

# HUMS 4103

## SCIENCE IN THE MODERN WORLD

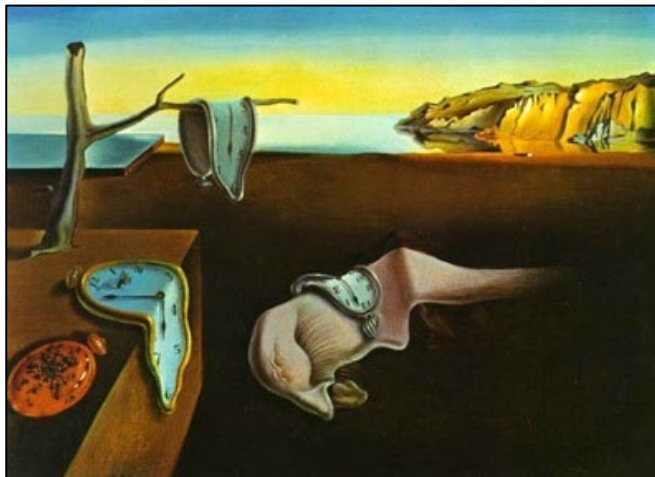
### SYLLABUS – WINTER 2023

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#### WELCOME TO HUMS 4103

While science and humanities may seem like vastly different fields of study, they actually have a lot in common. Both fields seek to understand the world around us and to make sense of our experiences. They also both rely on critical thinking, analysis, and interpretation to draw conclusions and make new discoveries. In many cases, the insights and discoveries made in one field can also have important implications for the other. For example, an historian might use scientific methods to analyze historical artifacts, while a scientist might draw on philosophical ideas to help guide their research. Ultimately, science and humanities are both essential for helping us to understand the world and our place in it.



**The Persistence of Memory**

Salvador Dalí, 1931, Museum of Modern Art, New York City

*Some art scholars suggest that Dalí's melting clocks may symbolize Albert Einstein's groundbreaking Theory of Relativity, a new and revolutionary idea in the 1930s. In the theory of relativity, Einstein proposed a new concept of time as being relative and complex - not something fixed and easily tracked with a pocket watch. In Persistence of Memory, Salvador Dalí shows the clocks melting away and thus losing their stability and power over the world around them.*

## Calendar Description

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### HUMS 4103 [0.5 credit]

#### Science in the Modern World

An introduction to the major scientific ideas of our time (such as Big Bang theory, molecular genetics, evolution, atomic structure), and the impact of technology on society (e.g. global warming, pollution, genetically modified foods, viral infections). Precludes additional credit for HUMS 4100 (no longer offered). Prerequisite(s): restricted to students in the Bachelor of Humanities program. Lectures three hours a week.

## Purpose of the Course

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Familiarity with science and mathematics has traditionally been a hallmark of all liberally educated people. During the last few centuries, scientific knowledge and technology have radically transformed our world. Yet basic questions remain. What are the goals of science? How is scientific knowledge produced? What makes science different from other ways of understanding the world? What does science say about reality? How has science changed the world? Is there a clear divide between science and non-science? Trying to answer these questions is the purpose of this course. We will discuss the nature of science and how it affects us and consider the relationships between science, art, and the humanities. We will also examine the roles that science plays in modern society, and different ways to think about science. In addition to discussing aspects of modern science and their relevance to contemporary life, this course also aims to develop students' abilities to critically evaluate complex scientific ideas and arguments.

## Contact Information

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**Professor:** James J. Cheetham, Ph.D.  
Department of Biology

**Office:** CTTC 4615

**Office hours:** Mondays (1:00 pm - 2:00 pm),  
online or by appointment.

**email:** james.cheetham@carleton.ca



## Course Requirements and Logistics

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<b>Delivery Type:</b>	Lectures on Wednesday evenings from 6:05 to 8:55 pm.
<b>Place:</b>	Paterson Hall – Room 303
<b>Equipment:</b>	A computer and reliable internet access.
<b>Software:</b>	Microsoft Word, Microsoft Excel, Zoom, Adobe Acrobat (or equivalent).
<b>Email:</b>	Carleton University email and Brightspace accounts.
<b>Textbook:</b>	No required textbook.
<b>Schedule:</b>	See Tentative Lecture Schedule in this Syllabus.
<b>Readings:</b>	Links on Brightspace course pages.
<b>Quizzes:</b>	Online in Brightspace course pages.
<b>Assignments:</b>	Submitted in Brightspace course pages.

