

HIST 1001A The Making of Europe – Winter 2014 Syllabus



London Library during the Blitz, 1941

THE MAKING OF EUROPE DEPARTMENT OF HISTORY CARLETON UNIVERSITY

Lecture: Tuesdays and Thursdays, 14:35-15:25
Loeb C164

Winter Term: Professor Danielle Kinsey
2014 422 Paterson Hall
danielle_kinsey@carleton.ca

Office Hours Fridays, 9:30-noon
or by appointment

Fall Term: Professor Marc Saurette
2013 447 Paterson Hall
marc_saurette@carleton.ca

This course surveys the origins, development and continuities of the dominant European societies from Antiquity through to the present day. The Fall term of the course explored the development of the physical, cultural, and political space that would become known as Europe from Antiquity to the Renaissance. The Winter term will follow these themes from the seventeenth century to the present, considering the rise of new social and intellectual communities, the development of nation-states and modern empires, and how European culture both shaped and was shaped by substantial interaction with the wider world. This course provides a general overview of European history by focusing on key themes:

- forms and uses of power
- the creation and control of religious belief and worship
- social and cultural exchange
- transformation of communication structures and forms of cultural representation
- gender/sex/sexuality/class/race

In addition to providing an overview of the history of Europe, this course teaches students the basic tools of academic historical inquiry. Lectures will offer an outline of major historical currents and ask the student to engage with many different ways of doing history. In discussion groups, students will read, analyze, and discuss primary sources under the direction of a Teaching Assistant. Students will be asked to adopt a critical attitude towards the past and to understand what sorts of questions can be answered by different types of sources.

Textbooks:

The course textbook (1) and primary source reader (2) were available during the Fall semester at **Octopus Books**, 116 Third Avenue, about a 30 minute walk from campus. See <http://octopusbooks.ca/students>. It is possible that they have kept a few copies for purchase for this semester.

1. Brian Levack, Edward Muir et al., *The West: Encounters and Transformations. Combined Edition*, 4th edition (2013).
2. James M. Brophy et al, eds. *Perspectives from the Past: Primary Sources in Western Civilizations*. 5th edition. New York: Norton, 2009, Volume 2: From the Age of Exploration through Contemporary Times.

Additional readings will be posted on CULearn or distributed in tutorial.

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Communication:

Just as in the Fall term, communication in class and outside the classroom is actively encouraged. Both during lectures and within the discussion groups, students should feel welcome to ask questions, request clarifications and express their thoughts about the material being treated. Discussion and an exchange of views is one of the keystones of learning. Please remember that personally meeting with the professors or with your teaching assistant (TA) during office hours is often the best way to resolve your concerns, questions and queries. Each TA will have office hours (to be announced) and the professor will be available to meet during the following time in the Winter term:

Professor Danielle Kinsey 422 Paterson, Fridays, 9:30-noon

When sending emails, please understand that we may not receive messages left late in the day or on the weekend, nor are we always free to respond immediately. Always check the syllabus first to see if your question is answered there. Questions about material covered by the syllabus will not be answered.

Lecture and Discussion Group Meeting Times

Lecture:

TR 2:35-3:25 Loeb C164

Section	Day	Time	Location	TA
A01	F	9:35-10:25am	Paterson 240	Ella Myers
A02	F	10:35-11:25am	Paterson 129	Nick Hrynyk
A03	F	11:35am-12:25pm	Southam 506	Nick Hrynyk
A04	T	9:35-10:25am	St. Pat's 415	Marie-Anne Gagnon
A05	F	8:35-9:25am	Paterson 240	Ella Myers
A08	F	2:35-3:25pm	Paterson 215	Marie-Anne Gagnon

Evaluation

Term II:	Discussion Participation	10%	DUE: ongoing
	Document Analysis II	10%	DUE: week 6 discussion group (Feb 10-14)
	Pop Culture Commentary II	10%	DUE: week 10 discussion group (Mar 17-21)
	April Exam	20%	to be scheduled by the registrar within Apr 11-26

All projects are to be submitted in the discussion group and submitted to CULearn. Deadlines will differ slightly according to your tutorial so it is your responsibility to ensure that you hand in your assignments at the correct time in order to avoid any late penalties. Deadlines are not negotiable, unless due to exceptional circumstances and supported by official documentation to support your claim.

