



St Martin-in-the-Fields by William Logsdail, 1888
Source: Wikimedia Commons, public domain

COURSE:	Victorian London FYSM 1405B
TERM:	Fall 2018 & Winter 2019
PRECLUSIONS:	none
CLASS:	Day & Time: Mon & Wed, 2:35pm-3:55pm Room: Residence Commons 213 (Fall)
INSTRUCTOR:	Dr. Danielle Kinsey
CONTACT:	Office: PA 422 Office Hrs: Wed 4pm-6pm <i>or by appointment</i> Telephone: 613-520-2600 extension 2832 Email Danielle.Kinsey@carleton.ca

- I. **Course Description:** From Sherlock Holmes to Ripper Street, Dracula to Victoria, we continue to be fascinated by nineteenth-century London as the “city of dreadful delight.” This course will examine the causes and consequences of the city’s modernization between the 1830s and early 1900s as it was shaped by new technologies, the politics of reform, industrialization, environmental crises, cholera, the threat of mass rebellion, hunger, population pressure, and crime. We will look at topics such as the Thames river, sewage, and clean water infrastructure; the East End versus the West End; overlapping administrative jurisdictions; the rise of department stores and shopping culture; museums, cemeteries and parks as places of leisure; London as a port-city-center of a vast empire; immigration and racism; the *flâneur* and the *flâneuse*, so-called urban wanderers; class and fashion; the Great Exhibition; Chartism and Anglo-African activist William Cuffay; ideas about crime and criminality; the politics of housing, public transport, and mobility; newspapers and print culture; photography and the city; and ideas about gender and sexuality. In addition to exploring the history of Victorian London, this course will also be an introduction to the methodologies of historical research, writing, and thinking.
- II. **Course Outcomes:** Students who pass this course will be able to:
- 1) Understand and explain historical events, people, institutions, movements, and ideas in the context of Victorian London.
 - 2) Analyze and assess historical documents, artifacts, and other primary sources.
 - 3) Conduct primary and secondary research in our library and online.
 - 4) Critique historical claims in today’s popular culture.
 - 5) Express in writing and orally the results of historical thinking and research.

III. **Course Format:** This is a 1.0 credit full-year seminar that will take place twice a week for 75-minute sessions. The Fall semester will be devoted to learning about the content of Victorian London’s history through lecture, film and visual sources, readings, and group discussion. The Winter semester will be about students conducting their own research, rendering creative and academic historical output, presenting their work, and engaging in peer review. A few weeks of instruction in the Winter semester will be delivered completely online via cuLearn as students engage in grammar and peer review workshops.

IV. **Texts:** The following are required and will be assigned in their entirety:
 (Fall) Steven Johnson, *The Ghost Map: The Story of London’s Most Terrifying Epidemic – and How it Changed Science, Cities, and the Modern World*, (New York: Riverhead Books, 2006). ISBN: 9781594482694.
 (Winter) YS Lee, *The Agency: A Spy in the House*, (Candlewick: 2009). ISBN: 978-0763687489.

At least one copy of each book will be put on reserve in the library. Copies can also be ordered by students via interlibrary loan (RACER). Books will be available for purchase at Octopus Books (116 Third Avenue).

*******Each student is responsible for obtaining their own copy in a timely fashion.*******

All other readings will be available on electronic reserve with our library via ARES or via our cuLearn website. The schedule of readings can be found in the Course Calendar section of this syllabus.

