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Course	Gender and Sexuality in Africa HIST 3717A
Term	Fall 2023
Preclusions	Precludes additional credit for HIST 3711 (no longer offered).
Class	Day & Time: Th 14:35-17:25 Building: Mackenzie Building Room: 3269
Instructor	Mary Owusu
Contact	Email: maryowusu@cunet.carleton.ca Office: Access online office on Brightspace or request virtual/ in-person meetings via email

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**Introduction:**

This course introduces students to debates in the field of gender and sexuality in Africa. It provides a space to explore contextual and conceptual framings of gender and sexuality and how colonial and imperial constructions of gender, gendered subjectivity and sexuality have shaped current discourses. Selected units of analysis include those that highlight historical and colonial legacies while deconstructing problematic representations of Africans. The course ponders issues of representation and why these matter as scholars reconceptualise African notions of gender and sexuality. It unveils the role of Western perceptions of gender and sexuality in maintaining colonial rule and reveals African scholars' challenges to Western stereotypes. It is expected that students will complement course readings with additional material. Besides exploring colonial/historical legacies, the course examines queerness in Africa, female genital cutting and the emerging trend of passing legislation to place bans on homosexuality on the continent.

**Class Format:** The class works by discussion and engagement, not by passive attendance. The class will be divided up into a small number of permanent groups for purposes of organization. After the initial introductory lectures and discussions, class will usually start with a member of a certain group presenting a précis of a particular reading, followed by a second précis of the same reading by a second group. The class will then compare the two presentations, to highlight the key points raised. Discussions will then follow based on questions provided in advance or raised in class. Everyone will be expected to do all the readings each week, and to join in the general discussion. You will be assessed individually, not by group. Each of you should ensure that you take your fair share of précis work over the term.

The **précis** is a distinctive exercise. It is not a summary, nor does it replace detailed notes you should take about the narrative, content etc. of each reading. It should be about a paragraph long, and focus on answering these questions for the reading at hand: What is the issue being addressed? What is the argument being made? What is the purpose of this publication OR why did the author bother to publish this? After each

class, students will upload a copy to the class Brightspace site, revised as need be considering class discussions.

**Questions** which arise from the readings should be part of your preparation notes. After the readings have been presented and clarified, these questions will be a starting point for our discussion.

### Course Learning Outcomes

Upon completion of this course, students should be able to:

- Trace the broader historical context of debates on gender and sexuality in Africa.
- Demonstrate mastery of the key facts about cultural and intellectual paradoxes in the field of gender and sexuality in Africa.
- Appreciate the struggle of scholars to better grasp the place of colonialism, religion, and power imbalances in knowledge production about gender and sexuality in Africa.
- Identify key discourses in legal regimes and political environments on issues of sexuality in Africa.
- Assess how colonial and imperial constructions of gender and gendered subjectivity have impacted gender and sexuality studies in Africa.

### Course Evaluation

Final Grades will be calculated as follows:

- **Class attendance and participation** 20%
- **Précis** (45% Due : Sept 28, Oct. 19, Nov. 23, 2023 on BrightSpace)
- **Research Paper Proposal** (5%. Due: November 2, in class)
- **Research Essay** (30% Due: December 7<sup>th</sup>, 2023, on BrightSpace)

**Missed or Late Work:** Late assignments will be penalised at 2% per day. Exceptions will be granted only to students who are unable to meet a deadline due to unforeseen events, such as an illness or an emergency.

**Course Readings:** Readings are listed in the course schedule and will be available via the ARES online library system. (<https://reserves.library.carleton.ca/ares/>).

### Course Schedule

Week	Topic	Course Readings/ Materials	Activity
1(Sept 4-8)	<b>Introduce Yourself</b>	<i>Not graded</i>  <b>Introduction to the Course/ Logistics</b>	<b>Post on BrightSpace:</b> (a) Tell us about yourself and why you are doing this course. (b) Respond to 3 student posts.  Questions: What/Where is the

