



COURSE:	Introduction to Latin American and Caribbean Studies II LACS 1002A
TERM:	Winter 2020
PRECLUSION:	none
CLASS:	Day & Time: Tuesdays, 6:05PM–8:55PM Room: Tory Building 447
INSTRUCTOR	Jason Dyck (pronouns: he/him)
CONTACT:	Office: Patterson Hall 452 Office Hrs: Tuesdays, 4:00PM–5:00PM (or by appointment) Telephone: 613-520-2600 extension 2830 Email jason.dyck@carleton.ca

Territory Acknowledgement: Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

Course Description:

This course examines ideas of race and ethnicity in Latin America and the Caribbean between 1492 and the early twenty-first century. Specific emphasis is given to the ways in which men and women of all backgrounds participated in both nation-building and in determining the shape of their everyday lives. The activities of creole elites, presidents, caudillos, intellectuals, and artists will be analyzed alongside that of indigenous people, Afro-Latin Americans, slum-dwellers, peasants, and Mexican transmigrant workers in Canada. This multiethnic conversation will be followed through colonial times, the wars for independence, caudillo rule, struggles with modernity, populist politics, revolutionary activity, Cold War conflicts, and neoliberal reforms. To analyze larger themes characteristic of the region, lectures concentrate on Mexico, Argentina, Brazil, Chile, Cuba, Nicaragua, and Peru.

Learning Outcomes:

This course has several learning outcomes related to Latin American and Caribbean history and the craft of history more generally. Upon completion, you will have gained a general knowledge of Latin American and Caribbean history along with the following set of historical skills:

- Bibliographic knowledge to properly format both footnotes and bibliographies
- Research proficiencies to efficiently locate primary and secondary sources
- Critical reading skills to interpret a wide range of historical documents
- Writing techniques to persuasively communicate an argument about the past
- Cultural sensitivity to diverse interpretations and ways of viewing the world

Texts:

In this course we will be working through John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*. 4th ed. (New York: W. W. Norton & Company, 2016). This text is available for purchase at Carleton's Bookstore: <https://www.bkstr.com/carletonstore/shop/textbooks-and-course-materials>. All other course readings are available as pdf files through the MacOdrum Library's E-Reserves (Ares): <https://library.carleton.ca/services/library-reserves-students/e-reserves-ares>.

The syllabus, important handouts, lecture outlines, document exercises, and PowerPoint slides will all be available for consultation on cuLearn. Weekly lecture outlines and document exercises will only appear on cuLearn the Monday night before lectures on Tuesdays and PowerPoint slides will appear on cuLearn after lectures have finished.

Course Calendar:

Lectures. Every week there are three fifty-minute lectures with ten-minute breaks in between them. It is extremely important that you attend weekly lectures and read the assigned reading beforehand.

Lecture Conduct. You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones, and using personal computers for note taking only. Personal computers and other handheld devices will not be used for surfing the web, social media, games, checking email, or for watching videos.

Lecture Reading. The principal text for this course is John Charles Chasteen's *Born in Blood and Fire*, a general survey of Latin American history. You are responsible for reading through this book, which will provide you with background knowledge and context for lectures. There are also assigned primary sources for one or more of the lecture topics, most of which are connected to the third lecture in which there will be an opportunity for discussion. You are expected to come prepared to participate.

There are 355 pages in *Born in Blood and Fire*, but only 272 pages of text. To finish the book by the end of the semester, you need to be reading roughly 23 pages a week. Having said this, you will find that page assignments for weeks 2, 3, and 4 are very intensive when compared to the rest of the course. You can choose a reading pace that fits your speed and schedule.

INTRODUCTION

WEEK 1: SURVEYING THE LAND (JANUARY 7)

Lecture #1: Review of the Course Outline

Lecture #2: Backpacking through Latin America

Lecture #3: Meeting Fellow Travellers

Course Text

- Chasteen, *Born in Blood & Fire*, 1–15, M2–M12.

MESTIZO PROCESSES

WEEK 2: SPREADING EMPIRE (JANUARY 14)

Lecture #4: Early Encounters

Lecture #5: Transnational Slave Trades

Lecture #6: Colonial Castas

Course Text

- Chasteen, *Born in Blood & Fire*, 17–93.

Primary Sources:

- Bartolomé de las Casas, “A Brief Account of the Destruction of the Indies,” in *Born in Blood and Fire: Latin American Voices*, ed. John Charles Chasteen (W. W. Norton & Company, 2011), 7–12.

WEEK 3: BUILDING NATIONS (JANUARY 21)

Lecture #7: Independence Celebrations

Lecture #8: Caudillo Rule

Lecture #9: National Symbols

Course Text

- Chasteen, *Born in Blood & Fire*, 95–159.

