

**CARLETON UNIVERSITY, DEPARTMENT OF PHILOSOPHY
PHIL 2900, TRUTH AND PROPAGANDA**

TERM: Fall/Winter, 2014-15

INSTRUCTOR: Randal Marlin

CLASS TIMES: Wed. & Fri. 10:05 a.m.-11:25 a.m.

CLASS LOCATION, FIRST TERM: ME 3380; **SECOND TERM:** TBA

OFFICE: 3A56 Paterson Hall

OFFICE HOURS: Tues., 9-11 a.m.; Fri. 11:30 a.m.- 12:30 p.m. Other times by arrangement.

TELEPHONE: 520-2600-ext. 3797 (voice mail number)

E-MAIL: marlin@ncf.ca

WEB ADDRESS: <http://www.carleton.ca/~rmarlin>

Teaching Assistant: TBA

T.A. E-Mail: TBA

T.A. Office Hours: TBA

Prerequisite: A course in Philosophy or Second-year standing.

Evaluation

There will be an essay worth 40% of the final mark. Details about this essay are provided below. Two formally scheduled, three-hour examinations worth 30% each will be held in December and April.

Required texts

1. Randal Marlin, *Propaganda and The Ethics of Persuasion* (Second Edition)
2. Jacques Ellul, *Propaganda*
3. Nancy Snow, ed., *Propaganda and American Democracy*

Highly recommended:

Lee Wilkins & Clifford G. Christians, eds., *The Handbook of Mass Media Ethics*

Jonathan Auerbach & Russ Castronovo, eds., *The Oxford Handbook of Propaganda Studies*

Robert S. Fortner and P. Mark Fackler, eds., *The Handbook of Media and Mass Communication Theory*

David Welch, *Propaganda: Power and Persuasion*

David Nyberg, *The Varnished Truth*

Garth S. Jowett & Victoria O'Donnell, *Propaganda and Persuasion*

Garth Jowett & Victoria O'Donnell, eds., *Readings in Propaganda and Persuasion: New and Classic Essays*.

Stephen J.A. Ward, *The Invention of Journalism Ethics*

George Lakoff, *Don't Think of an Elephant!*

John J. Mearsheimer, *Why Leaders Lie*

Wendell Potter, *Deadly Spin*

Ben Fritz, Bryan Keefer, and Brendan Nyhan, *All the President's Spin*

James L. Turk & Allan Manson, eds., *Free Speech in Fearful Times*

Yahya R. Kamalipour & Nancy Snow, eds., *War, Media and Propaganda: A Global Perspective*

Anthony Pratkanis & Elliot Aronson, *Age of Propaganda*

Other reading materials will be on reserve in the main library, or accessible on the Internet. On the latter see, among many other sources, [Global Media Journal, Canadian Edition, Vol. III, No 2](#) devoted to "Propaganda, Ethics and Media," December, 2010. It is most important that students be able to access the Net conveniently.

Course description

What is propaganda? We often hear this term used pejoratively as an accusation. But ambiguities make the nature of the charge unclear. This course aims at providing an understanding of techniques of persuasion, both ancient and modern, in the light of which propaganda as a phenomenon can best be understood. Students should get a heightened awareness of the many influences on their opinions and attitudes, not all of which would necessarily be termed "propaganda." Misleading use of language and

statistics, advertising imagery, political disinformation, press agency, ideologically motivated funding of "think tanks," reporting and editorial biases, all make it difficult for the ordinary citizen to make sound democratic choices. Knowledge of the various persuasive techniques will, it is hoped, improve individual freedom and autonomy. The ethics of various forms of persuasion is examined. The question of social and legal controls over communication is also treated, in the context of, e.g., hate propaganda, media ownership, world information imbalance, censorship and curriculum materials in schools, etc. The problem of relativity of "truth" and the concept of bias and objectivity are recurring questions that receive attention.

Guide to the Essay

One essay, of about 3,000 words, will be required, due Friday, February 13, 2015, 5 p.m. at the latest. Essays with their dossiers are usually too big to fit the drop-off box, but I plan to be in my office to receive them during the afternoon of the 12th. Late essays will not ordinarily be accepted.

