

## CONTEMPORARY MORAL, SOCIAL, AND RELIGIOUS ISSUES

### PHIL 1500 P – CARLETON UNIVERSITY – 2013-14

TERM:	Fall/Winter
LECTURES:	Mondays 11.30 to 1.30 p.m.
TUTORIALS:	Mondays 1.30 to 2.30 or 2.30 to 3.30
INSTRUCTOR:	Jay Drydyk
OFFICE:	Paterson 3A40
OFFICE HOURS:	Tuesdays and Thursdays 2:30-4:30, or by appointment
PHONE:	Please email instead, or see me in person during office hours.
EMAIL:	Class email on cuLearn. <b>Always mention PHIL 1500 in the subject line.</b>
CULEARN:	Access from carleton.ca or carleton.ca/culearn.

Students in this course will study what can be learned about human rights and social justice from what philosophers call 'public reason'. This is something like public opinion, except it goes beyond what people support and oppose, to focus on the *reasons* that support these views. In addition: some reasons are stronger than others, so that, on some issues, the weight of good reasons may fall more on one side than on others. This course develops students' powers of critical thinking to assess where the stronger arguments lie on three broad issues: duties to strangers, inequality within Canada, and armed conflict. On each topic, a few specific debates will be considered, on which students will formulate and defend their views on which reasons are weaker and which are stronger. Resources and tools for doing so will be provided, including basics of analyzing and evaluating arguments, along with culturally diverse approaches to moral thinking, based on such values as well-being, freedom, universalizability (putting oneself in the shoes of others), humanism, and responsibility.

The course does not favour any particular answers to the issues which are studied. Yet it demands that students avoid obvious mistakes and defend their views plausibly.

### ASSIGNMENTS

When	What	Worth
Right away	Register on cuLearn	priceless
10 in Fall, 10 in Winter	Preparation: Reading responses & lecture responses	20
Each week, all year	Tutorial participation	20
October	Scheduled December exam on argument analysis	12
October	Essay preparation (2 assignments @ 250 words maximum)	8
November	Essay 1 (mandatory for all students)	20
February or March	Essay 2 or Essay 3. You must submit one but may submit both. If you submit Essay 1, Essay 2 and Essay 3, the two best grades will apply.	20

### REQUIRED TEXTS

1. *The Pocket Guide to Critical Thinking*, Richard L. Epstein and Carolyn Kernberger 4<sup>th</sup> Edition
2. Articles and chapters listed in the Course Calendar and Reading List below, available online or through the Carleton library reserves (available to students online through Ares and cuLearn).
3. *Readings for Contemporary Moral Issues (PHIL 1500P)* – course pack available at CU Bookstore.

## COURSE CALENDAR & READING LIST

Readings are in the course pack unless otherwise indicated.