Primary Sources:

- Domingo Faustine Sarmiento, “Facundo: Barbarian Caudillo,” in *Latin American Civilization: History & Society, 1492 to the Present*, 6th ed. (Boulder: Westview Press, 1996), 254–260.

WEEK 4: NEOCOLONIAL BLUES (JANUARY 28)

Lecture #10: The Poverty of Progress

Lecture #11: Modernizing Goods and People

Lecture #12: Photohistory

Course Text

- Chasteen, *Born in Blood & Fire*, 161–231.

Primary Sources:

- José Martí, “Our America,” in *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela Smorkaloff (Durham: Duke University Press, 2003), 122–127.

MANY MEXICOS

WEEK 5: REVOLUTIONARY NATIONALISM (FEBRUARY 4)

Lecture #13: The Porfiriato

Lecture #14: The Mexico Revolution

Lecture #15: Mestizaje and Indigenismo

Course Text

- Chasteen, *Born in Blood & Fire*, 233–249.

Primary Sources:

- James Creelman, “President Díaz, Hero of the Americas,” in *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002), 285–291.
- José Vasconcelos, “The Cosmic Race,” in *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002), 15–19.

WEEK 6: POPULAR CULTURE (FEBRUARY 11)

Lecture #16: The Golden Age of Cinema

Lecture #17: La Lucha Libre (Mexican Wrestling)

Lecture #18: Tortillas, Tamales, and Tacos

Lecture Reading:

- Anne Rubenstein, “El Santo’s Strange Career,” in *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002), 570–578.

WEEK 7: READING WEEK (FEBRUARY 17-21)

No Lectures

RACE AND NATION

WEEK 8: POPULIST POLITICS (FEBRUARY 25)

Lecture #19: The Estado Novo

Lecture #20: Peronism

Lecture #21: Urban Poverty

Course Text

- Chasteen, *Born in Blood & Fire*, 249–265, 267–275.

Primary Sources:

- Carolina Maria de Jesus, *Child of the Dark: The Diary of Carolina Maria de Jesus*, trans. David St. Clair (New York: Signet Classics, 2003), 3–33.

WEEK 9: REVOLUTIONARY FERMENT (MARCH 3)

Lecture #22: The October Revolution

Lecture #23: The Cuban Revolution

Lecture #24: The Myth of Racial Democracy

Course Text

- Chasteen, *Born in Blood & Fire*, 275–295.

Primary Sources:

- Fidel Castro, “History Will Absolve Me,” in *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela Smorkaloff (Durham: Duke University Press, 2003), 306–314.

- Carlos Moore, “Silence on Black Cuba,” in *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela Smorkaloff (Durham: Duke University Press, 2003), 417–423.

WEEK 10: MEMORIES OF DICTATORSHIP (MARCH 10)

Lecture #25: Military Rule in Chile

Lecture #26: The Dirty Wars in Argentina

Lecture #27: The Tlatelolco Massacre

Course Text

- Chasteen, *Born in Blood & Fire*, 297–314.

Primary Sources:

- Hebe de Bonafini and Matilde Sánchez, “The Madwomen at the Plaza de Mayo,” in *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002), 429–439.
- Elena Poniatowska, “The Student Movement of 1968,” in *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002), 555–569.

WEEK 11: THE LATE COLD WAR (MARCH 17)

Lecture #28: The Nicaraguan Revolution

Lecture #29: Trouble in the Andes

Lecture #30: Narcolandias

Course Text

- Chasteen, *Born in Blood & Fire*, 314–327.

Primary Sources:

- Ernesto Cardenal, “The Church in the Nicaraguan Revolution,” in *Latin American Civilization: History & Society, 1492 to the Present*, ed. Benjamin Keen, 6th. ed. (Boulder: Westview Press, 1996), 431–436.
- Mario Vargas Llosa, “The Massacre,” in *Latin America Since Independence: A History with Primary Sources*, ed. Alexander Dawson (New York: Routledge, 2011), 237–240.

WEEK 12: NEOLIBERAL BLUES (MARCH 24)

Lecture #31: Transnational Links

Lecture #32: The Pink Tide

Lecture #33: El Otro Lado (The Other Side)

Course Text

- Chasteen, *Born in Blood & Fire*, 329–355.

Primary Sources:

- José María Salcedo, “Simply Pascuala,” in *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Carlos Iván Degregori, and Robin Kirk (Durham: Duke University Press, 1995), 452–455.
- Judith Adler Hellman, “Pedro P., Coyote,” in *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002), 717–727.

