

**Carleton University
Fall and Winter 2022-2023
Department of English**

**FYSM 1004A: READING LITERATURES AND CULTURES:
A Writing-Attentive Seminar in Twentieth-Century Literature**

**This seminar precludes additional credit for
ENGL 1000, ENGL 1009, ENGL 1100, ENGL 1200, ENGL 1300, and ENGL
1400. DO NOT register in any of the listed preclusions.**

Time of Seminar: Wednesdays and Fridays 8:35-9:55 am

Class Location: 1812 Dunton Tower

Please confirm location on Carleton Central before the first day of classes

Instructor: Professor D. Dragunoiu

Email: dana.dragunoiu@carleton.ca

Office: 1925 Dunton Tower

Phone: 613-520-2600, ext. 1556

Office Hours:

Fall semester: Wednesdays 10:00 am—11:30 am,
or by appointment in my office or on Zoom

Winter semester: Tuesdays on Zoom 10:00-10:30 am,
Wednesday in my office 10:00-10:30 am,
or by appointment in my office or on Zoom

This seminar introduces students to the mechanics of analysis, argument, and formal writing through the lens of twentieth-century literature. Skills associated with the study of language and literature (close reading, rhetorical techniques, writing the formal essay, advanced scholarly research) will be developed in conjunction with a study of some of the most influential works of the Modernist period. We will track the rise of Modernism on both sides of the Atlantic: from its roots in a conscious reaction against nineteenth-century literary forms and ideas, through the crisis of the First World War and the birth of psychoanalysis, to the excitement of European expatriation and the Harlem Renaissance, to masterpieces of Canadian Indigenous literature.

We will begin by examining some of the strategies used by proto-Modernists such as G.B. Shaw, Henrik Ibsen, and Anton Chekhov to distinguish themselves from their literary and ideological predecessors. The rise of psychoanalysis provided some of the chief insights that separated modern conceptions of the self from older models, and we will explore F. Scott Fitzgerald's and Djuna Barnes's conflicting treatments of Freudian psychology for evidence of the deep contradictions in an intellectual climate where the barriers of class, race, and gender were both contested and defended. Additionally, we will examine how poets such as Ezra Pound and T.S. Eliot led an extraordinary

revolution in poetic expression. Questions about the duties of the artist and the quest for meaning in what was viewed as an increasingly meaningless world were exacerbated by the coming of World War I. In an attempt to gauge the impact of the carnage of the war upon the minds of combatants and non-combatants, we will read a number of war poets alongside writings by Antonia White and Ernest Hemingway. The social and geographic mobility instigated by rapid advances in technology prompted rich (and often devastating) cross-currents of migration, expatriation, and colonization. Works by Joseph Conrad, Nella Larsen, and Tomson Highway will raise the question of moral responsibility in the face of racial and cultural otherness.

The seminar will adhere to the following aims and principles common to other writing-attentive seminars taught within the Department of English and Literature:

Students will spend a significant amount of class time learning and improving university-level forms of thinking and writing, particularly essay-writing skills, that will concentrate on the following:

- establishment of university-level expectations for grammar and syntax
- establishment and refinement of literary-critical skills through close analysis of texts from a variety of genres
- generation and proof of an argumentative thesis across an essay
- establishment and refinement of arguments and opinions using persuasive, clear and grammatically correct English
- use and citation of primary literary texts in appropriate and convincing ways
- introduction to the fundamentals of secondary research (including critical evaluation, use, and citation of academic sources)
- completion of a number of writing assignments which will include at least one formal scholarly essay
- writing at least one formally scheduled examination or a culminating reflective assignment

This course also shares a common set of Learning Outcomes with other First Year Seminars at Carleton. These include:

- Closely analyze texts ('text' to be interpreted broadly) in order to extract key ideas and construct meaning
- Distinguish between opinion and evidence-based argument
- Effectively identify and evaluate resources in relation to a specific problem
- Comprehensively explore an issue, including interpreting available data or evidence and formulating an argument or conclusion that is supported by the examined resources
- Communicate ideas to a variety of audiences, including purposeful development and expression of academic ideas in written and/or oral formats
- Identify available university-support services for students and recognize how they can contribute to academic success

NB: Students who miss *eight or more* classes will not be eligible to submit work or write exams.

