



Course	African History: Colonialism, Imperialism, and Pan-Africanism HIST 4701A/AFRI 4900A
Term	Fall 2022
Preclusions	None
Class	Online
Venue	Online Asynchronous
Instructor	Mary Owusu
Contact	Email: maryowusu@cunet.carleton.ca Office: Access online office on Brightspace or request virtual meetings via email

Course Description: Over the winter of 1885-6, the major powers of Europe met in Berlin to carve up the African continent into colonies and spheres of influence, initiating new and oppressive forms of colonialism and imperialism that would galvanize continental and Diasporic Africans towards a pan-African union. This event, known as the ‘Scramble for Africa,’ is now a turning point in narratives that emphasize a legacy of European exploitation of the continent and African resistance. In this course, students are asked to challenge conventional narratives and conceptualize the experience from an African perspective. What did being colonized mean to Africans? Is pan-Africanism a utopic concept that promises more than it can deliver? Besides exploring the impact of the colonial experience in shaping the structures of modern Africa and the Atlantic World, the course examines different visions of pan-Africanism.

Course Learning Outcomes

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

- assess how being colonized impacted different categories of Africans – for example women
- trace the struggle of historians to better grasp the state of “being colonized” and the task of “colonizing” as we develop a more distant and balanced view of the colonial era
- demonstrate effective grasp of imperialism and its effects on Africans
- identify key paradigms in Pan-Africanism
- engage with perspectives on neo-colonialism as it relates to Africa
- write a précis.

Class format: The class works by discussion and engagement, not by passive attendance. As this class is asynchronous, it will follow a read, reflect, respond format. Each student is expected to write a précis for at least two of the readings/ course materials weekly and post it to BrightSpace for comments/ reviews from colleagues. Note that, you do not have to write a précis for readings that are tied to essays.

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? Why did the author bother to write this? Students will upload a copy of their précis to the class Brightspace site. Participation marks are based on précis presentation, as well as 3 responses to colleagues.

Questions which arise from the readings should be part of your précis submission.

Course readings: All readings are listed in the course schedule and will be available via the ARES online library system. (<https://reserves.library.carleton.ca/ares/>) The texts used for this course will include articles and documents. The documents are listed in the course schedule, and they are available on the course BrightSpace page.

Technological Requirements for the Course: All students must have regular access to a computer terminal with reliable internet access. They will be required to engage with lecture videos, upload papers written in a word processor, download and view files, successfully log in and navigate BrightSpace successfully log in and navigate their Carleton email accounts, generate typed responses to prompts on BrightSpace, and navigate quizzes and other pages on BrightSpace using the mouse or touchscreen functions.

Course Calendar

Week	Topic	Reading	Activity
1 (Sept 5-9)	<p>Introductions (me, you, and each other)</p> <p>Imagining Africa: Land and People of Africa</p>	<p>Your Syllabus</p> <p>Geographical features of Africa: http://www.slideshare.net/kenyallins/physical-features-of-africa)</p> <p>The Danger of A Single Story-Adichie: http://www.ted.com/talks/lang/en/chimamanda_adichie_the_danger_of_a_single_story.html</p>	<p>Post: Your (Self) Introduction to the group discussion portal before Sunday (ungraded)</p> <p>Respond to 3 student posts</p> <p>Due on Sept. 12, 2022.</p>
2 (Sept 12-16)	<p>Creating colonial states</p>	<p>Felix Ekechi, “The Consolidation of European Rule, 1885-1914,” in Toyin Falola, ed., <i>Africa III: Colonial Africa 1885-1939</i> (Durham NC: Carolina Academic Press, 2002), pp. 27-51.</p> <p>Michael Pesek, “Cued Speeches: The Emergence Of 'Shauri' As Colonial Praxis</p>	<p>Précis 1</p> <p>Write a précis for two of the readings.</p> <p>Respond to 3 student posts</p>

