

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH3225A/SOCI3220A/HIST3908A
JULY 02, 2026 – 14 AUGUST 2026
VIOLENCE AND HISTORICAL MEMORY

Instructor: Dr. Richard Levi Raber

Office Hours: Thursdays, 9-10 on Zoom: <https://carleton-ca.zoom.us/j/95195965018>.

Email: RichardRaber3@cunet.carleton.ca

Brightspace course page link: <https://brightspace.carleton.ca/d2l/home/420983>

Pre-requisites & Precluded Courses: For ANTH 3225, second-year standing or permission of the instructor; for SOCI 3220, [SOCI 1001](#) and [SOCI 1002](#), or [SOCI 1003](#) [1.0], or [ANTH 1001](#), or [ANTH 1002](#), and third-year standing; for HIST 3908, a 2000-level history course or third-year standing and 1.0 credit in history.

Method of Delivery: Online Asynchronous.

Mode of Submission: All assignments to be uploaded and submitted on Brightspace.

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

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.

Course Description and Objectives: Following armed conflict, genocide, or the collapse of authoritarian or colonial regimes, different actors seek different answers. Through various means, they try to understand what exactly happened. In this course we will consider how different understandings and archives of violent histories are produced, how different forms of power shape these approaches, and the contemporary meanings and politics applied to violent pasts. At every stage, knowledge and memory of violence is contested. In short, we will examine how knowledge about violence is constructed and how meaning is attached and debated.

We will explore historical production and the mediation of memory through modes including formal state archives, vernacular and life writing, film and photography, commemoration and public space, as well as transitional justice mechanisms. We will consider what heuristics or interpretive tools are conventionally used to measure and evaluate historical knowledge, and how different forms of power shape these.

Consulting monographs, testimony, historical fiction, and cultural texts, students will consider the dynamics inherent to each genre or source material and their sociocultural context. We will think across scales from the personal, to the local, to the national and global, while refining critical reading skills. Through book and film reviews alongside participation and a final project, students will grapple with how knowledge of violent pasts is shaped and mediated in the present. This course will interest students keen to understand how violence is understood and contested at various levels of society from across the globe.

Learning Outcomes (at least 3):

- 1) Students will gain an improved understanding of the complexity that often accompanies violence and thus creates challenges in its aftermath. This will include a focus on the uses (and abuses) of the past.
- 2) Students will develop an understanding of the nuances in historical and memory production at multiple temporal and spatial scales. In short, an understanding of how power shapes our understandings of the past.
- 3) Students will be introduced to some of the challenges and opportunities that researching and presenting histories of violence provide. This course is a low stakes opportunity to gain exposure to practical, methodological, and political considerations of undertaking this kind of research. This supports future professional and scholarly development.
- 4) Students will develop an increased comfort working across multiple cultural and historical contexts as well as different forms of media. This contributes to media, historical, and cultural literacy.
- 5) Students will develop a multi-temporal sensibility: an appreciation for how perceptions of the past, present, and future are mutually constructed.
- 6) Students will enhance their critical reading, thinking, and writing skills.

Reading(s)/Textbook(s):

Students are not required to purchase textbooks or other learning materials for this course.

Assignments and Evaluation:

Please note: all assignments are to be submitted using Brightspace.

1) Participation – 20%.

- a. Students will be expected to draft an online discussion post for each lecture. This is to include both a comment and a discussion question. This ought to be completed within three business days of the lecture. Posts can pertain to the assigned materials and/or the lecture.
- b. Discussion posts will be conducted on Brightspace.
- c. Students will be expected to leave one comment responding to at least one discussion post per lecture from a peer or the instructor within three business days.
- d. There are no right or wrong ways to engage with the discussions: thoughts, questions, observations and the like are all welcomed.
- e. Please note: discussion posts are a place to engage with new ideas. With this in mind, respect, empathy and kindness should guide the interactions. We are all learning.
- f. I anticipate students spending half an hour to an hour per lecture on this. As there are two lectures per week, this amounts to 1-2 hours per week.

