

University of Waterloo
Department of Sociology and Legal Studies
Sociology 225: Games and Gamers
Fall 2016
Monday, Wednesday, Friday 8:30 am – 9:20am, PAS 1241

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Please direct all emails about the course content and assignments, and requests for writing and research assistance to Mr. Pierson Browne at pbrowne@uwaterloo.ca. Outside of holidays and weekends, they will be responded to within 36 hours.

T.A.: Mr. Pierson Browne
Email: pbrowne@uwaterloo.ca
Office Hours: By appointment

Course Description

This course is two things: a pragmatic application of the concepts, theories, and ways of seeing the world that were introduced to you in Sociology 100, and a critical study of the fastest-growing yet least understood aspect of mass digital culture: video games. This focus on games will provide an anchor point while we move to new sociological themes and perspectives each week. These themes are organized into four core areas:

- 1) Exploring the role of games and play in society, and the *borders* between online and offline worlds;
- 2) Discovering how *social inequalities* – such as race, class, and gender – are translated to online spaces;
- 3) Examining why *digital cultures* and online spaces are associated with deviance and moral panics;
- 4) Uncovering how *governance and security* are ‘coded’ into online spaces and designed to control user behaviour.

This multi-faceted approach allows us to develop a much deeper view of the role of gaming culture and technology in our lives, one that goes far beyond the one-dimensional accounts common in Pokemon fever news reports or #GamerGate twitter battles. The course will pair specific games with readings drawing from a variety of theoretical perspectives, meaning that you’ll explore games from a critical perspective and a hands-on fashion, working both individually and in groups on a series of projects designed to further your understanding of contemporary digital technologies and their role in contemporary society, as well as to develop your research and writing skills.

While no previous experience with videogames is necessary, you should be prepared to devote a substantial amount of time outside of class to the serious critical reading and writing that this class will involve, as well as to playing video games on OSX, Windows, iOS and Android platforms (although in

many cases games will also be available on either Xbox or Playstation). Most games will be freely available, however, be prepared: a few games may require purchase.

What this course is NOT:

Game Studies is an interdisciplinary field, and as such, our course readings will draw from Digital Humanities, Social Psychology, and Communications as well as Sociology. However, this is still a Sociology course, meaning that it focuses on the social aspect of games (i.e. *players* and *developers*), NOT textual gameplay analysis (i.e. specific game content). CAUTION: if you are searching for a course in which you talk about your favorite game for easy credits, this is NOT it. This course is rewarding but it's also a lot of work.

Course Goals and Learning Outcomes

Beyond the development of skills related to research communication – particularly writing and the research process - upon completion of this course, students should be able to:

- A. Be able to identify, locate, and assess academic scholarship in both libraries and online settings;
- B. Be able to formulate a written argument, providing academic sources to support one's claims;
- C. Assess specific instances of pop culture, such as video games, then select and apply sociological theory to explain the broader relevance of these phenomenon;
- D. Understand core sociological problems relating to race, gender and class, and be able to discuss how they permeate and operate in online spaces;
- E. Understand the ways in which digital media, such as games, are used to shape and control social behavior, both in positive ways as well as negative;
- F. Demonstrate an understanding of the field of game studies, including a familiarity with foundational texts in the field, key concepts and arguments, and the history of games.

Required Text

- *The Proteus Paradox: How Online Games and Virtual Worlds Change Us – and How They Don't.* (2014). Nick Yee. Orwigsburg, Pennsylvania: Yale Press.
- Additional required readings on LEARN each week (see below).
- **Are you coming from outside of sociology?** Having access to an introductory Sociology textbook will help you in the course, as the course assumes you are already familiar with introductory sociological theories and concepts. I would recommend as an option: *Exploring Sociology: A Canadian Perspective*, (any edition) by Ravelli & Webber, which some of you are already familiar with from Soc101.

Readings Available on LEARN

Each week, we will be reading a supplementary game studies article that relates to the theme we will be covering. They are all available for download on LEARN.

Course Requirements and Assessment

This course is time intensive because of the amount of reading involved but also because you must dedicate a few hours each week to playing the games. On top of this, a large proportion of the course is

dedicated to teaching you how to research a paper, formulate an argument, and write in an academic manner. This necessarily requires a lot of writing each week. Be prepared.

