



Sapta Chakra, from a Yoga manuscript in Braj Bhasa language, 1899

Source: Wikimedia Commons, public domain

COURSE:	History of the Body HIST 3120 O (Online)
TERM:	Winter 2018
PRECLUSIONS:	none
CLASS:	Delivered and evaluated online in cuLearn
INSTRUCTOR:	Dr. Danielle Kinsey
CONTACT:	Office: PA 422 Virtual Office Hrs: Email for an appointment Face-to-Face Office Hrs: Wed 3pm-5pm <i>or by appointment</i> Telephone: 613-520-2600 extension 2832 Email Danielle.Kinsey@carleton.ca

- I. **Course Description:** In this course we will examine the History of the Body in two interrelated ways: as a topic and as a methodology. As a *topic*, we will talk about how ideas about physical attributes, body parts, and bodies in general have developed over time, space, and cultural context. What does hair or scars or height or skin colour say about us, to whom, and how does this change from context to context? How have people worked within or resisted these ideas? Who has had the power to make pronouncements about the body and how have these pronouncements shaped the world we live in? Thinking about the histories of bodies and body parts will lead us to examine health, science, religion, and ideas about sex, gender, sexuality, race, class, and many more “categories of difference” that some argue are biologically “true” and others contend are cultural assumptions. Who decides “the Truth” about bodies, now or in the past? Modules within the course will be based on the histories of certain body parts or bodily processes: bones, eyes, stomachs, penises, legs, and so on.

As a *methodology*, we can think of the body as a perspective from which we can analyze *any* historical topic, not just ones that are pointedly about bodies. Michel Foucault, a major social philosopher, has stated in his book *Discipline and Punish* (1979), that

The body is . . . directly involved in a political field; power relations have an immediate hold upon it; they invest it, mark it, train it, torture it, force it to carry out tasks, to perform ceremonies, to emit signs. (26)

He argues that to study how people operate within a system and how the system operates on them -- be it a military battle, a prison system, a cultural revolution, what have you -- if we think about how that system works to mark, move, torture, kill, dress, heal, feed, ridicule, and so on, which bodies and when,

we will ultimately gain an understanding of the hierarchies within that system and how we can dismantle them, if that is our goal. Topics that don't appear to be about the body – like the development of railroads in India or trench warfare in World War I – will always have a History of the Body angle to them that can lead to a whole new understanding of the past, the present, and how we want to build the future.

One concept that we will be exploring throughout the course is **ableism**, which is most simply defined as prejudice against people with disabilities (ie/ the disabled). What constitutes a disability or a disabled body? The answer to this question changes over time and space: in ancient Rome, many thought bodies with uteri (considered “women’s” bodies) were disabled because they were not what people considered to be were “men’s” bodies, with reproductive organs on the outside of the abdomen. In other contexts, people thought to be of a certain “race” or “sexuality” were assumed to be primitive or degenerate. Missing limbs or different sensorial capabilities were thought to be afflictions visited upon people who had a strong relationship with evil. We will study how ideas about the abled versus the disabled body changed over time and how they offer us unparalleled insight into power structures of the past. We will also study how people worked within and fought against various kinds of ableism.

tl;dr This course is about three things: 1) how ideas about bodies and body parts have changed over time; 2) how we can better understand all historical contexts by thinking about them from the perspective of the body; and 3) how ableism and the concepts of the abled versus disabled body have been fundamental to societies in the past and present. Most – but not all -- case studies we will look at will be from European history.

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 history of the body.
- 2) Evaluate issues about the body today by placing them in historical perspective.
- 3) Analyze and assess historical documents and historical journal articles.
- 4) Conduct research online.
- 5) Express in writing the results of historical thinking and research.