CONCLUSION

WEEK 13: ARRIVING HOME (MARCH 31)

Lecture #34: Latin America in Canada

Lecture #35: Unpacking the Backpack

Lecture #36: Review of the Take-Home Final Exam

Primary Sources:

- Vincenzo Pietropaolo, “Introduction,” “An Imaginary Letter to a Migrant Farm Worker,” and “Harvest Pilgrims,” in *Harvest Pilgrims: Mexican and Caribbean Migrant Farm Workers in Canada* (Toronto: Between the Lines, 2009), 5–7, 25–27, 32, 33, 58, 60, 64, 67, 69, 73, 105, 116.
- Min-Sook Lee, *El Contrato* (Documentary Film, National Film Board of Canada, 2003).
https://www.nfb.ca/film/el_contrato/.

WEEK 14: MAKE-UP CLASSES (APRIL 7)

Lecture #37: Make-Up (If Necessary)

Lecture #38: Make-Up (If Necessary)

Lecture #39: Make-Up (If Necessary)

Evaluation:

I. Course Requirements

1. Map Quiz	5%	January 14, 2020
2. Sources Quiz	5%	January 21, 2020
3. Citation Quiz	5%	January 28, 2020
4. Research Proposal	5%	February 4, 2020
5. Document Analysis	15%	February 11, 2020
6. Research Paper	30%	March 10, 2020
7. Take-Home Final Exam	35%	April 25, 2020

1. Map Quiz (5%) – January 14, 2020 (8:35PM–8:55PM)

Description and Purpose. The first assignment of this course is a map quiz that will be held in class on January 14, 2020. You are responsible for learning the names of all the countries and their capital cities in Latin America. The purpose of this quiz is to make sure you have a basic understanding of the region we will be studying in this course. Not only this, geography is central to the study of history and how we interpret the past.

Resources:

- Chasteen, *Born in Blood & Fire*, 13.

Submission Details:

- **Medium:** Quiz in Tory Building 447

2. Sources Quiz (5%) – January 21, 2020

Description and Purpose. The second assignment of this course is a sources quiz. You are responsible for learning the difference between primary and secondary sources, the types of scholarly sources available in

the library, the distinction between popular and scholarly works, and the criteria for peer-review. The purpose of this quiz is to ensure that you can distinguish between the types of sources scholars use to write about Latin America, which is crucial for understanding all forms of academic writing.

Resources:

- Jason Dyck, *Guide to LACS 1002*, 2020.

Submission Details:

- **Medium:** Quiz on cuLearn

3. Citation Quiz (5%) – January 28, 2020

Description and Purpose. The third assignment of this course is a citation quiz. You will be given a book, an article (chapter) from an edited volume, and a journal article that you need to properly cite, both as footnotes and as entries in a bibliography. The purpose of this quiz is to prepare you for your assignments as they all need to be done according to the *Chicago Manual of Style*.

Resources:

- Jason Dyck, *Guide to LACS 1002*, 2020.

Submission Details:

- **Medium:** Quiz on cuLearn

4. Research Proposal (5%) – February 4, 2020

Description and Purpose. The fourth assignment of this course is a brief research proposal. You need to choose a manageable research topic of interest to you on Latin American and Caribbean history. Be specific by clearly identifying what you plan to investigate, the group of people you will be focusing on, the region or country you wish to cover, and the time period of your study. After this, establish a research question from the topic that looks something like the following: “What are the rights of Mexican workers on Ontario farms from the 1970s to the present?” Identify three of the most important concepts in your research question and provide keywords for each of these three concepts. With your keywords, you need to search for books and edited volumes on the MacOdrum Library website and scholarly journal articles using JSTOR. You are required to find one primary source, a monograph, an article (chapter) from an edited volume, and a journal article on your topic (with screenshots of the sources you found). Once you have located these four items, you need to craft an annotated bibliography. The purpose of this assignment is to teach you how to establish a manageable research topic, search terms, and how to find relevant materials in the library and specialized databases.

Submission Details:

- **Medium:** WORD DOCUMENT on cuLearn
- **File Name:** surname_givenname_report_LACS1002 (e.g. smith_john_report_LACS1002)
- **Length:** See the sample assignment available on cuLearn for more details
- **Format:** 12-font, Times New Roman
- **Citation Style:** Chicago Manual of Style

5. Document Analysis (15%) – February 11, 2020

Description and Purpose. The fifth assignment of this course is a document analysis on the diary of Carolina Maria de Jesus (1915–1977). Carolina, the great grandchild of Brazilian slaves, lived most of her life in the slums (*favelas*) of São Paulo. For several years she kept a diary on scrap pieces of paper she collected from garbage dumps. In 1958 a journalist discovered portions of her diary and published them as *Child of the Dark*, turning Carolina into a best-selling author in Brazil and an international celebrity. Your task is to carefully and critically read through Carolina’s diary and think about what it teaches us about urban poverty in Latin America. The purpose of this assignment is to provide you with an opportunity to exercise your historical imagination and to engage with a primary source in a critical fashion. You must think about Carolina’s biases and how she viewed the world she was experiencing. To gain an understanding of Carolina and the context in which she wrote her diary, you should read through the essay by Robert M. Levine cited below.