Assessment	Date of Evaluation (if known)	Weighting
Class Participation - Quote Round-Up	Each class with assigned readings	10%
Reading/Gameplay Diary	Weekly (you choose 3 weeks)	24%
Project Proposal & Bibliography	October 19	14%
Take-Home Midterm	October 24 – Nov 2	27%
Multimedia Project	December 2/5	25%
Total		100%

Class Participation: Quote Round-up (10%)

All students are responsible for doing all readings and attending each class on time, period. Each class, students will come prepared with a written quote or question from the readings assigned that week that they thought was significant, controversial, or remarkable. If there were parts of the article you didn't quite understand, this is a good opportunity to ask about them. You will submit these quotes along with your names at the beginning of class. Each classes' readings will require about 1.5 hours to get through (depending on the length/ complexity of each reading). You may want to form reading groups to read the readings out loud and to discuss key concepts. Some readings are harder to understand than others and thus will require discussion to make sense of.

Evaluation: These submissions will count for your participation grade (0.5% each class, twice a week, with 1 "free" week of your choosing). During class, quotes may be pulled out and used as discussion points. If your quote/question/remark is randomly pulled, you may be asked to clarify and/or respond to your comment.

Reading/Gameplay Diary (24%)

Three times during the semester you must complete and submit a reading/gameplay diary. New questions will be posted on LEARN each calendar week relating to your gameplay and course content. You may post in any of the 3 separate calendar weeks you wish, but your posting must be submitted by SUNDAY 11:30PM in that calendar week. Your posting must be between 500 and 1000 words and critically link together the sociological theories discussed in class with the weekly reading, viewing, and playing assignments. Your diaries will be checked every week and you will be provided with feedback multiple times during the semester.

Evaluation: Each of your diary entries is worth 8%. You will be provided with a grading rubric on LEARN that explains this.

Important: there is no LATE SUBMISSION option for this assignment.

Take Home Midterm (27%) – October 24-Nov 2

During our October 24 and October 26 class, we will be playing a game. At the end of the game, you will be handed a list of short essay questions that ask you to reflect on your gameplay experience and relate

them to the themes of the course. You will be asked to select TWO of these questions and respond to them. Each of your responses will be approximately 750 -1000 words in length (so 1500-2000 words total) and will refer to and cite a minimum of 4 ACADEMIC research articles that are not on the course reading list.

Midterms will be due at the start of class, November 2nd.

Group Project Proposal: Phase 1 (14%)

By this time, you should be familiar with multimedia learning resources such as ExtraCredits and very familiar with how to find and assess academic research. Now is the chance to combine them, creating your own online content. You may work solo or in a group of up to 4 people (see below for the different project requirements dependent on group size). Your final submission will be a youtube video project, a podcast, or a slideshow with full speaking notes and annotated bibliography. You may choose a topic from the list below, or you may choose a topic of your own devising *providing you have my prior email approval*.

Approved topics:

- Anonymity and anti-social behaviour online
- Social bonding in multiplayer games and guilds
- Avatars and identity exploration
- “Silver” gamers
- Modders, user-generated content and unpaid labour
- Escape Rooms and social collaboration
- The social value of un-fun games (e.g. select one genre such as Nordic Freeform LARP, serious games, abusive games)
- Brink Play and Dark Play
- Disability and the virtual environment
- Let’s Plays, livestreaming, and spectator games
- Physical safety and augmented reality games
- The military’s use of video games
- Games as workplace training
- Games, Memorials and Grieving
- Community management in online games
- Non-western gaming cultures

For your proposal, once you have chosen a topic and formed your team, you will be tasked with locating academic research and narrowing down your topic further and decide just how you want to relate it to the themes of the course.

On October 19th, **your group** will hand in a 300-500 word abstract of outlining your topic, and the specific arguments you want to make about it. This should be considerably advanced beyond a “I/We hope to look at...” style of summary. Instead, it should be a concise abstract of the argument you will be

making in your final project and identification of the sources you will potentially be drawing from. Your submission will also include your team contract (a template will be provided on LEARN) that outlines your group organization and the tasks each of you are responsible for.