III. **Course Format:** This is a 0.5 credit course that will be delivered entirely online through cuLearn. Each week students will be asked to complete one unit. It will be up to each student to manage their own weekly schedules for when they will view the online material, do the assigned readings, participate in online discussion, complete weekly quizzes, and work on the other assignments. If you are the sort of student who always struggles to get things done on time and requires a lot of reminding to finish your assignments, this course may not be right for you. Students who are comfortable with managing their own time, working well by themselves, cuLearn, searching the internet, and computers, in general, might find that they are well-suited to taking an online course. *Seriously consider if an online course is right for you.* My standards for this course are the same as my face-to-face third-year history courses: students will be expected to read both primary and secondary historical sources, thoughtfully discuss ideas with peers, engage with lecture material, do research, and write essays. I expect students to put in the same amount of time and effort into this online course as they would face-to-face courses.

IV. **Texts for Purchase:** NONE. All readings will be available online through the library's e-reserve system ARES, library databases, or cuLearn. You are welcome. See the course calendar section for specific readings.

V. **Technological Requirements for the Course:** All students must have regular access to a computer terminal with reliable internet access. They will be required to engage with lecture videos, movies, podcasts, upload papers written in a word processor and saved in a pdf format, download and view pdf files, successfully log in and navigate cuLearn, successfully log in and navigate their Carleton email accounts, generate typed responses to prompts on cuLearn, and navigate quizzes and other pages on cuLearn using the mouse or touchscreen functions. Computer terminals are available in the library. Students with special needs, financial or technological, who cannot fulfill these requirements should contact the instructor immediately.

VI. **Evaluation:** ******NOTA BENE: All students must pass the Participation, Research Essay, and Final Exam components of this course in order to pass the course.******

Assignment	Weight	Due Date
Small Group Introduction Post	0.5%	Jan 14 by 11:55pm
Accept the Syllabus	0.5%	Jan 14 by 11:55pm
Unit Quizzes (12)	1% each for a total of 12%	Sundays by 11:55pm
Weekly Group Discussion Participation	24%	ongoing
Reflective Blog Entry 1 (500 words min)	5%	Jan 28 by 11:55pm
Reflective Blog Entry 2 (500 words min)	5%	Feb 11 by 11:55pm
Research Essay Proposal (paragraph + bibliography)	3%	Feb 25 by 11:55pm
Reflective Blog Entry 3 (500 words min)	5%	Mar 4 by 11:55pm
Reflective Blog Entry 4 (500 words min)	5%	Mar 18 by 11:55pm
Reflective Blog Entry 5 (500 words min)	5%	Apr 1 by 11:55pm
Research Essay (2000-2500 words)	20%	Apr 11 by 11:55pm
Take Home Final Exam (essay question)	15%	Apr 26 by 11:55pm

*You are required to submit a Research Essay Proposal so that the instructor can approve of your topic. Research Essays that are written on unapproved topics will automatically receive a grade of F. Students who do not submit a proposal OR who want to switch their topics after the proposal has been handed in should contact the instructor ASAP in order to avoid an automatic F on their Research Essay.

Details and grading rubrics for each assignment are posted on cuLearn in a separate pdf file. If you have any questions about any assignment, please contact the instructor.

Weekly Group Discussions: In the first few days of the course, cuLearn will assign you to a small discussion group of about 5 or 6 people. You will be in this group for the length of the course. Your task in Unit 1 is to introduce yourself to the other members of your group. After Unit 1, every week on Monday morning you will receive an email from the instructor or TA informing you of who within your group will be the discussion leader for that week. The discussion leader will be tasked with posting a contribution to the small group discussion board no later than NOON Wednesday. Please be courteous to your group members and respect this deadline. The contribution should be a thoughtful paragraph in length. It can respond to the questions that will be posted on the discussion board page for that week or pose a new line of inquiry. It should be designed to foster further engagement from the group. After the leader has posted their contribution, other members of the group can respond with their own thoughtful paragraph or pose their own lines of debate. *The best discussions happen when people post in a timely manner and read and respond to one another's posts. Try to do that, your participation grade will thank you.* All

students will be responsible for making at least **two** contributions to each weekly discussion. Discussants should aim to post at least one contribution by NOON Friday. That will give people time to respond to one another over the weekend for their second discussion post. The deadline for completing all discussion contributions will be Sunday nights by 11:55 PM. The instructor and TA will read each discussion on a weekly basis, contribute, and assign participation marks accordingly. Failure to post your thoughts in a timely manner (ie/ in a way that gives people time to RESPOND to them before Sunday night) will result in poor participation grades.

