



**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY  
SOCI 1005A  
FALL 2023  
SOCIOLOGY FOR BACHELOR OF COMMERCE STUDENTS  
Delivery Model: In-Person  
Time: Friday 11:35am–2:25pm (EST)**



**Instructor:** Dr. Phillip Primeau (Phil)

**Email:** [phillipprimeau@cunet.carleton.ca](mailto:phillipprimeau@cunet.carleton.ca)

**Office Hours:** Individually by Appointment via Zoom  
Schedule a meeting here: <https://calendly.com/phillipprimeau>

**Course Brightspace Page:**  
<https://brightspace.carleton.ca/d2l/home/211442>

**Teaching Assistants:** Contact information available via Brightspace

**HOW THIS CLASS WORKS:** This course is designed to be delivered in-person with an online Brightspace page. The course will unfold through a mix of synchronous (live) in-person lectures; material to watch, listen to, or read outside of class time; discussions during class time, and assignments to complete throughout the term. Lectures will occur in-person on **Fridays starting at 11:35am (EST)**. Please be mindful of possible disruptions to the class if you arrive late to sessions. Each week students are expected to meaningfully engage with course content, learn about and practice academic skills, and think critically about sociological concepts during lectures, learning activities, and collaborative work. There is no final exam for this course. Instead, students will complete a final assignment. All required material for this course will be made available through Brightspace. This material will remain available on Brightspace for the duration of the course, unless otherwise noted. Students are encouraged to take advantage of office hours by appointment with the course instructor and course teaching assistant. All times listed in EST.

**INSTRUCTOR COMMUNICATION POLICY:** Please email your concerns, questions and considerations. I will respond within 48 hours Monday-Friday. Unless in exceptional cases, I will refrain from emailing during the weekend. If after 48 hours you have not heard back, something, somewhere went wrong. If this happens, please resend your email. If you would like to set up a meeting via Zoom, or a phone call, please schedule a time using this [online platform](#).

**FORMAT & PARTICIPATION:** The structure of this course requires continual participation. The course is organized around lectures, music, videos, podcasts, assigned readings, and assignments. Class discussions play an important part in successfully navigating the material for this course. Active participation during lectures is encouraged and expected. This could mean asking questions, offering different perspectives on debates, or contributing personal experiences as valuable learning moments for others. It will not be possible to 'catch up' or 'binge' content near the end of the term. Elements of the course inform and build on each other, which is why ongoing engagement in the course is strongly encouraged. If you feel like you have fallen behind, contact the instructor as soon as possible. During the first class session, we will address how we can develop a supportive learning environment and the expectations around class

behaviour, how tutorials unfold, use of Brightspace, and checking emails/Brightspace messages on a regular basis for course updates.

## **REQUIRED MATERIAL:**

**TEXTBOOK:** Little, W. (2016). *Introduction to Sociology: 2<sup>nd</sup> Canadian Edition*. Access here: <https://opentextbc.ca/introductiontosociology2ndedition/>

**TEXTS:** All other required readings will be available online & on the course's Brightspace page. There are no texts to purchase. Some material could require remote access to the university's online catalogue.

*For this course, you can access and download your free, Open Source copy of the textbook in PDF format (Watch out: large file!) on Brightspace in the 'Course Textbook' section. Alternatively, you can consult the book online. The PDF 'print' version has page numbers, whereas the website does not—the content is same.*

**PODCASTS & VIDEOS:** We'll be watching a variety of videos and listening to different podcast episodes and music in and out of class. Links will be provided in Brightspace under each appropriate week. The course schedule below also contains some of these links, but make sure to check Brightspace as I will be adding links as the term progresses.