Required Texts

Henrik Ibsen, *The Wild Duck* (Oxford World Classics)

F. Scott Fitzgerald, *Tender Is the Night* (Simon & Schuster)

Ernest Hemingway, *The Sun Also Rises* (Simon & Schuster)

Nella Larsen, *Passing* (Dover)

Louise Erdrich, *Love Medicine*—Newly Revised Edition (Harper Collins)

*It is very important that you read “the newly revised edition” of *Love Medicine*.

Course books are available from Octopus Books, located at 116 Third Avenue at Bank Street in the Glebe. Online orders can be placed at octopusbooks.ca/students for in-store pickup or shipping across Canada. For questions, please call 613-233-2589 or email octopus@octopusbooks.ca. If purchasing in person, please bring your course number and the course instructor’s name with you.

READING SCHEDULE

FALL TERM:

Wednesday, Sep 7

Friday, Sep 9

Wednesday, Sep 14

Friday, Sep 16

Tuesday, Sep 20

Wednesday, Sep 21

Friday, Sep 23

Wednesday, Sep 28

Friday, Sep 30

Introduction; distribution of first-essay topics

G.B. Shaw, *Mrs. Warren’s Profession*¹

Mrs. Warren’s Profession

Henrik Ibsen, *The Wild Duck*

Last day for registration and course changes (including auditing) in full fall, late fall and fall/winter courses.

The Wild Duck; **first essays due**

Anton Chekhov, *The Sea-Gull*²

Chekhov, *The Sea-Gull*

Joyce, “The Dead”³; **first essays returned**

Last day to withdraw from full fall and fall/winter courses with a full fee adjustment. Withdrawals after

¹ Available from Project Gutenberg: <http://www.gutenberg.org/files/1097/1097-h/1097-h.htm>

² Available from Project Gutenberg: <http://www.gutenberg.org/files/1754/1754-h/1754-h.htm>

³ “The Dead” is the last story in James Joyce’s short story collection *Dubliners*. *Dubliners* is available from Project Gutenberg. See <http://www.gutenberg.org/files/2814/2814-h/2814-h.htm>

this date will result in a permanent notation of WDN on the official transcript.

Wednesday, Oct 5	“The Dead”
Friday, Oct 7	“Your Career Starts Now” with Stacey-Ann Morris, Career Curriculum Officer, Career Services
Wednesday, Oct 12	First session with Larry Thompson, MacOdrum Library (Introduction to the Library and its main features)
Friday, Oct 14	Visit from Dean Bowker at 9:00 am; T.S. Eliot, “Tradition and the Individual Talent” ⁴ and Ezra Pound, “The Return” ⁵ Distribution of second-essay topics
Wednesday, Oct 19	T.S. Eliot, <i>The Waste Land</i> ⁶
Friday, Oct 21	<i>The Waste Land</i>
OCTOBER 24-28	FALL BREAK—UNIVERSITY CLOSED
Wednesday, Nov 2	Ezra Pound, Canto I from <i>Cantos</i> ⁷
Friday, Nov 4	Short presentation about the Foreign Exchange Program by Mariana Queiroz, Exchange Coordinator, International Student Services Office (ISSO)
Wednesday, Nov 9	William Carlos Williams, “Spring and All,” ⁸ “The Red Wheelbarrow” ⁹
Friday, Nov 11	Essay-writing workshop
Wednesday, Nov 16	Virginia Woolf, “Mr. Bennett and Mrs. Brown” ¹⁰
Friday, Nov 18	In-class test
Wednesday, Nov 23	F. Scott Fitzgerald, <i>Tender Is the Night</i>
Friday, Nov 25	<i>Tender Is the Night</i>
Wednesday, Nov 30	<i>Tender Is the Night</i>

⁴ Available at

https://docenti.unimc.it/sharifah.alatas/teaching/2014/2000004080/files/137-iim/tradition_and_individual_talent.pdf

⁵ Available at <https://poets.org/poem/return-1>

⁶ Available from Project Gutenberg. Important notes to the poem by T.S. Eliot and his editors appear at the end of the html document. Please ensure that you read these in conjunction with the poem. See <http://www.gutenberg.org/cache/epub/1321/pg1321.html>

⁷ Available at <https://www.poetryfoundation.org/poems/54314/canto-i>

⁸ Available at <https://www.poets.org/poetsorg/poem/spring-and-all-road-contagious-hospital>

⁹ Available at <https://poets.org/poem/red-wheelbarrow>

¹⁰ Available at <http://www.columbia.edu/~em36/MrBennettAndMrsBrown.pdf>

Friday, Dec 2
Wednesday, Dec 7
Friday, Dec 9

Tender Is the Night
Djuna Barnes, "To the Dogs"¹¹
No class. **Second essays due.**