In addition to your abstract, you must attach a list of reference items pertaining to the topic of your final research essay. These materials will be drawn from academic journal articles, chapters in edited academic books, or academic articles published on the Web. **Note:** book titles and assigned course readings are not accepted. You should include the pertinent bibliographic information for the reference: title, author, year of publication, etc. in the APA citation style. You should also highlight what you see as the most promising references, indicating with a sentence or two why you think they might be important.

Project Team Size	What do I submit on October 19 th ?	How long does my bibliography need to be?	How many bibliography entries need to be annotated?	How long does my final multimedia project need to be?	What do I submit Dec 2/5 th ? (projects will be shown during classtime)
1 (one person army)	Proposal and annotated bib	5 academic sources	5	5-8 minutes	Project and final bibliography
2 (co-op mode)	Proposal, annotated bib, team contract	10 academic sources	5	8-12 minutes	Project, final bibliography, assignment checklist
3 (rock, paper, scissors)	Proposal, annotated bib, team contract	15 academic sources	10	12-15 minutes	Project, final bibliography, assignment checklist
4 (raiding party)	Proposal, annotated bib, team contract	15 academic sources	15	15-20 minutes	Project, final bibliography, assignment checklist

Rationale: The proposal is an opportunity to ensure you have selected an appropriate topic, to ensure an early start to the project, and to ensure feedback from your instructor so that you can earn a better mark on your final assignment.

Many students have difficulty finding good sources, which are the backbone of your future projects and papers. Sometimes, it may also be difficult to link your topic to sociological themes. This assignment will follow in-class instruction on how to find academic sources, explaining how they differ from non-academic sources. At this point, you do not have to read beyond the paper abstracts. However, by beginning your reading early, and dividing up your group tasks, your team will have a head start.

Once I have your reference list, I may recommend other relevant sources for your group to check out.

Group Multimedia Project (25%)

On December 2nd all groups will submit a full dossier for their multimedia projects. This will include a youtube video project, a podcast, OR a slideshow with audio (or full speaking notes), as well as a full bibliography for each of the sources you used, including images and sound clips. Your multimedia project will be shown during classtime on Dec 2 and Dec 5th.

This assignment gives you a chance to demonstrate your understanding of the readings and the

connections between these readings, contemporary gameplay practices, and the larger social world. You can form these connections by using examples from games you play, extracts from news coverage (mainstream news publications such as the BBC or The Guardian and games-specific publications such as RockPaperShotgun, KillScreen, Edge, Polygon, FirstPersonScholar, etc.), and – specifically- reference to/ inclusion of other academic game studies readings.

There is no restriction on the type of format of the project (e.g. you can choose to cover the material in an interview style format or you might want to create a drawn storyboard supported by spoken word). You must, however, incorporate audio and/or include a FULL written transcript.

- . You should use, where appropriate, charts, pictures, video, sound, etc. to explain the points you make in your presentation.
- . You must cite direct quotes from your articles within your project and reference them in spoken word/transcript so it is clear where the quotes have been taken from. Do not quote any exact words from your readings without expressly citing them, as this will be considered plagiarism and will result in an automatic fail.
- . During, or at the end of, the presentation you need to pose at least three questions about the sociological implications of your selected topic to your listening audience. These questions should be relevant to the course readings and your own research; in essence, focusing the audience's attention on the key points you are making

Criteria for assessment

Your project will be assessed on the following criteria:

- . Thoroughness and accuracy of coverage of main concepts of the course readings.
- . Ability to relate concepts to contemporary gameplay practices (examples from games you play, extracts from news coverage, and reference to/ inclusion of other academic game studies readings
- . Integration of academic research not covered in class
- . Innovation and creativity
- . Quality of production
- . Effectiveness and accuracy of citations and references

Rationale: The purpose of this assignment is to demonstrate your ability to understand and critically evaluate a key debate or topic in contemporary game studies and/or explore an emerging topic of sociological interest. You are supposed to do extra research, read the course readings, and elaborate on the topic from your own critical perspective, and most of you will develop valuable experience working in and coordinating with groups.