Weekly Quizzes: The quizzes will be embedded in the lesson modules in each Unit. They are designed to test your comprehension of the lesson's material and will mostly consist of multiple choice questions. You have three (3) opportunities to take the quiz and whatever is your highest earned grade on Sunday 11:55pm of that week's Unit will be recorded as your quiz grade.

Reflective Blog Entries: This assignment asks you to process what you've learned in specific Units in the course by writing a minimum 500-word Reflective Blog Entry about the Unit. The work you do in these blog entries can be used for thinking about your final exam, which will ask you to reflect back on the course as a whole in terms of themes, commonalities, and points of conflict and contradiction between and within Units. The format of the paper is the same as a blog entry, that is to say it can be informal and you do NOT have to worry about including proper citations. Reflect back on the entire content of the Unit. Write a blog post that explains to the reader what you take to be the most important theme for understanding how the body was central to power relationships in the Unit. Is this the same theme from other Units or does it contradict or sit in tension with the themes in other units? Do themes overlap (ie/ the body-related ideas that defined race also defined gender?) or work against one another? How? You might also want to discuss an aspect of the Unit that was particularly troubling or challenging or enlightening to you, and why. Feel free to incorporate and discuss pictures or links to other websites in your Entries, just as a blogger would. If you would rather submit this assignment as a 5-10minute vlog (video log), you would be welcome to but please alert the instructor/TA to this asap.

Research Paper and Proposal: Citing the information gleaned from AT LEAST THREE PRIMARY and AT LEAST THREE SECONDARY (published monographs, edited collections, and academic articles NOT museum or university websites) SOURCES, you will write a 2000-2500 word research essay that fills out and supports some version of the sentence: by looking at Issue X about the body within historical context Y, we gain insight into Z. Citations in the essay must conform to Chicago Manual of Style format. It must have both footnotes and a bibliography. The bibliography should be divided into primary and secondary sources. The essay must be written in formal prose, be double-spaced, have 1" margins on all sides, be written in 12-point font, and be submitted as either a .doc, .docx, or .pdf file. It should also have a title page and be written in essay format. Therefore the elements should flow as follows: title page; introduction which includes a thesis statement; body of the essay (in which compelling evidence for the thesis is given and explained, supported by footnote citations whenever appropriate); conclusion (in which the thesis and evidence is reviewed and some gesture is made to explaining why this argument is important for readers to understand); bibliography (divided up into primary and secondary sources). In order to get students started on their topics early in the course and allow the professor a chance to approve of proposed paper topics, a Research Paper Proposal will be at the end of the reading break. Templates for the proposal will be available on cuLearn and will ask you to provide: a proposed title for the essay; a brief discussion of the historical context and topic you'll be studying; a hypothetical thesis statement; and identify two primary and two secondary sources for your research.

Take-Home Final Exam: Will be due the last day of exams. It will consist of an essay question that will ask you to reflect back on the course as a whole in terms of themes, commonalities, and points of contradiction between and within Units. You will be asked to refer to specific examples from Units to support your thinking about the course and the History of the Body as a subfield. The exam must be done independently.

Policy on Virtual Classroom Behavior: 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, colour, ethnicity, culture, religion, creed, politics, military status, marital status, sexual orientation, gender, gender identity, and gender expression, age, disability, and nationality.

Policy on Late Assignments: Due dates in an online class are brutally firm because they are pre-set into cuLearn down to the very second. Submit things on time! If you anticipate that you will have trouble meeting a deadline due to significant extenuating circumstances, please contact your instructor asap to explain your situation. Documentation will be asked for in circumstances involving illness of any kind.