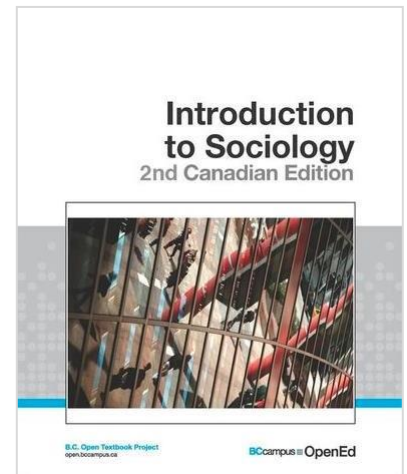
**COURSE DESCRIPTION:** The origins of sociology, why sociology matters, and how it is practiced. Concepts such as class, race, ethnicity, gender, sexual orientation, work, organization, and social movements help students develop their sociological 'eye' for thinking critically about society and their place within it. Precludes additional credit for SOCI 1002. Prerequisite(s): restricted to B.Com. students.

**LEARNING OBJECTIVES:** By the end of this course, students will:

- Acquire knowledge of a broad range of major subfields in sociology.
- Learn about and critically engage with sociological concepts, theories, perspectives, and research strategies.
- Become familiar with different ways in which academic research is disseminated to the public.
- Distinguish between different types of textual, visual, and oral/aural research practices.
- Develop and refine written and verbal communication skills.
- Refine the skills involved to identify, summarize, and formulate an academic argument.
- Become proficient with academic reading, writing, and citation skills

**NOTICE:** Students are advised that some of the topics covered in this course deal with sensitive and controversial issues that some students may feel uncomfortable engaging with.

**RESPECT FOR DIVERSITY:** Academic work in the social sciences is oftentimes about the choices we make from positions of privilege. While we must not shy away from the choices we make while engaging in academic work, it is our prerogative to engage in ethical practices that are respectful of the diversity of knowledges and perspectives that makeup our social world. In this course, we will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we will sometimes make mistakes in our speaking and our listening. We will at times need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions. Additionally, as the instructor in this course, it is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out



of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and lectures that are respectful of diversity. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups

Furthermore, I would like to create a learning environment for students that supports a diversity of thoughts, perspectives and experiences, and honours your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, Department Chair and Professor [Bernhard Leistle](#) is an excellent resource.
- I am still in the process of learning about diverse perspectives and identities. As a male white settler trained in classical social theory and methods I have had to reconsider some of the things that I was taught (inside and outside formal education). This is a good thing. Going back and re-assessing the materials and knowledges that I use to teach allows me to learn and grow as a more informed researcher. In some instances, it has meant removing materials to make space for a more inclusive and diverse set of voices. In other instances it has meant expanding conversations and paying attention to how I teach certain material. This remains a learning process for me and I may from time to time get it wrong. If something was said in class (by anyone, including me) that made you feel uncomfortable, please talk to me about it (again, anonymous feedback is always an option). Likewise, if you appreciated the way certain topics or experiences were discussed let me know.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols. If you are not located near Carleton, you may use the website <https://native-land.ca/> to identify traditional homelands.

## **LEARNING REQUIREMENTS AND CLASS CONDUCT:**

Students must have access to the internet and the ability to access the course's Brightspace. Material posted to Brightspace will be available for download and consultation offline whenever possible. I also assign a variety of videos and podcast episodes that are relevant to the topics we will be covering. I will post website links to this material which can be played on any internet connected device. If you'd rather use your favourite podcatcher app to listen to podcast episodes, feel free to search and find the appropriate episodes.

**Health & Safety:** This course is designed to unfold in person. In order to ensure a safe environment for all members of the Carleton community, including students, instructors and guests, this course will follow and enforce all policies, procedures and protocols in accordance to Carleton University's safe return to campus plan. As a student registered in this course, it is your responsibility to carefully read and stay up-to-date with Carleton University's evolving safe return to campus framework. The instructor in this course will follow all health requirements, strategies and best-practices for ensuring instructional spaces are occupied safely and for supporting students return to classroom learning.

It is important to remember that COVID-19 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.

**Class Conduct:** To ensure that in-person sessions remain a space where everyone feels comfortable exchanging ideas:

This course has a **ZERO TOLERANCE** policy concerning online harassment, bullying, discrimination, and sexual assault. 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.