An important note on group work.

I reserve full authority to assign final project marks. Using the team contract, assignment checklist, and member reports, if I deem that an individual has not carried a proportionate workload as outlined in the team contract, not made themselves available for team work periods, and/or has submitted work of such low quality that team members have had to substantively re-do that work, I reserve the right to assign an individual grade that is proportionate to the individual members' contribution to the team. Accordingly, please be mindful of how well each of you work with others: complete your tasks in a timely manner, help your teammates, and demonstrate community-minded behaviour.

Course Outline

Notes:

- Each week you should plan to read 2 articles/chapters, watch 2 short youtube clips, and play 1 game.
- Assigned readings and playlists may change through the term. Please consult LEARN for the final listing.
- Games are “due” at least a few days before they will be discussed in class. For example, games listed due on a Friday will tie into themes (and the assigned reading reflection question) of the following week. This is because some mobile game mechanics require multiple brief sessions over a period of days.
- Quotes are *only due* on days there are assigned READINGS.

	Topic	Assigned Reading/Viewing	Notes
(F) Sept 9	Intro to the Course	Play: The Walking Dead , Season1, Ep1. multiple platforms	
Theme 1: The Role of Games in Society			
(M) Sept 12	What is a game, and why do sociologists care?	Read: Proteus Paradox (PP). Introduction and Chapter 1. The New World Watch: Extra Credits (EC) What is a Game? https://www.youtube.com/watch?v=blj91KLOvZQ	
(W) Sept 14	What are the differences and boundaries between the virtual and real worlds?	Read: Huzinga, J. (1944/1980). “Nature and the Significance of Play as a Cultural Phenomenon”. Excerpt from <i>Homo Ludens: A Study of the Play-Element in Culture</i> . Pp 1-15 (not the whole chapter). http://art.yale.edu/file_columns/0000/1474/homo_ludens_johan_huizinga_routledge_1949_.pdf Watch: (EC) Magic Circle. https://www.youtube.com/watch?v=qZ-EY9gTsgU	
(F) Sept 16	Who plays the most games and why?	Read: (PP) Chapter 2. “Who Plays and Why”. Watch: (EC) “Gamer” https://www.youtube.com/watch?v=8HXJLTtMIHU	
(M) Sept 19	Guided Tutorial (Research Methods 1)	Play: Candy Crush Saga , multiple platforms Complete at least 10 levels	
(W) Sept 21	How do games influence behavior? (The psych perspective)	Read: (PP) Chapter 3. “Superstitions”. Watch: (EC) The Skinner Box. How games condition us to play more. https://www.youtube.com/watch?v=tWtvrPTbQ_c&index=18&list=PLB9B0CA00461BB187	
(F) Sept 23	Why do some games feel like work?	Read: (PP) Chapter 4. “The Labour of Fun”. Watch: (EC) Gamification. How the principles of play apply to real life - https://www.youtube.com/watch?v=1dLK9MW-9sY&index=36&list=PLB9B0CA00461BB187	
(M) Sept 26	Guided Tutorial (Research Methods 2)	Play: AdVenture Capitalist , multiple platforms	
Theme 2. Social Inequality in Online Spaces			
(W) Sept 28	What is structural inequality?	Read: New York Times (2015). Debt and the Racial Wealth Gap. http://www.nytimes.com/2016/01/03/opinion/debt-and-the-racial-wealth-gap.html Read: New York Times (2016). The Racist Roots of a Way to Sell Homes. http://www.nytimes.com/2016/04/29/opinion/the-racist-roots-of-a-way-to-sell-homes.html Listen: Roman Mars. 99% Invisible (2016). Turf Wars of East New York. http://99percentinvisible.org/episode/turf-wars/	
(F) Sept 30	Guided Tutorial:	Play: Dys4ia. Available for PC and Mac download on LEARN	Select your group. (in