		<p>In German East Africa, 1850-1903,” <i>History in Africa: A Journal of Method</i> 33 (2006): 395-412</p> <p>Richard J Evans, European Scramble Lecture, London, UK: Gresham College. https://www.youtube.com/watch?v=Z-YuLzzHQlg</p> <p>Discussion Starters: Why were colonial states created or needed? Identify and discuss theories/ justifications for European imperialism in Africa. What reasons account for the failure of African resistance to European colonial invasion?</p>	<p>Due on Sept. 16-18, 2022.</p>
3 (Sept 19-23)	Women and the Colonial Order	<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>Elizabeth Schmidt, “Patriarchy, Capitalism and the Colonial State in Zimbabwe,” <i>Signs</i> 16, 4 (Summer 1991): 732-56.</p> <p>Teresa Barnes, “The Fight for Control of African Women's Mobility in Colonial Zimbabwe, 1900-1939,” <i>Signs</i> 17, 3(Spring, 1992): 586-608.</p> <p>Discussion Starters: What claims are the authors making about women’s lives during the colonial era? How are they making their claims? What is persuasive? Not persuasive? How did being colonized impact women’s lives in Africa?</p>	<p>Essay 1 Question: Critically examine how being colonized impacted women’s lives in Africa.</p> <p>Due on Oct 3</p>
4 (Sept 26-30)	Women and the Colonial Order	<p>Carol Summers, “‘If You Can Educate the Native Woman...’: Debates over the Schooling and Education of Girls and Women in Southern Rhodesia, 1900-1934,” <i>History of Education Quarterly</i>, 36, 4 (Winter, 1996): 449-71.</p>	<p>Essay 1 Question: Critically examine how being colonized impacted women’s lives in Africa.</p>

		<p>Meghan Healy, "To Control Their Destiny': The Politics of Home and the Feminisation of Schooling in Colonial Natal, 1885-1910," <i>Journal of Southern African Studies</i> 37, 2(2011): 247-64.</p> <p>Jean Allman, "Rounding up Spinsters: Gender Chaos and Unmarried Women in Colonial Asante." <i>The Journal of African History</i> 37, no. 2 (1996): 195-214. Accessed August 27, 2021. http://www.jstor.org/stable/183183.</p> <p>Discussion Starters: What claims are the authors making about women's lives during the colonial era? How are they making their claims? What is persuasive? Not persuasive? How did being colonized impact women's lives in Africa?</p>	<p>Due on Oct 3</p>
5 (Oct 3-7)	Imperialism and African Economies	<p>Shenton, Robert. Review: <i>How Europe Underdeveloped Africa</i> by Walter Rodney. <i>Canadian Journal of African Studies / Revue Canadienne Des Études Africaines</i> 9, no. 1 (1975): 146-50.</p> <p>Isaacman, Allen, Michael Stephen, Yussuf Adam, Maria Joao Homen, Eugenio Macamo, and Augustinho Pililao. "'Cotton Is the Mother of Poverty': Peasant Resistance to Forced Cotton Production in Mozambique, 1938-1961." <i>The International Journal of African Historical Studies</i> 13, no. 4 (1980): 581-615.</p> <p>Cooper, Frederick. "Africa and the World Economy." <i>African Studies Review</i> 24, no. 2/3 (1981): 1-86.</p> <p>Thaddeus Sunseri, "Famine and Wild Pigs: Gender Struggles and the Outbreak of the Majimaji War in Uzaramo (Tanzania)," <i>Journal of African History</i> 38, 2(1997): 235-59.</p> <p>Discussion starters: What claims are the authors making about Europe/ colonialism's impact on economic development in Africa?</p>	<p>Précis 2</p> <p>Write a précis for two of the readings.</p> <p>Respond to 3 student posts</p> <p>Due on Oct 7-9</p>

		How are they making their claims? What is persuasive? Not persuasive?	
6 (Oct 10-14)	African Intellectuals and Race Consciousness	<p><u>Pixley Ka Isaka Seme</u>, "The Regeneration of Africa," <i>Journal of the Royal African Society</i> 5, 20 (July 1906): 404-408.</p> <p><u>Chris Dunton</u>, "Pixley ka Isaka Seme and the African Renaissance Debate," <i>African Affairs</i> 102, 409 (October 2003): 555-73.</p> <p>Gloria Chuku, "African Intellectuals as Cultural Nationalists: a Comparative Analysis of Edward Wilmot Blyden and Mbonu Ojike," <i>Journal of African American History</i> 99, 4 (Fall 2014): 350-378.</p> <p>Discussion Starters: What concerned the first generation of African intellectuals about race and Eurocentrism?</p>	<p>Précis 3</p> <p>Write a précis for two of the readings.</p> <p>Respond to 3 student posts</p> <p>Due on Oct 14-16</p>
7 (Oct 17-21)	Stories of African Garveyites	<p><u>Rina Okonkwo</u>, "The Garvey Movement in British West Africa," <i>Journal of African History</i> 21 (1980): 105-17.</p> <p><u>Michael O. West</u>, "The Seeds are Sown: The Impact of Garveyism in Zimbabwe in the Interwar Years," <i>International Journal of African Historical Studies</i> 35, no. 2/3 (2002): 335-62.</p> <p><u>Robert T. Vinson</u>, "Sea Kaffirs: American Negroes and the Gospel of Garveyism in early Twentieth-century Cape Town," <i>Journal of African History</i> 47, 2(2006): 281-303.</p> <p>Discussion Starters: What might we learn from the Garvey era about the nature of diasporan networks and their significance for modern African intellectual history? What problems did Africans and African Americans share? How did their circumstances differ?</p>	<p>Précis 4</p> <p>Write a précis for two of the readings.</p> <p>Respond to 3 student posts</p> <p>Due on Oct 21-23</p>
Fall Break – no classes (Oct 24-28)			

