

PHIL 1550 A
Introduction to Ethics and Social Issues
Early Summer, May 06, 2026-June 18, 2026

General Course Information

Class Meeting Format:

ONLINE: COMBINED SCHEDULED/UNSCHEDULED.* Campus presence NOT required.

*This course is online asynchronous with the exception of two test days, May 25th and June 10th, where students must take a two-hour test on each day, between the hours of 8:30AM-8:00PM. The instructor *may* hold non-mandatory, optional online synchronous discussion groups based on student interest. Should this occur, the discussion group will be held during scheduled class time.

Class Meeting Days and Times:

Mondays and Wednesdays 11:35AM-2:25PM – these times are listed by the University should the course be scheduled synchronously/live. Since this is an asynchronous course, we will **not** be meeting during these scheduled times. Students will need to be available on designated testing days, **which are scheduled during class days within an 11.5 hour period for flexibility (see schedule below and note above).**

Class Location / Online Location:

Asynchronous – classes will be delivered asynchronously, meaning students will review material (recorded lectures, supplemental videos) on their own time from week to week, managing their schedules to meet course timelines.

Prerequisites and Exclusions:

Precludes additional credit for FYSM 1212 and PHIL 1500.

This course is offered by the Philosophy Department.

Instructor Information:

Instructor:

Dr. Nalini Ramlal

Office Location:

Zoom: <https://carleton-ca.zoom.us/j/3970088223>

Office Hours:

Virtual, by appointment

Email Address:

naliniramlal@cunet.carleton.ca

Communication Policy:

Email is the best way to reach the instructor. Messages sent on weekdays will normally receive a response within 48 hours. Email is not monitored on weekends or holidays.

Teaching Assistant(s):

To be announced

Course Description and Learning Outcomes

Calendar Description:

An introduction to understanding, assessing, and formulating ethical arguments concerning controversial issues. Particular issues studied may include, world hunger, capital punishment, terrorism, euthanasia, abortion, pornography and hate speech, animal rights, the environment, and topics in theories of race, gender and disability.

Expanded Course Description:

Our condensed, 6-week introductory ethics course invites students to explore foundational questions about what it means to live a good and meaningful life, and the role ethics plays in shaping individual and social choices. Students will examine major theories of ethics and morality, and consider how different ethical frameworks can be applied to real-world issues and contemporary moral challenges.

Throughout the course, students will engage with questions about how we ought to live and how we ought to engage with others in society. Topics may include race, gender, disability, privilege, animal ethics, environmental ethics, hunger, and health. By combining philosophical theory with practical application, the course encourages students to develop thoughtful, critical, and reflective approaches to ethical decision-making in both personal and social contexts.

Course Learning Objectives / Outcomes:

On completion of this course, the student should demonstrate the following outcomes and competencies:

1. Explore foundational questions about what it means to live a good and meaningful life by examining how ethical reflection helps individuals think about purpose, values, responsibility, and human flourishing.
2. Examine the role of ethics in shaping individual and social choices by considering how moral beliefs influence everyday decisions, relationships, institutions, and participation in society.
3. Study major theories of morality and compare their assumptions, strengths, and limitations by learning how different ethical frameworks understand concepts such as duty, consequences, virtue, rights, care, and justice.
4. Apply ethical frameworks to real-world issues and contemporary moral challenges by using philosophical theories to analyze concrete cases, public debates, and socially relevant problems.
5. Consider questions about how we ought to live and how we ought to engage with others in society by reflecting on the responsibilities people have to themselves, to one another, and to broader communities.
6. Engage with topics such as race, gender, disability, privilege, animal ethics, environmental ethics, hunger, and health by examining how ethical theory can be used to better understand inequality, harm, responsibility, and social justice.
7. Develop thoughtful, critical, and reflective approaches to ethical decision-making by learning how to identify assumptions, evaluate arguments, consider multiple perspectives, and justify reasoned conclusions.
8. Describe major ethical theories and key concepts in moral philosophy by identifying central ideas, terminology, and philosophical approaches that shape ethical inquiry.
9. Explain different approaches to understanding morality and ethical responsibility by distinguishing between competing views of how moral judgments are formed and how ethical obligations should be understood.