All other late work will be marked down one grade point per 24 hrs, i.e. a B+ paper submitted one day late becomes a B.

Assignments (assignments are discussed in more detail below; format is the same as the Fall term)

1. Participation. In discussion groups, you will read a selection of primary sources as well as artefacts taken from modern popular culture. Your goal is to demonstrate a mastery of the content, context and significance of these documents in light of the lectures and readings (from the textbook, *The West*). For the small group discussions each week, you will assign yourself a participation mark (according to a pre-set format, to be distributed by your TA), which will be used as the basis for your grade subject to revision. Your participation mark will be determined both by the frequency of your attendance (50%) and the degree of your involvement (50%).
2. Document Analysis Papers. This assignment asks the student to read and to comment on a document (chosen from *Perspectives from the Past*, vol. 2) in order to discuss the historical value of the source selected. The project description is the same as in the Fall term.
3. Pop Culture Commentaries: This assignment asks the student to read/ view and to discuss critically an artefact of popular culture. In the first term, students were assigned the sources to discuss and a provided with a guiding question to answer. The Winter term commentary will be similar and a detailed project description for it will be posted on CULearn in January.
4. Exams. During the official examination period in April, students will be tested on their ability to complete a map quiz and to answer a mixture of short and long answer questions. Short answer questions (which may include a multiple choice format and a keyword identification format) will test the student's knowledge of the geography of Europe in 1815 and Europe during the Cold War, key historical figures and concepts, and their relevance/ significance to the development of Europe. Long answer questions will ask students to identify and to explain the significance of extracts (taken from the documents and pop culture artefacts read in the small discussion groups), integrating the ability to read primary sources with the context provided by the lectures/ readings.

Requirements

1. Students are expected to attend lectures and discussion groups, read assigned readings, and participate fully in class discussions, exercises and activities. Assignments are expected to reflect an understanding of the readings assigned and the themes discussed in class.
2. Students must have access to CULearn. All email contact with the professor must be via the university email account. You must check it regularly for class updates.
3. All written assignments must be submitted on CULearn **and** a hardcopy must be submitted to your teaching assistant or to the History Department Essay Box, outside 400 Paterson Hall. **Any assignment that is not submitted in both formats will not be graded.** Please clearly label your assignments with the course number and title, and the name of both your *current* professor and your TA.

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Lecture and Discussion Group Calendar (Winter Term)

WET = *The West: Encounters and Transformations*

PP2 = *Perspectives from the Past, Volume 2*

CUL = files and links posted on CULearn

1. Absolutism

T Jan 7 Introduction to Modernity *WET, Chapters 15, 16*
R Jan 9 Absolutism
No discussion groups this week – double-check the *NEW* location for your Winter semester tutorials

2. The Early Modern World

T Jan 14 Mercantilism and Empire *WET, Chapter 18*
R Jan 16 Scientific Revolution *WET, Chapter 17*

PP2 Thomas Hobbes, *Leviathan*, 138-143
Coffee House Society, 145-147
Charter of the Dutch West India Company, 173-181
CUL *Pirates of the Caribbean 1-4 Trailers*, YouTube: <http://youtu.be/bAHYTWulajQ>

3. Eighteenth-Century Society and Culture

T Jan 21 Enlightenment *WET, Chapter 19*
R Jan 23 Crises of Authority

PP2 Abbé Guillaume-Thomas Raynal, *East and West Indies*, 217-220
Jean-Jacques Rousseau, *The Social Contract*, 244-254
Immanuel Kant, “What is Enlightenment?” 255-58
A Reading in the Salon of Mme Geoffrin, 254 [painting]
CUL Jeff Toney, ScienceBlogs, “Madame Geoffrin’s 21st Century Drug Salon,”
<http://scienceblogs.com/deanscorner/2011/07/05/madame-geoffrins-21st-century/>

4. Revolution

T Jan 28 1789 *WET, Chapter 20*
R Jan 30 Napoleon

PP2 Abbé Emmanuel Sieyès, *What is the Third Estate?*, 279-281
Declaration of the Rights of Man and of the Citizen, 285-86
Olympe de Gouges, Declaration of the Rights of Woman, 291-93
CUL Clip from *Marie Antoinette* (2006), <http://www.youtube.com/watch?v=cLj1vuUWprA>
Trailer from *The Scarlet Pimpernel* (1982), <http://www.youtube.com/watch?v=tz02Pg0104U>

