

Carleton University
Fall 2021
Department of English
ENGL 2926A: African Literature I
Prerequisites: Second-year standing or permission of the department
Preclusions: None
Wednesdays 6:05pm – 8:55pm
Format: Blended
Instructor: Prof. Nduka Otiono
Email: nduka.otiono@carleton.ca
Office: 435 Paterson Hall
Phone: 613-520-2600 extension 2410
Office hours: The last 30 minutes of the class (or by appointment)

Welcome!

“The *way* we approach the challenge of learning will shape us as much as *what* we seek to learn.”
—Taiaiake Alfred 2005: 199 (italics in original)

Course description: This course is an introduction to postcolonial African literature. The course spotlights some major writers, the diverse literary traditions and genres they work in, and their stylistic innovation and experimentation. The major themes to be covered include colonialism, empire and the Postcolonial; orality and the language question; Independence and the crisis of political leadership; gender and sexuality; globalization, migration, and diaspora; Afropolitanism and Afrofuturism; and digital cultures in evolving social contexts. We shall sample representative works—novels, short stories, poetry, and a playlet—by both older and younger generation of African writers.

Course Format/Mode of Delivery:

This course is a “blended course.” This means there is a mixture of synchronous lectures / meetings and asynchronous activities. Students must therefore be prepared to meet synchronously online via web conferencing tools at scheduled days and times: **Wednesdays 6:05am-8:55pm**. The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. This course is designed as a 3-hour weekly **synchronous** lecture with a 15-minute break mid-way. Weekly lectures will be divided into two parts—the first part will be traditional lecture style delivered by the instructor, while the second part will be discursive, requiring students to participate in robust presentations and discussions. Students will be divided into **8 groups** comprising of **5 students** in each group. Each group shall make **20-minute presentation**—either by a group lead or individually depending on the organizational strategies of the group. The presentations will be made on selected topics at the class of **December 1, 2021**. At the presentation sessions, students are required to engage in deeper critical conversations with the texts and the main themes of the course. To do so, students must be prepared to participate fully in an informed way. The students’ presentation component will play an essential part in developing students’ critical thinking skills. The presentations will be **graded**. Students are strongly encouraged to read the assigned texts ahead of the class and to bring questions concerning the texts to the lectures for

discussion.

This course requires reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

For information about the minimum technical requirements for on-line learning, see <https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>

For information on browser support, see <https://carleton.ca/Brightspacesupport/students/browser-support/>

For information about web conferencing tools, see <https://carleton.ca/Brightspacesupport/instructors/cat/communication-tools/>

Expected Outcomes:

- Acquaint students with the interesting background and scope of African Literatures (or literatures in English) within the context of historical currents such as Colonialism, Empire, and the Postcolonial.
- Enable students to rethink the dominant themes and image of Africa as a continent of conflict, disease, and exotica.
- Broaden and deepen students' knowledge of evolving African aesthetics and identities in the homeland and its Diasporas.
- Hone students' skills at critical reading, critical thinking, and critical writing through discussions and writing activities.

To successfully complete this course, students must:

- Email policy: All communication for the course must be written in a **formal** way and from your valid CARLETON email address. Please note: Before sending urgent emails remember that it may take about *two business days* for the instructor to reply to email. This means that I may not respond to emails on weekends between Friday 4:30 PM and Monday 9:00 AM.
- Attend lectures regularly and on time to avoid disrupting the instructor and fellow students. Participation in class is vital for fostering your understanding of the course materials. More than FOUR absences from the lectures without tenable excuses approved by the professor prior to the lecture (except under documented emergency situations) may be penalized by the deduction of a third of a letter grade from the student's participation grade (for example, A- to B+, B- to C+, C- to D+, etc.).
- Submit all papers on time electronically via Brightspace by **11.55pm** on the due date. **Late papers will not be tolerated** and may be penalized by the deduction of 3% *for each day* the assignment is overdue. Please note: Once the papers submitted on time are graded and returned, students must complete the [self-declaration form](#) as condition for the acceptance of further submissions.
- If a late submission of a paper or an assignment is unavoidable (i.e. legitimate personal or medical reasons), please inform the Instructor by the due date and have written documentation available.
- Please note: All formal papers for the course must use MLA style manual available here: <https://library.carleton.ca/sites/default/files/research/course-guides/Using%20MLA%20style%20-%20Final%202015-08-17.pdf>