10. Apply ethical frameworks to contemporary social issues by connecting abstract ideas to practical questions involving personal conduct, public policy, and social relations.
11. Evaluate competing moral arguments using clear reasoning and evidence by assessing the logic, relevance, and implications of different positions in ethical debates.
12. Identify the ethical dimensions of complex real-world challenges by recognizing moral questions embedded in social, political, environmental, and interpersonal issues.
13. Formulate well-reasoned responses to questions about how to live and participate in society by developing thoughtful positions supported by ethical reasoning and careful analysis.
14. Strengthen critical thinking, ethical awareness, and clear communication by practicing close reading, reflection, discussion, and written expression in response to philosophical and applied ethical issues.
15. Reflect on personal values and assumptions in relation to ethical questions by considering how one's own beliefs, experiences, and perspectives shape moral understanding and judgment.

Estimated Learning Hours:

Please note that this is an *estimate* of learning hours. As each student is a unique, individual learner, hours will vary. These estimates are provided for both the 12-week and 6-week course formats, which offer the same total hours and credit (0.5). Both formats are listed to highlight the condensed nature of the 6-week course—countering common assumptions that shorter terms require fewer assignments, readings, and learning hours.

- Asynchronous class time, which includes a combination of recorded lectures, supplemental videos, and additional resources: 2.5 hours/week on a 12-week schedule X 2 on a 6-week schedule= **5 hours**
- Required readings: 2 hours/week on a 12-week schedule X 2 on a 6-week schedule = **4 hours**
- Assignments and test preparation (e.g., weekly note-taking and studying): 1.5 hours/week on a 12-week schedule X 2 on a 6-week schedule = **3 hours**
- Total estimated time: 6 hours week for a 12-week semester or **12 hours/week for a 6-week semester**

Workload and Time Management:

This is a condensed course, so the 6-week format requires consistent weekly effort to manage the intensive workload effectively. Plan your schedule early, break tasks into manageable chunks, and prioritize time management to succeed without feeling overwhelmed. Reach out to your teaching assistant or the instructor if you need strategies or support.

Enrolling in a 6-week asynchronous course demands a strong commitment to regular engagement, active participation in course materials, and timely completion of work due to its accelerated pace. Success requires dedicating focused time each week—treat it as a significant priority

Course Materials

Required Texts and Readings:

All course readings will be taken from *An Introduction to Moral Philosophy*, Third Edition, by Jonathan Wolff, published by Norton.

Paperback: ISBN 978-1-324-07255-3

eBook: ISBN 978-1-324-07301-7

The price range for this textbook is roughly 21.00-55.00CAD.

I've selected *An Introduction to Moral Philosophy, Third Edition, by Jonathan Wolff* (Norton) as our primary text due to its affordability compared to similar resources, and being a comprehensive textbook that I believe brilliantly captures our themes from the course.

Recommended, Optional Texts and Readings:

Listed on BrightSpace in each module.

Where to Access Materials:

You can purchase the e-book or physical textbook from the campus bookstore or online.

Required Technology or Tools:

High-speed internet, access to a working computer and webcam for e-proctoring, and Microsoft Word are required for this course. Please review the e-proctoring statement found on page 8 of this syllabus to ensure you have the necessary technology to take the tests. By enrolling in an online course, you are agreeing that you have the required technology/tools needed to complete this course. If this is not available to you at the moment, it is recommended that you take this course when it is offered in person.

Estimated Costs of Required Reading Materials or Additional Activities:

Beyond the textbook cost and required technology, there are no additional materials/costs related to this course.

Course Schedule

Material for each week will be released no later than 8:00AM on the Monday that the week begins (e.g., for Week 2, material will be released no later than May 13th at 8:00AM). All efforts will be made to release material earlier, if possible.

Week / Date	Topic	Required Readings	Activities	Assessments Due
Week 1 May 6 th and 11 th	Introduction to the Course, Philosophy, and the Study of the Ethics and Moral Philosophy	Chapters 1 and 2	See Module/Week 1 on BrightSpace	

Week 2 May 13 th and 20 th	Cultural Relativism, Nihilism, Subjectivism Free will and Moral Responsibility	Chapters 3-5	See Module/Week 2 on BrightSpace	
Week 3 May 25 th and 27 th	Ethical Theories, Part I: Egoism, Utilitarianism, and Deontology	Chapters 7 and 9- 12	See Module/Week 3 on BrightSpace	Test 1, May 25 th
Week 4 June 1 st and 3 rd	Ethical Theories, Part II: Virtue Ethics, Care Ethics	Chapters 13-15	See Module/Week 4 on BrightSpace	
Week 5 June 8 th and 10 th	Privilege, Power, Oppression, and Marginalization	Chapters 16 and 17	See Module/Week 5 on BrightSpace	Test 2, June 10 th
Week 6 June 15 th , 17 th , and 18 th (Thursday June 18 follows a Monday schedule)	Environmental Ethics, Animal Ethics, Hunger, and Health	Chapters 17 and 18	See Module/Week 6 on BrightSpace	Reflective Journal Due no later than June 18 th