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5. The Isms

T Feb 4	Ideology in the Wake of Napoleon	<i>WET, Chapter 22</i>
R Feb 6	Industrialization and its Discontents	<i>WET, Chapter 21</i>
PP2	An Address by a Journeyman Cotton Spinner, 326-329 Karl Marx and Friedrich Engels, <i>Manifesto of the Communist Party</i> , 322-326 John Stuart Mill, <i>On Liberty</i> , 355-360 Pope Leo XIII, <i>Rerum Novarum</i> , 360-364	
CUL	Clip from <i>Les Misérables</i> (2012), http://youtu.be/gMYNfQlf1H8	

6. The Nation and Its Discontents I

Document Analysis 2 due in discussion group!!!

T Feb 11	1848	<i>WET, Chapter 21</i>
R Feb 13	“Unification”	<i>WET, Chapter 22</i>
PP2	Johann Gottlieb Fichte, <i>Addresses to the German Nation</i> , 377-380 Giuseppe Mazzini, <i>Duties of Man</i> , 384-387 Elizabeth Poole Sanford, <i>Women in Her Social and Domestic Character</i> , 370-371	
CUL	British Pathé Newsreel, “Giant Parade Marks Italian Anniversary, 1949: http://www.britishpathe.com/video/giant-parade-marks-italian-anniversary/query/mazzini	

WINTER BREAK

M Feb 17 to Sunday Feb 23

7. The Nation and Its Discontents II

T Feb 25	Challenges to “the Nation”	<i>WET, Chapter 23</i>
R Feb 27	Citizens and Subjects	
PP2	Friedrich Fabri, <i>Does Germany Need Colonies?</i> , 409-410 Peter Kropotkin, “Anarchism: Its Philosophy and Ideal,” 432-435 Édouard Drumont, <i>Jewish France</i> , 439-442 Emmeline Pankhurst, <i>Why we are Militant</i> , 442-445	
CUL	“Sister Suffragette,” from Walt Disney’s <i>Mary Poppins</i> : http://youtu.be/Kvk1NZDFvZU	

8. Will to War

T Mar 4	Fin-de-Siècle	<i>WET, Chapter 24</i>
R Mar 6	World War One	<i>WET, Chapter 25</i>
PP2	Trench Poets of the First World War, 469-70 Ernst Jünger, <i>The Storm of Steel</i> , 474-478 War Propaganda, 489-91	
CUL	1) Painting by Otto Dix, “Stormtroops Advancing Under Gas”, 1924 2) Gasmask World, http://gasmaskworld.wordpress.com 3) Stormtroopers in <i>Star Wars</i> : http://starwars.com/explore/encyclopedia/groups/stormtroopers/	

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9. Interwar Reconstruction, Reaction, Revolution

T Mar 11	Paris Peace Conference	<i>WET, Chapter 25</i>
R Mar 13	A World Turned Upside Down?	<i>WET, Chapter 26</i>

PP2 Alexandra Kollontai, *Autobiography*, 501-504
Daily Life Under Stalin, 504-509

CUL Clips from Khan Academy, “German Art Between the Wars” (about 30 minutes in total):
<http://www.khanacademy.org/humanities/art-history/art-history-1907-1960-age-of-global-conflict/neue-sachlichkeit/v/feininger--cathedral-for-program-of-the-state-bauhaus-in-weimar--woodcut--1919>
Watch: 1) Feininger, Cathedral for the Bauhaus
2) Sander, Portraits
3) Schad, Self-Portrait
4) Troost, House of (German) Art

10. Facism

T Mar 18	Facism	<i>WET, Chapter 26</i>
R Mar 20	World War Two	<i>WET, Chapter 27</i>

Pop Culture Commentary 2 due in discussion groups!