Late assignments will lose one half letter grade for every 24 hour period that they are late. Thus, assignments submitted between 60 minutes and 23 hours and 59 minutes late will be penalized one half letter grade, meaning that the highest grade the assignment could ever receive would be an A. Assignments submitted between 24 hours even and 47 hours and 59 minutes late will be penalized a whole letter grade, meaning that the highest grade the assignment could ever receive would be an A-. The pattern will continue until the highest grade that can ever be achieved is a D-, meaning that the assignment is over 264 hours (11 days) late. After that, if the student hands in a passable assignment they can achieve a D-; if the student never hands in the assignment or the assignment they do hand in is of a failing quality, the grade will be an F.

Note: This gives you a 59 minute lateness grace period that I hope will minimize panic.

NOTA BENE: while cuLearn is usually on the reliable side of things, when a large number of people try and access it all at once, it might be slow and/or unpredictable. For that reason, try not to leave things to the last second! In most cases, the cuLearn upload links for assignments will be open for several days before the assignment is due so feel free to hand in assignments before the due dates. Master your own schedule!

VII. **Course Calendar:**

Jan 8 -14 UNIT I: Introduction to the Course

Will consist of an online lesson module that will take approximately 2 hours to complete. Within the module, you will be asked to complete:

- Readings: the Syllabus and Assignments pdf
- Submit by Sun, 11:55pm:
 - Quiz 1 on the Syllabus and Assignments
 - Introductory Post to your discussion group
 - Accept the syllabus

Jan 15-21 **UNIT 2: Bones**

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Readings available via ARES:
 - Thomas Laqueur, "The Places of the Dead in Modernity," p 17-32.
 - Katherine Verdery, "Corpses on the Move," p. 1-22.
- Submit by Sun, 11:55pm:
 - All Group Discussion contributions
 - Quiz 2
- Optional: coursewide discussion of newspaper articles on controversial statues in Canada, South Africa, and the US: what concepts from our Bones Unit can be brought to bear on the issue of controversial statuary today?

JAN 22-28 **UNIT 3: Eyes**

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Reading available via ARES:
 - An excerpt from René Descartes, *Dioptrique*
 - An excerpt from Denis Diderot, *Letter on the Blind*
 - Georgina Kleege, "Blindness and Visual Culture; An Eyewitness Account," in *The Disability Studies Reader*, edited by Lennard J. Davis, (New York: Routledge, 2013), 447-55.
- Submit by Sun, 11:55 pm
 - All Group Discussion contributions
 - Quiz 3
 - Reflective Blog Entry 1 (on either Bones or Eyes)
- Optional: coursewide discussion on ocularcentrism

JAN 29 – FEB 4 **UNIT 4: Stomachs**

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Reading available via ARES:
 - Caroline Walker Bynum, "Fast, Feast, and Flesh: The Religious Significance of Food to Medieval Women," *Representations*, No. 11 (Summer, 1985), 1-25.
- Submit by Sun, 11:55pm
 - All Group Discussion contributions
 - Quiz 4
- Optional: coursewide discussion on eating disorders and the media

FEB 5-11 **UNIT 5: The Devil's Anus**

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Reading available via ARES:
 - Pompa Banerjee, "Burning Questions: Widows, Witches, and Early Modern European Travel Narratives of India," *Journal of Medieval & Early Modern Studies*, (Fall 1999), 529-561.
 - Excerpts from the *Malleus Maleficarum* (1487)
- Submit by Sun, 11:55pm

- All Group Discussion contributions
- Quiz 5
- Reflective Blog Entry 2 (on either Stomachs or the Devil's Anus)
- Optional: coursewide discussion on witches and "nasty women" in popular culture today