Resources:

- Carolina Maria de Jesus, *Child of the Dark: The Diary of Carolina Maria de Jesus*, trans. David St. Clair (New York: Signet Classics, 2003), 3–33.
- Robert M. Levine, “Carolina Maria de Jesus: From Ragpicker to Best-Selling Author and Back Again,” in *The Human Tradition in Modern Brazil*, ed. Peter M. Beattie (Wilmington: Scholarly Resources, 2004), 231–248.

Submission Details:

- **Medium:** WORD DOCUMENT on cuLearn
- **File Name:** surname_givenname_analysis_LACS1002 (e.g. smith_john_analysis_LACS1002)
- **Length:** 3 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** Chicago Manual of Style

6. Research Paper (30%) – March 10, 2020

Description and Purpose. The sixth assignment of this course is a research paper based upon the research topic you chose in the Research Proposal. A research paper is designed to provide you with an opportunity to exercise your research and analytical skills. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Be passionate about the topic you have chosen by investigating a research question that matches both your intellectual interests and academic curiosity. Each essay must include at least 2 primary sources and at least 4 secondary sources. As you carry out your research, you must look for work by reputable scholars in the library and other scholarly databases.

Resources:

- At least 2 primary sources
- At least 4 secondary sources (both scholarly journal articles and books)

Submission Details:

- **Medium:** WORD DOCUMENT on cuLearn
- **File Name:** surname_givenname_essay_LACS1002 (e.g. smith_john_essay_LACS1002)
- **Length:** 6 pages double-spaced (excluding title page and bibliography)

- **Format:** 12-font, Times New Roman
- **Citation Style:** Chicago Manual of Style

7. Take-Home Final Exam (35%) – April 25, 2020

Description and Purpose. The take-home final exam is a series of essays based upon the entire course that will be made available on cuLearn after the last lecture of the term. You should treat a take-home final exam as an opportunity to demonstrate what you have learned in both lectures and independent reading. A successful take-home final exam is a reflection of your own personal engagement with the material covered throughout the entire course.

Resources:

- John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, 4th ed. (New York: W. W. Norton & Company, 2016).
- Lecture reading, material, document exercises, and images.

Submission Details:

- **Medium:** WORD DOCUMENT on cuLearn
- **File Name:** surname_givenname_exam_LACS1002 (e.g. smith_john_exam_LACS1002)
- **Length:** 7 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** Chicago Manual of Style

II. Grading Details

***For a more detailed description of how you will be evaluated in this course (with rubrics), see the Guide to LACS1002 posted on cuLearn.**

1. Completion of Coursework and Late Policy

- Students who do not complete all coursework will be assigned a failing grade.
- Assignments handed in late will be penalized 5% of the assignment's worth per day after the due date (including weekends). All extensions must be approved by the instructor beforehand and only valid excuses will result in permission to hand in an assignment late. To receive an extension, you need to provide a doctor's note for illnesses and establish a new due date with the instructor.

2. Requirements for Written Assignments and the Take-Home Final Exam

- A title page with the title of your paper, your name, course code, instructor, and the date.
- An introduction clearly stating the theme of your paper and its general argument.
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar.
- A manageable topic and organized structure.
- An intelligent use of sources and signs of original research.
- A quality of analysis and a general demonstration of effort.
- An informative conclusion concisely summing up your paper.
- A bibliography and footnotes according to the Chicago Manual of Style.
- A format using 12-font and Times New Roman letters on double-spaced pages.

- A page number at the top or bottom of every page (excluding the title page).

3. Student Access to Assignments and the Take-Home Final Exam

- All quizzes and written assignments for this course will be graded and returned to students with comments and track changes that will be available for viewing on cuLearn.
- The take-home final exam will be graded but will not be returned with comments and track changes.

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- 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 which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course

materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

January 31, 2020: Last day for a full fee adjustment when withdrawing from **winter** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

April 7, 2020: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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

Pregnancy obligation: write to the 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 see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the 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 see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

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

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 its 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/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)

- Department of History (2828) 400 PA
- Registrar's Office (3500) 300 Tory
- Academic Advising Centre (7850) 302 Tory

- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Seminars, Bounce Back (3822) 4th fl Library

Application for Graduation Deadlines

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