2) Book or Film review – 25% (1000-1350 words). Due: July 16, 2026

- a. Students will be expected to select one of the listed books or films below to review.
- b. The book or film review should provide a brief synopsis, analyze the genre of the text, and connect it to the themes and works discussed in class.
- c. The book or film review should consider the context in which these texts were

produced and what they tell us about the relevant dynamics of cultural and knowledge production. This should include a discussion of genre.

- d. All full-length monographs (books), however not articles, listed in the lecture descriptions as “recommended readings” in the course design below are eligible in addition to the following texts:

Books:

- 1) Ken Saro-Wiwa, *Sozaboy* (Port Harcourt, NG: Saros International Publishers, 1985).
- 2) Gillian Slovo, *Red Dust* (New York: W. W. Norton & Company, 2003).
- 3) Antjie Krog, *Country of My Skull* (Random House, 1998).
- 4) Michael Rothberg, *The Implicated Subject: Beyond Victims and Perpetrators* (Stanford University Press, 2023).
- 5) Jean Améry, *At the Mind's Limits: Contemplations by a Survivor on Auschwitz and its Realities*, trans. Sidney Rosenfeld and Stella P. Rosenfeld (2009: Indiana University Press, 1966).

Films:

- 1) *The Look of Silence*, directed by Joshua Oppenheimer, Why Not Productions, 2014. Available on Kanopy.
- 2) *Garage Olimpo*, directed by Marco Bechis, produced by Marco Bechis, Amedeo Pagani, and Eric Heumann, Istituto Luce, 1999.
- 3) *The Lives of Others*, directed by Florian Henckel von Donnersmarck, produced by Max Wiedemann and Quirin Berg, Buena Vista International, 2006.
- 4) *Camp de Thiaroye* [The Camp at Thiaroye], directed by Ousmane Sembène and Thierno Faty Sow, New Yorker Films, 1988. Available here: <http://rarefilmm.com/2018/05/camp-de-thiaroye-1988/>.
- 5) *Geu seome gago shibda* [To the Starry Island], directed by Kwang-su Park, Park Kwang-su Film, 1993. Available here: <http://rarefilmm.com/2018/10/geu-seome-gago-shibda-1993/>.

Please note: should you have another film or book that you would like to review, please email me directly or speak to me about it during office hours. I am also open to review of other cultural texts i.e. photo essays.

3) Final Project Proposal – 20% (800-1200 words, inclusive of bibliography). Due: July 23, 2026

- a. Outline your final project.
- b. Explain how you will approach the project.
- c. Connect the project to course material or themes.

4) Final Project – 35% (2000-3000 words maximum). Due: August 14, 2026

- a. Students should prepare a final paper of their choosing. This can be a literature review that draws on the required and optional texts. Likewise, it can be a research paper or an attempt at memoir or life-writing.
- b. Should a student have an idea for an alternative mode of a final project i.e. a podcast, multimedia, or visual cultural work, this is possible but subject to the instructor's approval.
- c. Final papers and projects should centre on core themes from the course.
- d. Further information will be provided at the beginning of the course.

Late and Extensions Policy:

As this is a condensed course, please make all efforts to endeavour to submit your materials ahead of the stated deadlines. Late assignments will have 5% deducted for each business day delayed.

However, I also recognize that life happens. From time to time, students may require an extension. If circumstances dictate that you require a one-time extension, please reach out to me directly so that we can arrange an alternative timeline.