Students should hand in, along with their essay, a dossier of the materials discussed (e.g. photocopies or print-outs of news stories or commentaries, press releases, audiotapes, videotapes, downloaded materials from the Internet, etc.). It is very important to present these in an orderly, easily retrievable format. A large, at least 11"x14," scrapbook may be advisable if you are working with newspaper clippings. Some formatting guidelines can be found in the American Psychological Association website: <<http://www.apastyle.org/learn/faqs/index.aspx>>, but any generally accepted academic style can be used, if used consistently.

In the essay the student should produce some sample of current propaganda and analyze it, giving reasons for viewing the material as propaganda, discussing its likely or intended impact on the recipient, and commenting on the ethics of using such a form of appeal. By "current" is meant anything subsequent to February, 2014.

Suggested Topics. New suggestions will be made from time to time as events unfold. The following subjects are fertile fields for propaganda.

(1) Ottawa municipal elections, October 27, 2014. You could choose to write about an interesting contest for councillor, or about the mayoralty campaign. Regular overturning of zoning limits for high rise development is one issue, with concerns about the extent of developer influence over City Hall. Transportation, Lansdowne Park and related taxpayer costs, are among other issues.

(2) U.S. politics, with congressional elections in November, 2014. There is plenty of propaganda to be analysed already. Websites like Consortium News, Truthout, Nation of Change, Alternet, PR Watch, Fact Check, Source Watch, Common Dreams, Rabble.ca (a Canadian Website), TomDispatch etc. can be relied on to give viewpoints contrasting with the mainstream media. Newspapers like *The Guardian*, *The Independent* (caution: now owned by a wealthy Russian), and TV news outlets such as Al Jazeera are also worth consulting for contrasting views. It will be up to you to determine as best you can who, given the conflicting viewpoints, is engaged in deliberate distortion, omission or fabrication, warranting the description "propaganda" (using the term in the negative sense). Maybe both sides are guilty of this. Note that since the U.S. court case called *Citizens United*, corporations can spend unlimited amounts of money to support a favoured candidate or policy. Expect lots of propaganda. Watch for disputes within different factions of the Republican Party regarding ideology associated with what has been dubbed the "Tea Party."

(3) The situation in Ukraine is has been fraught with propaganda since last February. Everyone can agree with that, but people differ as to which narratives are (more) deceptive. Contrast mainstream media accounts with those to be found on Consortium News and other sources, and try to sort out truth from propaganda.

(4) As Edward Snowden correctly predicted, the revelations he made about seemingly unrestrained U.S. surveillance over general populations instead of being limited to justifiably targeted groups, have led to mainstream media focussing on his own personality more than on the issues he raised. In this respect his fate resembles that of Bradley Manning and Wikileaks founder Julian Assange. Some

mainstream media accounts focus on damages to U.S. security produced by these leakers (the amount of damage being in dispute). Or they hint that Snowden was disloyal, fleeing to China and Russia. In the alternate media the case is made that the U.S. has abandoned rule of law and democratic ideals in pursuit of power, and that the leakers merely provided evidence to show this; and furthermore that U.S. illegalities in pursuing the leakers confirms the lack of respect for due process. This is a fertile field for propaganda study, likely to be continued in some form or another in the months to come.

(5) Focus on any slant you may find in how a particular media outlet or conglomerate covers a given issue. The Quebecor (Sun Media, TVA) success in obtaining a licence for an all-news channel, Sun TV News, was seen by many, including Margaret Atwood, as a move to bring Fox News-style reporting to Canada, with its polemical treatment of issues. Such fears were fueled by a meeting between Prime Minister Stephen Harper, and his media spokesman at the time, Kory Tenecyke, and Rupert Murdoch in New York March 30, 2009. Rupert Murdoch, who has enjoyed legendary influence over political leaders worldwide through the massive reach of his print media and broadcasting empire (Fox News, the *Wall Street Journal*, *The Times* of London, are only a few examples of many) not so long ago got into hot water regarding his racy *News of the World*, which was exposed for hacking scandalously into people's private correspondence. Murdoch killed his *News of the World*, but a public inquiry was still held to investigate, among other things, his influence over politicians. The pattern of Quebecor, certainly as evidenced in the *Ottawa Sun*, has been to attack a competitor, the *CBC*, with a vehemence and regularity that suggests bias. Keep an eye out for more of the same.

(6) The treatment of Maher Arar was shown by Kerry Pither and the O'Connor inquiry into his treatment to have important propagandistic ramifications. Treatment of others accused of terrorism such as Omar Khadr (convicted following confession after years in Guantanamo prison, a circumstance that could be seen as duress-inducing) has also been controversial. Watch for one-sided accounts about these or similar cases that further anti-Muslim or anti-American propaganda.

