. “Shining Light on the Dark Places: Addressing Police Racism and Sexualized Violence against Indigenous Women and Girls in the National Inquiry”, *Can. J. Women & L* 28:253-284.

Sheehy, Elizabeth A. 2012. "Indigenous Women and Sexual Assault in Canada" in *Sexual Assault in Canada : Law, Legal Practice, and Women's Activism*. Ottawa [Ont.]: U of Ottawa, 101-124.

Amnesty International. 2014. *Violence Against Indigenous Women and Girls in Canada: A Summary of Amnesty International's Concerns and Call to Action*. February.

https://www.amnesty.ca/sites/amnesty/files/iwfa_submission_amnesty_international_february_2014_-_final.pdf

Jiwani, Yasmin, and Mary Young. 2006. "Missing and Murdered Women: Reproducing Marginality in News Discourse." *Canadian Journal of Communication* 31(4): 895-917.

Week 6: October 24th – Sexual Violence

Randall, Melanie. 2010. "Sexual assault law, credibility, and 'ideal victims': Consent, resistance, and victim blaming." *Canadian Journal of Women & the Law*. 22(2):397-434.

Senn, Charlene, Misha Eliasziw, Paula Barata, Wilfreda Thurston, Ian Newby-Clark, H. Radtke, and Karen Hobden. 2014. "Sexual Violence in the Lives of First-year University Women in Canada: No Improvements in the 21st Century." *BMC Women's Health* 14(1):1-8.

Sampert, Shannon. 2010. "Let me tell you a story: English-canadian newspapers and sexual assault myths." *Canadian Journal of Women and the Law*. 22(2):301-328.

Garland, T. S., Branch, K. A., & Grimes, M. 2016. Blurring the lines: Reinforcing Rape Myths in Comic Books. *Feminist Criminology*, 11(1), 48-68.

Week 7: October 31st - Criminalization & Victimization of Girls

Pasko, Lisa. 2017. "Beyond Confinement: The Regulation of Girl Offenders' Bodies, Sexual Choices, and Behavior." *Women & Criminal Justice* 27(1): 4-20.

Holsinger, Kristi, and Jessica P Hodge. 2016. "The Experiences of Lesbian, Gay, Bisexual, and Transgender Girls in Juvenile Justice Systems." *Feminist Criminology* 11(1): 23-47.

Brown, Lyn Mikel, Meda Chesney-Lind, and Nan Stein. 2013. "Patriarchy Matters: Toward a Gendered Theory of Teen Violence and Victimization" in *Girls, Women and Crime: Selected Readings*, 2nd edited by Meda Chesney-Lind and Lisa Pasko. 21-38. Los Angeles: Sage.

Waldron, L. 2011. "Girls Are Worse". *Youth & Society*, 43(4), 1298-1334.

Chmielewski, Jennifer F., Tolman, Deborah L., and Kincaid, Hunter. 2017. "Constructing Risk and Responsibility: A Gender, Race, and Class Analysis of News Representations of Adolescent Sexuality." *Feminist Media Studies* 17(3): 412-25.

Fyfe, A. 2014. News and the social construction of risky girls. *Girlhood Studies*, 7(1), 46.

Berridge, Susan. 2011. Personal Problems and Women's Issues: Episodic sexual violence narratives in US teen drama series, *Feminist Media Studies*, 11(4):467-481.

Week 8: November 7th: Criminalization of women: sex work & trafficking, IPV, drug, fraud

Thaller, Jonel, and Andrea N. Cimino. 2017. "The Girl Is Mine; Reframing Intimate Partner Violence and Sex Work as Intersectional Spaces of Gender-based Violence." *Violence Against Women* 23(2): 202-21.

Bruckert, Chris and Stacey Hannem. 2013. "Rethinking the Prostitution Debates: Transcending Structural Stigma in Systemic Responses to Sex Work." *Canadian Journal of Law and Society* 28(1):43-63.

Campbell, A. 2015. "Sex Work's governance: Stuff and nuisance". *Feminist Legal Studies*, 23(1):27-45.

Strega, Susan, Caitlin Janzen, Jeannie Morgan, Leslie Brown, Robina Thomas, and Jeannine Carrière. 2014. "Never Innocent Victims: Street Sex Workers in Canadian Print Media." *Violence Against Women* 20(1): 6-25.

Cecil, Dawn. 2007. "Violence, Privilege and Power: Images of Female Delinquents in Film." *Women & Criminal Justice* 17(4):63 - 84.

Innes, Sherrie A. 2004. "Lady Killers Tough Enough?" in Paula Ruth Gilbert and Kimberly K. Elby eds. 2004. *Violence and Gender: An Interdisciplinary Reader*, 370-378. New Jersey, US: Pearson Prentice Hall.

Week 9: November 14th - The Criminal Justice System & Prison for Women

Brereton, Sharon. 2015. "Effective Interventions for Women Offenders." *Probation Journal* 62(4): 411-12.

Kruttschnitt, C. 2010. The paradox of women's imprisonment. *Daedalus*, 139(3), 32-42.

Ney, Becki. 2014. "10 Facts about Women in Jails." *American Jails* 27(6): 8-10.

Wright, Emily M. et al. 2012. "Gender-Responsive Lessons Learned and Policy Implications for Women in Prison: A Review." *Criminal Justice and Behavior* 39:1612-1632.

Cecil, Dawn K. 2007. "Looking Beyond Caged Heat: Media Images of Women in Prison." *Feminist Criminology* 2(4): 304-26.

Ring, J. 2014. Incorrigible While Incarcerated: Critically Analyzing Mainstream Canadian News Depictions of Ashley Smith. *Canadian Graduate Journal of Sociology and Criminology*, 3(1), 34-53.

Week 10: November 21st – Criminal Justice Professional Women (Police/Lawyers/Corrections)

Agocs, T., Langan, Debra, & Sanders, Carrie. 2015. POLICE MOTHERS AT HOME: Police Work and Danger-Protection Parenting Practices. *Gender & Society*, 29(2):265-289.

Kay, Fiona M., Stacey Alarie, and Jones Adjei. 2013. "Leaving private practice: how organizational context, time pressures, and structural inflexibilities shape departures from private law practice." *Indiana Journal of Global Legal Studies*. 20(2):1223-1260.

TBD

DeTardo-Bora, Kimberly A. 2009. "Criminal Justice "Hollywood Style": How Women in Criminal Justice Professions Are Depicted in Prime-Time Crime Dramas", *Women & Criminal Justice*, 19(2):153-168.

Week 11: November 28th Criminal Justice Professional Women - Judges

Griffin, Andrew. 2016 "Diversity among federal and provincial judges". Policy Options: Public Forum for the Public Good. May.

<http://policyoptions.irpp.org/2016/05/04/diversity-among-federal-provincial-judges/>

Kalantry, S. 2012. WOMEN IN ROBES. *Americas Quarterly*, 6(3), 82-88.

TBD

CBC The Current. 2016. "Retired judge Marie Corbett reflects on feeling 'powerless over crime.'" Last modified Tuesday April 12.

<http://www.cbc.ca/radio/popup/audio/listen.html?autoPlay=true&mediaIds=2686690413>

Week 12: November 30th – CEL Presentations

10 C Downtown Space for CEL presentations

No readings.

G. University Policy and Procedures

Please familiarize yourself with the following policies and procedures:

Standard Statements - UNDERGRADUATE ([AVPA office](#))

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for [Academic Consideration](#).

Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic

integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [*Academic Misconduct Policy*](#) is detailed in the Undergraduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [*Academic Calendars*](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.