- **24-Hour Rule:** Grades will be posted on Brightspace about two weeks after the assignment. The instructor will not discuss the paper or its grade until at least 24 hours later.
- Avoid 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."
- Read ahead of class meetings on scheduled texts for the course. *If necessary, changes may be made to the schedule. When absent, you will be responsible for finding out about any changes made to the schedule or any assignments which were announced in class.* I will not provide notes or slides to students who miss class. Students must also be attentive to Brightspace as updates, supplemental texts, and important information about the course will be posted there. Students are encouraged to share in Brightspace any resources related to the course that they encounter in their personal research for the benefit of the whole class.
- Avoid sexist, racist, and homophobic remarks as these will not be tolerated in class. Any behavior considered disruptive to the professor and/or other students is not acceptable. Students engaging in such behavior will be dealt with according to university regulations.
- *All assignments must be completed to pass the course.*

Required Texts:

Required readings can be found in the "Course Calendar" section below, and on the Library Ares section of the course on Brightspace. While most of the texts are available online at no costs, students are advised to access the readings via Carleton's Library portal. Otherwise, students may be charged for the same texts when accessed outside of Carleton's library portal. Students must study ALL texts, including online videos, **before** the class.

Main texts for the course*

NoViolet Bulawayo, *We Need New Names*, Back Bay Books; Reprint edition (May 20, 2014)

Nnedi Okorafor, *Lagoon*. Gallery / Saga Press; Reprint edition (February 2, 2016).

Camouflage: Best of Contemporary Nigerian Writing. Eds. Nduka Otiono & Odoh Diego Okenyodo. Lagos and Yenagoa: Mace Books & Treasure Books, 2006 [2021].

*Available at **Octopus Books**, 116 Third Ave. in the Glebe (613-233-2589)
https://shop.octopusbooks.ca/?q=h.tvviewer&def_id=mB0AH6uNN4U

Evaluation:

- **Critical/reading response paper: 10%** (Due in Brightspace on **September 21**. Details *will be defined in-class and on a prompt*)
- **Annotated bibliography** for the midterm essay: **10%** (due in Brightspace on **October 13**).
- **Midterm Essay/Project: 20%** (Due in Brightspace on **November 3**). *The requirements for the essay will be defined in-class and on a prompt.*
- **Class presentation = 10%.**

- **Final Exam: 2000-word essay: 40%** (Due date in Brightspace: **December 15**). Students to write the **essay** in response to any question of their choice in the final exam prompt. Requires in-depth research and analysis. You must have a substantial thesis statement/argument and demonstrate the use of both primary and secondary critical texts. Detailed instructions and a rubric of evaluation will be provided as part of the prompt.
- **Attendance and active virtual engagement: 10%** (Students are required to attend online classes and to participate actively in class discussions and activities)

TOTAL 100%

Course calendar/Reading schedule:

September 8: Introduction

- Course outline review
- Modern African Literature (or literatures in English): Background, Scope, Texts and Contexts

Texts:

Achebe, Chinua. "An Image of Africa: Racism in Conrad's *Heart of Darkness*." *The Massachusetts review* 57.1 (2016): 14–27. Web. <https://muse-jhu-edu.proxy.library.carleton.ca/article/612953>

"From Orality to Writing: African Women Writers and the (Re)Inscription of Womanhood" by Obioma Nnaemeka. *Research in African Literatures*, Vol. 25, No. 4 (Winter, 1994):137-157. Available in JSTOR. https://www-jstor-org.proxy.library.carleton.ca/stable/3819872?seq=1#metadata_info_tab_contents

Garuba, Harry. "Explorations in Animist Materialism: Notes on Reading/Writing African Literature, Culture, and Society." *Public Culture* 15.2 (2003): 261–285. <https://muse-jhu-edu.proxy.library.carleton.ca/article/42967>

September 15: African literature and the language question

Chinua Achebe, "The African Writer and the English Language." In *The Longman anthology of world literature*, Volume F, The Twentieth Century, 2nd edition. Eds. Djelal Kadir and Ursula K. Heise. 850-855. (Available on Ares)

Ngugi wa Thiong'o, "The Language of African Literature." In *The Longman anthology of world literature*, Volume F, The Twentieth Century, 2nd edition. Eds. Djelal Kadir and Ursula K. Heise. 855-863. (Available on Ares)

Amandla Thomas-Johnson, "Rewrite the English department: Lessons in radical decolonisation." *Al Jazeera*, https://www.aljazeera.com/features/2020/10/8/rewrite-the-english-department-lessons-in-radical-decolonisation?fbclid=IwAR1CjnU0ucY_A9Ivv4ywj6yQNUuVL60ojL8wGM-NneG2zyef8GJsdVKzYY

Assign 800-word Critical response paper to week of September 22 readings. Due 11.55pm on September 21. Details will be defined in-class and on a prompt.
September 22: Modern African Poetry: Tradition, Modernity, and the poetic imagination

Whitelaw, Marjory. "Interview with Christopher Okigbo, 1965." *Journal of Commonwealth Literature* 5.1 (1970): 28-37. Web.