(7) The issue of global warming, climate change. Watch for "astroturf" from the fossil fuel industry and others.

(8) Quebec politics and the fallout from the Lac Mégantic disaster is worth watching for many reasons. Corporate profit versus public safety, public regulation versus private freedom of action, come into play and each side may be making use of propaganda. The federal government has some jurisdiction over transportation. The issue of Quebec independence has been for a while in abeyance, but it can easily re-surface. Watch for different ways in which incidents, such as enforcement of Quebec's language law, get reported in media (French and English) with different commitments or sympathies. Keep in mind that a sharp line between information and propaganda is not always easy to draw.

(9) There is a fight for public opinion in the matter of genetically engineered (GE) or modified foods or organisms (GM, GMO), dubbed "frankenfoods" by critics. Monsanto is a key player in this battle. Some make the case that the federal government is influenced too much by the corporate lobbying of the big food industries.

(10) The battle concerning tobacco advertising controls is often a worthy topic. Watch for possible new developments.

(11) A big threat to world peace exists in relation to Iran's proceeding with development of nuclear energy, ostensibly for peaceful purposes, and Israel's adamant refusal to allow Iran to have a nuclear military capability. The issue is multi-faceted, and can turn on exactly what is meant by a "nuclear capability."

(13) Starting in August, 2013, the administration of Barack Obama has contemplated a "surgical strike," punitive in nature, against the Syrian regime of President Bashar al-Assad for particular poison gas attacks the origins of which have been questionable in the light of later evidence. The subject is of great interest and concern, given the high stakes relating to world peace. Claiming on inadequate grounds that another country has committed an atrocity worthy of outside punitive intervention can be

a form of propaganda for war. Watch for new developments.

(14) Oil pipeline construction raises environmental and safety concerns that the oil industry seeks to allay. An essay could compare what the industry says in public and discuss aspects of the communications that you find to be propagandistic. Are aboriginal concerns adequately publicized? The Keystone XL is the pipeline in the U.S. in need of approval, and a west-east pipeline is at issue in Canada.

(15) Peace talks between Israel and Palestine tend to generate propaganda from sympathisers on both sides. Especially important in many cases is not so much what is said as what is not said, and what is done while peace talks are underway. Sifting through propaganda here is likely to involve careful historical analysis and attention to documents such as the Hamas Charter, on one side, and the great damage done to innocent Gazans by Israeli attacks, on the other.

(16) The police killing of unarmed Michael Brown in Ferguson Mo., has sparked protests and police reaction that have made headlines around the world. Examination of how different media framed and covered the events should reveal propaganda in some form or other.

Some topics, in addition to those mentioned, are regular sources for good essays. Watch in case any of these comes to the fore. These include abortion, animal rights, nuclear power (with overlapping concerns about nuclear weaponry and arms sales), "political correctness," ecological concerns, sports subsidies, gun control, and conflicts in Central America, Africa or elsewhere. The rights of various groups in society may come into conflict with business or other interests. These rights may be in connection with employer/employee relations, language, religion, or property; they may relate to women, aboriginal people, gays, particular age groups, etc. The rhetoric of deficit reduction, cost-cutting and job creation needs to be watched carefully for consistency. When a particularly striking instance of alleged rights-violation captures press attention, various opposed interest groups tend to speak out in relation to the case, and a fertile field for propaganda analysis may develop. The topic of marijuana control is good except that there is so much available on the internet that a higher than usual standard will be set for any such essays; the challenge will be to deal with something current and with some originality.

Some pointers on propaganda campaign analysis can be found in Jowett & O'Donnell, *Propaganda and Persuasion*, Chapters 6 and 7, or in Eleanor MacLean, *Between the Lines*, p. 164. Many students have found the former especially useful for structuring their essays.

More notes on the essay:

To repeat: By "current propaganda" is meant any propaganda appearing since February, 2014. Depending on the subject matter, it may be possible to get special permission to lift the restriction.

As a matter of departmental policy, students are required to keep a copy of their assignment, and if the paper is lost at any point the paper will be considered not to have been submitted unless a copy can be produced immediately on request. Where the dossier cannot easily be duplicated, at least have some record of what it contained.