			Black Atlantic? Who belonged to this world?
2 (Sept 11-15)	<b>Power, Knowledge, Re-Presentation of Others</b>	<p>Judith Van Allen, “‘Aba Riots’ or Igbo ‘Women’s War’?: Ideology, Stratification, and the Invisibility of Women,” in N. Hafkin and E.G. Bay, eds., <i>Women in Africa</i> (Stanford: Stanford U.P., 1976), pp. 59-85.</p> <p>Hunt, Nancy Rose. “Placing African Women’s History and Locating Gender.” <i>Social history</i> (London) 14, no. 3 (1989): 359–379.</p> <p>Oyèwùmí, Oyeronke. De-confounding gender: Feminist theorizing and Western culture, a comment on Hawkesworth's "Confounding gender". <i>Signs: Journal of Women in Culture and Society</i>, 23(4), 1049-1062 (1998).</p> <p>Oyèwùmí, Oyeronke. “Conceptualizing Gender: The Eurocentric Foundations of Feminist Concepts and the Challenge of African Epistemologies.” <i>Jenda a journal of culture and African women studies</i> 2, no. 1 (2002).</p>	<p>Questions: Why is representation important? Judith Van Allen contends that the politics of language negatively impacts our understanding of events and the importance we attach to them. Do you agree? Why or why not? Assess Oyèwùmí’s questions about the assumptions around gender as a unit of understanding societies.</p> <p><b>Précis 1:</b> Write a précis for one of the readings. Due date: September 28.</p>
3 (Sept 18-22)	<b>Locating Sexuality in African History</b>	<p>Marc Epprecht, “Sexuality, Africa, History,” <i>American Historical Review</i> 114, no. 5 (2009): 1258-72.</p> <p>Sylvia Tamale, “Researching and Theorising Sexualities in Africa,” in <i>African Sexualities: A Reader</i>, ed. Sylvia Tamale (Cape Town and Dakar: Pambazuka Press, 2011).</p> <p>Tallie, T. J. “Queering Natal: Settler Logics and the Disruptive Challenge of Zulu Polygamy.” <i>GLQ</i> 19, no. 2 (2013): 167–189.</p>	<p>Question: How has sexuality been configured in Africa over time and why?</p>
4 (Sept 25-29)	<b>African Genders and Sexualities</b>	<p>Nkiru Nzegwu, “‘Osunality’ (or African Eroticism),” in <i>African Sexualities: A Reader</i>.</p>	<p>What have you learned about gender and</p>

	<b>Prior to Colonization</b>	<p>Chimaraoke O. Izugbara, “Sexuality and the Supernatural in Africa,” in <i>African Sexualities: A Reader</i>.</p> <p>Jeff Guy, “Gender Oppression in Southern Africa’s Precapitalist Societies,” Chapter 1 of <i>Women and Gender in Southern Africa until 1945</i>, ed. Cherryl Walker.</p> <p>Marc Epprecht, <i>Hungochani: The History of a Dissident Sexuality in Southern Africa</i> (McGill-Queen’s University Press, 2nd edition, 2013), Chapter 1, “Traditions.”</p>	sexuality in precolonial Africa?
5 (Oct 2-6)	<b>The Not so Clear Lines of Gender</b>	<p><i>Film</i>: Davis, Viola., Gina Prince-Bythewood, Dana Stevens. <i>The Woman King</i>. Tristar Pictures et al: 2022. 135 minutes</p> <p>Fuller, Harcourt. “Commemorating an African Queen: Ghanaian Nationalism, the African Diaspora, and the Public Memory of Nana Yaa Asantewaa, 1952-2009.” <i>African arts</i> 47, no. 4 (2014): 58–71.</p> <p>Donkoh, Wilhelmina Joseline. "Yaa Asantewaa: A Role Model for Women in the New Millennium." <i>Jenda: A Journal of Culture and African Women Studies</i> 1, no. 1 (2001).</p>	<p>Question: How do stories about warrior women question dominant narratives of the oppressed African woman?</p> <p><b>Précis 2:</b> Write a précis for one of the materials.</p> <p>Due date: October 19.</p>
6 (Oct 9-13)	<b>Colonialism, Race and Gender</b>	<p>Stoler, Ann L. “Making Empire Respectable: The Politics of Race and Sexual Morality in 20th-Century Colonial Cultures.” <i>American ethnologist</i> 16, no. 4 (1989): 634–660.</p> <p>Oyewumi, O. <i>The Invention of Women: Making an African Sense of Western Gender Discourses</i>. Minneapolis: University of Minnesota Press. Ch.4. “Colonizing Bodies and Minds: Gender and Colonialism” (1997): 121-156.</p> <p>Jeremy Martens, “Settler Homes, Manhood and ‘Houseboys’: An Analysis of Natal’s Rape Scare of 1886,” <i>Journal of Southern</i></p>	<p>Question: How did colonial rule impact legal understandings of gender in Africa? What accounts for settler colonialists’ the Black peril?</p>