F1	<p><i>September 9</i> – OVERVIEW OF THE COURSE</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• <i>Critical Thinking</i> 1.1, 3.3</li> </ul>
<b>SECTION I: OBLIGATIONS TO OTHERS</b>	
F2	<p><i>September 16</i> – LOOKING FOR AN ARGUMENT?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Peter Singer, “Famine, Affluence, and Morality,” pages 229-236 only. Download this article from the Carleton Library. It is in the journal <i>Philosophy and Public Affairs</i>, Volume 1, Number 3 (Spring 1972). Go to <a href="http://www.jstor.org.proxy.library.carleton.ca/stable/i313696">http://www.jstor.org.proxy.library.carleton.ca/stable/i313696</a> or to <a href="http://www.jstor.org.proxy.library.carleton.ca/stable/pdfplus/2265052.pdf?acceptTC=true">http://www.jstor.org.proxy.library.carleton.ca/stable/pdfplus/2265052.pdf?acceptTC=true</a></li> <li>• <i>Critical Thinking</i> 2.1</li> </ul> <p><b>Starting this week, submit reading responses on cuLearn before the lecture begins (11:30).</b></p> <p>Respond:</p> <ul style="list-style-type: none"> <li>• What do you see as Peter Singer’s main reasons why providing famine relief is something that we ought, morally, to do?</li> </ul>
F3	<p><i>September 23</i> – WHAT MAKES SOME ARGUMENTS BETTER THAN OTHERS?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• <i>Critical Thinking</i> 2.2, 2.6</li> </ul> <p>Respond – invent original examples of arguments in which:</p> <ul style="list-style-type: none"> <li>• All premises are plausible.</li> <li>• Some premises are not plausible</li> <li>• Inference from premises to conclusion is valid.</li> <li>• Inference from premises to conclusion is not valid but still strong.</li> <li>• Inference from premises to conclusion is weak.</li> </ul>
F4	<p><i>September 30</i> – LOOKING FOR WEAKNESSES IN SINGER’S ARGUMENT</p> <p>Review:</p> <ul style="list-style-type: none"> <li>• <i>Critical Thinking</i> 2.2, 2.6</li> <li>• Peter Singer, “Famine, Affluence, and Morality”</li> <li>• United Nations, “End Poverty 2015; Millenium Development Goals,” <a href="http://www.un.org/millenniumgoals/bkgd.shtml">http://www.un.org/millenniumgoals/bkgd.shtml</a></li> </ul> <p>Respond</p> <ul style="list-style-type: none"> <li>• Could Singer’s argument be altered to support one of the Millenium Development Goals? What would this new argument have to show, in order to be convincing?</li> </ul>
F5	<p><i>October 7</i> – LIFEBOATS IN HELL</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Garrett Hardin, “Living on a Lifeboat,” <i>BioScience</i>, Vol. 74, No. 10 (1974), accessible via Carleton Library at <a href="http://www.jstor.org/stable/10.2307/1296629?origin=api">http://www.jstor.org/stable/10.2307/1296629?origin=api</a>, or <a href="http://journals2.scholarsportal.info.proxy.library.carleton.ca/journal.xqy?uri=/00063568">http://journals2.scholarsportal.info.proxy.library.carleton.ca/journal.xqy?uri=/00063568</a></li> <li>• William Murdoch &amp; Allan Oaten, “Population and Food: Metaphors and Reality,” <i>BioScience</i>, Volume 75, Number 9 (1975), <a href="http://www.jstor.org/stable/10.2307/1297061?origin=api">http://www.jstor.org/stable/10.2307/1297061?origin=api</a>, or <a href="http://journals2.scholarsportal.info.proxy.library.carleton.ca/journal.xqy?uri=/00063568">http://journals2.scholarsportal.info.proxy.library.carleton.ca/journal.xqy?uri=/00063568</a></li> <li>• <i>Critical Thinking</i> 4.1, 4.4</li> </ul> <p>Respond:</p> <ul style="list-style-type: none"> <li>• What in your view is the strongest point made by Murdoch &amp; Oaten against Hardin?</li> </ul>

	<b>October 14 – Holiday</b>
	<b>SECTION II: MORAL VALUES AND THEORIES</b>
F6	<p><i>October 21 – WHAT ARE MY RESPONSIBILITIES?</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• John Hospers, “What Libertarianism Is,” in <i>The Libertarian Alternative</i>, ed. Tibor Machan (<b>library reserve</b>),</li> <li>• V.F. Cordova, “Ethics: The We and the I”</li> <li>• <i>Critical Thinking 2.4</i></li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• If you generally agree with Hospers, what is a weak point in his position?</li> <li>• If you generally disagree with Hospers, what is a strong point in his position?</li> </ul>
	<b>October 28 – Fall Break</b>
F7	<p><i>November 4 – WHAT IF EVERYONE DID THAT?</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Excerpt from Fung Y-Lan, <i>A Short History of Chinese Philosophy</i></li> <li>• Look up “golden rule,” “universalizability,” and “categorical imperative” on <a href="http://www.philosophyprofessor.com">www.philosophyprofessor.com</a>.</li> <li>• Onora O’Neill, “Universalism” in Routledge Encyclopedia of Philosophy (free access via Carleton Library website), Part 4 “Fundamental principles: ‘golden rules’” and Part 5 “Fundamental principles: Kantian universalizability”</li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• What do you think of “human-heartedness”?</li> </ul>
F8	<p><i>November 11 – WHAT IF EVERYONE DID THAT?</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Immanuel Kant, excerpt from <i>Groundwork for the Metaphysics of Morals</i></li> <li>• Onora O’Neill, “A Simplified Account of Kant’s Ethics”</li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Which of Kant’s ideas did you understand best? Explain.</li> <li>• Which of his ideas was hardest to understand? What’s the problem?</li> </ul> <p><b>Start Assignment 1 (due Friday). See cuLearn for directions.</b></p>
F9	<p><i>November 18 – RESPECT</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Robert van Wyk, “Perspectives on World Hunger and the Extent of our Positive Duties,” <i>Public Affairs Quarterly</i>, Volume 2, Number (April 1988), pp. 75-90. <b>Library Reserve</b></li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Where does van Wyk draw the line between a fair share and having to give too much?</li> </ul> <p><b>Start Assignment 2 (due Friday). See cuLearn for directions.</b></p>