V. **Evaluation:** Fall Term

In-class Quizzes	24%	every class after Sept 5
Participation	20%	every class after Sept 5
Library Assignment 1	10%	DUE in class Sept 24
Library Assignment 2	10%	DUE in class Oct 15
Primary Source “Deep Reading”	20%	DUE in class Nov 12
Winter Semester Proposal	16%	DUE in class Dec 7

*****NOTA BENE:** *All components of the course must be passed in order for the student to pass the course.*

Winter Term (note: the dates of presentations are tentative; they will be finalized in December when I will post a Winter syllabus)

Quizzes (Online or in-class)	10%	Week 1 (3%), Week 2 (1%), Week 3 (5%), Week 4 (1%)
Popular Culture Presentation	10%	sometime between Jan 30 and Feb 13
Participation for Presentations	10%	Jan 30 to Feb 13
Participation Peer Review 1	10%	Mar 4-15
Participation Peer Review 2	10%	Mar 18-29
Final Project Presentation	5%	Apr 1 or 3
Participation for Presentations	4%	Apr 1 & 3
Popular Culture Assignment	20%	DUE on cuLearn Monday Feb 25 11:55pm
Final Project	21%	DUE on cuLearn Tues April 9 11:55pm

Fall Term

In-class Quizzes: In the last 15 minutes of every class after Sept 5, there will be a written quiz on the material covered in class that day or on the assigned reading for that day. Our Monday classes will be interactive lectures. At the beginning of the lecture I will give you a list of about five (5) keywords for

the lecture. Please take notes on anything relevant about the who, what, where, when, and, most importantly, historical significance of each keyword. Monday's quiz question will almost always ask you about one of the keywords and be a closed-book quiz. Classes on Wednesday will be about discussing the assigned reading so the quiz question will be on the reading and will be open-book so you can consult your notes and the reading. Quizzes may also come in the form of a worksheet that the student will be asked to complete in class. All quizzes will be graded out of 3 (3 – excellent, 2 – good but missing a crucial element, 1 – somewhat relevant, 0 – off topic or not completed) and, unless a worksheet is given out, will be written in exam booklets that I will handout each class. Please come to class with a pencil or pen to write with. If you have concerns about your ability to take the quizzes and/or write in the booklets, please see me ASAP. In the Winter semester, one quiz will be in-class and five others will be online.

Participation: Each student is expected to attend all classes, do all assigned readings, and participate actively in all discussions and any group work. Participation grades will be determined according to the quality and frequency of interventions and how well a student is able to engage with comments from other students during the discussion. If you have concerns about your ability to speak in class, please see me ASAP. Wednesdays will be devoted to discussing the assigned readings. To help out students who might feel intimidated by public speaking, at the beginning of each Wednesday I will have a signup sheet available for you to volunteer yourself to be called on in discussion that day. Writing your name down counts for participation, whether or not I actually call on you. Of course, all students are welcome to participate in any discussion, regardless of if their name is on the participation sheet.

Library Assignments 1&2: These assignments will be about learning to use the physical and internet collections held by MacOdrum Library to find primary, secondary, and historical reference resources. The first assignment will be a scavenger hunt for specific physical sources in the library. The second assignment will be about doing research online and will be its own kind of scavenger hunt. Explicit details will be discussed in class and posted on cuLearn, along with a grading rubric. If you have concerns about your ability to carry out these assignments, please see me ASAP.

Primary Source "Deep Reading": This assignment asks students to find their own primary source pertaining to topics covered in *The Ghost Map*, research the background and context of the source, and then, as thoroughly as possible, analyze the source for information about Victorian London in the time the source was created. The source can be a newspaper article, pamphlet, section of a novel, a visual source, a play, anything that would constitute a primary source in historical terms. The analysis will be a 10-page paper (double-spaced, 1 inch margins, 12 point font). The paper will require a title page, bibliography, and CMS footnotes but these will not be included in the page count. More details about this assignment will be discussed in class and posted on cuLearn, along with a grading rubric. If a student already has in mind a topic they might like to pursue for their research projects in the Winter term and would like to do a deep reading of a primary source pertaining to that project instead, that would be excellent – please discuss this situation with the instructor prior to handing in the assignment.