Essays may not be faxed or e-mailed. Hand them in after class to me, or to the departmental office at 3A35 Paterson Hall (make sure you get a note saying when it was received and by whom). Should your essay, with dossier, be slim enough, you may use the departmental drop box opposite the departmental office. But do not separate the essay from the dossier. If the essay is mailed, it is the student's responsibility to see that it arrives by the due date.

It is sometimes possible to arrange to do an essay which does not quite fit the instructions provided, but this should be done only with prior written permission from the instructor.

Plagiarism

This is a serious offence. It involves submitting work of others as one's own, failing to give proper credit for the source of ideas presented. See the current Undergraduate Calendar, under "Instructional

Offences," for the nature and scope of penalties for this offence.

Review Period

If a class is missed by the instructor during normal term time, the review period will be treated as a make-up class with full pertinence for the final examination. Otherwise, the review period time will be used for additional office consultation

Paul Menton Centre for Students with Disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre for Students with Disabilities (501 University Centre) to complete the necessary forms. After registering with the Centre, make an appointment to meet with me in order to discuss your needs. Make sure you register before the deadlines.

For more information, contact: pmc@carleton.ca, or visit their web site at <http://www.carleton.ca/pmc> (Tel. 613-520-6608).

Departmental and Carleton University Policies A full statement of these can be found appended to the printed version of this outline or at the departmental Web site at www.carleton.ca/philosophy. There is a direct link at the end of this online version. This information should be consulted.

Recommended additional reading

Edward Bernays, *Propaganda* (With Introduction by Mark Crispin Miller)
Noam Chomsky & Edward Herman, *Manufacturing Consent*. (Do not confuse with Mark Achbar, ed., *Manufacturing Consent: Noam Chomsky and the Media*, which is also good.)
John Collins & Ross Glover (eds.) *Collateral Language*
Nicholas J. Cull, David Culbert, David Welch, *Propaganda and Mass Persuasion, A Historical Encyclopedia*.
David Edwards and David Cromwell, *Newspeak in the 21st Century*
Robert Fisk, *Pity the Nation*
Todd Gitlin, ed. *Conglomerates and the Media*
Glenn Greenwald, *No Place to Hide*
Isabelle Guse, *L'armée canadienne vous parle*
Robert Hackett et al. *The Missing News*
Jason Holt, ed., *The Daily Show and Philosophy*
Naomi Klein, *No Logo* and *The Shock Doctrine*
Phillip Knightley, *The First Casualty*
David Leigh and Luke Harding, *WikiLeaks*
Eleanor MacLean, *Between the Lines*
Randal Marlin, (ed.) *Propaganda and the Ethics of Rhetoric*, Vol. 3 of *Canadian Journal of Rhetorical Studies*, 1993.
Robert M. McChesney, *The Problem of the Media*
" " et al., *The Future of Media*
George Orwell, *Homage to Catalonia, Nineteen Eighty-Four, Collected Essays* (especially "Boy's Weeklies," "Notes on Nationalism," and "Politics and the English Language").
John Prados, *Hoodwinked*
Sheldon Rampton and John Stauber, (1) *Toxic Sludge Is Good for You*, (2) *Trust Us, We're Experts*, and (3) *Weapons of Mass Deception*. The last-mentioned, published August 1, 2003, provides very useful documentation on deception in the build-up to Gulf War II, 2003. Go to PRWatch to see their more recent observations.
Amy Reynolds & Gary R. Hicks, *Prophets of the Fourth Estate*
Riverbend, *Baghdad Burning* and *Baghdad Burning II* (The author left Iraq and has not been heard from since shortly after her last communication in 2006.)
Paul Rutherford, *Endless Propaganda*
Frances Saunders, *The Cultural Cold War*
Wayne Sumner, *The Hateful and the Obscene*
Philip Taylor, *Munitions of the Mind: A History of Propaganda*.

General Background References: (Don't be frightened by the length of this list, nor be perturbed by the date of publication; propaganda has been going on for a long time. You might just get interested in one or two of these.)