Class Schedule:

July 2, 2026: Introduction: Intimacy, Memory and Human Imperfection

Required Readings:

- 1) Jacqueline Rose, "One Long Scream," *London Review of Books*, May 23, 2019, <https://www.lrb.co.uk/the-paper/v41/n10/jacqueline-rose/one-long-scream>
- 2) Zadie Smith, "What do we want history to do to us?," *New York Review of Books*, February 27, 2020, <https://www.nybooks.com/articles/2020/02/27/kara-walker-what-do-we-want-history-to-do-to-us/>.
- 3) Zoé Samudzi, "The Bishop at Peace," *Protean Magazine*, July 29, 2023, <https://proteanmag.com/2023/07/29/the-bishop-at-peace/>.
- 4) James Robins, "Can Historians be Traumatized by History?" *New Republic*, February 16, 2021, <https://newrepublic.com/article/161127/can-historians-traumatized-history>.

Recommended Reading:

Frantz Fanon, *The Wretched of the Earth*, Trans. Richard Philcox (2021: New York: Grove Press, 1961): "On Violence."

July 7, 2026: Power and Historical Production

Required Readings:

- 1) Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995). Introduction.
- 2) Alon Confino, *Foundational Pasts: The Holocaust as Historical Understanding* (Cambridge University Press, 2011), pp. 1-14.
- 3) Jan Assmann, "Collective Memory and Cultural Identity," *New German Critique*, no. 65 (Spring/Summer 1995): 125-33.

Recommended Readings:

Jean M. O'Brien, *Firsting and Lasting: Writing Indians out of Existence in New England* (Minneapolis: University of Minnesota Press, 2010).

July 9, 2026: The Politics of the Archive (and its Absences)

Required Readings:

- 1) Kirsten Weld, *Paper Cadavers: The Archives of Dictatorship in Guatemala* (Durham: Duke

University Press, 2014). Introduction.

- 2) Saidiya Hartman, "Venus in Two Acts," *Small Axe* 12, no. 2 (2008): 1-14.
- 3) Achille Mbembe, "The Power of the Archive and its Limits," in *Refiguring the Archive*, by Graeme Reid, ed. Carolyn Hamilton, et al. (Springer 2002): 19-26.

Recommended Reading:

Verne Harris, "The Archival Sliver: A Perspective on the Construction of Social Memory in Archives and the Transition from Apartheid to Democracy," in *Refiguring the Archive*, ed. Carolyn Hamilton, et al. (Springer, 2002): 135-151.

Laura Jockusch, "Historiography in Transit: Survivor Historians and the Writing of Holocaust History in the Late 1940s," *The Leo Baeck Institute Year Book* 58, no. 1 (2013): 75-94.

July 14, 2026: Oral History and Memories of Violence

Required Reading:

- 1) Lee Ann Fujii, "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47, no. 2 (2010): 231-41.
- 2) Alessandro Portelli, "What Makes Oral History Different?" 1979. In *The Oral History Reader*, edited by Robert Perks and Alistair Thomson, 32-42. 2006 ed. New York: Routledge, 1998.

Recommended Reading:

Luise White, "Telling More: Lies, Secrets, and History." *History and Theory* 39, no. 4 (2000): 11-22.

Alistair Thomson, *Anzac Memories: Living with the Legend*, 2013 ed. (Clayton: Monash University Press, 1994), Introduction.

Donald L. Donham, *Violence in a Time of Liberation: Murder and Ethnicity at a South African Gold Mine, 1994* (Durham: Duke University Press, 2011), Introduction.

Richard Levi Raber. "Fallen Heroes and First Peoples: Memory Composition Among Two Ex-Military Communities in South Africa." *Journal of Southern African Studies* 51, no. 1 (2005): 113-36.

July 16, 2026: Memories of War: Researching Veterans and Survivors of Armed Conflict

Invited Guest: Lennart Bolliger (Assistant Professor, History of International Relations, Utrecht University)

Required Reading:

- 1) Lennart Bolliger, *Apartheid's Black Soldiers: Un-National Wars and Militaries in Southern Africa* (Athens: Ohio University Press, 2021), Introduction.
- 2) Lennart Bolliger, Richard Levi Raber, and Dino Estevao. "'We Were the Army in the Shadows': The Dynamics of Military Rule and Experiences of Black Women in the South African Defence Force 32 Battalion Military Community." *The Journal of African History* 65, no. 2 (2024): 223-39.

