

College of the Humanities
Carleton University
HUMS 4000A

Politics, Modernity and the Common Good
Fall 2023 – Winter 2024

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Lectures: Tuesdays and Thursdays; 16:05-17:25

Tutorials: G1, Tuesdays, 14:35-15:55; G2, Thursdays, 14:35-15:55

Course Description:

HUMS 4000 brings the Bachelor of Humanities journey to a close by covering the period of modern history that stretches from the French Revolution to the present. However, while the first semester of the course focuses on the dramatic upheavals in Western thought and practices that marked the 19th and early-20th centuries, the course's scope broadens in the second semester in studying the global impacts and receptions of, as well as responses to, these new ways of viewing and doing. In this way, the course also fittingly brings the Humanities odyssey home, given that the program begins in the ancient Near- and Far-East.

More precisely, the first semester of the course is dedicated to the study of the theoretical underpinnings of modernity – what they were, how they were elaborated or challenged by different authors, and so on. It seeks to identify modernity's defining themes, principles, and aspirations, to chart out some of its most important ramifications and developments, and finally, to understand how it gave rise to immanent critiques which – in some ways – led to its own undoing or overcoming (e.g., in the phenomenon of 'post-modernity'). The central theme or principle of modernity – freedom or autonomy in every sphere of thought and activity – is taken to be articulated and championed in an exemplary way in the writings of Immanuel Kant. Reservations concerning some of the ramifications of this basic principle of freedom – or some of the ways it has manifested itself – are taken to be powerfully expressed in the writings of Charles Dickens. Works by Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Virginia Woolf are then taken to represent radical and unanticipated developments of Kant's critical method and emancipatory aims. These thinkers are taken to both push certain latent potentialities within the modern project to the limit, and push modernity itself – through its immanent critique – to its breaking point. The course then examines how many of the basic themes, principles, and critical strategies of modernity are to be found in the writings of W.E.B.

Du Bois and other leading Black thinkers in early 20th century America. The first semester ends with a look at how Heidegger's existential phenomenology puts forward a thoroughgoing critique of modernity (e.g., its conception of freedom and the human being, of the relation between humans and the world, and of the nature and function of art and the artist or of politics and the political leader) and endeavours to move beyond it into what might be labelled a form of 'post-modernity'.

In the second term, we continue with the presupposition that underlined the first semester, namely that a gigantic paradigm shift happened in human consciences as well as its consciousness. However, while the first term took the conversation through a philosophical debate as to the nature of these new ideas, this part of the course will look at the unfolding of those ideas in the real world as the civilization of modernity. The "common good," however defined, requires a robust civilizational framework to help its materialization. The Athenian civilization proved the breeding ground for the ideas, notions, and concepts that form the foundation of the modern West. The new ideas, concepts and notions have led to the emergence of a civilization with autonomy, independent, and freedom as qualities for agency, the *modus operandi*, and the social structures, that not only have led to the emergence of the self as agent/actor, but also to the societal form of the sovereign state, and the anarchical society of states, and the global capitalist system. What are the nuances of this transformation? What did it entail? The First half of the term concentrates on the unfolding of modernity process into a civilization through the works of the giants of our time.

We begin the term with the classic work of the American/German philosopher, Hannah Arendt, on the human condition. Even though she has been described as one of "Heidegger's children," she has gone beyond the German tradition and has provided a giant revival of the Aristotelian question of what does it mean to be human but within the context of the modern condition. Then through examining the works of our own Canadian philosopher, Charles Taylor, we explore the *modus operandi* of the modern civilization. For Taylor the modern condition of secularity means a great dis-embedding from the brink of tradition, where the self is left on his/her own reason and how this idea has led to the emergence of an all-pervasive order. We shall continue with the works of the International Relation Theorist, Hedley Bull, who provides an insightful portrait of the spatial structures and organizations (or the international system) that shapes the public square in the modern civilization. In the second part of the course, we turn to thinkers who are harsher about the modern civilization than the thinkers are. They argue that in practice, power politics and money, not freedom, and autonomy dominate the public domain in the unfolding of the industrial European and American worlds and more so, it extended to the non-Western world as well. We deal with the literary, philosophical, religious, and post-modern treatments of the modernity-based civilization. Here, we begin with Salman Rushdie and continue with Edward Said and Gandhi, ending with Michael Foucault. These thinkers invite us to a radical reconsideration of the present condition of globalized and yet fragmented world. They provide insightful meditation on our present epistemology, the nature of our relationship with the world and the divine and may help us comprehend the prevalence of the various forms of extremism, politics of identity, terrorism and 21st century tribalism.