PP2 Benito Mussolini, “Born of a Need for Action,” 509-513
Adolf Hitler, *Mein Kampf*, 513-518
Victor Klemperer, *I Will Bear Witness*, 518-523

CUL
1) List of World War II video games on Wikipedia,
http://en.wikipedia.org/wiki/List_of_World_War_II_video_games
2) Video game *Call of Duty* (2003) trailer, <http://www.youtube.com/watch?v=-aLszbWVoBU>

11. The New World Order?

T Mar 25	WWII Homefronts	<i>WET, Chapter 27</i>
R Mar 27	Cold War and Decolonization	<i>WET, Chapter 28</i>

PP2 Primo Levi, *Survival in Auschwitz*, 534-535
Winston Churchill, “The Sinews of Peace,” 555-557
Frantz Fanon, *The Wretched of the Earth*, 584-588

CUL
1) “On the Word, ‘Nazi,’” *D Magazine*, <http://frontburner.dmagazine.com/2012/10/05/on-the-word-nazi/>
2) “Brenda Barton, Arizona Legislator, Explains Why She Compared Obama to Hitler,” *Huffington Post*,
http://www.huffingtonpost.com/2013/10/08/brenda-barton-hitler_n_4065023.html
3) “NCState Sen. Bob Rucho likens Obamacare to Nazis,” MSNBC, <http://www.msnbc.com/the-last-word/goper-obamacare-worse-the-holocaust>

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12. Citizenship in an Era of Cold War

T April 1	1968 and the New Left	<i>WET, Chapter 28</i>
R April 3	1989 and the European Union	<i>WET, Chapter 29</i>

PP2 Václav Havel, *The Power of the Powerless*, 565-569
 Simone de Beauvoir, *The Second Sex*, 574-577

CUL

- 1) Trailer for *From Russia With Love* (1963): http://www.youtube.com/watch?v=x_USL1yvnaw
- 2) Soviet cartoon *American Imperialist* (1963), http://youtu.be/jETJt_zbnKk
- 3) Trailer for *Rocky IV* (1985): <http://youtu.be/A3YOhshR1hk>

13. Exam Review

T April 8 Exam Review
No discussion groups this week!

GOOD LUCK ON THE FINAL!

DETAILED PROJECT DESCRIPTIONS

I. Document Analysis Essay (NOTE: This is exactly the same description as in the Fall term)

The ability to read historical documents with a discerning and critical eye is the foundation of the historian's craft. This assignment asks the student to read and comment on one document chosen from the source reader in order to demonstrate and discuss the historical value of the source selected, that is, what you as a historian can learn about some aspect of Early Modern and Modern Europe.

What is a document?

A document is a type of primary source. A primary source is anything that can be considered evidence for a particular period of history and can include written texts, oral testimony, music, paintings, architecture, or material remains such as tools, furniture and dress. Most historians rely largely on written sources, called documents.

As primary sources, documents need to be distinguished from secondary sources, such as a textbook (a book written by a professional scholar for students) and more advanced research texts called monographs (a book written by a professional scholar for other academic researchers and upper level students of history), or articles published by professional scholars in advanced research publications (periodicals, journals). In general, secondary sources rely on the selection, interpretation and analysis of primary sources to make an argument about the past. Bear in mind that no single document can ever render a complete account of the past – usually historians use many different sources, and different kinds of sources to make their argument stronger.

Documents rarely “tell their own story”. They require analysis and interpretation by historians – this is your job. Since every document is different and also sheds light on a variety of matters, it will be necessary for you to select one topic that can reasonably be discussed given your text(s). In a structured argument, your paper should describe accurately the information contained in the document(s) and what can be learned from them. Your paper should not simply paraphrase or retell the source text(s), but must organize a selection of material into an argument.

Suggested stages for preparing a document analysis paper:

- . Select a document or group of documents from the source reader.
- . Read the document(s). An initial reading will allow you to discover what kinds of ideas are present in the document.
- . Identify the context. When was the document written, by whom, and why?
- . Understand the context. Reread the textbook or your class notes to understand the time during which the text was written. You may also wish to consult additional articles or monographs that deal with the subject you have chosen to consider.
- . Identify a thesis for your paper.
- . Reread the source(s). A second reading will allow you to identify what information and quotations will be useful in making your argument.

