

<b>COURSE:</b>	HIST 5212W / EURR 5202E <b>Sport and Ideology in the 20th Century</b>
<b>TERM:</b>	Winter 2023
<b>PROFESSOR:</b>	Dr. Erica Fraser
<b>CLASS:</b>	<b>Day &amp; Time:</b> Thursdays, 8:35am–11:25am (in person) <b>Room:</b> Check with Carleton Central for room location
<b>CONTACT:</b>	<b>Office:</b> Paterson Hall 447 <b>Office Hours:</b> in person: Thursdays, 11:30am–12:30pm; or Monday afternoons via Zoom by appointment <b>Email:</b> erica.fraser@carleton.ca

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## COURSE DESCRIPTION



*Badge for an Honoured Master  
of Sport of the USSR*

Political ideologies tend to dominate histories of the 20th century, especially fascism, communism, liberalism, imperialism, and conservatism, among others. Across that spectrum, how a state's political culture defines sport, fitness, movement, physical dis/ability, and health consistently reflects the broader ambitions of that state and society. While we might be tempted to assume that only authoritarian regimes attempted to control sport and fitness this way (such as with the image on this page and made famous by the Big Brother-directed calisthenics in Orwell's *1984*), sport and politics do routinely mix and are imbued with particular meanings by states invested in a variety of ideologies. On the other hand, how (and why) do athletes, fans, the media, and a host of other actors build sporting cultures in their own ways, independent of state ideologies?

We will consider several mini case studies from particular countries and sports, but we will also take a broader intellectual and historiographical approach to the questions outlined above.

## LEARNING OUTCOMES

By the end of this course, students (who pass) will be able to:

- Demonstrate an advanced knowledge of 20th century sports history
- Evaluate historical arguments and historical scholarship regarding 20th century sports history and particularly within historical monographs
- Analyze and apply historical methods and historical theories to discussions and writing about the class topic
- Communicate historical ideas effectively in writing and orally

## REQUIRED READINGS

The following monographs & collections will be assigned in their entirety, unless otherwise noted:

Alan McDougall, *Contested Fields: A Global History of Modern Football* (Toronto: University of Toronto Press, 2020). Paper, 978-1487594565.

[Available via Library e-book or for purchase at the Campus Bookstore].

John Chi-Kit Wong, ed., *Coast to Coast: Hockey in Canada to the Second World War* (Toronto: University of Toronto Press, 2009). Paper, 978-0802095329.

[Available via Library Reserves (no e-book) or for purchase at the Campus Bookstore. Students should read 3 essays within.]

Jenifer Parks, *The Olympic Games, the Soviet Sports Bureaucracy, and the Cold War: Red Sport, Red Tape* (New York: Lexington Books, 2017). Paper, 978-1498541206.

[Available via Library e-book or for purchase at the Campus Bookstore].

Cat M. Ariail, *Passing the Baton: Black Women Track Stars and American Identity* (Urbana: University of Illinois Press, 2020). Paper, 978-0252085383.

[Available via Library e-book or for purchase at the Campus Bookstore].

Allan Downey, *The Creator's Game: Lacrosse, Identity, and Indigenous Nationhood* (Vancouver: UBC Press, 2018). Paper, 978-0774836036.

[Available via Library e-book or for purchase at the Campus Bookstore].

Philipp Strobl and Aneta Podkalicka, eds, *Leisure Cultures and the Making of Modern Ski Resorts* (London: Palgrave Macmillan, 2019). Paper, 978-3030063511.

[Available via Library e-book or for purchase at the Campus Bookstore. Students should read 3 essays within.]

Robert W. Orttung and Sufian N. Zhemukhov, *Putin's Olympics: The Sochi Games and the Evolution of Twenty-First Century Russia* (London: Routledge, 2019). Paper, 978-0367185985.

[Available via Library e-book or for purchase at the Campus Bookstore].

All other readings will be available via Library Reserves (ARES) or Brightspace

## EVALUATION, IN-PERSON STUDENTS

Note that this class is listed as in-person and unless students have extenuating circumstances and permission from their home department to work remotely, you should plan to attend each week. See below for remote work options for some weeks if you are sick.