Recommended Reading:

Jocelyn Alexander, and JoAnn McGregor. "War Stories: Guerilla Narratives of Zimbabwe's Liberation War." *History Workshop Journal*, no. 57 (Spring 2004): 79-100.

Gary Baines. *South Africa's 'Border War': Contesting Narratives and Conflicting Memories*. London: Bloomsbury, 2014. Introduction.

Important: Book or Film review is due*

July 21, 2026: Yugoslavia, A Country Made and Unmade by Memory: A 20th Century Arc of Violence

Invited Guest: Filip Mitričević, PhD (Center for Southeast European Studies, University of Graz)

Required Reading:

Max Bergholz, *Violence as a Generative Force: Identity, Nationalism, and Memory in a Balkan Community* (Ithaca, NY: Cornell University Press, 2016), Introduction.

Recommended Reading:

Max Bergholz, *Violence as a Generative Force: Identity, Nationalism, and Memory in a Balkan Community* (Ithaca, NY: Cornell University Press, 2016), 3-100; 100-182; 297-322.

Recommended Multimedia Materials:

Podcast with Kelly McFall and Max Bergholtz discussing *Violence as a Generative Force: Identity, Nationalism, and Memory in a Balkan Community* for the New Books Network:

<https://newbooksnetwork.com/max-bergholz-violence-as-a-generative-force-identity-nationalism-and-memory-in-a-balkan-community-cornell-up-2016>.

A brief and dynamic summary of the Yugoslav World War II antifascist resistance by *The Armchair Historian*:
<https://www.youtube.com/watch?v=-2sSoBHhvro>

A brief summary of Yugoslavia's dissolution, take a look at this video by the same producer:
<https://www.youtube.com/watch?v=z2wF6K4wsv0>

A six-episode BBC documentary on the dissolution of Yugoslavia, called *The Death of Yugoslavia*:
<https://www.youtube.com/playlist?list=PLdw7wnKe0wiUSNdugFGpnSfm6wt-9gvUt>

July 23, 2026: Memoir and Life Histories

Required Readings:

- 1) Jacob Dlamini, *Askari: A Story of Collaboration and Betrayal in the Anti-Apartheid Struggle* (2015: Auckland Park, ZA: Jacana Media, 2014). Introduction.
- 2) Jacob Dlamini, *Native Nostalgia* (2010: Auckland Park, ZA: Jacana Media, 2009). Introduction.
- 3) Akemi Kikumura, "Family Life Histories: A Collaborative Venture," in *The Oral History Reader*, ed. Robert Perks and Alistair Thomson (2000: London and New York: Routledge, 1998), 140-44.

Recommended Readings:

Siphiwe Gloria Ndlovu. "A Very Brief History of Extraction." *Lolwe*. <https://lolwe.org/a-very-brief-history-of-extraction/>.

Patrick Radden Keefe, *Say Nothing: A True Story of Murder and Memory in Northern Ireland* (New York, NY: Doubleday, 2019).

Timothy Garton Ash, *The File: A Personal History* (Atlantic Books, 2009)

Katherine Verdery, *My Life as a Spy: Investigations in a Secret Police File* (Durham: Duke University Press, 2018).

Important: Final Project Proposal is due

July 28, 2026: Restitution and Reparation: Provenance, Controversy, and the 21st Century Museum

Invited Guest: Brian Quinn (PhD Candidate, Department of History, Indiana University Bloomington)

Required Readings:

- 1) Adam Kuper, "National Museums and Identity Museums," from *The Museum of Other People* (2023), 290-315.
- 2) Dan Hicks, *The Brutish Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution* (Pluto Press, 2021), Introduction.

Recommended viewing:

Dahomey, directed by Mati Diop, MUBI, 2024. Available through Carleton's subscription to Kanopy.