	(Selecting groups and assignments)	Your turn! In-class anonymous student evaluation of the course. If there are issues you'd like to raise, or improvements you'd like me to make, tell me now!	class)
(M) Oct 3	Who are games designed for and why?	Read: Anthropy, Anna. (2012). Excerpt from Rise of the Videogame Zinester. "The Problem with Videogames". Pp 1-21 (on LEARN) Watch: (EC) Diversity: https://www.youtube.com/watch?v=sllliUTVXds	
(W) Oct 5	Library Olympiad	Read: Dibbell, J. (2007). "The Life of the Chinese Gold Farmer" in <i>New York Times Magazine</i> . http://www.nytimes.com/2007/06/17/magazine/17lootfarmers-t.html?pagewanted=all&module=Search&mabReward=relbias%3Aw&r=0 Watch: (EC) Where does your Console come from EC https://www.youtube.com/watch?v=60bAqCmBqk&list=PLB9B0CA00461BB187&index=268	
(F) Oct 7	Guided Tutorial: (developers & representation)	Play: Avatar creation segment. Star Wars The Old Republic .	
Fall Break		No readings this week. No classes this week.	
(M) Oct 17	Can avatar bodies prevent racism?	Read: (PP) Chapter 5. "Yi-Shan-Guan" Watch: (EC) Rust – Representing race in Games https://www.youtube.com/watch?v=eh1zfdUTqBY&index=241&list=PLB9B0CA00461BB187	
(W) Oct 19	Guided Tutorial (GTFO)	No assigned game this week. The game we will discuss next week will be played in-class.	Project Proposal due
(F) Oct 21	Why does gender in games matter?	Read: (PP) Chapter 6. "The Locker Room Utopia" Watch: Damsels in Distress https://www.youtube.com/watch?v=X6p5AZp7r_Q	
(M) Oct 24	In-Class Midterm (part 1)	No readings today – In Class Midterm	
(W) Oct 26	In-Class Midterm (part 2)	No readings today – In Class Midterm	
(F) Oct 28	Guided Tutorial (Procedural Rhetoric)	Play: Don't Take it Personally, babe, it just ain't your story . (all 7 chapters, approx. 2-3 hours)	
(M) Oct 31	What's wrong with internet trolling?	Read: John Scalzi's " Straight White Male: The Lowest Difficulty Setting there is ". And – Jim C. Hine's " Facts are Cool ".	
(W) Nov 2	How do we depict love and sex online? (guest lecture)	Read: (PP) Chapter 7. "The 'Impossible Romance'". Watch (EC): Romance in Games https://www.youtube.com/watch?v=wyWiGL3Ampg	Midterm Due
(F) Nov 4	Guided Tutorial (Group assignment)	Play: Pokemon Go . Reach at least level 5. (mobile)	
Theme 3. Moral Panics and Digital Media			
(M) Nov 7	What is a moral panic?	Read: Joel Best (1999) "From Incidents to Instances: The Media Discover Wilding and Freeway Violence." From J. Best. <i>Random Violence: How We Talk About New Crimes and New Victims</i> . New York: Aldine de Gruyter. Pp. 28-47. Watch: Game Addiction. Part 1 https://www.youtube.com/watch?v=Y5RSngCFpsc&index=56&list=PLB9B0CA00461BB187	
(W) Nov 9	Do games make us anti-social?	Read: Salen and Zimmerman. (2004). Excerpts from Rules of Play. "Games as Social Play" pp. 460-490. https://gamifique.files.wordpress.com/2011/11/1-rules-of-play-game-design-fundamentals.pdf Watch: (EC) Game Addiction. Part 2 https://www.youtube.com/watch?v=V_qIumZ5K4I	
(F) Nov 11	Guided Tutorial (Group)	Play: Unmanned Mac or PC. (playable in under 1 hr)	