Winter Semester Proposal: The Winter semester of this course will be about two projects, a popular culture project and a research project. In both projects, students will have to come up with their own topics (with a lot of guidance from the professor, of course). In order to get people thinking about what they will do for the Winter semester, this assignment will ask students to write 5-7 pages (typed, double-spaced, 1-inch margins) in length proposing what they would like to do for these two projects. Explicit details and expectations will be discussed in class and posted on cuLearn, along with a grading rubric. 8%

of the assignment will be about the proposal for the popular culture assignment; 8% will be about the research-based Final Project. *NOTA BENE*: This is only a preliminary proposal for the Winter semester; nothing will be set in stone in terms of what people can pursue for the Winter semester.

Winter Term

Popular Culture Assignment and Presentation: This assignment asks students to write an 8-10 page paper (typed, double-spaced, 1-inch margins) on an artefact in our popular culture about Victorian London. It could be a TV show, a novel, graphic novel, video game, card game, movie, what have you. Students will be asked to analyze the popular culture artefact in relation to what they learned about Victorian London in the Fall semester, tropes of historical fiction, and how well the popular culture artefact reveals historical contingency, context, and categories of analysis. Before the paper is due, each student will be asked to give a 10-minute presentation to the class about their artefact and its engagement with historical thinking. They will be asked questions and given constructive feedback by their peers. Students must also ask questions of other presenters and provide constructive feedback to score well on “Participation for Presentation.”

Final Project, Peer Reviews, and Presentation

The capstone project for this course is the Final Project. Each student will develop their own topic for this final project, in consultation with the professor. Students can choose between two different types of projects for this assignment. The first is a creative project, whereby the student chooses a particular aspect of “change or transformation in Victorian London” to research and then, based on their research, produces a creative work (or a very specific aspect of that topic). This could entail some historical creative writing (complete with footnotes), a section of video game design, a section of a graphic novel, or some other mode of creative output. The goal of the creative project will be for students to dramatize historical contingency in the past (something to be talked about a lot in class) and base their output on solid historical research. The length and form of the project will be decided in consultation with the professor. As a guideline, however, the output should be about 15 pages, some of which can be creative output, and some of which can be the student’s discussion of how their research was brought to bear on the creative output. The second type of project students could pursue for this assignment is more of a traditional historical research paper, based on primary and secondary sources, and should be about 15 pages in length (double-space, 1 inch margins, 12 point font). The general topic of the essay will be on a “turning point in Victorian London” and the paper can argue for or against a specific development or continuity being discussed as a “turning point.” Many more details will be discussed in class and posted on cuLearn. Students are encouraged to think about what they would like to pursue for their Final Project throughout the Fall semester. To put pressure on students to begin producing their projects and to allow them to give and receive feedback on other another’s projects, the month of March will be dedicated to weekly Peer Review groups, held on cuLearn. Students will be graded on their participation in these groups – they will be asked to post 4-5 pages of output (or the equivalent creative output) TWICE in March, constructively comment on others’ output, and receive comments back on their own work. The instructor will also be posting comments. To be clear, this means that *classes will not meet face-to-face in the month of March*. Instead, students will participate in their Peer Review workshops on cuLearn for the month. In the first week of April, all students will be asked to give quick (3-5 minute) in-class presentations on their Final Project. More details about the Final Project, Peer Review schedule, and the Presentation will be discussed in class and posted on cuLearn in the Winter term.

Policy on Late Assignments: Late assignments will lose a half letter grade every 24 hours they are late. If you think you are going to be late with an assignment, I encourage you to contact me *before* the

assignment is due to discuss the situation. If you are late with an assignment, contact me anyway so we can discuss the situation. Accommodations will be made for students who have doctor's notes for illness or are detained for other excusable reasons (bereavement, etc). *There will be no opportunities to make up missed quizzes.* Late assignments in the Fall term can be dropped into the a physical dropbox, located to the left of the doors that lead into the history department office (400 Paterson Hall). Papers in the dropbox will be date-stamped. In the Winter term, all assignments will be completed in class or handed in online.

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

VI. **Course Calendar: FALL 2018**

See cuLearn for more details.