William Albigh, *Public Opinion* (1939) and *Modern Public Opinion* (1956)
D.L. Altheide and J.M. Johnson, *Bureaucratic Propaganda* (1980)
Sharon Boder, *Global Spin: The Corporate Assault on Environmentalism* (1997)
D. Boorstin, *The Image or What Happened to the American Dream* (1961)
William Brennan, *Dehumanizing the Vulnerable: When Word Games Take Lives* (1995)
Dr. Helen Caldicott, *The New Nuclear Danger* (2002)
Alex Carey, *Taking the Risk Out of Democracy* (1997)
Noam Chomsky, *Necessary Illusions* (1988 CBC Massey Lectures); *Deterring Democracy* (1991, 1992); *Chronicles of Dissent* (1992); *Letters from Lexington* (1993); *Year 501*, (1993); *Hegemony or Survival* (2003); *Hopes and Prospects* 2010
Michael Clow, *Stifling Debate: Canadian Newspapers and Nuclear Power* (1993)
Stanley Cunningham, *The Idea of Propaganda*, (2002).
Sara Diamond, *Spiritual Warfare: The Politics of the Christian Right* (1990)
Stuart Ewen, *PR! A Social History of Spin* (1996)
Government of Canada: *Report of the Special Committee on Hate Propaganda in Canada*, (1965)
William Greider, *One World, Ready or Not* (1997)
John Grierson, *Eyes of Democracy* (1990)
Robert Hackett and Yuezhi Zhao (1998) *Sustaining Democracy?*
Forsyth Hardy, *Grierson on Documentary* (1966)
David Halberstam, *The Powers That Be* (1979)
Sheila Harty, *Hucksters in the Classroom* (1979)
W.E. Hocking, *Freedom of the Press* (1947)
Karim H. Karim, *Islamic Peril* (2000)
Daniel Katz, et. al., *Public Opinion and Propaganda* (1954)
Michael Kearney, *The Prohibition of Propaganda for War in International Law* (2008)
Robin Lakoff, *Language and Woman's Place* (1975)
Walter Lippmann, *Public Opinion* (1922). (A classic)
Jerry Mander, *Four Arguments for the Elimination of Television* (1978)
Robert Martin & G. Stuart Adam, *A Sourcebook of Canadian Media Law* (1989)
Naomi Oreskes & Erok M. Conway, *Merchants of Doubt* (2010)
Kerry Pither, *Dark Days* (2008)
Terence Qualter, *Propaganda and Psychological Warfare* (1962)
Kay Lehman Schlozman, Sidney Verba and Henry E. Brady, *The Unheavenly Chorus: Unequal Political Voice and the Broken Promise of American Democracy* (2012). (Useful factual background for evaluating rhetoric of democracy.)
Oliver Thomson *Easily Led: A History of Propaganda* (1999)
Brian Vickers, *In Defence of Rhetoric* (1989)
Douglas Walton, *Media Argumentation* (2007)
J.B. Whitton and A. Larson, *Propaganda: Towards Disarmament in the War of Words* (1964)

Among primary sources, Hitler's *Mein Kampf*, Goebbels' *Diaries* and Lenin's *What Is to be Done?* are important. Many government documents are pertinent: The Royal Commission on Newspapers Report (1981) and the CRTC Task Force on Sex-Role Stereotyping, *Images of Women* (1982) are two examples. Consumer and Corporate Affairs Canada gives some useful documentation: just type "Strategis Canada" into a search engine). Journals and magazines such as *Le Monde Diplomatique*, *Ryerson Review of Journalism*, *Canadian Journal of Communication*, *Columbia Journalism Review*, *Global Media Journal - Canadian Edition*, *The Nation*, *Adbusters*, *Z Magazine*, *Content* (no longer published), *Media Studies Journal*, *This Magazine*, *Cité Libre*, *Pollution Probe*, *Harper's*, *Propaganda Review*, and *Alternative Press Review*, give valuable critiques of the media. Also noteworthy is *Extra!* produced by F.A.I.R. (Fairness and Accuracy in Reporting, New York). An ideologically opposed counterpart is A.I.M. (for Accuracy in Media). Trade magazines can be useful: *Public Relations Quarterly*, e.g., or the *Lobby Digest*. There is also valuable attention to media in *The Hill Times*. Community newspapers are sometimes worth contrasting with the major media. There are many other sources to investigate: newsletters by activist groups such as Friends of the Earth,

Greenpeace, Project Ploughshares, Coalition to Oppose the Arms Trade, Non-Smokers' Rights Association, etc. Most of these magazines, etc. can be contacted by typing their names into the Google search engine.