Please read Carleton University's [Student Rights and Responsibilities Policy](#)

For helpful learning resources, visit: [Carleton Academics](#)



























In addition, during our first session together we will discuss and adopt a shared 'Code of Conduct' and 'Community Guidelines' adapted from [Northeastern University's Feminist Coding Collective](#)




















**Trust:** I trust you. I don't need to see a doctor's note, illness related or something else. What's more, I don't need to know the details. *I trust you*. If something is up, send me an email and say, 'something's up; can we rejig things'. We'll figure out a way for you to move forward and be successful, together. I am a strong proponent for a cultural shift away from distrusting students—especially for the various accommodations, flexibility, and compassion we sometimes need during a course. Trust also means that I seek to challenge the all-too-common campus culture that allows for an adversarial relationship between students & instructors. I do not use surveillance technologies on students and do not collect metrics as a standard for performance in a course. If you don't like how things are going, or have an idea about how to make the course 'better' (in whatever way you interpret 'better'), I trust your judgment. Tell me, and you can trust that I will listen.

There's no [cop shit](#) in this course. You're here to learn, I'm here to teach (credit to [Shawn Graham](#) for this).

## COURSE SCHEDULE

The material assigned for each week should reflect and expand on students' research interests, areas of study, and intellectual curiosity. Weekly topics may be suggested to reflect what the group wishes to cover during the term. Relevant videos/podcasts/interviews will be posted to Brightspace throughout the term. Students are expected to have read, listened, or watched all assigned material **PRIOR** to weekly lectures and **PRIOR** to class discussions. The quality of discussions will be greatly enhanced if everyone comes prepared.

DATE	TOPIC	ASSIGNED MATERIAL	EXPLORE FURTHER
WEEK 1 September 8	Introduction  How this class works	 The Syllabus  <i>The Social Breakdown</i> – <a href="#">(Don't) Ask a Sociologist Episode 1: What is Society?</a>	
WEEK 2 September 15	Thinking Sociologically	 Textbook Ch.1 (pp. 1–7)  C. Wright Mills – <i>The Promise</i>  <i>The Social Breakdown</i> – <a href="#">The Forgotten Founding Father: W.E.B. Du Bois</a>	 Harriet Martineau in <i>The Sociology Book</i> (pp.26–27).  What is Sociology? in <i>Sociology: A Graphic Guide</i> (pp.15–22).
WEEK 3 September 22	Media, Technology & Artificial Intelligence	 Textbook Ch.8 (pp. 321–332)  <i>Ideas</i> – <a href="#">Get Thee Behind me, Tech: Putting Humans Before Social Media.</a>	 Baker, D. (2014). A Quiet Revolution. (pp.1–19).  Storz, E. (2021). <a href="#">The Future of Artificial Intelligence Requires the Guidance of Sociology.</a>
WEEK 4 September 29  <b>Application Analysis #1 Due</b>	Sociology of Knowledge & Education	 Textbook Ch.16 (pp. 674–680)  <a href="#">‘Tale of Two Schools’</a>	 <a href="#">Perspectives on COVID-19: Impacts on Education.</a> (various articles).
WEEK 5 October 6	Sociology of Work	 Rodeheaver, D. & Zafirovski, M. (2017). <i>Sociology of Work</i> .  <i>In Our Time</i> – <a href="#">Work in the 20th C.</a>	 Graeber, D. (2013). <a href="#">On the Phenomenon of Bullshit Jobs.</a>
WEEK 6 October 13  <b>Discussion Forum #1 Due</b>	Power, Secrecy & Trust	 Textbook Ch. 17 (pp. 689–693)  <i>Invisibilia</i> – <a href="#">Trust Fall</a>	 C. Wright Mills in <i>The Sociology Book</i> (pp.46–49).  Michel Foucault in <i>The Sociology Book</i> (pp.52–55).
WEEK 7 October 20	Colonialism	 <i>Firsthand</i> –S2E9 <a href="#">‘Colonization Road’</a>  Textbook Ch.12 (p. 447)	 <i>Telling Our Twisted Histories–Discovery</i>   Ballantyne, R.J. (2021). <a href="#">Uncovering the Colonial Tactics Canada Uses to Delay Indigenous Justice and Sovereignty.</a>