Week 1: Introduction

Wed Sept 5 – Introductory Class

Assigned Reading:

- cuLearn frontpage: the syllabus (11 pages)
- cuLearn: see what you can make of Kinsey's draft article about historical thinking - if you can't understand it, don't panic. We're working up to understanding it in this course.
- cuLearn frontpage: VIDEO on Primary and Secondary Sources
- cuLearn frontpage: VIDEO on How to Cite in CMS

Week 2: The City in the early Victorian period

Mon Sept 10 – lecture on the "World of London"

Wed Sept 12 -- Assigned Reading:

- cuLearn: excerpt from James Grant, *The Great Metropolis* (1837) (22p)
- cuLearn: John F. Murray, "The World of London," Parts 1-3 (13p)

Week 3: Politics and Empire

Mon Sept 17 – lecture on the riots and reforms of the 1830s and 40s

Wed Sept 19: discussion of MacOdrum collections and the library assignments

Assigned Reading: NONE

Week 4: The Industrial City

Mon Sept 24 – lecture on London as an industrial city, a city of workers

DUE in class: Library Assignment 1

Wed Sept 26 -- Assigned Reading:

- cuLearn: Selection from Friedrich Engels, *The Condition of the Working Class in England* (1845) (13p)
- cuLearn: Chartism visuals pdf

Week 5: Hierarchies

Mon Oct 1 – lecture on popular monarchy and categories of difference

Wed Oct 3 -- Assigned Reading:

- cuLearn: Selections from Henry Mayhew, *London Labour and the London Poor* (30p)

Week 6: The Ghost Map

Mon Oct 8 ☺ NO CLASS ☺

Wed Oct 10 -- Assigned readings:

- Steven Johnson, *The Ghost Map* [ALL!] (300p)

Week 7: The Exhibition Hall

Mon Oct 15 – lecture on the Great Exhibition and subsequent exhibitions

DUE in class: Library Assignment 2

Wed Oct 17 -- Assigned readings on cuLearn:

- "London during the Great Exhibition," *Illustrated London News*, 423-4. (2p)
- Illustrations of the Great Exhibition (50p of illustrations)
- Excerpt from Tallis' History and Description of the Crystal Palace. (15p of text)
- Illustrations of the Indian and Colonial Exhibition (20 p of illustrations)
- Excerpt from Antoinette Burton, editor, *Politics and Empire*, on the Indian and Colonial Exhibition (1886), (8p of text)

*******OCT 22 to OCT 26 FALL BREAK*******

Week 8: Mobility

Mon Oct 29 – lecture on the modes and politics of mobility (who, how, where, and, when)

Wed Oct 31 -- Assigned reading on cuLearn:

- Excerpt from Albert Smith, *The Natural History of the Idler Upon Town* (1848) (36p)

Week 9: Mass Politics

Mon Nov 5 – lecture on political reforms at home and abroad after 1848

Wed Nov 7 – discussion of *Punch* cartoons (to be shown in class) and the Primary Source Assignment

- Assigned viewing on cuLearn: Movie: "The Primitives of Photography," (27 minutes)

Week 10: Outcast London

Mon Nov 12 – lecture on the so-called "Great Depression" after 1873

DUE in class: Primary Source Deep Reading by 11:55pm

Wed Nov 14 - Assigned readings on cuLearn:

- an 1883 pamphlet by Rev. Andrew Mearns called "The Bitter Cry of Outcast London" (30p)

Week 11: Leisure

Mon Nov 19 – lecture on the concept of leisure and spaces of leisure

Wed Nov 21 – Assigned readings on cuLearn:

- Arthur Conan Doyle, "A Case of Identity," in *The Adventures of Sherlock Holmes* (1892) (10p)
- Arthur Conan Doyle, "The Man with the Twisted Lip," in *The Adventures of Sherlock Holmes* (11p)

- Arthur Conan Doyle, "The Adventure of the Blue Carbuncle," in *The Adventures of Sherlock Holmes* (10p)