	Assignment)		
(M) Nov 14	Do games make us more violent?	Read: Ferguson, C. (2010). "Blazing angels or resident evil? Can violent video games be a force for good?" <i>Review of General Psychology</i> , Vol 14(2): 68-81. http://dx.doi.org/10.1037/a0018941	
		Watch: (EC) A Question of Empathy – Are there Positive Effects from Gaming? https://www.youtube.com/watch?v=fftjo1CepQE&list=PLB9B0CA00461BB187&index=226	
(W) Nov 16	Why am I addicted to Candy Crush?	Read: Madrigal, A. (2013) "The Machine Zone: This Is Where You Go When You Just Can't Stop Looking at Pictures on Facebook". <i>The Atlantic</i> . Online: http://www.theatlantic.com/technology/archive/2013/07/the-machine-zone-this-is-where-you-go-when-you-just-cant-stop-looking-at-pictures-on-facebook/278185/	
(F) Nov 18	Guided Tutorial (Addiction by Design)	Play: Zombies, Run (Mobile game. Complete at least 3 missions)	
Theme 4. Governing and Securing Online Spaces			
(M) Nov 21	How does gamification turn us into ideal workers, citizens, and students?	Read: (PP) Chapter 8. "Tools of Persuasion and Control".	
		Watch: (EC) Propaganda Games – Sesame Credit. https://www.youtube.com/watch?v=HcTKWiZ8sl&list=PLB9B0CA00461BB187&index=270	
(W) Nov 23	Why are game developers collecting my data?	Read: (PP). Chapter 9. "Introverted Elves, Conscientious Gnomes and the Quest for Big Data".	
		Watch: (EC) Metrics https://www.youtube.com/watch?v=nqGcXOKsFGg	
(F) Nov 25	Guided Tutorial (Governance)	Play: League of Legends (PC)	
(M) Nov 28	What is the difference between governing social behavior in "meatspace" and virtual space?	Read: Dibbell, J. (1993) Excerpt from <i>My Tiny Life</i> . "A rape in cyberspace". http://www.iuliandibbell.com/articles/a-rape-in-cyberspace/	
		Watch: (EC) Community Management https://www.youtube.com/watch?v=q9sHIQaFVC8	
(W) Nov 30	How are crime and deviance designed out of digital spaces?	Read: (PP). Chapter 10. "Changing the Rules".	
		Watch: (EC). Toxicity – Why Players Rage and how to Defuse It. https://www.youtube.com/watch?v=n9A8VJBh_Yc	
(F) Dec 2	Group Presentation	Read: (PP). Chapters 11. "The Hidden Logic of Avatars".	Group projects Due
(M) Dec 5	Group Presentation	Read: (PP). Chapters 12. "Reflections of the Futures of Virtual Worlds".	

Late Work

- All assignments are expected to be submitted on time, unless you have: i) a medical note from a doctor explaining that you could not complete the assignment; or ii) special permission for an extension from me.
- With the exception of the reading reflections (which has no late submission option), written assignments submitted late will be docked 5% each day (including weekends), up to a maximum of 35%. Assignments handed in more than 7 days past the due date will not be accepted, and will score 0. In other words, plan ahead, develop a work schedule, and stick to it.
- Any request for an extension must be submitted by email to the instructor at least one week before the due date.
- Failure to complete or hand in a written assignment earns a zero on that project.

Handing in Assignments

- All assignments must be submitted electronically.
- Keep an electronic and paper copy of any assignments you submit. If I cannot find my copy of your assignment and you cannot immediately provide another copy I will presume that the assignment was not handed in.
- Papers should employ proper APA format format. This should include a cover sheet that indicates your name, student number, title, instructor's name, course number, and word count. Word count should not include your references. Papers should have page numbering, one inch margins, be double spaced, and use 12 point, Times New Roman (default) font.
- If you are unfamiliar with an academic style you should consult one of the many books in the library that will provide guidance on academic styles. Perdue also has online guides found here: <http://owl.english.purdue.edu/owl/resource/747/01/>
- Be sure to back up your work (both locally and to network drives) and print out hard copies regularly as you write. That way, if your computer fails, you can always locate another computer at the University to finish your work.

Electronic Device Policy

Laptop computers and other portable technologies should be used in class only as learning-facilitation tools. During class, it is not acceptable to answer email, surf the web, answer cell phones, text message, or engage in other non-class-related activities. Your participation grade will be penalized if you break this rule.

Why? Not only do these practices negatively affect your learning and participation, but they also distract others and create an environment of disrespect.

Attendance Policy

You are responsible for knowing the material and announcements presented during seminars whether or not you attend class. Please arrange with another student to get missed notes and announcements. An excellent way to get in touch with fellow students on LEARN.

Other Administrative Details

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70- Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.