Other materials: It would be a good idea to get into the habit of reading more than one news source each day, especially sources from different ownership chains. Pay attention to how stories are "played," what the sources are, nuances in language, etc. Sometimes it is a good idea to follow one issue consistently, making clippings of pertinent articles and building a dossier. Films, television, posters, leaflets, etc., may also provide interesting material. Items of immediate interest will be noted from time to time during the lectures. *Le Devoir* often gives a point of view very different from mainstream English-language media. Many newspapers have web sites, so you can surf around for some really contrasting views. To gain access to a wealth of sites, click on the **Links** section of this site or just [click here](#).

The Web, and Freenet: For help getting on-line, contact the Computing and Communications Services, Robertson Hall, Room 401 (520-3700) or e-mail ccs_help.

There is so much to explore on the Internet, in relation to propaganda, that it should be a significant feature of this course. My experience is that Google will get you to most places just by saying what you want: for example "Democracy, Propaganda and the Internet" brings up some very interesting Web sites, each of which produces links to others, etc.

Some useful Web sites:

A list of these can be found by clicking on **Links** in the left hand panel at the top of this outline or the Home page. In addition to the few already mentioned, here are some to get started on. When words are separated, use a search engine. When they are in URL format, type in directly. Mostly you will need to follow the links provided by these sites; they are only a start. Newspapers and magazines are easy to find through search engines and are not listed, except some that are only on line. There is no particular order to the following, some of which are also listed on the **Links** page.

If any links don't pan out, please let me know so I can keep the list in useful working order. Treat this section as under constant repair. Here are some other links:

War propaganda materials: <<http://www.psywar.org/leaflets.php>>

The Fraser Institute (has a lot of right wing materials): <<http://www.fraserinstitute.ca/>>

Center for Media and Democracy:

<<http://www.prwatch.org/links/index.html>>

For Nazi archives: <<http://www.calvin.edu/academic/cas/gpa/ww2era.htm>>

For comment on the Internet, see

Salon (Web Magazine): <<http://www.salon.com/>>

If you don't have a computer or modem, you may gain access to computers and modems in the Carleton Library and in other libraries in Ottawa.

Films, videos etc.: Students are encouraged to see "The Billionaires' Tea-Party: also named "(Astro)Turf Wars," "Manufacturing Consent" and Robert Fisk's June 11, 2004 Convocation Address and lecture on "Weapons of Mass Destruction and 'Democracy'." The dilemma of the whistleblower is well treated in "The Most Dangerous Man in America" (2009) about Daniel Ellsberg and the Pentagon Papers. It is worthwhile seeing "The Corporation" (Mark Achbar, Jennifer Abbott & Joel Bakan). The CBC has produced a pertinent six-part series on World War II propaganda, "Love, Hate & Propaganda." At least some of the following will be shown during the year, in or out of class time: "The Mind-Benders," "The War for Men's Minds," "Red Nightmare," "Lobbying for Lives" (very important for showing an all-out propaganda battle), "I.F. Stone's Weekly," "Killing Us Softly," "Grierson" (an account of the life of John Grierson, founder of the National Film Board), "Action: the October Crisis," "Outfoxed," and "The Hecklers."

Department of Philosophy and Carleton University Policies (2014-15)

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:
 - 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://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv14/>)

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 your professor 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 your professor 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 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*). After requesting accommodation from PMC, meet with your professor 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. 4	Classes start (after Orientation events).
Sept. 17	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. 13	Thanksgiving Day – university closed.
Oct. 27-31	Fall Break – no classes.
Nov. 24	Last day for tests or examinations in courses below 4000-level before the Final Examination period.
Dec. 8	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. 8	Last day to withdraw from Fall term courses (academic purposes only).
Dec. 9	No classes or examinations take place. Review classes may be held, but no new material may be introduced.
Dec. 10-21	Final examinations for Fall courses, mid-terms for Fall/Winter courses.
Dec. 21	Take-home exams are due.
Jan. 5	Winter term classes begin.
Jan. 16	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. 16-20	Winter Break, classes suspended.
Mar. 24	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. 11-23	Final Examinations. Exams are normally held all seven days of the week.
Apr. 23	Take-home exams are due.

Addresses:

Department of Philosophy:	3A35 Paterson Hall www.carleton.ca/philosophy 520-2110
Registrar's Office:	300 Tory www.carleton.ca/registrar 520-3500
Student Academic Success Centre:	302 Tory www.carleton.ca/sasc 520-7850
Writing Tutorial Service:	4 th Floor, Library http://www1.carleton.ca/sasc/writing-tutorial-service/ 520-6632
MacOdrum Library	http://www.library.carleton.ca/ 520-2735