July 30, 2026: Photography and Meaning Making

Invited Guest: Dino Esteveao, Independent Photographer and Archivist (to be confirmed)

Required Readings

- 1) Ariella Azoulay, *Civil Imagination: A Political Ontology of Photography*, trans. Louise Bethlehem (London: Verso, 2012), selections.
- 2) Richard Levi Raber, "'What happened? Where are they?': Producing Counter-Knowledge in the Aftermath of Atrocity," *Third Text*, (2026), published online ahead of print. <https://doi.org/10.1080/09528822.2025.2596485>.
- 3) Susie Linfield, "Why Do Photography Critics Hate Photography?" *Boston Review*, September 23, 2008 <https://www.bostonreview.net/articles/susie-linfield-why-photography-critics-hate-photographs/>.

Recommended Materials:

Susie Linfield, "A Witness to Murder" *Boston Review*, September 1, 2005. <https://www.bostonreview.net/articles/susie-linfield-witness-to-murder-nazi-photography-holocaust/>.

Michael S. Roth, "Review: Why Photography Matters to the Theory of History," *History and Theory* 49, no. 1 (2010): 90-103.

Roland Barthes, *Camera Lucida: Reflections on Photography*, 2010 ed., trans. Richard Howard (New York: Hill and Wang, 1980).

John Berger, *Ways of Seeing* (British Broadcasting Corporation: Penguin Books, 1972). Entire series is available on YouTube.

August 4, 2026: Biafra and the Afterlives of Humanitarian Imagery

Invited Guest: Chichi Ayalogu (PhD Candidate, Cultural Mediations, Carleton University)

Required Reading:

- 1) Lasse Heerten, *The Biafran War and Postcolonial Humanitarianism Spectacles of Suffering* (Cambridge University Press, 2019), Introduction.
- 2) Chichi Ayalogu, "Digital Exhibit: Propaganda, Africanfuturity, and the Spectral Resonance of the Biafran Gambit" *ASAP Review*, (2025): <https://asapjournal.com/review/digital-exhibit-propaganda-africanfuturity-and-the-spectral-resonance-of-the-biafran-gambit/>.
- 3) Susan Sontag, *Regarding the Pain of Others* (Penguin, 2004). Selections.

Recommended Reading:

Chichi Ayalogu, "Visual Culture and the Politics of Humanitarian Consumption: The Case of the Biafran Gambit," *Journal of Postcolonial Writing* 61, no. 1 (2024): 66-80.

August 6, 2026: Truth, Memory and Public Culture: Vernacularizing Transitional Justice

Invited Guest: Kevin Toro Sánchez (PhD Candidate, Department of Law and Criminology, University of Leuven; Technical Advisor in the Extraordinary Chambers of the Courts of Cambodia)

Required Reading and Visual Materials:

- 1) Extraordinary Chambers in the Courts of Cambodia, Civil Society Organizations, and Ministry of Women Affairs (Cambodia), Tuol Sleng Genocide Museum, and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). *Consent Denied: Forced Marriage and Sexual Violence under the Khmer Rouge* (link to be provided).
- 2) "The Rise and Fall of the Khmer Rouge Regime," *Asia Pacific Curriculum*: <https://asiapacificcurriculum.ca/learning-module/rise-and-fall-khmer-rouge-regime>.
- 3) Sophal Ear, "Cambodia's Haunted Present: 50 Years After Khmer Rouge's Rise, Murderous Legacy Looms Large," *the Conversation*: <https://theconversation.com/cambodias-haunted-present-50-years-after-khmer-rouges-rise-murderous-legacy-looms-large-254125>
- 4) *Understanding the Extraordinary Chambers of the Courts of Cambodia*: https://backend.eccc.gov.kh/uploads/ENG_ECCC_Q_and_A_Booklet_53a8672f65.pdf
- 5) Sally Engle Merry, "Transnational Human Rights and Local Activism: Mapping the Middle," *American Anthropologist* 108, no. 1 (2006): 38-51.