WINTER TERM

Wednesday, Jan 11
Friday, Jan 13
Wednesday, Jan 18
Friday, Jan 20
Wednesday, Jan 25

Rupert Brooke, "The Soldier"¹²; Siegfried Sassoon, "They,"¹³ "Glory of Women"¹⁴
Distribution of third-essay topics.
Wilfred Owen, "Apologia Pro Poemate Meo"¹⁵
Antonia White, "The House of Clouds"¹⁶
"The House of Clouds"
"Reading your audit" with Jade Brayman, Senior Academic Advisor, Academic Advising Centre (bring an electronic device to log into Carleton Central in order to see your audit)

Friday, Jan 27
Wednesday, Feb 1
Friday, Feb 3
Wednesday, Feb 8
Friday, Feb 10

Ernest Hemingway, *The Sun Also Rises* (Chapters 1-8)
The Sun Also Rises (Chapters 9-13)
The Sun Also Rises (Chapters 14-17)
The Sun Also Rises (Chapters 18-end)
Second session with Larry Thompson, MacOdrum Library (Follow-up: More questions? How did we do? What can we do better?)

Wednesday, Feb 15
Friday, Feb 17

Joseph Conrad, *Heart of Darkness*¹⁷ (Part 1)
Heart of Darkness (Part 2)
April examination schedule available online.

FEBRUARY 20-24
WINTER BREAK; NO CLASSES.

¹¹ In *The Gender of Modernism: A Critical Anthology*, ed. Bonnie Kime Scott, available on [ARES Reserves](#).

¹² Available at <http://rpo.library.utoronto.ca/poems/1914-v-soldier>

¹³ Available at [https://allpoetry.com/"They'](https://allpoetry.com/)

¹⁴ Available at <https://www.poetryfoundation.org/poems/57368/glory-of-women>

¹⁵ Available at http://allpoetry.com/poem/8456357-Apologia_Pro_Poemate_Meo-by-Wilfred_Owen

¹⁶ In *The Gender of Modernism : A Critical Anthology*, ed. Bonnie Kime Scott, available on [ARES Reserves](#).

¹⁷ Available from Project Gutenberg:
<http://www.gutenberg.org/cache/epub/526/pg526.html>

Wednesday, March 1	<i>Heart of Darkness</i> (Part 3)
Friday, March 3	Nella Larsen, <i>Passing</i> (Part One: Encounter)
Wednesday, March 8	<i>Passing</i> (Part Two: Re-Encounter)
Friday, March 10	<i>Passing</i> ; third essays due ; distribution of fourth-essay topics.
Wednesday, March 15	Basil H. Johnston, “Is That All There Is? Tribal Literature” ¹⁸
Friday, March 17	CU Collaborative Indigenous Learning Bundle “The First Peoples: A Brief Overview” ¹⁹ Last day for academic withdrawal from fall/winter courses. Last day to request Formal Examination Accommodation Forms for April fall/winter final examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
Wednesday, March 22	Louise Erdrich, <i>Love Medicine</i> (“The World’s Greatest Fisherman,” “Saint Marie”) Hertha D. Sweet Wong, “Louise Erdrich’s <i>Love Medicine</i> : Narrative Communities and the Short Story Sequence” in <i>Modern American Short Story Sequences: Composite Fictions and Fictive Communities</i> , edited by J. Gerald Kennedy, Cambridge: Cambridge UP, 170-193. ²⁰
Friday, March 24	<i>Love Medicine</i> (“Wild Geese,” “The Island,” “The Beads”) Julie Maristuen-Rodakowski, “The Turtle Mountain Reservation in North Dakota: Its History as Depicted in Louise Erdrich’s <i>Love Medicine</i> and <i>The Beet Queen</i> ” in <i>Louise Erdrich’s Love Medicine: A Casebook</i> , edited by Hertha D. Sweet Wong, New York: Oxford UP, 2000. 13-26. ²¹
Wednesday, March 29	<i>Love Medicine</i> (“Lulu’s Boys,” “The Plunge of the Brave,” “Flesh and Blood”)
Friday, March 31	<i>Love Medicine</i> (“A Bridge,” “The Red Convertible,” “Scales”)
Wednesday, April 5	<i>Love Medicine</i> (“Crown of Thorns,” “Love Medicine”)
Friday, April 7	Statutory holiday. University closed. No classes.
Wednesday, April 12	<i>Love Medicine</i> (“Resurrection,” “The Good Tears,” “Crossing the Water”); fourth essays due ; this class makes up for the missed Friday (April 7)

¹⁸ In *An Anthology of Canadian Native Literature in English*, ed. Daniel David Moses, Terry Goldie and Armand Garnet Ruffo, available via [ARES Reserves](#).