9 (Oct 31- Nov 4)	Liberation theories	<p><u>Interview with Biko</u>. (24 minutes, some video but mostly audio only)</p> <p>Watch: “Frantz Fanon: Black Skin, White Mask” (dir: Isaac Julien, 1995), 50 mins.</p> <p>Appetizer Denzel Washington as <u>Biko</u> in Attenborough’s “Cry Freedom” (2 minutes)¹</p> <p>What is Biko’s programme? In what ways does Biko build on Fanon? In what ways is the Fanon-Biko link overstated? In what ways is Biko relevant only to South Africa’s unique conditions?</p>	<p>Précis 5</p> <p>Watch videos, take notes, prepare précis.</p> <p>Write a précis for either the Biko interview or the Frantz Fanon video.</p> <p>Respond to 3 student posts</p> <p>Due on Nov 4-6</p>
10 (Nov 7-11)	Pan Africanism	<p>St. Clair Drake. "Pan Africanism: What Is It?" <i>Africa Today</i> 6, no. 1 (1959): 6-10.</p> <p>Adi, Hakim, and Marika Sherwood. <i>Pan-African History: Political Figures from Africa and the Diaspora Since 1787</i>, Taylor & Francis Group, 2003. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=178214</p> <p>Adi, Hakim. "Pan-Africanism and West African Nationalism in Britain." <i>African Studies Review</i> 43, no. 1 (2000): 69-82.</p>	<p>Final Essay Question: Assess the Pan-African movement, taking into consideration the competing and sometimes opposing visions of Pan-Africanism by Africans and African Americans.</p> <p>Due on Nov 28.</p>
11 (Nov 14-18)	Pan Africanism	<p>Appiah, Kwame Anthony. “The Myth of an African World,” In <i>My Father’s House</i>. New York: Oxford University Press, 1992.</p> <p>Adeleke, Tunde. "Black Americans and Africa: A Critique of the Pan-African and Identity Paradigms." <i>The International Journal of African Historical Studies</i> 31, no. 3 (1998): 505-36.</p> <p>Discussion Starters: What was attractive to Africans about Pan Africanism? What helps explain</p>	<p>Final Essay Question: Assess the Pan-African movement, taking into consideration the competing and sometimes opposing visions of Pan-Africanism by Africans and African Americans.</p> <p>Due on Nov 28.</p>

¹ This Youtube clip is from Richard Attenborough’s 1987 film “Cry Freedom,” about how liberal white journalist Donald Woods (Kevin Kline) learned about and started to understand Steve Biko (Denzel Washington). In this scene Woods has been invited to see how Biko gets his message out despite being under a banning order.