		<i>African Studies</i> , June 2002, Vol. 28: 379-400.	
7 (Oct 16-20)	<b>Interracial Sex in Colonial Contexts</b>	<p>John Pape, “Black and White: The ‘Perils of Sex’ in Colonial Zimbabwe,” <i>Journal of Southern African Studies</i> 16, 4 (1990): 699-720.</p> <p>Jeremy Martens, “Citizenship, ‘Civilisation’ and the Creation of South Africa’s Immorality Act, 1927,” <i>South African Historical Journal</i> 59, no. 1 (2007): 223-41.</p> <p>Carina Ray, “Decrying White Peril: Interracial Sex and the Rise of Anticolonial Nationalism in the Gold Coast,” <i>The American Historical Review</i> 119, no. 1 (2014): 78–110.</p>	Question: How did colonialism mediate in the making of ideas about interracial sex?
8(Oct 23-27) Fall Break			
9 (Oct 30-Nov 3)	<b>Ban on homosexuality in Uganda &amp; Ghana</b>	<p>Charles Prempeh. <i>Gender, Sexuality, and Decolonisation in Postcolonial Ghana: A Socio-Philosophical Engagement</i>. Langaa Research &amp; Publishing, 2023. Preface &amp; Chapter 1: Introduction.</p> <p>Stephen O. Murray and Will Roscoe. <i>Boy-wives and Female Husbands: Studies of African Homosexualities</i>. Albany: SUNY Press (1998).</p> <p>Leah Buckle. “African Sexuality and the Legacy of Imported Homophobia,” 2020. <a href="https://www.stonewall.org.uk/about-us/news/african-sexuality-and-legacy-imported-homophobia">https://www.stonewall.org.uk/about-us/news/african-sexuality-and-legacy-imported-homophobia</a></p> <p>Marjorie Morgan. “The Commonwealth, Colonialism and the Legacy of Homophobia,” 2018. <a href="http://gal-dem.com/the-commonwealth-colonialism-and-the-legacy-of-homophobia/">http://gal-dem.com/the-commonwealth-colonialism-and-the-legacy-of-homophobia/</a></p> <p><a href="https://www.jurist.org/news/2023/07/ghana-parliament-unanimously-passes-extreme-anti-gay-bill/">https://www.jurist.org/news/2023/07/ghana-parliament-unanimously-passes-extreme-anti-gay-bill/</a></p>	<p>Student-led discussions</p> <p>Write a memo to the Speaker of Parliament in Ghana or Uganda to engage in a respectful discourse about recent legislation to ban homosexuality in their country.</p> <p>Uganda <a href="https://www.bbc.com/news/world-africa-15524013">https://www.bbc.com/news/world-africa-15524013</a></p> <p>Singapore <a href="https://time.com/6207616/singapore-377a-repeal-same-sex-marriage-lgbt/">https://time.com/6207616/singapore-377a-repeal-same-sex-marriage-lgbt/</a></p>
10 (Nov 6-10)	<b>Transnationalism, Diaspora,</b>	Obiora, L.A. (1997). The Little Foxes that spoil the vine: Resisting the Feminist	How do we engage with the topic of

	<p><b>and the Culture Question</b></p>	<p>Critique of Female Circumcision. In, <i>Canadian Journal of Women and Law</i>. Vol. 9 (1). pp. 46-73. Retrieved from <a href="http://heinonline.org/HOL/Page?handle=hein.journals/cajwol9&amp;div=10&amp;g_sent=1&amp;collection=journals#64">http://heinonline.org/HOL/Page?handle=hein.journals/cajwol9&amp;div=10&amp;g_sent=1&amp;collection=journals#64</a></p> <p>Nnaemeka, O. (2005). African Women, Colonial Discourses, and Imperialist Interventions: Female Circumcision as Impetus. In, Nnaemeka, O. (2005). (Ed.). <i>Female Circumcision and the Politics of Knowledge: African Women in Imperialist Discourses</i>. Westport: Praeger Publishers. Pp 27-47.</p> <p>Ahmadu, Fuambai. “<i>Ain’t I a Woman Too?: Challenging Myths of Sexual Dysfunction in Circumcised Women.</i>” In <i>Transcultural Bodies</i>, 278–. Rutgers University Press, 2007.</p> <p>Kebede, Liya, Sally Hawkins, Craig Parkinson, Peter Herrmann, Sherry Hormann, and Waris Dirie. <i>Desert Flower</i>, 2011.</p>	<p>female genital cutting? Is it a case of imperialist intervention, thus mutilation, or it is a cultural practice that could be done in better circumstances, thus cutting?</p> <p>SiA (organization) <a href="http://www.fuamba.isiaahmadu.com">http://www.fuamba.isiaahmadu.com</a></p> <p>Clitoraid (organization) <a href="http://www.clitoraid.org">http://www.clitoraid.org</a></p> <p>Daughters of Eve (organization) <a href="http://www.dofeve.org">http://www.dofeve.org</a></p> <p><b>Précis 3:</b> Write a précis for one of the readings. Due Date: Nov. 23</p>
<p>11 (Nov 13-17)</p>	<p><b>Global Human Rights Discourses and Nationalistic Engagements</b></p>	<p>Tamale, S. (2008). The right to culture and the culture of rights: a critical perspective on women’s sexual rights in Africa. <i>Feminist Legal Studies</i>, 16(1), 47-69.</p> <p>Koomen, J. (2013). “Without These Women, the Tribunal Cannot Do Anything”: The Politics of Witness Testimony on Sexual Violence at the International Criminal Tribunal for Rwanda. In, <i>Signs</i>, Vol. 38, No. 2, pp. 253-277.</p> <p>Bawa, S. (2012). Women's rights and culture in Africa: a dialogue with global patriarchal traditions. <i>Canadian Journal of Development Studies/Revue canadienne d'études du développement</i>, 33(1), 90-105.</p>	<p>Examine global rights, and women’s individual rights discourses as observed by these authors.</p>