Final grades in this course will be based on the following:

- (1) Attendance and participation, 10%
- (2) Two presentations (one per term), 20%
- (3) Two term papers (one per term), 40%
- (4) Two take-home exams (one per term), 30%

Concerning (1):

- A separate document that provides guidelines for attendance and participation will be posted in Brightspace.
- Above all, what must be noted is that regular attendance in the lectures and discussion groups is *mandatory*.
- A pattern of non-attendance in either the lectures or the discussion groups will constitute sufficient grounds for a final grade of 'F'
- Please note, also, that you must attend (and deliver presentations in) the discussion group you are registered in.

Concerning (2):

- You are required to deliver one, 10-minute discussion-group presentation per term.
- A separate document providing guidelines for these presentations will be made available in Brightspace.
- A sign-up sheet for these presentations will also be posted in Brightspace. You are encouraged to put your name down on this sheet as soon as possible in order to be able to present on the reading you would like.

Concerning (3):

- Each term, you will have to write and submit one research paper, roughly 12 pages in length (double-spaced).
- The paper for each term is due on the last day of class for that term. For the Fall, the deadline is thus **December 7th**; for the Winter, it is **April 9th**.
- A separate document providing guidelines for your research papers will be posted in Brightspace.
- As the document will make plain, you will be encouraged to come up with your own topics for these papers.
 - However, the document will contain many examples of the sorts of topics that would be acceptable.
 - Please feel free to consult us if you would like help coming up with or developing your topic, or if you would just like some reassurance that your topic is a good one. We can also steer you towards relevant secondary sources and/or help you collect and structure your thoughts. As a last resort, we are willing to assign you a topic.
- Please note that **late papers will be docked a third of a letter grade** for each day they are late. For example, this means an A+ paper that was submitted one day late will receive a grade of A.
- Please note, also, that all papers are to be submitted electronically in Brightspace.

Concerning (4)

- Each term, you will have to complete and submit one take-home examination.
- The guidelines for the take-home examinations will be explained in a separate document available in Brightspace.
- The questions for each take-home examination will be posted in Brightspace no later than the last day of class for each term.
- And each take-home examination will be due on the last day of the corresponding examination period. This means the take-home examination for the Fall will be due **December 22nd**, whereas the one for the Winter will be due **April 25th**.
- Please note that the late-penalties for the take-home examinations are the same as those which apply for the term papers.
- Please note, also, that submissions will likewise be made electronically to the appropriate folder in Brightspace.

Learning Outcomes:

By the end of the course, students will:

- Be conversant with many of the key figures, schools of thought, doctrines, and intellectual developments that marked the historical period it covers (viz., that of late modernity);
- Be able to communicate their understanding of these figures, schools of thought, doctrines, and intellectual developments accurately and concisely, both orally and in writing;
- Be able to connect these figures, schools of thought, doctrines, and intellectual developments to major historical events and trends, as well as to significant political, cultural, and/or social movements or changes; and
- Be able to formulate a creative and original thesis concerning materials studied in the course, and to argue for this thesis cogently and clearly, on the basis of solid research on primary and secondary sources.

Fall Term Texts:

- **To be purchased:**
 - Dickens, Charles. *A Tale of Two Cities*. Penguin.
 - Dickens, Charles. *Hard Times*. Penguin.
 - Heidegger, Martin. *Basic Writings*. Harper Perennial.
 - Nietzsche, Friedrich. *The Nietzsche Reader*. Eds. K. Ansell-Pearson & D. Large. Wiley-Blackwell.

These books will be available for purchase at Singing Pebble Books, 206 Main Street, Ottawa, K1S 1C6, 613-230-9165.