F10	<p><i>November 25 – AN AFRICAN PERSPECTIVE</i></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Kwasi Wiredu, “The Moral Foundations of an African Culture”</li> <li>• Robert Cavalier, “Utilitarian Theories” in Online Guide to Ethics and Moral Philosophy, Part II, Section 3, <a href="http://caae.phil.cmu.edu/Cavalier/80130/part2/sect9.html">http://caae.phil.cmu.edu/Cavalier/80130/part2/sect9.html</a></li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Of the Akan sayings that Wiredu cites, which is your favourite? Why?</li> </ul> <p><b>Start Essay 1 (due December 8).</b> <i>Revise, improve, reorganize and add to what you wrote for Assignments 2 and 3, to produce a critical discussion of the following argument: “Failing to achieve Millenium Development Goal X (your choice) would be morally unacceptable. Therefore the Government of Canada should assist other countries to achieve this goal.”</i></p>
F11	<p><i>December 2 – WELL-BEING AND FREEDOM</i></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• John Stuart Mill, “Utilitarianism”</li> <li>• Amartya Sen, “The Perspective of Freedom”</li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Which do you consider more important: happiness or freedom to live well? Why?</li> </ul>
<b>December 8 – Essay 1 due at 11:55 p.m.</b>	
F12	<i>December 9 – Review for Exam on Argument Analysis</i>

	<b>WINTER TERM</b>
	<b>SECTION III: JUSTICE AND INJUSTICE</b>
W1	<p><i>January 6 – INEQUALITIES IN CANADA – SHOULD WE BE CONCERNED?</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Broadbent Institute, “Towards a More Equal Canada” Download from <a href="http://www.broadbentinstitute.ca/en/issue/towards-more-equal-canada">http://www.broadbentinstitute.ca/en/issue/towards-more-equal-canada</a></li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Which inequality discussed in this report is of greatest concern to you? Why? Or, if none are of concern, why not?</li> </ul>
W2	<p><i>January 13 – JUSTICE AS FAIRNESS</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• John Rawls, excerpt from <i>A Theory of Justice</i></li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• What does Rawls mean by “justice as fairness”?</li> </ul>
W3	<p><i>January 20 – HAVING ENOUGH</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Harry Frankfurt, “Equality as a Moral Ideal,” Sections I, IV, and VII only. Download this article from the Carleton Library. It is in the journal <i>Ethics</i>, vol. 98, no. 1, pages 21-43. Go to <a href="http://www.jstor.org.proxy.library.carleton.ca/stable/i341177">http://www.jstor.org.proxy.library.carleton.ca/stable/i341177</a>, or <a href="http://www.jstor.org.proxy.library.carleton.ca/stable/pdfplus/2381290.pdf?acceptTC=true">http://www.jstor.org.proxy.library.carleton.ca/stable/pdfplus/2381290.pdf?acceptTC=true</a></li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Does Frankfurt think that a society should never pursue equality as a goal?</li> </ul>