¹⁹ Available on [the course Brightspace page](#).

²⁰ Available via [ARES Reserves](#).

²¹ Available via [ARES Reserves](#).

April 13-14
April 15-27

**No classes or examinations take place.
Final examinations in full winter, late winter and
fall/winter courses will be held. Examinations are
normally held all seven days of the week.**

Terms of Evaluation

Grade Distribution: 5% first essay (3 pages); 15% second essay (5 pages); 15% third essay (5 pages); 10% fourth essay (5 pages); 15% in-class test; 20% final exam; 15% five beginning-of-class unannounced quizzes; 5% attendance of Skill Development Workshops organized by the Centre for Student Academic Support (CSAS)

Essays: The essays are designed to teach students the skills involved in writing a formal literary essay, such as close reading, methods of persuasion, and protocols of citation. Essays should be printed double-spaced in 12-point font. **A penalty of 2%/per day (including Saturdays, Sundays, and holidays) will be applied for late essays.** The penalty does not apply in case of illness; illness should simply be reported to the instructor; a doctor's note is not necessary. The essay deadlines are listed on the reading schedule. Essays are to be submitted electronically to our Brightspace course page by **11:59 pm** on the day of the deadline.

A choice of essay topics will be posted on Brightspace on the dates signaled on the reading schedule. Students are encouraged to consult with the instructor regarding all aspects of the research, organization, argument, and writing style of the essays. Each essay will be graded on form—organization, grammar, syntax—(50%), and content—knowledge of texts, complexity of argument and analysis, appropriateness of scholarly research—(50%). **NB: The final-essay grades are contingent upon an informal oral examination by the instructor.**

In-Class Test (first-term only): The in-class test is designed to evaluate students' close reading and retention of the course material as well as their understanding of class lectures and discussions. Consequently, the test will contain three sections: a. a number of multiple choice questions designed to test students' close reading of the studied texts (10%); b. a choice of short questions designed to test students' comprehensive knowledge of the studied texts (60%); c. a choice of essay questions designed to showcase students' understanding of the mechanics of argument and analysis as applied to works studied in class (30%).

Final Exam: The final exam will follow the same format as the in-class test but will take place during the formal examination period at the end of the academic year. The material covered on the final exam is non-cumulative.

Five unannounced multiple-choice QUIZZES at the beginning of class: In order to ensure that students come prepared for lectures and class discussions, they will write EIGHT unannounced multiple-choice quizzes designed to test their detailed knowledge of the works scheduled for analysis during that particular class. Though students will

write eight quizzes, only FIVE quizzes will count towards the final grade. (The three quizzes with the lowest grades will be discarded.) All multiple-choice quizzes will be written at the beginning of class; those arriving late will not be able to write the quizzes and will therefore forfeit the quiz grade.

Attendance of Skill Development WORKSHOPS organized by the Centre for Student Academic Support (CSAS): CSAS is Carleton University's one-stop-shop for student support. Its primary goal is to help first-year students transition successfully from high school to university, and prepare them to meet the expectations of their instructors. 5% of the final grade must be earned by attending five workshops organized by CSAS. Students are encouraged to choose workshops most suitable to their particular needs. Workshops are delivered by trained peer helpers, academic advisors, library staff, or tutors from the CSAS Writing Services. **Students must attend these workshops during the fall semester and outside of class hours.** The names of the participants in these workshops will be collected and forwarded to the class instructor by the workshop leader. Workshops will begin the last week of September. Please visit <https://carleton.ca/csas/learning-support/learning-support-workshops/> to register for workshops.

Attendance and participation: Faithful attendance and informed participation are mandatory. Members of the class are expected to attend all sessions and to prepare readings and assignments carefully. **NB: Students who miss eight or more classes will not be eligible to submit work or write exams.**

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.

Grading System

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

A+ = 90-100	B+ = 77-79	C+ = 67-69
A = 85-89	B = 73-76	C = 63-66
A - = 80-84	B - = 70-72	C - = 60-62
D+ = 57-59	D = 53-56	D - = 50-52
F	Failure. No academic credit.	