- **To be made available through Brightspace:**
 - Du Bois, W.E.B. *The Souls of Black Folk*. Penguin. (Selections)
 - Freud, Sigmund. *Civilization and its Discontents*. Tr. J. Strachey. WW Norton. (Selections)
 - Freud, Sigmund. *Outline of Psychoanalysis*. Penguin. (Selections)
 - Hegel, G.W.F. “Preface” and “Introduction”, *Phenomenology of Spirit*. Oxford UP.

- Hughes, Langston. “The Negro Artist and the Racial Mountain” in *The Portable Harlem Renaissance Reader*. Ed. D. Levering Lewis. Penguin.
- Kant, Immanuel. *Groundwork for the Metaphysics of Morals*. Tr. A. Wood. Yale UP.
- Kant, Immanuel. “Idea for a Universal History with a Cosmopolitan Purpose” in *Political Writings*. Cambridge UP.
- Kant, Immanuel. *Prolegomena to Any Future Metaphysics*. Hackett. (Selections)
- Kant, Immanuel: “Second Book: Analytic of the Sublime” in *Critique of the Power of Judgement*. Cambridge UP.
- Kant, Immanuel. “What is Enlightenment?” in *Political Writings*. Cambridge UP.
- Locke, Alain. “The New Negro” in *The Portable Harlem Renaissance Reader*. Ed. D. Levering Lewis. Penguin.
- Marx, Karl. “The Communist Manifesto” in *Selected Writings*. Hackett.
- Marx, Karl. “Toward a Critique of Hegel’s *Philosophy of Right*: Introduction” in *Selected Writings*. Hackett
- Schuyler, George. “The Negro-Art Hokum” in *The Portable Harlem Renaissance Reader*. Ed. D. Levering Lewis. Penguin.
- Woolf, Virginia. *A Room of One’s Own*. Penguin. (Selections)

Lecture and Reading Schedule for the Fall Semester:

(Note: ‘BS’ denotes readings to be made available in Brightspace)

Section 1: Kant and the Modern Autonomous Subject

Lecture 1, September 7th: Kant’s Enlightenment Optimism

- Kant, “What is Enlightenment?” and “Idea for a Universal History with a Cosmopolitan Purpose” [BS]

Lecture 2, Sept. 12th: Kant’s “Copernican Revolution” in Epistemology

- Kant, *Prolegomena to Any Future Metaphysics*, everything except the preface, preamble, and part three [BS]

Lecture 3, Sept. 14th: Kant’s Moral Subject as Legislator in a Kingdom of Ends

- Kant, *Groundwork for the Metaphysics of Morals*, Preface and Sections I and II [BS]

Lecture 4, Sept. 19th: Kant on the Beautiful and the Sublime

- Kant, *Critique of the Power of Judgement*, “Second Book: Analytic of the Sublime” [BS]

Lecture 5, Sept. 21st: From Kant’s Transcendental Idealism to Hegel’s Absolute Idealism

- Hegel, *Phenomenology of Spirit*, “Preface” and “Introduction” [BS]

Section 2: Dickens on the Meaning and Value of Modernity

Lecture 6, Sept. 26th: The Poverty of Modernity

- Dickens, *Hard Times*, Book the First: Sowing

Lecture 7, Sept. 28th: A Dubious Progress

- Dickens, *Hard Times*, Book the Second: Reaping

Lecture 8, Oct. 3rd: Has Modern Man a Soul?

- Dickens, *Hard Times*, Book the Third: Garnering

Lecture 9, Oct. 5th: “It was the best of times, it was the worst of times...”

- Dickens, *A Tale of Two Cities*, Book the First: Recalled to Life

Lecture 10, Oct. 10th: “...it was the season of Light, it was the season of Darkness...”

- Dickens, *A Tale of Two Cities*, Book the Second: The Golden Thread

Lecture 11, Oct. 12th: “...it was the spring of hope, it was the winter of despair...”