Assessments

Assessment	Description	Weight	Due Date

<p>Test 1</p>	<p>Students will write a test online, in BrightSpace. The test will be in multiple choice, true/false, and long answer format. Students will have two hours, or 120 minutes, to take the test.* Students may access the test between 8:30AM-8:00PM. Additional information regarding Test 1 (e.g., number of questions) will be posted closer to the date of the test. Students must write online during the specified time. Exceptions cannot be made as this course uses e-proctoring (see below). The technology support team for e-proctoring will not be available for the full 11.5 hour window. However, they will be available for a 3-4 hour duration, which will be specified on BrightSpace. It is recommend that students who have challenges with technology write during the specified time when tech support is available.</p>	<p>35%</p> <p>Multiple choice and true false questions are auto-graded. Members of the teaching team will grade long answer questions with a rubric. The rubric will be provided to the student before the start of the test.</p>	<p>May 25th</p>
---------------	---	---	----------------------------

Test 2	<p>Students will write a test online, in BrightSpace. The test will be in multiple choice, true/false, and long answer format. Students will have two hours, or 120 minutes, to take the test.* Students may access the test between 8:30AM-8:00PM. Additional information regarding Test 1 (e.g., number of questions) will be posted closer to the date of the test. Students must write online during the specified time. Exceptions cannot be made as this course uses e-proctoring (see below). The technology support team for e-proctoring will not be available for the full 11.5 hour window. However, they will be available for a 3-4 hour duration, which will be specified on BrightSpace. It is recommend that students who have challenges with technology write during the specified time when tech support is available.</p>	<p style="text-align: right;">35%</p> <p>Multiple choice and true false questions are auto-graded. Members of the teaching team will grade long answer questions with a rubric. The rubric will be provided to the student before the start of the test.</p>	<p>June 10th</p>
Reflective Journal	<p>Students will submit a compilation of entries as one final document, reflecting on course readings, experiential activities, personal insights, and connections to their own lived experience. Entries promote critical thinking and self-awareness and will be graded on depth, clarity, and engagement. A detailed rubric and instructions will be provided on BrightSpace at the start of the course.</p>	<p style="text-align: right;">30%</p> <p>Students will be graded using a specific rubric with clear grading criteria. This will be posted on BrightSpace.</p>	<p>June 18th</p>
Total		<p style="text-align: right;">100%</p>	

*For students with formal academic accommodations, the instructor will confirm your accommodations one week prior to the test, and your accommodations will be applied.

Early Feedback:

The teaching team will aim to have feedback provided to you before the drop deadline for this course, which is June 1st.

Grading Scale:

The grading system is described in the Undergraduate Calendar section [5.4](#).

E-Proctoring:

e-Proctoring: Please note that tests and examinations in this course will use a mandatory remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring/>.

Students are responsible for ensuring that the application is working properly on your computer during the exam. Failure to ensure proper functioning of CoMaS will constitute a violation of the exam rules and may be grounds for an allegation that you have violated the Academic Integrity Policy.

The minimum computing requirements for this service are as follows:

Hardware: Desktop, or Laptop

OS: Windows 10 or higher, Mac OS 10.14 or higher

Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge

Internet Connection (High-Speed Internet Connection Recommended)

Webcam (HD resolution recommended)

Note: Tablets, Chromebooks and Smartphones are not supported at this time. Windows-based tablets are not supported at this time.

Attendance and Participation:

This asynchronous course emphasizes student responsibility for actively engaging with course materials, discussions, and activities to achieve learning outcomes. While live attendance for lectures is not mandatory, you must complete tests on designated testing days during specified timings (outlined in the course schedule calendar on Carleton Central and noted above).

Submission of Work:

Students will submit all work, both tests and the reflective journal, on BrightSpace. Students will take the test on BrightSpace and submit their reflective journal on BrightSpace either as a Word or PDF document. Documents in other formats will not be accepted as they often cannot be opened. Emailed submissions are not accepted. Do not email your submissions to any member of the teaching team.

Return of Graded Work:

As a condensed course, the teaching team will aim to have feedback returned within one week of submission (for standard 12-week courses, the turnaround time is two weeks).