Otiono, Nduka. "Voice and Memory in the Poetic Imagination: Nduka Otiono in Conversation with Chinua Achebe, Brenda Marie Osbey, and Gabriel Okara." *Canadian Review of Comparative Literature / Revue Canadienne de Littérature Comparée*, vol. 47 no. 2, 2020, p. 215-229. *Project MUSE*, [doi:10.1353/crc.2020.0014](https://doi.org/10.1353/crc.2020.0014).

Asynchronously before class: Available in video: <https://vimeo.com/54372463>.

Texts (To be made available on Ares and from *Camouflage*)

Myth and Ritual: Christopher Okigbo, "The Passage" | J.P. Clark, "Abiku" | Wole Soyinka, "Abiku."

Animism/Negritude: Birago Diop, "Breath" | Birago Diop, "Viaticum" | Leopold Sedar Senghor "Totem."

Gendered Spaces: Okot p'Bitek. From *Song of Lawino*, in *Modern Poetry from Africa*. Eds. Gerald Moore and Ulli Bier. England: Penguin African Classics, 1963. 231-233.

Warsan Shire, "Home." <https://www.facinghistory.org/standing-up-hatred-intolerance/warsan-shire-home>

Nike Adesuyi, "Free Spirit" (34-35) and "Cycles" (35-36). *Camouflage: Best of Contemporary Nigerian Writing*. Lagos and Yenagoa: Mace Books & Treasure Books, 2006 [2021].

Spoken Word: Ekene Atusiubah, "Dirty Lives." *Camouflage: Best of Contemporary Nigerian Writing*. Lagos and Yenagoa: Mace Books & Treasure Books, 2006 [2021]. 10-12.

September 29: African Literature and Digital Culture

- **Special presentation on writing the research paper** and possible class visit by the special subject librarian for African Studies, Margaret McLeod (To be confirmed)

Resource to pay attention to:

https://library.columbia.edu/libraries/global/virtual-libraries/african_studies/literature.html

- **(Assign midterm essay – including annotated bibliography paper)**

Bwesigye bwa Mwesigire "Made in Africa III: The rise of African literary digital platforms." <https://thisisafrica.me/lifestyle/made-in-africa-iii-the-rise-of-african-literary-digital-platforms/>

Bhakti Shringarpure, "African Literature and Digital Culture."

<https://lareviewofbooks.org/article/african-literature-and-digital-culture/>

African Street Literature <https://africanstreetliterature.wordpress.com/>

Nathan Suhr-Sytsma, "Reading for lyric in the African digital litmag." *Social Dynamics: A journal of African studies*. 04 August 2021, <https://doi.org/10.1080/02533952.2021.1958306>
<https://www.tandfonline.com/doi/full/10.1080/02533952.2021.1958306>

October 6: Home, Diaspora, and the African novel

NoViolet Bulawayo, *We Need New Names* — Introduction

October 13: NoViolet Bulawayo, *We Need New Names* — Conclusion

- **Annotated bibliography due for submission on Brightspace at 11.55pm.**

October 20:" The African writer, eco-literature, and social struggles (Drama)

Helon Habila, "The Trial of Ken Saro-Wiwa," in *Camouflage: Best of Contemporary Nigerian Writing*. Lagos and Yenagoa: Mace Books & Treasure Books, 2006 [2021]. 107-116.

- **Ballot for topics for class presentations**

Asynchronous assignment: Watch Neill Blomkamp's *District 9* (Netflix or any other streaming service)

October 27: Fall Break

November 3: "'Isn't Realist Fiction Enough?": On African Speculative Fiction" and the African City

(Guest Instructor for *Lagoon*: Lale Eskicioğlu)

Introduction:

- Nnedi Okorafor, *Lagoon* — see <https://nnedi.com/books/lagoon.html>)

Joshua Yu Burnett. "'Isn't Realist Fiction Enough?": On African Speculative Fiction." *Mosaic: An interdisciplinary critical journal* (Vol. 52, Issue 3). https://go-gale-com.proxy.library.carleton.ca/ps/i.do?p=AONE&u=ocul_carleton&id=GALE%7CA600451070&v=2.1&it=r

Okorafor, Nnedi. "African Science Fiction is Still Alien." Nnedi's Wahala Zone Blog, nnedi.blogspot.com, 15 Jan. 2014. <http://nnedi.blogspot.com/2014/01/african-science-fiction-is-still-alien.html>