- Dickens, *A Tale of Two Cities*, Book the Third: The Track of a Storm

Section 3: Modernity’s Masters of Suspicion – Marx, Nietzsche, Freud, and Woolf

Lecture 12, Oct. 17th: From the Critique of Ideology to the Science of Capital – Marx’s Revolutionary Materialism(s)

- Marx, *Toward a Critique of Hegel’s Philosophy of Right: Introduction and The Communist Manifesto*, sections I and II [BS]

Lecture 13, Oct. 19th: Nietzsche as Physician of Modern Culture

- Nietzsche, selections TBD from *The Nietzsche Reader*

(Fall Break: Oct. 23rd to Oct. 27th)

Lecture 14, Oct. 31st: What it Means to Philosophize with a Hammer

- Nietzsche, selections TBD from *The Nietzsche Reader*

Lecture 15, Nov. 2nd: Zarathustra or the Übermensch

- Nietzsche, selections TBD from *The Nietzsche Reader*

Lecture 16, Nov. 7th: Introduction to Freudian Psychoanalysis

- Freud, *Outline of Psychoanalysis* [BS]

Lecture 17, Nov. 9th: Freudian Pessimism – Happiness as an Impossible Dream

- Freud, *Civilization and its Discontents*, selections TBD [BS]

Lecture 18, Nov. 14th: A Feminist Critique of Literary History

- Woolf, *A Room of One’s Own*, selections TBD [BS]

Section 4: Du Bois and the “New Negro”

Lecture 19, Nov. 16th: Du Bois on the “Talented Tenth”, “Racial Uplift”, and Education

- Du Bois, *The Souls of Black Folk*, chapters III, V and VI; “The Talented Tenth”; and “Returning Soldiers” [BS]

Lecture 20, Nov. 21st: Du Bois on the Veil, Double Consciousness, and the Colour Line

- Du Bois, *The Souls of Black Folk*, The Forethought and chapters I, XI, and XIII [BS]

Lecture 21, Nov. 23rd: Reflections on Art and Literature in the Harlem Renaissance

- Du Bois, “Criteria of Negro Art”; Locke, “The New Negro”; Schuyler, “The Negro-Art Hokum”; Hughes, “The Negro Artist and the Racial Mountain” [BS]

Section 5: Heidegger’s Phenomenological Existentialism – Passing Beyond the Modern Autonomous Subject

Lecture 22, Nov. 28th: Anxiety and the Disclosure of the Being of Beings in the Experience of the(ir) Nothing(ness)

- Heidegger, “What is Metaphysics” in *Basic Writings*

Lecture 23, Dec. 3rd: The Concealing-Revealing of Being Through Art and Technology

- Heidegger, “On the Origin of the Work of Art” and/or “The Question Concerning Technology” in *Basic Writings*

Lecture 24, Dec. 5th: Dasein as the Shepherd of Being; Language as the House of Being in which Dasein Dwells

- Heidegger, “The Letter on Humanism” in *Basic Writings*

Conclusion:

Lecture 25, Dec. 7th: concluding review and reflections; look ahead to the second semester

- No required reading
- **Term paper due**
- **Questions for take-home examination released in Brightspace**

Winter Term Texts:

Hannah Arendt. *The Human Condition*

Hedley Bull. *The Anarchical Society*

Michel Foucault, *Discipline & Punish*

M. K. Gandhi. *Hind Swaraj and Other Writings*

Salman Rushdie. *Midnight's Children: a Novel*

Edward Said. *Orientalism*

Charles Taylor. *Modern Social Imaginaries*

A NUMBER OF THESE TEXTS ARE NOW IN THE PUBLIC DOMAIN AND AVAILABLE FREE ONLINE, IF YOU WISH TO PURSUE THIS OPTION.

Approximate Schedule of Themes and Readings for the Winter Semester:

Civilization

Lecture 1 (Jan. 9): Introductory Remarks; Non-holistic worldview and its Civilization

The Civilization of Modernity

Lecture 2 (Jan. 11): Being Human (Arendt, 1-78)

Lecture 3 (Jan. 16): Labour and Work (Arendt, 79-174)

Lecture 4 (Jan. 18): Action (Arendt, 175-247)

Lecture 5 (Jan. 23): Modern Age, and the Good (Arendt, pp. 248-325)

Lecture 6 (Jan. 25): Modern order and “Self-Understanding” (Taylor, 1-67)

Lecture 7 (Jan. 30): “Social Self-Understanding” I (Taylor, 69-107)