Academic Consideration Requests:

Students must contact the instructor of their absence or inability to complete a test within a reasonable timeframe due to medical or other extenuating circumstances. The student must provide at least 72-hours notice if they are unable to write one of the tests. If a student is in an

extreme and/or very rare circumstance and misses a test without notifying the instructor on the day of the test, the student must notify the instructor within 48 hours of the missed test to be considered for a make-up test. A request for a make-up test does not guarantee one, and each case is reviewed on an individual basis. Students should consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#). Should a make-up test be granted, students will be given a specified date and time to write a make-up test, which cannot be changed given the use of e-proctoring.

Late Work Policy:

Reflective journals may be submitted between June 15th and 18th. Submissions after June 18th incur a 7% penalty per day, up to a maximum of 3 days past the deadline; no submissions will be accepted thereafter. This policy ensures the teaching team can submit grades to the department in a timely manner.

Deferred Work Policy:

For students wanting to defer coursework, please review Carleton's policy here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Academic Integrity

AI Use Policy:

Rationale for Permitted, Limited, AI Use

The policy below balances AI's innovative potential with academic integrity, encouraging its use as a tool for inspiration and efficiency rather than a shortcut. By requiring disclosure and limits, it promotes critical thinking, self-awareness, and ethical habits—skills vital for your future in your field of study and beyond. It aligns with evolving educational standards, preparing you to use technology responsibly in professional practice.

Permitted Uses:

AI tools are welcome as supplementary aids to enhance your learning process, particularly for brainstorming, clarifying challenging concepts, and getting started on projects. This approach leverages AI's strengths while prioritizing your critical engagement. Specific examples of permitted uses include:

- **Sounding board for ideas:** Helping to generate essay topics or related inspirations.
- **Creating outlines:** Structuring essays, presentations, or project flows with AI suggestions.
- **Explaining concepts:** Seeking definitions, breakdowns of complex theories, or relevant background information to deepen understanding.

Importantly, students must disclose if and when they use AI in the course.

Prohibited Uses:

AI must not replace your own intellectual work. Explicitly not permitted:

- Submitting AI-generated content as your original work.
- Reliance on AI for any test, bypassing personal analysis or effort.

Violations will be treated as academic misconduct and/or plagiarism under university policy.

University and Departmental Policies on 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 can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else’s published or unpublished material, 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;
- 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 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.

Video Recording Policy:

Course materials, including video recordings created by the professor, are the intellectual property of the instructor and are provided solely for individual student use within this course. Students may access these materials but are prohibited from distributing, sharing, redistributing (e.g., selling course materials), or recording them (e.g., screen captures). Violations may result in academic and legal penalties.

Collaboration and Individual Work:

While collaboration and discussion among students are encouraged as part of the learning process, all graded work in this course must be completed and submitted individually. You are welcome to connect with classmates to study concepts, share general ideas, or prepare for assessments; however, each student is responsible for producing and submitting their own original work. Tests must be taken individually, and all written assignments must be authored independently. Submitting shared or collaboratively produced work will be considered a breach of academic integrity.

Student Conduct:

Respectful Conduct

All students are expected to engage in respectful interactions with the teaching team, peers, and course materials, fostering a supportive learning environment. The teaching team is here to help you succeed—please communicate courteously via email or office hours.

Appointments and Meeting Attendance

The teaching team values the time set aside to support students through scheduled appointments. Please arrive on time for your meeting, as these appointments are reserved exclusively for you. If you need to cancel or reschedule, notify the teaching team in advance whenever possible so the time can be offered to another student. If you do not attend your scheduled appointment within

10 minutes of the start time, the teaching team may cancel the meeting, and you will need to book a new time.