Recommended Materials:

Mary Nolan, "The Elusive Pursuit of Truth and Justice: A Review Essay," *Radical History Review*, no. 97 (2007): 143-54.

Pumla Goboda-Madikizela, "Why Memories of the Truth and Reconciliation Commission Still Ache," *the Conversation*, Nov. 29, 2018.

Ron Krabill, "Symbiosis: Mass Media and the Truth and Reconciliation Commission of South Africa," *Media, Culture & Society* 23, no. 5 (2001): 567-585.

Susie Linfield, "Trading Truth for Justice?" *Boston Review*, June 1, 2000
<https://www.bostonreview.net/articles/susie-linfield-trading-truth-justice/>

Rita Kesselring, *Bodies of Truth: Law, Memory, and Emancipation in Post-Apartheid South Africa* (Stanford University Press, 2017).

Josh Bowsher, "The South African TRC as Neoliberal Reconciliation: Victim Subjectivities and the Synchronization of Affects," *Social & Legal Studies* 29, no. 1 (2019): 41-64.

Deborah Posel, "History as Confession: The Case of the South African Truth and Reconciliation Commission," *Public Culture* 20, no. 1 (2008): 119-41.

Antjie Krog, Nosisi Mpolweni, and Kopano Ratele, *There Was This Goat: Investigating the Truth Commission Testimony of Notrose Nobomvu Konile* (University of KwaZulu-Natal Press, 2009).

Adam Sitze, *The Impossible Machine: A Genealogy of South Africa's Truth and Reconciliation Commission* (Ann Arbor: University of Michigan Press, 2013).

The South African Broadcasting Corporation's *Truth Commission: Special Report* website has invaluable documents and videos of South Africa's Truth and Reconciliation Commission: <https://sabctrc.saha.org.za>.

August 11, 2026: Slavery and the American Confederacy in Brazilian Public Imagination

Invited Guest: Jordan P. Brasher, PhD (University of Tennessee)

Required Readings:

- 1) Jordan P. Brasher, "The Crisis of Confederate Memory in the Interior of São Paulo, Brazil," *Memory Studies* 14, no. 6 (2021): 1314-32.

Recommended Multimedia Materials:

Jordan Brasher, "Contesting the Confederacy: Mobile Memory and the Making of Black Geographies in Brazil," *FOCUS on Geography* 62 (2019): <https://doi.org/10.21690/foge/2019.62.8f>.

August 13, 2026: Reflections on Age, Violence, and Memory: A Ugandan Case Study

Invited Guest: Phoebe Shambaugh, PhD (Department of History, University of Bayreuth)

Required Readings:

- 1) Frank Schubert, “‘Guerrillas Don’t Die Easily’”: Everyday Life in Wartime and the Guerrilla Myth in the National Resistance Army in Uganda, 1981–1986’. *International Review of Social History* 51, no. 1 (2006): 93-111. <https://doi.org/10.1017/S0020859005002348>.
- 2) Kara Blackmore, (2020). “Symbols of Suffering and Silence Memorialisation in Uganda and Beyond.” Doctoral dissertation. London School of Economics and Political Science. <https://doi.org/10.21953/lse.00004417> [Essay 1: Uganda’s Challenge to Forget: A Return to Memory in Luwero: 90-116].

Recommended:

Oder Commission, Testimony and report (1994). Digitized by Sabrina Nash and Derek Peterson, University of Michigan, and made available by Derek Peterson. <https://derekpeterson.com/archive-materials/>. Selections to be determined.

Joanna R. Quinn, “Constraints: The Un-Doing of the Ugandan Truth Commission.” *Human Rights Quarterly* 26, no. 2 (2004): 401-27.

Kristof Titeca, *Rebel Lives: Photographs from inside the Lord's Resistance Army* (Veurne: Hannibal Books, 2019). Note: access requires Inter-Library Loan (ILL) request.

August 14, 2026: All Final Projects due.

Citation Style

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Additional Information

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/>

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

(<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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 scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for June examinations is **June 1, 2026** and **August 1, 2026** for August examinations.