Assignments	Weight	Due Date
Weekly Reading Responses (best 8 of 10)	3% each = 24%	Wednesdays, 5:00pm ET, for readings the next day in class
Oral class participation	20%	Weekly in class
Discussion Leading	10%	Once per student, dates TBD
Discussion Recording	3%	Once per student, dates TBD
Short paper	13%	Any time before Winter Break: Feb. 19, 11:55pm ET
Proposal/Outline Show-&-Tell for Mini-Course Syllabus	5%	April 3, 11:55pm ET & April 6, with in-class partners
Final Exam Assignment: Mini-Course Syllabus	25%	April 27, 11:55pm ET

**EVALUATION, ONLINE/REMOTE STUDENTS**

*Note: We will make an effort in the first class to set up a Zoom link in the classroom; if it works and the quality is acceptable to remote students, you can use the Evaluation chart for in-person students. If it doesn't, or you need to work asynchronously for other reasons, you can use the Evaluation chart below:*

Assignments	Weight	Due Date
Weekly Reading Responses (best 8 of 10)	3.25% each = 26%	Wednesdays, 5:00pm ET for readings the next day in class
Class participation: done as replies to other students' Reading Responses	23%	Fridays, 5:00pm ET, for readings discussed the previous day
Discussion Leading: Questions	8%	Once per student, dates TBD
Short paper	13%	Any time before Winter Break: Feb. 19, 11:55pm ET
Proposal/Outline Show-&-Tell for Mini-Course Syllabus	5%	April 3, 11:55pm ET & April 6, with in-class partners
Final Exam Assignment: Mini-Course Syllabus	25%	April 27, 11:55pm ET

**\*\* In-person students who are sick** or otherwise need to miss class: you should follow the Online guidelines above and when you are feeling better, submit replies to other students' Reading Responses as your participation that week. Deadlines can be negotiated with me for catching up but should be done as soon as possible. Do not come to class when sick! I will always work with you to find another solution so you don't lose marks.

**ASSIGNMENTS**

For each assignment, more detailed instructions will be posted separately to Brightspace. These are only brief descriptions:

- Oral class participation  
See below regarding class format.
- Presentation & Discussion Leading:  
At least once during the semester, students will give presentations of about 10 minutes each that will give some background and offer a way to frame the issues of the week. No extra readings are required, but students should think more broadly about connecting the week's themes, rather than only summarizing the assigned reading. The presenter will then lead the rest of the class discussion. This assignment can be done solo or in pairs, to be determined during our first class. Students working remotely will provide Discussion Questions in advance and any other written material they wish that we can use in the class to move the conversation forward.
- Reading Responses:  
These short discussion papers will help you focus your reading and guide our discussions. They should be about 500-750 words long, or 2-3 paragraphs. The first paragraph should provide a summary of the week's reading, succinctly highlighting the author's/s' argument(s), evidence, and contribution to the field. The second paragraph should stop summarizing and focus on your analysis/reaction to these arguments and findings. What major themes or questions struck you, that you might like to bring to our class discussion that week? Your Responses will be posted openly to Brightspace. Students working remotely (if our Zoom links are not conducive to your oral

participation in the conversation) should reply to at least 2 other students' Reading Responses as your participation for the week, writing about 500 words each. Focus on engaging with what the first student has written and highlighted for analysis.

- Discussion Recording

At least once during the semester, each in-person student will act as a Recorder and take detailed notes on our conversation to post to Brightspace after the class, for the benefit of remote students and students who missed the discussion due to illness. The Recorder should be well prepared for class in order to follow the conversation, but is not expected to participate as much themselves that week.

\*\* This is an experiment and we will see how it goes: if it turns out this is not useful, we can discontinue it and redistribute the percentage elsewhere. If it turns out a handful of folks like doing it and others hate it, we can redistribute some weighting as well, to allow those who like it to keep doing it. Etc. The goal is to provide some options for remote and/or sick students to have access to our in-person conversation, and learning to record the salient points of a conversation like this is a useful skill overall.

- Short paper

Before Winter Break, you will choose two weeks of material to dig into more deeply than you have time for in the Reading Responses. Write a short paper (5-7 pages) comparing those weeks' readings on argument, theme, evidence, contribution, etc. You can submit this assignment any time after Week 3; no need to wait until the last minute.

- Final Exam Assignment: Mini-Course Syllabus

For your final assignment for the course, you will choose a theme in 20th century sports history and design a mini-course on it. You can choose your audience – perhaps an advanced high school cohort; others in your MA program who are skeptical of sports history; co-workers at your NGO who need a crash course in the field; a retirement community of former Olympic athletes; etc. You will also choose your theme, which should draw on our course materials but also explore a new angle – perhaps gender, race, sexuality, religion, disability, or class in sports history in more detail than we had time for; perhaps a region of the world; or one specific sport; or one specific event or athlete; or one type of source like memoirs; or comparative ideologies; etc. You will design a mini-course with 6 modules of at least two academic readings each. You will also write an accompanying short paper detailing your mini-course design, your choices, and annotating your reading selections. You should take this opportunity to work on a theme that will help you in your MRE or thesis project, as much as possible. More information on what is required here will be posted on Brightspace.