12 (Nov 20-24)	<b>Queerness in Africa</b>	<p>Hoad, Neville. "“Run, Caster Semenya, run!” Nativism and the translations of gender variance." <i>Safundi: The Journal of South African and American Studies</i> 11, no. 4 (2010): 397-405.</p> <p>Tallie, T. J. "Queering Natal: Settler logics and the disruptive challenge of Zulu polygamy." <i>GLQ: A Journal of Lesbian and Gay Studies</i> 19, no. 2 (2013): 167-189.</p> <p>Moreau, Julie, and T. J. Tallie. "Queer African studies and directions in methodology." In <i>Routledge Handbook of Queer African Studies</i>, pp. 49-60. Routledge, 2019.</p>	How does power imbalance and race, factor in the handling of the Caster Semenya case? What unique perspectives do Moreau and Tallie contribute to the topic of queerness?
13 (Nov 27-Dec 1)	<b>Narratives and Counter Narratives</b>	<p>Marc Epprecht, “The ‘Unsayings’ of Homosexuality Among Indigenous Black Zimbabweans: Mapping Blindspot in an African Masculinity,” <i>Journal of Southern African Studies</i> 24/4 (Dec. 1998): 631-51.</p> <p>Schutte, Ofelia. Postcolonial Feminisms. In Alcoff, L.M. &amp; Kittay, E. F (2007) (Eds.). <i>The Blackwell Guide to Feminist Philosophy</i>. Blackwell Publishing. (2007) 165-176. Accessed at: <a href="http://eltalondeaquiles.pucp.edu.pe/wp-content/uploads/2016/08/Blackwell-Philosophy-Guides-Eva-Feder-Kittay-Linda-Martin-Alcoff-The-Blackwell-Guide-to-Feminist-Philosophy-Wiley-Blackwell-2006.pdf#page=172">http://eltalondeaquiles.pucp.edu.pe/wp-content/uploads/2016/08/Blackwell-Philosophy-Guides-Eva-Feder-Kittay-Linda-Martin-Alcoff-The-Blackwell-Guide-to-Feminist-Philosophy-Wiley-Blackwell-2006.pdf#page=172</a></p> <p>Natasha Erlank, “Sexuality in South Africa and South African Historical Writing,” <i>South African Review of Sociology</i> vol. 39, no. 1 (January 2008).</p>	Question: What happens when hegemonic narratives are deconstructed? How do these authors deconstruct dominant narratives?
14 (Dec 4-8)	Final Week	Research paper submission: December 7 <sup>th</sup> , 2023.	Last Week to submit late assignments.

**Description of work**

**Introduction to class (not graded):** Write a paragraph that you will post to the discussion board. You should provide your name, a bit of background information (are you a history major, etc.) and then explain your connection to African history.

**Class Attendance and Participation (20 marks):**

Participation marks are based in part on in-class précis presentation, as well as on general discussion.

**Research Proposal (5 marks)**

You must submit a description of your research topic *as a question*, in writing, for my written approval. This short (1 to 2 page) description should include enough of your bibliography to indicate that you are on the right track, and an account of the approach you intend to take in answering your question. NB: Submitting this description is *mandatory*; no research essay will be accepted without an approved proposal.