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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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 more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: www.carleton.ca/sexual-violence-support

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

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.

Generative Artificial Intelligence Tools (e.g. ChatGPT)

AI use in this course: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot)

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

Limitations: Students may not use AI for the following tasks: Sounding board (e.g. generating essay topics with ChatGPT, using Microsoft Word's Smart Lookup or Copilot to find inspiration and related topics); Creating outlines (e.g. using AI to structure an essay or presentation flow, using Microsoft Word's Outline View with AI suggestions); Providing definitions or explanations of complex concepts (e.g. using AI to explain a difficult theory or to find relevant information)

I am interested in what each of you have to say—not outputs generated by AI. The course has been designed to provoke critical engagement and thinking. For the purposes of this class, the use of AI tools to produce assessed content is considered a violation of academic integrity standards.

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.

Statement on Student 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/>

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.

- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Important Information:

- 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/>.

SUMMER TERM 2026 – Important Dates and Deadlines

Date	Activity
SUMMER TERM 2026	
March 1, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the summer term.
April 29, 2026	Deadline for course outlines to be made available to students registered in early summer and full summer courses.
May 1, 2026	Last day for receipt of applications for undergraduate degree program transfers for the summer term.
May 6, 2026	Summer term begins. Early summer and full summer classes begin.
May 12, 2026	Last day for registration and course changes (including auditing) in early summer courses.
Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in spring 2026 and must register for the summer 2026 term.	
May 15-27, 2026	Full winter, late winter, and fall/winter term deferred final examinations will be held.
May 18, 2026	Statutory holiday. University closed.
May 20, 2026	Last day for registration and course changes (including auditing) in full summer courses.
Last day to withdraw from early summer courses with a full fee adjustment.	
May 31, 2026	Last day to withdraw from full summer courses with a full fee adjustment.
June 1, 2026	Last day for academic withdrawal from early summer courses.
Last day to request Formal Examination Accommodations for June examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not	

Date	Activity
	be possible to fulfil accommodation requests received after the specific deadlines.
June 11, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in early summer term undergraduate courses before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
June 18, 2026	Last day of early summer classes. (NOTE: full summer classes resume July 2.)
	Classes follow a Monday schedule.
	Last day for 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 a course instructor as a due date for term work for early summer courses.
June 19-20, 2026	No classes or examinations take place.
June 21-27, 2026	Final examinations in early summer courses and mid-term examinations in full summer courses will be held. Examinations are normally held all seven days of the week.
June 25, 2026	Deadline for course outlines to be made available to students registered in late summer courses.
June 27, 2026	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.
July 1, 2026	Statutory holiday. University Closed.

Date	Activity
July 2, 2026	Late summer classes begin and full summer classes resume.
July 8, 2026	Last day for registration and course changes (including auditing) in late summer courses.
July 15, 2026	Last day to withdraw from late summer courses with a full fee adjustment.
July 16, 2026	*** Book or Film review is due***
July 17-19, 2026	Early summer term deferred final examinations will be held.
July 19, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
July 23, 2026	<u>***Important: Final Project Proposal is due***</u>
August 1, 2026	Last day for academic withdrawal from full and late summer courses. Last day to request Formal Examination Accommodations for August 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.
August 3, 2026	Statutory holiday. University closed.
August 7, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in late summer and full summer term undergraduate courses, before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
August 14, 2026	Last day of late summer and full summer classes.

Classes follow a Monday schedule.

Date	Activity
	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 a course instructor as a due date for term work for late summer and full summer courses.
<u>August 14, 2026</u>	<u>All Final Projects due.</u>
August 15-16, 2026	No classes or examinations take place.
August 17-23, 2026	Final examinations in late summer and full summer courses will be held. Examinations are normally held all seven days of the week.
August 23, 2026	All final take-home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
September 18-20, 2026	Full summer and late summer term deferred final examinations will be held.