- Proposal/Outline Show-&-Tell for Mini-Course Syllabus

As you work on your final project, you will also have a chance in the last week of classes to get some feedback from a peer review partner, and to offer your feedback to them, in a “show and tell” exercise.

## CLASS FORMAT & SEMINAR PARTICIPATION

- As you likely already know, seminars are not lecture-based classes. The readings are intensive, but you are expected to participate and contribute much more than simply “doing” the reading. As you prepare for class each week, think *actively* rather than passively, ie: rather than waiting for the discussion leaders or me to set the agenda, what do *you* want to discuss?
- Read carefully, critically, and identify questions, problems, contradictions, critiques, etc. about what you have read. Bring those issues to the group when we meet, and be prepared to respond to the

questions, problems, contradictions, critiques, etc. your classmates have also brought forth for the day. With that kind of active reading and participation from everyone in the group, we will have productive discussions that will help you not only to come to terms with the topics we are discussing, but in a broader way to develop your own voice as a scholar.

- A big component of active learning is also active listening. For shy students who are often careful listeners, I would advise you to challenge yourself to come out of your shell at least once per class and engage with a question or problem that I or another student has posed. For the more gregarious students, however, I would coach you to practice active listening, and to engage directly with comments that other students have made, in order to make sure you are not dominating the discussion with all your own ideas.
- I take note of your participation grade out of 3 after each class (roughly, A, B, or C-level). A-level involves actively listening, contributing ideas to move the discussion forward or draw on previous comments, and demonstrating advanced engagement with the readings. B-level does the same but less often, perhaps only one or two comments per class, or less rigorously, not moving the discussion forward to the same extent. C-level and below is silence throughout the class, or participation that only derails the discussion or does not demonstrate any engagement with the required texts. These grades are not written in stone, however, and I look for improvement throughout the course.
- I expect all students to arrive on time and stay for the entire class. Barring an emergency, you may not come and go as you please during class time. We will take a 15-minute break in the middle of the 3 hours, so please wait until then to leave the room.

\*\* Students and faculty each have responsibility for maintaining an appropriate and respectful learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, ethnicity, culture, religion, politics, military status, marital status, sexual orientation, gender, gender identity and expression, age, disability, and nationality.

### **CLASSROOM TECHNOLOGY**

My policies about this are done in the interests of helping us all *be present* for our conversation. After several years of only having screens to talk to, here we are (mostly) in person! Let's talk to each other. And so:

- Please turn your phone off (or at least silence it) during class. Come talk to me if you have a legitimate reason for keeping it on, ie: childcare concerns, waiting for urgent news, translation apps, etc.
- If you are using a laptop in class, please take care to look up from your screen (better yet, lower it!) in order to ensure you are engaging with us in the conversation. Unless you are the week's Discussion Recorder, you shouldn't need to write down every word anyway. (And even the Recorder should not try to write down every word). If you don't need a laptop, I recommend using a pen and paper to take notes during class.
- That said, I don't ban laptops or tablets, so long as you use them *only* to focus on the course material or pull up the readings. If it becomes obvious in class that you are distracted or are distracting others with non-course material, I will ask you to put it away and use a pen and paper for the rest of the semester.
- I invite students with disabilities or accessibility concerns to please let me know if you require specific technology to fully participate in this class, and I am happy to do what I can to help you

succeed. See the additional information at the end of this Course Outline about the Paul Menton Centre.

### **DEADLINES**

- Your work must be submitted on time (or earlier) according to the dates on the Course Outline.
- Late assignments like the Short Paper will be deducted 5% per day. Extensions are possible, but you should consult with me as early as you can about that and do your best to keep any extensions to under a week.
- Note as well that several assignments in this class involve other classmates, such as Discussion Leading, Reading Responses, Discussion Recording, and the Show-&-Tell. If you are late with your part of those assignments, your classmates will lose out. Do what you can to plan well and meet your deadlines.

### **MENTAL HEALTH & WELLNESS**

University-level work can be very stressful. Whether you are new to Carleton or have been here for a few years, and whether or not you feel personally impacted by the pandemic, I encourage you to familiarize yourself with the many resources we have available to help you manage your workload and maintain your health in the middle of a busy semester, starting with the Well-being Resources listed here:

<https://carleton.ca/wellness/>.

In addition to considering outside resources, please come see me if you are struggling in this class. I enforce deadlines for your benefit, to help you avoid too much work piling up at the end of the semester. But that said, if you need some breathing room with an assignment or help managing the reading schedule, it is better for you to come talk to me about it than to avoid me, or cause yourself undue stress trying to manage the situation alone. I am open to negotiating due dates for your work (within reason and at my discretion) as long as I see that you are committed to the class.