		variations in this attraction? What did Pan Africanism offer? What did it threaten? What problems did Africans and African Americans share? How did their circumstances differ? What premises did Pan Africanism rest on?	
12 (Nov 21-25)	Decolonization	<p>Ranger, T.O., "Connexions Between Primary Resistance Movements and Modern Mass Nationalism in East and Central Africa, Part I," <u>Journal of African History</u>, vol. IX, 3, 1968.</p> <p>Flint, John, "Planned Decolonization and its Failure in British Africa," <i>African Affairs</i>, vol.82, 1983, pp.389-411.</p> <p>Basil Davidson, "The Challenge of Nationalism," Chap 6 in his <i>The Black Man's Burden: Africa and the Curse of the Nation-State</i> (New York, 1992), pp. 162-96.</p> <p>Discussion Starters: How would you characterize the nationalist programs? How do you explain the complexity of decolonization? Why does Davidson think Africa is not suited to nation-states? Does he think nationalism is deeply rooted in Africa?</p>	<p>Précis 6</p> <p>Write a précis for two of the readings from Weeks 12 & 13.</p> <p>Respond to 3 student posts</p> <p>Due on Dec 2-4.</p>
13 (Nov 28-Dec2)	Afropolitanism: The Future?	<p>Mbembe, Achille, and Sarah Balakrishnan. "Pan-African Legacies, Afropolitan Futures." <i>Transition</i>, no. 120 (2016): 28-37.</p> <p>Discussion Starters: What is Mbembe's critique of Pan-Africanism? How does Mbembe's position relate to that of Anthony Kwame Appiah? Is Afropolitanism the future?</p>	<p>Précis 6</p> <p>Write a précis for two of the readings from Weeks 12 & 13.</p> <p>Respond to 3 student posts</p> <p>Due on Dec 2-4.</p>
14 (Dec 5-9)			Final week to accept late papers (with penalty)
Exams			

Course evaluation: Fall term only

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|---------------------------------------|-----|----------------------|
| 1. Participation in class discussions | 60% | 6 Précis submissions |
| 2. Essay 1 | 20% | Due Oct. 3, 2022 |

3. Final Paper	20%	Due Nov. 28, 2022
Total	100%	

Description of work

Introduction to class: 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.

Grading for discussions:

A range—Contributions are numerous, well-developed, and have advanced the discussion in important ways. Contributions directly refer to the discussion materials at hand, and comments that other discussants have made (if applicable). The student has obviously been engaged with both the material and comments from other discussants in the unit; they have made a substantial contribution to a useful discussion.

B range—The student has made at least two contributions to the small group discussion. These contributions reflect an engagement with the discussion material but not necessarily an engagement with other discussants in the group. The contributions are solid enough, but a deeper level of understanding could have been shown with a more sustained or thorough engagement in the discussion.

C range—The student has made at least two contributions to the small group discussion. These contributions are substantial enough but do not directly engage with the assigned material or the comments of others.

D range—The student has made one or two contributions to the discussion, but these are too brief, generic, and/or have not made any difference to the discussion, and/or are unrelated to the topic at hand.

F range—No attempt has been made to contribute to small or large group discussion.

The awarding of pluses and minuses will be about the quality and quantity of the contributions: is this contributor a major participant in this discussion? How directly do they engage with the assigned material? How engaged are they with the points of others? How much have they advanced the conversation and communicated deep thought on the subject? How relevant or helpful are their points?

Essays/ Assignments: There are two written assignments for the course. Just as the content of your work is important, so is your ability to communicate ideas. Spelling, grammar, and clarity, along with strength of argument and analysis, will be considered in grading your assignment. The assignment must be double-spaced and in size twelve (12) font. All words and ideas that are not your own must be in quotation marks or footnoted. The paper must include a bibliography (note: even if you are using one source, every history paper must have a bibliography)

Final Essay: The final essay should be 4-6 pages, double-spaced, and stapled. No covers or cover sheets. Place your name and student number in the upper right-hand corner. You must retain a copy of all material you hand in. All words and ideas that are not your own must be in quotation marks or footnoted. The paper must include a bibliography (note: even if you are using one source, every history paper must have a bibliography).

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 fulfill 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.

Essay 1

Value: 20%.
Length: 4-5 pp., or approximately 1000-1250 words
Due Monday, October 3, 2022.

Question: Critically examine how being colonized impacted women's lives in Africa.

Final Paper

Value: 20%.
Length: 5-6 pp., or approximately 1200-1500 words
Due Monday, November 28, 2022.

Question: Assess the Pan-African movement, taking into consideration the competing and sometimes opposing visions of Pan-Africanism by Africans and African Americans.

Missed or Late Work: Late assignments will be penalized 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.

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;
- 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

September 30, 2022: Last day for a full fee adjustment when withdrawing from full **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

November 15, 2022: Last day for academic withdrawal from full **fall** courses.

March 15, 2023: Last day for academic withdrawal from **fall/winter (full year)** courses.

COVID PANDEMIC INFORMATION

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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 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 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).

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
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca

- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back
csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1