W4	<p><i>January 27</i> – DIGNITY</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Martha Nussbaum, “The Central Capabilities”</li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• What is one similarity between Nussbaum’s ideas and Frankfurt’s? What is one difference?</li> </ul>
W5	<p><i>February 3</i> – INJUSTICES OF RACE, GENDER, AND SEXUALITY</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Sally Haslanger, “Future Genders? Future Races?”</li> <li>• Cheshire Calhoun, “Sexuality Injustice”</li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Is there a difference between gender injustice and sexuality injustice?</li> </ul>
W6	<p><i>February 10</i> – JUSTICE TOWARDS FUTURE GENERATIONS</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• M.P. Golding, “Obligations to Future Generations”</li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Do you think Golding demands too much for future generations? Why?</li> </ul>
<b><i>February 17 – Winter Break</i></b>	
<b>SECTION IV: WAR AND PEACE</b>	
W7	<p><i>February 24</i> – IS MORALITY IRRELEVANT TO WAR?</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Thucydides, Melian dialogue, from <i>History of the Peloponnesian War</i>, Chapter XVII, “Sixteenth Year of the War—The Melian Conference—Fate of Melos” <a href="http://www.gutenberg.org/ebooks/7142">http://www.gutenberg.org/ebooks/7142</a></li> <li>• Michael Walzer, “Against ‘Realism’”</li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• What kind of ‘realism’ is Walzer against?</li> </ul>
<b><i>February 28 – Essay 2 due at 11:55 p.m. – One of Essays 2 and 3 is required. If you submit Essay 1, 2, and 3, you will receive your two highest essay grades.</i></b>	
W8	<p><i>March 3</i> – JUST WAR THEORY</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Brian Orend, “War,” Stanford Encyclopedia of Philosophy, <a href="http://plato.stanford.edu/entries/war/">http://plato.stanford.edu/entries/war/</a></li> <li>• Augustine, <i>City of God</i>, trans. Marcus Dods, Vol. II, Book XIX, sections 12-17, pages 315-28: <a href="http://books.google.ca/books/about/The_City_of_God.html?id=OykMAAAIAAJ&amp;redir_esc=y">http://books.google.ca/books/about/The_City_of_God.html?id=OykMAAAIAAJ&amp;redir_esc=y</a></li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Would Augustine’s approach support wars of liberation? For instance: French resistance against Nazi occupation? Vietnam against the US? The “Arab Spring” of 2012?</li> </ul>
W9	<p><i>March 10</i> – WARS OF LIBERATION</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Karl Marx and Frederick Engels, <i>The German Ideology</i>, pages 81-82: <a href="http://ebookbrowse.com/karl-marx-the-german-ideology-pdf-d135963577">http://ebookbrowse.com/karl-marx-the-german-ideology-pdf-d135963577</a></li> <li>• Michael Walzer, “Guerilla War”, from <i>Just and Unjust Wars</i></li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Does Walzer place too few moral demands upon revolutionaries? Too many?</li> </ul>