WEEK 8 October 27	Reading break. No class.		
WEEK 9 November 3  <b>Application Analysis #2 Due</b>	Globalization & Neoliberalism	 Textbook Ch. 10 (pp. 412–413)  Munk Debates– <a href="#">‘Globalization’</a>	 Barnard Center for Research on Women– <a href="#">What is Neoliberalism?</a>  Massey, D. (1991). <a href="#">‘A Global Sense of Place’</a> .
WEEK 10 November 10	Sociology of the City	 Georg Simmel <a href="#">The Metropolis and Mental Life</a>  Radiolab– <a href="#">Cities</a>	 The Social Breakdown– <a href="#">Venice and the Venetian: A Sociology of Tourism</a>
WEEK 11 November 17  <b>Discussion Forum #1 Due</b>	Social Movements	 Textbook Ch.21 (pp. 843–846)  Frontburner– <a href="#">Naomi Klein on Climate Strikes, Greta and the Green New Deal</a>	 Philosophy Tube– <a href="#">Violence &amp; Protest</a>  Coletta, A. & Dagostino, N. (2015). <a href="#">Six Social Movements the World Can Learn From.</a>
WEEK 12 November 24	Sociology of the Environment & Human/ Nonhuman Relations	 Adam Greenfield– <a href="#">The Dangers of Smart Cities</a>  Knuth, K. (2019). <a href="#">The Term ‘Resilience’ Is Everywhere–But What Does It Really Mean?</a>	 Todd, Z. (2017). <a href="#">Fish, Kin, and Hope: Tending to water violations in amiskwaciwâskahikan and Treaty Six Territory.</a>  Pod Academy– <a href="#">Marxism and the Environment</a>
WEEK 13 December 1	Sociology of Sound & Term Recap	 99% Invisible– <a href="#">99% Noise</a>  Sounding Out!– <a href="#">The World Listening Day Update–2014 Edition</a>	 Katz, M. (2004). Listening in Cyberspace (p.158–187).  Falling Tree Productions– <a href="#">The Sound of Sport</a>



## **COURSE REQUIREMENTS & METHODS OF EVALUATION**

ASSIGNMENTS	% OF GRADE	DUE DATES
Attendance & Participation	20%	Weekly, Ongoing
Discussion Forum Activities (2 x 10% each)	20%	#1: October 13 #2: November 17
Application Analysis (2 x 15% each)	30%	#1: September 29 #2: November 3
Final Research Essay	30%	December 8

**\*Full details of assignments will be made available on Brightspace\***

### **ATTENDANCE & PARTICIPATION (20% of final grade)**

Attending lectures is part of the learning experience and each student has their own individual way of participating during lecture. Some students feel comfortable speaking in front of others, others do not. In lectures, the instructor will often use discussion facilitation exercises that allow for students to participate in a variety of ways. 'Active participation' is also expected—this does not necessarily translate into 'talking more'. Rather, it is expected that during lecture and discussion periods, students will listen actively, make relevant oral and/or written contributions based on the lectures and readings, and/or ask questions for clarification or to stimulate further discussion. Respect for different opinions and perspectives is essential to foster a mutually supportive and respectful learning environment.

### **DISCUSSION FORUM ACTIVITIES (2 x 10% each = 20% of final grade)**

Discussion forum activities provide students with the opportunity for more focused, continuous engagement with course material. These activities offer a way through which students can learn about and practice academic skills related to reading, writing, digital scholarship, and academic storytelling. Finally, discussion forum activities also provide a space for students to discuss relevant links between course material and their lived experiences.