Guidelines for Student Conduct

1. Discussions will be conducted in an atmosphere of respect and goodwill towards all members of the class and towards all races, ethnicities, religious affiliations and gender identities.

2. Turn off cell phones and other technological devices upon arrival to class.
3. **This classroom has a “no-screen” policy.** Official note takers will be assigned to take notes on a regular basis for everyone in class. These notes will be posted on our Brightspace course page for use by all members of the class. Only official note takers will have access to a screen. Everyone else ought to take notes by hand. Studies show that taking notes by hand is far more conducive to learning. However, students who cannot learn optimally without taking notes on a keyboard should consult with the instructor in advance and request an accommodation.
4. Do not arrive late to class. Arriving late is disrespectful and it disturbs both the instructor and the students. If arriving late due to unforeseen circumstances, please minimize the disturbance by sitting in a seat close to the doors.
5. Chatting with classmates during a lecture or class discussions is unacceptable in a university setting. It disturbs both the students and the instructor.

Special Information Regarding Fall 2022 Pandemic Measures

All members of the Carleton community are required to follow the measures outlined on Carleton’s [COVID-19 website](#). Please note that failure to comply with University policies and mandatory public-health requirements and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton’s COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Brightspace

All information relevant to this course will be posted in advance on our Brightspace course page. Students are expected to consult it frequently and to keep abreast of assignments, deadlines, and all notifications related to the course. Additionally, students are expected to check their Carleton email boxes with regularity.

Email Communication and Office Hours

My aim is to respond to student emails within 24 hours of receiving them. If you do not hear back from me within this time period, please resend your email to me (after verifying that the email address is correct; my last name is easy to misspell). All emails should be sent from your Carleton email accounts as directed by CU policy.

Office Hours are set aside specifically *for* students. By coming to Office Hours, students are *not* taking up the professor's time, but rather meeting their obligations as students. All students will be expected to visit me during Office Hours at least once. For visits to posted Office Hours, no appointment is necessary. For "by appointment" office hours, we will schedule a mutually convenient time to meet either in person or online.

PLAGIARISM

The University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." According to the Department examples of plagiarism include the following:

- any submission prepared, in whole or in part, by someone else;
- 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;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

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](#).

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>

All Students

All students are strongly encouraged to take advantage of the services offered free of charge to them as students of Carleton, such as the following:

Centre for Student Academic Support (CSAS) offers students a variety of free services, including academic-skills workshops and information sessions, bookable study rooms, a tutor referral service, and a supportive staff of peer helpers. To learn more about these services, visit CSAS at MacOdrum Library, contact them by phone at 613-520-3822, or visit them online at <https://carleton.ca/csas/>

Writing Services offers students free one-on-one assistance with academic writing. To learn more about this free service, visit www.carleton.ca/csas/writing-services/. To make an appointment for a 40-minute session, call 613-520-3822, or visit in person at the Centre for Student Academic Support on the Fourth Floor of the MacOdrum Library.

Academic Advising Centre (AAC) provides students with support in the form of free one-on-one academic advising and study-skills appointments. To learn more about these services, visit www.carleton.ca/academicadvising. To make appointments for an advising or study-skills session, call 613-520-7850, or visit the centre in person at 302 Tory.

Career Services and Co-operative Education is an on-campus centre for career development, employment preparation, and experiential-learning opportunities for Carleton students. Students are encouraged to use the various services provided throughout their time at Carleton by visiting its two service locations. Career Services is located at 401 Tory (613-520-6611) and virtually at <https://carleton.ca/career/>; the Co-operative Education Program is located at 1400 CTTC (613-520-4331).

International Student Services Office (ISSO) is at the heart of Carleton's international student community. It supports international students, including incoming and outgoing exchange students, and promotes cross-cultural understanding within the Carleton community. **ISSO is also responsible for the administration of Carleton's 80+ exchange programs.** For more information, visit ISSO at 128 University Centre or contact by phone 613-520-6600. For general email inquiries, write to isso@carleton.ca; for exchange-program inquiries, write to exchange@carleton.ca. Website: www.carleton.ca/isso.

The Student Experience Office oversees the Co-Curricular Record. The Co-Curricular Record is an official record designed as a means of recognizing students' "out of class" involvement in student-leadership development, extra-curricular activities, and Carleton community-service opportunities. To learn more about the Record, visit www.carleton.ca/seo.