W10	<p><i>March 17 – PACIFISM AND NON-VIOLENCE</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Jan Narveson, “Pacifism: A Philosophical Analysis,” <i>Ethics</i>, Volume 75, Number 4 (1965), accessible through CU library at <a href="http://www.jstor.org/stable/2379723">http://www.jstor.org/stable/2379723</a>, or <a href="http://www.jstor.org.proxy.library.carleton.ca/stable/i341088">http://www.jstor.org.proxy.library.carleton.ca/stable/i341088</a></li> <li>• M.K. Gandhi, <i>Non-violent Resistance</i> (excerpts)</li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Is Gandhi’s “satyagraha” the same as what Narveson calls “pacifism”?</li> </ul>
W11	<p><i>March 24 – TERRORISM</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Andrew Valls, “Can Terrorism be Justified?” In <i>Ethics in International Affairs</i>, ed. Andrew Valls (<b>library reserve</b>), pp. 65-79.</li> <li>• Joseph Boyle, “Just War Doctrine and the Military Response to Terrorism”. <i>Journal of Political Philosophy</i>, vol. 11, no. 2 (2003), pp. 65-79. Go to <a href="http://onlinelibrary.wiley.com.proxy.library.carleton.ca/doi/10.1111/jopp.2003.11.issue-2/issuetoc">http://onlinelibrary.wiley.com.proxy.library.carleton.ca/doi/10.1111/jopp.2003.11.issue-2/issuetoc</a>, OR <a href="http://onlinelibrary.wiley.com.proxy.library.carleton.ca/store/10.1111/1467-9760.00172/asset/1467-9760.00172.pdf?v=1&amp;t=h5lr65yv&amp;s=3667106e4aca466324f885e19bf337ed571963c3">http://onlinelibrary.wiley.com.proxy.library.carleton.ca/store/10.1111/1467-9760.00172/asset/1467-9760.00172.pdf?v=1&amp;t=h5lr65yv&amp;s=3667106e4aca466324f885e19bf337ed571963c3</a></li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• How do Valls and Boyle define “terrorism”? Which definition is better, in your view?</li> </ul>
W12	<p><i>March 31 – HUMANITARIAN INTERVENTION</i></p> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Fernando Teson, “The Liberal Case for Humanitarian Intervention,” in <i>Humanitarian Intervention: Ethical, Legal, and Political Dilemmas</i>, ed. J.L. Holzgrefe and Robert O. Keohane (<b>library reserve</b>), pp. 93-108.</li> <li>• Burleigh Wilkins, “Humanitarian Intervention: Some Doubts,” in <i>Humanitarian Intervention: Moral and Philosophical Issues</i>, ed. Aleksandar Jokic. Available as an <b>electronic resource</b> at CU library: search the title in the catalogue.</li> </ul> <p><i>Respond:</i></p> <ul style="list-style-type: none"> <li>• Do Wilkins’s doubts outweigh Teson’s argument?</li> </ul>
	<p><i>April 7 – No Lecture or Tutorial – Optional Early Bird Essay Clinic – Time &amp; Place TBA</i></p>
	<p><i>April 21 – Just-in-time Essay Clinic – Time &amp; Place TBA</i></p>
	<p><b><i>April 26 - Essay 3 due at 11:55 p.m. – One of Essays 2 and 3 is required. If you submit Essays 1, 2, and 3, you will receive your two highest essay grades.</i></b></p>

## POLICIES AND RULES IN THIS COURSE

1. **Computers in the classroom.** Computers may be used in the lecture and tutorial rooms only for purposes related to the course, such as viewing slides, taking notes, viewing readings and websites that have either been assigned or are relevant to the course. Anyone who is found to be using a computer for purposes irrelevant to the course (such as social media, email, extraneous websites, music, or videos) may be asked to leave the room and may be denied permission to use a computer in the classrooms for the duration of the course.
2. **Written work.** Use a title page and identify yourself by **name and student number**. Use the Chicago Manual of Style author-date referencing system, with a reference list (University of Chicago Press, 2013). Use the quick guide for which a url is given in the sample reference list at the bottom of this page. Writing in the first person (*e.g.*, “I will argue that ...,” “I find this difficult to believe because...” ) is permitted.
2. **Lateness.**
  - Each reading response is due on cuLearn before the next lecture; each lecture response is due at the end of the lecture. Normally they will not be accepted late. Extensions will be granted only for good reason (see below).
  - The two assignments and the essays are due on cuLearn, each at its specified time. After that time, they are late. No paper copies need to be submitted.
3. **Extensions.** Each student will receive two automatic one-day extensions over the year. (These will be applied on the first and second occasions that a student’s assignment or essay is late. They do not apply to reading responses or lecture responses.) Beyond these extensions, normal late penalties apply. Extensions may also be requested for documentable events that prevent you from completing an assignment on time (such as illnesses, emergencies, deaths in family, jury duty, incarceration, abduction by aliens). Leave time for technology failure (printers, internet outage), which will not be accepted as an excuse.
4. **Penalties.** assignments or essays late by less than 48 hours will be accepted but penalized by a deduction of 5 points from the percentage grade. Normally assignments late by more than 48 hours will also be accepted, but penalized by 20 points from the percentage grade, to ensure that no advantage can be gained by taking more time to complete them. **No work will be accepted after April 26 unless an extension has been granted.**

### Reference List

University of Chicago Press. 2010. Chicago-Style Citation Quick Guide. In *The Chicago Manual of Style*, 16<sup>th</sup> edition. Accessed July 22, 2013. [http://www.Chicagomanualofstyle.org/tools\\_citationguide.html](http://www.Chicagomanualofstyle.org/tools_citationguide.html).