FEB 12-18 UNIT 6: The Head

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Readings available via ARES:
 - Dianne Johnson, "Hairitage: Women Writing Race in Children's Literature," *Tulsa Studies in Women's Literature*, 28:3 (Fall 2009), 337-355.
 - Allison Joseph, "A History of African-American Hair," *The North American Review*, 287:2 (Mar-Apr, 2002), 6.
- Submit by Sun, 11:55pm
 - All Group Discussion contributions
 - Quiz 6
- Optional: coursewide discussion of Bill 62 in coverage from CBC, the Guardian, Al Jazeera, Global News

FEB 19 – 25 Reading Week ☺

Submit by Sunday: RESEARCH PROPOSAL DUE ON CULEARN BY 11:55PM

FEB 26 – MAR 4 UNIT 7: Wombs

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Reading available via ARES:
 - Laura Briggs, "The Race of Hysteria: 'Overcivilization' and the 'Savage' Woman in Late Nineteenth-Century Obstetrics and Gynecology," *American Quarterly*, 52:2 (June 2000), 246-73.
- Submit by Sun, 11:55pm
 - All Group Discussion contributions
 - Quiz 7
 - Reflective Blog Entry 3 (on Units Heads or Wombs)
- Optional: coursewide discussion on "The Pill"

MAR 5 –11 UNIT 8: Skin

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Reading available via ARES:
 - Ngahuia Te Awekotuku, "More than Skin Deep: *Ta Moko* today" in *Claiming the Stone: Naming the Bones: Cultural Property and the Negotiation of National and Ethnic Identity*, 243-54.
- Submit by Sun, 11:55pm
 - All Group Discussion contributions
 - Quiz 8
- Optional: coursewide discussion of the body as archive

MAR 12 –18 UNIT 9: Penises

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Reading available via ARES:
 - Robert Darby, “‘A Source of Serious Mischief’: The Demonization of the Foreskin and the Rise of Preventive Circumcision in Australia,” in *Understanding Circumcision: A Multi-Disciplinary Approach to a Multi-Dimensional Problem*, (2001), 153-97.
- Submit by Sun, 11:55pm
 - All Group Discussion contributions
 - Quiz 9
 - Reflective Blog Entry 4 (on either Skin or Penises)
- Optional: coursewide discussion on anti-circumcision activism today

MAR 19 – 25 UNIT 10: Blood

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Reading available via ARES:
 - Thomas A. Guglielmo, “‘Red Cross, Double Cross’: Race and America’s World War II-Era Blood Donor Service,” *Journal of American History*, 97:1 (June 2010), 63-90.
- Submit by Sun, 11:55pm
 - All Group Discussion contributions
 - Quiz 10
- Optional: coursewide discussion on the Canadian Blood Service policy and blood from men who have sex with men

MAR 26 – APR 1 UNIT 11: Legs

Will consist of an online lesson module that will take approximately 4 hours to complete. Within the module, you will be asked to complete:

- Reading available via ARES:
 - Carol Poole, “Disability in the Culture of the Weimar Republic,” in *Disability in Twentieth-Century German Culture*, (Ann Arbor: University of Michigan Press, 2007), 1-66.
- Submit by Sun, 11:55pm
 - All Group Discussion contributions
 - Quiz 11
 - Reflective Blog Entry 5 (on Blood or Legs)
- Optional: coursewide discussion on the disabled body in popular culture

APR 2-8 UNIT 12: Animals

Will consist of an online lesson module that will take approximately 3.5 hours to complete. Within the module, you will be asked to complete:

- Readings available via ARES:
 - Joanna Dean, "Species at Risk: C. Tetani, the Horse, and the Human," in *Animal Metropolis: Histories of Human-Animal Relations in Urban Canada*, (2017), 155-88
- Submit by Sun, 11:55pm
 - All Group Discussion contributions
 - Quiz 12

APR 11: RESEARCH PAPER DUE ON CULEARN BY 11:55PM

APR 26: TAKE HOME FINAL EXAM DUE ON CULEARN BY 11:55PM

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

The last date to withdraw from Fall term courses is December 8, 2017. Last day to withdraw from full-year courses is April 11, 2018.

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

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