### **APPLICATION ANALYSIS (2 x 15% each = 30% of final grade)**

These assignments offer students the opportunity to search for and identify examples of course topics/themes in contemporary pieces of media (e.g. video clips, blog posts, news articles, social media posts, etc). Media pieces analyzed by students will provide empirical examples of course concepts, theories, or sociological approaches in current practice and circulation. (500–750 words each).

### **FINAL RESEARCH ESSAY (30% of final grade)**

Students will prepare an academic research essay that explores a social issue sociologically. Students will be given a list of possible topics/themes that could be explored or are free to develop their own topics (with prior approval from the course instructor or Teaching Assistants). Essays will rely on course material in addition to secondary sources that students locate through their own research practice. A tutorial on locating and working with academic sources will be offered in advance of the due date for the assignment (1,000-1,200 words).

**ASSIGNMENT SUBMISSION & LATE POLICY:** All assignments are to be submitted no later than the due date outlined above. Assignments are submitted electronically using the course's Brightspace page. Make sure to save your work frequently and have a backup copy of your finished work before submitting electronically. For Brightspace assignment submission support, see [here](#). Late penalties of 2% per day (including Sat & Sun) will apply if no agreed upon extension was granted by the instructor or Teaching Assistant prior to the due date of an assignment. All course requirements must be submitted to successfully complete the course.

## **UNIVERSITY REGULATIONS**

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

### **Academic Regulations, Accommodations, Plagiarism, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

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

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**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).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 15, 2023**.

**For pregnancy:** 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. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**For religious obligations:** 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. For more details [click here](#).



**For 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>

**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. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Student Mental Health**

As a University 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. Here is a list that may be helpful:

**Emergency resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **Carleton resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off campus resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Plagiarism**

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students.

Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

### **What are the Penalties for Plagiarism?**

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

### **What are the Procedures?**

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

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### **Assistance for Students:**

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

### **Important Information**

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- 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).
  - Students must always retain a hard copy of all work that is submitted.
  - 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.
  - Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
  - In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
  - Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>
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## Important Dates and Deadlines

### Fall 2023 Dates and Deadlines

- August 29, 2023: Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
- September 1, 2023: Last day for receipt of applications from potential fall (November) graduates.
- September 4, 2023: Statutory holiday. University closed.
- September 5, 2023: Academic orientation (undergraduate and graduate students).  
  
Orientation for new Teaching Assistants.  
  
All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
- September 6, 2023: Fall term begins. Full fall, early fall, and fall/winter classes begin.
- September 12, 2023: Last day for registration and course changes (including auditing) in early fall courses.
- September 19, 2023: Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.  
  
Last day to withdraw from early fall courses with a full fee adjustment.  
  
Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.
- September 22-24, 2023: Full summer and late summer term deferred final examinations will be held.
- September 30, 2023: Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
- October 1, 2023: Last day for academic withdrawal from early fall courses.  
  
Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- October 6, 2023: December examination schedule (fall term final and fall/winter mid-terms) available online.
- October 9, 2023: Statutory holiday. University closed.
- October 13, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses,

before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

- October 15, 2023: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
- October 20, 2023: Last day of early fall classes.
- Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
- Last day that can be specified by a course instructor as a due date for term work for early fall courses.
- October 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.
- October 23-27, 2023: Fall break, no classes.
- October 28-29,  
November 4-5, 2023: Final examinations in early fall undergraduate courses will be held.
- October 30, 2023: Late fall classes begin.
- November 10, 2023: Last day to withdraw from late fall term courses with a full fee adjustment.
- November 15, 2023: Last day for academic withdrawal from full fall and late fall courses.
- Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
- November 17-19, 2023: Early fall undergraduate deferred final examinations will be held.
- November 24, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- December 1, 2023: Last day for receipt of applications from potential winter (February) graduates.

Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 8, 2023: Fall term ends.

Last day of full fall and late fall classes.

Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by an instructor as a due date for term work for full and late fall courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

December 9, 2023: No classes or examinations take place.

December 10-22, 2023: Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 22, 2023: All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 25,  
2023 through  
January 3, 2024  
inclusive: University closed.