## Department of Philosophy and Carleton University Policies (2013-14)

### Assignments:

Unless specifically told otherwise by their instructors, students:

- must not use a plastic or cardboard cover or paper clips
- must staple the paper (there is a stapler on the essay box)
- must include the following in the lower right corner of the cover sheet:
  - student name
  - student number
  - course number and section
  - instructor's name
- The Philosophy Department does not accept assignments by FAX. You may send them by courier, if necessary.
- No assignments will be accepted after the last day for handing in term work – see dates in next column.
- Assignments handed in through the essay box (just inside the glass doors, Paterson Hall, Floor 3A) must be dropped into the box by **4:15** on a regular business day in order to be date-stamped with that day's date. Assignments handed in after 4:15 or on a non-business day will be stamped as having been handed in on the next business day.
- Students are required to keep copies of their assignments. If your paper is lost at any point, you will be considered not to have submitted it if you cannot produce a copy immediately on request.

### Deferrals for Term Work:

If you miss a final examination and/or fail to submit a final assignment by the due date because of circumstances beyond your control, you may apply for a deferral of examination/assignment. For deferred examinations, you must apply within 5 working days after the scheduled date of your exam. To apply for deferral of a final assignment, you must apply within 5 working days of the last scheduled day of classes. Visit the Registrar's Office for more information.

### Plagiarism:

It is the responsibility of each student to understand the meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. (Undergraduate Calendar Academic Regulations, section 14.3, or <http://www4.carleton.ca/calendars//ugrad/current/regulations/acadre/suniv14.html#14.3>)

### Academic Accommodation:

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

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no

later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

### Important Dates:

Sept. 5	Classes start (after Orientation events).
Sept. 18	Last day for registration and course changes in Fall and Fall/Winter courses.
Sept. 30	Last day for entire fee adjustment when withdrawing from Fall term or two-term courses.
Oct. 11	University Day – no undergraduate classes.
Oct. 14	Thanksgiving Day – university closed.
Oct. 28 –	
Nov. 1	Fall Break – no classes.
Nov. 25	Last day for tests or examinations in courses below 4000-level before the Final Examination period.
Dec. 9	Last day of classes, Fall term. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for Fall term courses.
Dec. 9	Last day to withdraw from Fall term courses (academic purposes only).
Dec. 10	No classes or examinations take place. Review classes may be held, but no new material may be introduced.
Dec. 11-22	Final examinations for Fall courses, mid-terms for Fall/Winter courses.
Dec. 22	Take-home exams are due.
Jan. 6	Winter term classes begin.
Jan. 17	Last day for registration and course changes in Winter term classes.
Jan. 31	Last day for entire fee adjustment when withdrawing from winter courses or winter portion of two-term courses.
Feb. 17-21	Winter Break, classes suspended.
Mar. 25	Last day for tests or examinations in courses below 4000-level before the Final Examination period.
Apr. 8	Last day of Fall/Winter and Winter term classes. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.
Apr. 8	Last day to withdraw from Fall/Winter and Winter term courses (academic purposes only).
Apr. 9-10	No classes or examinations take place. Review classes may be held, but no new material may be introduced.
Apr. 11-26	Final Examinations. Exams will not be held Apr. 18-20.
Apr. 18	Good Friday – university closed.
Apr. 26	Take-home exams are due.

### Addresses:

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Writing Tutorial Service:	4 <sup>th</sup> Floor, Library <a href="http://www1.carleton.ca/sasc/writing-tutorial-service/">http://www1.carleton.ca/sasc/writing-tutorial-service/</a> 520-6632
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