Suggested framework for the paper (though use whatever format best suits your text and subject):

1. Cover sheet: Please include your name, student number, the course title and code, the name of your professor and your TA, and a title which addresses your particular topic and thesis. Do not use “Document Analysis” or the title of the document as your title.
2. Introduce topic: Your paper should begin with a brief introduction that summarizes your topic (e.g. slavery in the Roman world). You are not writing a detective novel and should not leave the reader in suspense. Also, please do not begin your paper with, “throughout history”, “from the dawn of time”, or “according to Webster’s dictionary”. Indulge us, or pay the consequences.
3. Identify context: You should state at the outset of your essay what document you have chosen and provide a brief description of it, of its author, if known, and of the time and place for which the source is relevant (a single paragraph would suffice).
4. Describe document. Below are sets of questions that you are to address in constructing your analysis. All of these questions are interrelated and will help shape your analysis. Please know that your **paper should not** simply be a list of answers to these questions.
 - *Reflect briefly on the historical context of the primary source*. When and where was the source produced? In general, what were major political, social, economic, or intellectual currents of the time period?
 - *Reflect on the author of the primary source*: Who produced this primary source? What was the author’s place in society (profession, status, class, gender, ethnicity, etc)? How might these factors influence the author’s point of view in the document? How would you characterize the author’s perspective?
 - *Reflect on the audience of the primary source*: What was the intended audience for this primary source? How might considerations about the intended audience shape the content and form offered in this source?
 - *Reflect on the purpose of the primary source*: A document’s form and purpose affects the material it contains. Why was this source written? What was the historical context in which the source was produced? What form of document is this (Legal? Opinion? Personal Letters?)? How does its form affect its content?
 - How do author, *audience*, and *purpose* affect the reliability of this document as primary source? For example, did the author know enough to make accurate assessments in his observations? Does the author have reasons for *excluding* or *misrepresenting* information to the intended audience? How does the form (type) of document affect its reliability as a historical source?

Given the answers to #1-5, briefly speculate on what kinds of historical inquiry would *best* be supported by this source. A history of how ideas of “race” came about? An analysis of the role of women in colonial society? An analysis of the causes of a particular uprising, movement, or revolution?

5. Conclusion. Your paper should provide a crisp conclusion. No wishy-washy sentimental or moral judgements please (e.g. the Battle of Thermopylae saved Western Civilization)! A conclusion should briefly recall to the reader the highlights of your analysis and might introduce a new problem or idea raised by your analysis.
6. Cite sources. Footnotes are the standard citation method for history papers. The document must be cited fully in a footnote the first time it is referenced. Subsequent citations may take the form of parenthetical notes

which identify the page or line number (whichever is pertinent). Any other referenced source (monographs, textbook) should be cited using footnotes. For an appropriate citation guide for history, you can consult a short (but incomplete) guide at: <http://www.libs.uga.edu/ref/chicago.html>, specifically the “Documentary Note” style.

7. **Length.** The paper should not exceed 800 words, not including bibliography and notes. Essays should be typed and double-spaced on numbered pages. Please staple your pages: no paper clips, binders, covers, *et cetera*.

II. Pop Culture Commentary

A detailed project description for your Winter term popular culture commentary will be posted on CULearn in January.

Evaluation. Papers will be graded according to three broad criteria:

1. **Analysis.** The quality and depth of your historical analysis, your presentation of the historical issues confronted in the essay and your understanding of the context in which the document was written. In is important that your papers contain well considered content, which is used as evidence in your presentation of the topic.
2. **Progression.** The development of your argument in a logical fashion, the presentation of your essay in a clear, direct manner that can be easily followed by the reader.
3. **Grammar and style.** The use of grammatically correct English, the use of consistent and suitably academic style throughout (including proper spelling, footnoting and bibliography).

A detailed grading rubric for both assignments will be distributed in discussion groups prior to submission deadlines.



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.

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is December 9. The last date to withdraw from Fall/Winter and Winter term courses is April 8, 2014.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the 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.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by November 8, 2013 for the fall term and March 7, 2014 for the winter term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at

<http://carleton.ca/equity/accommodation>

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)

Registrar's Office (3500)

Student Academic Success Centre (7850)

Paul Menton Centre (6608)

Learning Support Services – Study Skills,

Writing Tutorial Service (1125)

400 PA

300 Tory

302 Tory

500 Unicentre

4th fl Library

Application for Graduation Deadlines

Spring Graduation (June): March 1

Fall Graduation (November): September 1

Winter Graduation (February): December 1