Week 12: City of Dreadful Delight

Mon Nov 26 – lecture on "The City of Dreadful Delight" and discussion of Winter Semester Proposal

Wed Nov 28 -- Assigned readings on cuLearn:

- An 1885 article in the Pall Mall Gazette by journalist WT Stead called "The Maiden Tribute of Modern Babylon I," (19p)

Peruse as much or as little as you want of:

- Public Records Office official file of the police investigation of the Jack the Ripper Case (20p)
- some press coverage of the murders (20p)
- illustrated news of the Jack the Ripper murders (Link 4) - if you want more than what I've put together, just google "illustrations of jack the ripper newspapers" and you'll see dozens (4p)

Week 13: the Fin-de-Siècle

Mon Dec 3 – lecture on sexuality in the City

Wed Dec 5 -- Assigned Reading on cuLearn:

- Excerpt from Havelock Ellis, frontmatter and introduction, *Sexual Inversion* (1897) (40p)

Fri Dec 7 – we will watch a film on Victorian London

DUE in class: Winter Semester Proposal

HAVE A GOOD BREAK BETWEEN THE SEMESTERS!

WINTER 2019

Class: Mon & Wed, 2:35pm-3:55pm

Classroom: Uni Center 279

Week 1: Popular Culture

Mon Jan 7 – discussion of popular culture and historical consciousness

- Assigned Reading: the Winter syllabus

Wed Jan 9 – discussion of Victorian tropes today

Assigned on cuLearn:

- Online lesson "Academic Writing: Sentences" (contains three quizzes)

Week 2: Ripper Street

Mon Jan 14 – in class viewing of Series 1: Episode 1 of tv series "Ripper Street"

Wed Jan 16 – discussion of Ripper Street, prep for *A Spy in the House*

Assigned on cuLearn:

- Online lesson "Academic Writing: Paragraphs" (contains one quiz)

Week 3: A Spy in the House

Mon Jan 21 – Part 1: discussion of YS Lee's *The Agency: A Spy in the House* (AUTHOR VISIT)

Assigned Reading:

- YS Lee, *The Agency: A Spy in the House* (ALL!)

Wed Jan 23 – Part 2: discussion of YS Lee's *The Agency: A Spy in the House* (quiz today worth 5%)

Week 4: prepping for the Final Project, beginning of class Presentations

Mon Jan 28 – discussion of video games and history; writing essays

Wed Jan 30 – Assigned on culearn, “Academic Writing: Essays” (contains one quiz)

Week 5: CLASS PRESENTATIONS

Mon Feb 4 -- Presentation Day 1

Wed Feb 6 -- Presentation Day 2

Week 6: CLASS PRESENTATIONS

Mon Feb 11 -- Presentation Day 3

Wed Feb 13 -- Presentation Day 4

*******FEB 18 to FEB 22 WINTER BREAK*******

DUE on cuLEARN MONDAY FEB 25th by 11:55pm: Popular Culture Assignment

Week 7: Final Project

Mon Feb 25 – discussion of doing research, academic writing, framing arguments

Wed Feb 27 – HELP DAY for Final Project

To be conducted on culearn

Week 8: Mar 4-8 PEER REVIEW Round 1

Week 9: Mar 11-15 PEER REVIEW Round 1

Week 10: Mar 18-22 PEER REVIEW Round 2

Week 11: Mar 25-29 PEER REVIEW Round 2

Week 12: Presentations of Final Projects

Mon Apr 1 – Presentation Day 1

Wed Apr 3 – Presentation Day 2

Week 13:

Mon Apr 8 – discussion about Victorian London and history (instructor evaluations)

DUE BY 11:55pm Tuesday APRIL 9 on cuLEARN: FINAL PROJECT

HAVE A GOOD SUMMER!

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

September 30, 2018: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

December 7, 2018: Last day for academic withdrawal from **fall** courses.

April 9, 2019: 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 complete a final term paper or 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 extend a term paper deadline or 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 Tutorials, 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