## **TOPICS & READING SCHEDULE**

### **PART I: Foundations**

#### **January 12 – Introduction**

*No reading*

- Sign up for Jan. 26 reading topic; for Discussion Leading; and for Discussion Recording
- Review of Course Outline and course policies; introductory discussion of course themes

#### **January 19 – Introductory Questions, Methods, and Theories: Ideology and Sport**

- Sheri Berman, “Ideology, History, and Politics,” in Daniel Beland, Robert Henry Cox, *Ideas and Politics in Social Science Research* (Oxford: Oxford University Press, 2010), 105-126.
- Richard Holt, “Historians and the History of Sport,” *Sport in History*, Vol. 34, no. 1 (2014), 1-33.
- Jennifer Hargreaves, Ch. 1, “Theorising Sport: An Introduction,” in Hargreaves, ed, *Sport, Culture, and Ideology*, Routledge, 2014, 1-29.

#### **January 26 – Foundations and Themes**

From S. W. Pope, John Nauright, and Peter N. Stearns, *Routledge Companion to Sports History* (New York: Taylor & Francis, 2010) [Library e-book], read:

- Douglas Booth, “Theory,” 12-33.
- Ian Ritchie, “Marxism,” 85-98.

- Your choice/sign-ups: From Part 1 of this collection (“Theory, Methods, and Key Themes in Sports History”), students will each select one other essay to read and report on to the class.

## **PART II: Case Studies**

### **February 2 – The People’s Game**

- Alan McDougall, *Contested Fields: A Global History of Modern Football* (Toronto: University of Toronto Press, 2020).

### **February 9 – Class, Region, Environment**

- John Chi-Kit Wong, ed., *Coast to Coast: Hockey in Canada to the Second World War* (Toronto: University of Toronto Press, 2009). [Read the *Proem* and 3 essays of your choice].

### **February 16 – State Socialism & Sport**

- Jenifer Parks, *The Olympic Games, the Soviet Sports Bureaucracy, and the Cold War: Red Sport, Red Tape* (New York: Lexington Books, 2017).

\*\* Short paper due any time before Winter Break begins: Feb. 19, 11:55pm ET

### **February 23 – No class (Winter Break)**

### **March 2 – Gender, Race, & Cold War Ideologies**

- Cat M. Ariail, *Passing the Baton: Black Women Track Stars and American Identity* (Urbana: University of Illinois Press, 2020).

### **March 9 – Decolonizing Sports History**

- Allan Downey, *The Creator’s Game: Lacrosse, Identity, and Indigenous Nationhood* (Vancouver: UBC Press, 2018).

### **March 16 – Sports, Bodies, & Dis/Ability Narratives**

- Karen P. DePauw, “The (In)Visibility of DisAbility: Cultural Contexts and ‘Sporting Bodies,’” *Quest*, Vol. 49, no. 4 (Nov. 1997), 416-30.
- Dennis J. Frost, *More than Medals: A History of the Paralympics and Disability Sports in Postwar Japan* (Ithaca, NY: Cornell University Press, 2020), Introduction & Chapter 1. (1-51).

### **March 23 – Leisure & Capitalism**

- Philipp Strobl and Aneta Podkalicka, eds, *Leisure Cultures and the Making of Modern Ski Resorts* (London: Palgrave Macmillan, 2019). [Read the Introduction by Strobl & Podkalicka and 2 essays of your choice].

### **March 30 – The New Century?**

- Robert W. Orttung and Sufian N. Zhemukhov. *Putin’s Olympics: The Sochi Games and the Evolution of Twenty-First Century Russia* (London: Routledge, 2019).

\*\* Post your Proposal/Outline Show-&-Tell for Mini-Course Syllabus by April 3, 11:55pm ET

### **April 6 – Wrap-Up**

- No readings
- Discussion/feedback: Proposal/Outline Show-&-Tell for Mini-Course Syllabus

*Final Exam Assignment: Mini-Course Syllabus due by April 27 at 11:55pm ET.*

**HISTORY DEPARTMENT: REGULATIONS COMMON TO ALL HISTORY COURSES**

**\*\* EURUS STUDENTS SHOULD CONSULT THEIR DEPARTMENT FOR A EURUS-SPECIFIC VERSION OF THIS APPENDIX \*\***

**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

January 31, 2023: 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, 2023: Last day for academic withdrawal from **winter** 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](mailto: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](mailto: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](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): September 1
- Winter Graduation (February): December 1