Additional Notes

1. The standard time for returning graded assignments is two weeks from the date of the assignment. If additional time is needed for grading, an announcement will be made on the course website. **As this is a condensed summer course, all efforts will be made to return assignments within a one-week period.**
2. Your teaching assistant is responsible for grading your work and they are your first point of contact. You should contact your teaching assistant with questions, especially questions related to grading.
3. Feedback is provided to students throughout the semester in many ways, where students have the opportunity to learn from, and apply, feedback. Meaningful feedback is provided in diverse manners in order to provide a well-rounded learning experience. Feedback is provided on graded content. It is recommended that students actively engage with feedback to improve the content of their work.
4. Re-evaluation of assignments: If a student is unhappy with their grade on an assignment or believes they deserve a higher grade, they are invited to reflect on the feedback, taking some time to determine how and where they could have improved. Students are welcome to request additional feedback during an office hour or appointment with their teaching assistant. If the student would still like to challenge the grade after receiving additional feedback, the student may request a re-evaluation from the TA first, then the professor. A re-evaluation may result in no grade change, a higher grade, or lower grade. Students are reminded that feedback is provided as part of the learning experience in highlighting strengths and stretches.
5. Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
6. Students should keep up with course readings as per the schedule below. Students will be responsible in managing their time in approaching textbook material and concepts selected by the professor. The teaching team is available throughout the semester to meet with students. It is strongly recommended that students consult with her as needed. You are expected to plan your time wisely and complete evaluations on time.
7. Reweighting of course material is not possible.
8. All evaluations will be submitted through Bright Space. All feedback will be provided through Bright Space. It is the student's responsibility to ensure they are uploaded the correct files. Save copies of your work and back up your files.
9. Emails are for brief responses and not for teaching purposes. Please a member of the teaching team during an office hour for questions that require a lengthier response.

Department of Philosophy and Carleton University Policies (Summer 2026)

Assignments:

Please follow your professor's instructions on how assignments will be handled electronically. We no longer allow hard copies to be placed in the department's essay box.

Evaluation:

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.

Deferrals for Term Work:

If students are unable to complete term work because of illness or other circumstances beyond their control, they should contact their course instructor no later than *three working days* of the due date. Normally, any deferred term work will be completed by the last day of the term. Term work cannot be deferred by the Registrar.

Deferrals for Final Exams:

Students are expected to be available for the duration of a course including the examination period. Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral no later than *three working days* after the original due date (as per the University Regulations in [Section 4.3 of the Undergraduate Calendar](#)). Visit the [Registrar's Office](#) for further information.

Plagiarism:

The University Academic Integrity Policy defines plagiarism as '*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*' This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.

Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own;
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

It is the responsibility of each student to understand the full meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. ([Section 10.1 of the Undergraduate Calendar Academic Regulations](#))

Statement on AI:

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described in the course outline with the instructor to ensure it supports the learning goals for the course.

Mental Health:

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>.

Academic Accommodation:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline). Examples of special arrangements include:

- *Pregnancy or religious obligation:* write to your professor 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 visit the [EIC](#) website.
- *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 your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class test or exam requiring accommodation. After requesting accommodation from PMC, meet with your professor to ensure accommodation arrangements are made.
- *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](#).
- *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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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.

Important Dates:

May 6	Classes start.	July 1	Statutory holiday, University closed.
May 12	Last day for registration and course changes for <u>early</u> summer courses.	July 2	Late summer courses begin and full summer courses resume.
May 18	Statutory holiday. University closed.	July 8	Last day for registration and course changes for <u>late</u> summer courses.
May 20	Last day for registration and course changes for <u>full</u> summer courses. Last day for a full fee adjustment when withdrawing from <u>early</u> summer courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.	July 15	Last day to withdraw from <u>late</u> summer courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
May 31	Last day to withdraw from full summer courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.	Aug. 1	Last day for academic withdrawal from full and late summer courses.
June 1	Last day for academic withdrawal from <u>early</u> summer courses.	Aug. 3	Statutory holiday. University closed.
June 11	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade for <u>early</u> summer courses before the official examination period.	Aug. 7	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade for <u>late</u> summer and <u>full</u> summer courses before the official examination period.
June 18	Last day for <u>early</u> summer classes. Last day for handing in term work, subject to any earlier course deadline.	Aug. 14	Last day of <u>late</u> and <u>full</u> summer term classes. Classes follow a Monday schedule. Last day for handing in term work, subject to any earlier course deadline.
June 19-20	No classes or examinations take place.	Aug. 15-16	No classes or examinations take place.
June 21-27	Final examinations.	Aug. 17-23	Final examinations.
June 27	Take-home examinations for <u>early</u> summer courses are due.	Aug. 23	Take-home examinations for <u>late</u> or <u>full</u> summer courses are due.

Addresses:

Department of Philosophy:
www.carleton.ca/philosophy
520-2110

Registrar's Office:
www.carleton.ca/registrar
520-3500

Academic Advising Centre:
www.carleton.ca/academicadvising
520-7850

Writing Services:
<https://carleton.ca/csas/support/>
520-3822

MacOdrum Library
<http://www.library.carleton.ca/>
520-2735