Hugo, Esthie. "Looking Forward, Looking Back: Animating Magic, Modernity and the African City-future in Nnedi Okorafor's *Lagoon*." *Social Dynamics*, 43:1, 2017, pp. 46-58. https://journals-scholarsportal-info.proxy.library.carleton.ca/details/02533952/v43i0001/46_lflbamacinol.xml

Marquis, Moira. "The Alien Within: Divergent Futures in Nnedi Okorafor's *Lagoon* and Neill

Blomkamp's *District 9*." *Science-fiction Studies*, vol. 47, no. 3, 2020, pp. 398-425. https://www-jstor-org.proxy.library.carleton.ca/stable/10.5621/sciefictstud.47.3.0398#metadata_info_tab_contents

- **Midterm essay due for submission on Brightspace**

November 10

- Nnedi Okorafor, *Lagoon*. (Continues)

Supplementary reading:

Marx, John. "What Happened to the Postcolonial Novel: The Urban Longing for Form." *Novel*, vol. 50, no. 3, 1 Nov. 2017, pp. 409-25. <https://doi-org.proxy.library.carleton.ca/10.1215/00295132-4195032>

Jue, Melody. "Intimate Objectivity: On Nnedi Okorafor's Oceanic Afrofuturism." *Women's Studies Quarterly*, vol. 45, no. 1/2, The Feminist Press, 2017, pp. 171-88. https://www-jstor-org.proxy.library.carleton.ca/stable/44474120?seq=1#metadata_info_tab_contents

November 17

- Nnedi Okorafor, *Lagoon* — Conclusion
- *Group work on the novel & workshop on class presentations*

November 24: Postcolonial conflict, the Nation State, and the Short Story

- Chimamanda Adichie, "Half of a Yellow Sun" (The short story in *Camouflage: Best of Contemporary Nigerian Writing*, Lagos and Yenagoa: Mace Books & Treasure Books, 2006 [2021]. 137-49.

Asynchronously: Students are required to watch the film version of Chimamanda Adichie's *Half of a Yellow Sun*. Available on *Netflix* or any other streaming service.

Class Presentations: Workshop

December 1: *Class Presentations* (presentations to be graded over 10%)

December 8: General and Final exam review [*End of class*]

SPECIAL INFORMATION REGARDING FALL 2021 PANDEMIC MEASURES

Carleton will continue to follow all public health guidelines as the COVID-19 pandemic continues. Instructors may find it helpful to review the [guidelines for in-class teaching](#) and [labs](#). Both guideline documents are available on the [COVID-19 website](#).

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily. If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of

contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#). All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs. For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca. 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.

FINE PRINT:

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 Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- 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;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; or participating in unauthorized collaboration with another student and submitting identical papers;
- 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;

There's no use being clever by half by using a "thesaurus app to ring the changes on essays copy-and-pasted from the internet" as captured in this amusing article about "sinister buttocks" from *The Guardian* ([here](#)). The futility of masking plagiarism through word games or synonyms cannot be overemphasized. It's like playing the proverbial ostrich by burying one's head in the sand while the bare rump is left exposed. Stay clear of plagiarism like a plague. There's no outsmarting the instructor, and the consequences are severe!

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/>

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”.

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)
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

Withdrawal without Academic Penalty

September 30, 2021: Last day for a full fee adjustment when withdrawing from 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.

December 10, 2021: Last day for academic withdrawal from fall courses.

January 31, 2022: Last day for academic withdrawal from fall/winter (full year) courses.

April 12, 2022: Last day for academic withdrawal from fall/winter and winter term courses.

Student Support

There is a robust network of student support at Carleton University. You are strongly encouraged to utilize these services if you find yourself in need.

Here is a list of support services:

Registrar's Office	(3500)	300 Tory
Academic Advising Centre	(7850)	302 Tory
Paul Menton Centre	(6608)	501 University Centre
Career Services	(6611)	401 Tory
Health and Counselling Services	(6674)	2600 CTTC

- [Student Support Services](#)
- [Brightspace Support](#)
- [Zoom Resource Site for Carleton Students](#)
- [BigBlueButton Support](#)
- [Information Technology Services](#)
- [Library Support](#)

Covid-19 Student Support

- [Empower Me](#) is a free, confidential counselling service for students. This service can be accessed any time by telephone, video-counselling or e-counselling.
- [TAO Online Therapy](#) is designed to address issues related to anxiety and depression. The online modules are accessible 24/7.
- For a listing of mental health resources across Canada, please visit our [Provincial Support resources website](#).
- Additional student resources are available on [Carleton's Mental Health and Well-Being website](#).
- Information about Health and Counselling Services (HCS) will be available on the [HCS website](#).

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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>

PETITIONS TO DEFER

Students unable to complete a final term paper or 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 extend a term paper deadline or 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.

Application for Graduation Deadlines

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