Lecture 8 (Feb. 1): “Social Self-Understanding” II (Taylor, 109-161)

Lecture 9 (Feb. 6): Consequence; Secularity (Taylor, 163-196)

Lecture 10 (Feb. 8): Anarchical Society (Bull, 3-50)

Lecture 11 (Feb. 12): Ends of AS: Order and Justice (Bull, 51-94)

Lecture 12 (Feb. 14): Means in AS-I (Bull, 97-155)

February 19–23 Winter Break

Lecture 13 (Feb. 27): Means of AS-II (Bull, 159-222)

II: Critics of the Civilization of Modernity

Lecture 14 (Feb. 29): The World of Optimism Disease (Rushdie, 1-288)

Lecture 15 (Mar. 5): The Fractured Modern Soul (Rushdie, 289-533)

Lecture 16 (Mar. 7): Swaraj as the Human Condition (Gandhi, 5-41)

Lecture 17 (Mar. 12): The Reality of India (Gandhi, 42-65)

Lecture 18 (Mar. 14): True Civilisation (Gandhi, 66-119)

Lecture 19 (Mar. 19): Said and Orientalism (Film)

Lecture 20 (Mar. 21): Anatomy of "Orientalism" (Said, 1-28, 31-110, and 284-328)

Lecture 21 (Mar. 26): The New Phase of Orientalism (Said, 329-352)

Lecture 22 (Mar. 28): Constructed Worlds (Foucault, 3-31)

Lecture 23 (Apr. 2): The Working of the System (Foucault, 135-169)

Lecture 24 (Apr. 4): Maintaining the System, Surveillance (Foucault, 195-228)

Lecture 25 (Apr. 9): Summation and Take-Home Exam

University Regulations for All College of the Humanities Courses

Tuesday, July 4, 2023

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

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.

Online Learning Resources

On this page, you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

The full Academic Integrity Policy can be found [here](#). More information on the process [here](#).

Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

Requests for Academic Accommodation

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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 [click here](#).

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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/SCCASP-Accommodation-for-Student-Activities-Clean-copy-final-Sept-2022-2.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

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). [More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of short-term incapacitation (illness, injury, emergency, or other circumstances beyond their control) which forces them to delay submission of the work.

1. Students who claim incapacitation as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long-term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final

grade and further consideration will only be reviewed according to established precedents and deadlines. [More information.](#)

Deferred Final Exams

Students who are unable to write a final examination because of incapacitation (illness, injury, emergency, or extraordinary circumstances beyond a student's control) may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term incapacitation normally lasting no more than 10 days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of incapacitation lasting longer than 10 days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

Discover the tools and resources Carleton offers to help understand, manage and improve your mental health and wellness while at university.

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

Get Help Now

<https://wellness.carleton.ca/get-help-now/>

If in crisis call:

Counselling Services: 613-520-6674 (press 2)
Monday-Friday, 8:30 a.m. – 4:30 p.m.

After Hours

If you need assistance with an urgent situation outside of our regular operating hours, contact:

- [Distress Centre of Ottawa and Region](#): Available 24/7-365 days/year and is bilingual (English/French).
 - **Distress**: 613-238-3311
 - **Crisis**: 613-722-6914
 - **Text**: 343-306-5550 (available 10:00 am – 11:00 pm, 7 days/week, 365 days/year)
 - Web Chat: blue chat icon at the bottom right corner of the website.
 - Text Service is available in English only to residents of Ottawa & the Ottawa Region.)
- [Good2Talk](#): Available 24/7-365 days/year and is available in English, French and Mandarin
 - Call: **1-866-925-5454**
 - Text GOOD2TALKON to 686868
 - [Facebook Messenger](#)
- [Empower Me](#): A 24/7 resource service for undergraduate students. 1-833-628-5589 (toll-free)
- International SOS's Emotional Support: Offers 24/7 access to mental health professionals in more than 60 languages through their dedicated line +1 215-942-8478. Students can call this number collect (the person being telephoned receives the charges) to access services.

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students can access confidential, individual sessions for support with personal, mental health or academic challenges.

[More information and to book an appointment.](#)

Department Contact Information

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GreekAndRomanStudies@cunet.carleton.ca

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