**Research Essay (30 marks):**

Evaluating Essays:

**‘A’ assignments** display a mastery of the subject. At this level, assignments demonstrate a clear ability to synthesize material from a wide variety of sources. A sound argument is advanced and debated through substantive and well-organized points that consider various perspectives and provide evidence of the appropriate use and documentation of sources. The writing style is very clear and fresh, the tone is assured, and quotations have been selected from a range of sources. The vocabulary is extensive, and the grammar and syntax require little amendment.

**‘B’ assignments** demonstrate substantial knowledge of the subject. At this level, papers follow a clear argument supported by good organization of points, but ‘B’ assignments display little initiative or originality. The writing style is generally good, and sources are used correctly with some acknowledgment of a breadth of perspectives on the topic. These papers meet or exceed the basic requirements of the assignment and make a very competent but not extraordinary contribution to the topic.

**‘C’ assignments** tend to be descriptive rather than substantially analytical. At this level, there is evidence of an understanding of the topic and a logical structure of argument, but the result reflects lapses at every level. Sources are not always used effectively, and ideas tend to be poorly developed and over-generalized. The topic is not discussed critically, and little reference is made to alternative perspectives. Papers at this level also often fail to meet one or more of the basic requirements of the assignment. The writing frequently lacks clarity and contains significant errors of grammar and syntax. Such assignments make little or no contribution to the topic.

**‘D’ assignments** demonstrate familiarity with the subject but no understanding or ability to engage with relevant sources and debates. Papers at this level lack organization and structure, and ideas are very poorly developed. There is no evidence of substantial thought or critical ability. The basic requirements of the assignment are often not met. The writing style is frequently poor and includes serious errors of grammar and syntax.

**‘F’ assignments** do not fulfil the requirements of the assignment. No effective argument is advanced, and sources are used inappropriately. Many ideas are unrelated to the subject and show little understanding of either the subject or the nature of the task assigned.

**Grading Rubric for Précis (45 marks):**

Student Submission 10 marks



10 points	9-8 points	7-6 points	5 points	4-1 points
exemplary	excellent	Acceptable/ Good	Average	unacceptable
Meets task requirements, no errors, always comprehensible, fully developed, fully supported, broad vocabulary range	Meets most task requirements, few errors, almost always comprehensible, adequately developed, adequately supported, adequate vocabulary	Meets some task requirements, main ideas are comprehensible, partially developed, partially supported, limited vocabulary	Meets Very few of task requirements, frequent errors, isolated bits are comprehensible, minimally developed, minimally supported, limited/basic vocabulary	Meets none of the task requirements, frequent errors, undeveloped content coverage, limited or repetitive vocabulary

Responses to colleagues 5 marks

5 points	4.5 points	4 points	3.5-2.5	3.5 points	3 points	2.5 points	2-1 point	2 points	1.5 points	1 point	0 points
3 responses	3 responses	3 responses	3 responses	2 responses	2 responses	2 responses	2 responses	1 response	1 response	1 response	No response
exemplary	excellent	Good	Fair - unacceptable	Exemplary/excellent	Good	acceptable	Fair-unacceptable	Exemplary/excellent	Good	Fair-unacceptable	

## REGULATIONS COMMON TO ALL HISTORY COURSES

### **COPIES OF WRITTEN WORK SUBMITTED**

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This

includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **COURSE SHARING WEBSITES and COPYRIGHT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **STATEMENT ON CLASS CONDUCT**

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and

- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

**Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”.** [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

### **GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

- DEF Official deferral of final exam (see "Petitions to Defer")
- GNA Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
- IP In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
- WDN Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

January 31, 2024: Last day for a fee adjustment when withdrawing from **winter** courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

March 15, 2024: Last day for academic withdrawal from **winter** courses.

## STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## ACADEMIC ACCOMMODATION

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

**Informal accommodation due to short-term incapacitation:** Students may be asked by their instructor to provide the Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>) which replaces medical notes.

**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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**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 [click here](#).

**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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

### **CONTACTS (613-520-2600, phone ext.)**

- Department of History [history@carleton.ca](mailto:history@carleton.ca)
- Registrar's Office (3500) [registrar@carleton.ca](mailto:registrar@carleton.ca)
- Academic Advising Centre [academicadvising@carleton.ca](mailto:academicadvising@carleton.ca)
- Paul Menton Centre (6608) [pmc@carleton.ca](mailto:pmc@carleton.ca)
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back [csas@carleton.ca](mailto:csas@carleton.ca)

### **Application for Graduation Deadlines**

- Spring Graduation (June): April 1

- Fall Graduation (November): August 31
- Winter Graduation (February): November 30