## Office Hours

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Office hours are Mondays from 1:00 pm to 2:00 pm online. Feel free to send me questions by email or better yet, post them in the **Questions & Responses Forum**. You can also schedule an online appointment by sending me an email at: [james.cheetham@carleton.ca](mailto:james.cheetham@carleton.ca)

## Assessment

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Students are responsible for, and may be tested on, all the material discussed during lectures. Also, the required reading and video materials, whether covered in lecture or not are fair game. You can potentially acquire a total of 100 marks from the assignments, tests, grant proposal, and participation. The assignments, grant proposal and participation all have rubrics associated with them. You should look at these rubrics.

Activity	Value
Assignments (2 x 15% each)	30%
Tests (3 x 10% each)	30%
Grant Proposal	30%
Participation	10%
<b>Total</b>	<b>100%</b>

## Assignments

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All Assignments in this course should be formatted and documented following the Chicago style guide. If you have any questions about how to document a source after checking the Chicago style guide please ask me, preferably in the Forums so other students can benefit as well, but of course by email at any time. All papers should be 12 pt. font double-spaced from top to bottom without interruption or extra line spaces. Properly setting up your paper counts toward part of your mark on the assignment (**see the Assignment Rubrics**).

## Tests

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The tests during the term are meant to be formative, in that they help you to understand the material. They are also summative and are graded. Tests are conducted **online** using Brightspace, and consist of multiple-choice questions, with a few short answer, fill-in-the-blanks, and matching questions.

Students are expected to take the tests during the scheduled times. Each test will be available during a 24 hour window (from 12:01 am on the test day, until 11:59 pm on the test day). Once you start the test, you will have **ONE HOUR** to finish it. Unlike the short formative **quizzes**, you do not get multiple attempts at the **tests**. There are **THREE** Brightspace tests during the term.

**There is a sample test on the Quiz Page in Brightspace. I suggest you do this sample test before the first REAL test to make sure you understand how the online tests work.**

**There are no make-up tests.**

## Grant Proposal

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One way to understand science is to do what scientists do, and one thing that scientists do is write grants. Lots of grants. Therefore, you will write a Grant Proposal to research a scientific problem. You can transcend the arts and sciences in your proposal, but make sure to get approval of your topic from me in the first month of class.

The objectives for the proposal are first, to **ask a good question**, that you might be able to answer. Second, to learn how science is used to formulate and solve problems, third to apply your academic writing skills, which include construction of a logical and persuasive argument. The proposal will evaluate your knowledge base, ability to **ask a good question, formulate an hypothesis, propose experiments to test your hypothesis**, and your ability to integrate and synthesize information and develop a logical argument. (**Look at the Grant Proposal Rubric.**)



## Participation

Your participation in class, and in the forums will be assessed by the instructor. Despite what Woody Allen says, participation does **NOT** mean just showing up. **Review the *Participation Rubric*.**

### Some suggested ways to participate:

- Ask questions in the Questions & Responses Forum.
- Contribute interesting articles, comments analysis and opinions to the Discussion Forum.
- Be engaged and contribute ideas during online discussions.
- Read ahead and be prepared for class.
- Post in the Homework Forum



### How to take this course

It's not what you "get" in this course, it's how deep you go. People study science for lots of reasons, usually variations on "it's required." Think about why someone has decided that learning this material might be essential to your university experience, and what that means for you personally.

It is entirely possible to do well in the class without being transformed by your newfound scientific knowledge, but it would be a shame. I like to think that this (and indeed, any) course operates on three levels. Imagine we are standing on the seashore; the course is the ocean. Enter with me and go as deep as you dare...

#### Wading

You need the basic outlines of science, the highlights, the main characters & ideas, the surface-level knowledge.

There's nothing wrong with staying in the shallows; this approach may work for you if this is likely to be your only science course, or if you've never taken one before and it's all new.

"Waders" will tend to assume that readings and the professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with **WHAT** happened in science, and not **why**.

#### Snorkeling

You have a grasp of the basics and are ready to think scientifically and explore what's below the surface

Perhaps you've taken a science course before or are a fan of science. You already know that science is a conversation among differing and/or sometimes contradictory perspectives.

"Snorkelers" notice inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in **HOW & WHY** things happened as they did.

#### Scuba-Diving

You want to go deeper into science, using the cognitive equipment and tools of science as a focused critical thinker

Experienced? You are well-aware of scientific controversies and how scientific knowledge is constructed. You actively seek alternative sources, interpretations, and voices.

"Divers" don't take any of the course's structure or content as natural or inevitable. You see (and then fill) the course's gaps. You are curious, passionate, and concerned with **WHY SCIENCE MATTERS**.



## Readings and Videos

Slides used in class and links to the readings and videos for the course are available on the Brightspace pages. I suggest you look at the available material before the Wednesday evening sessions, and then look it over again after. You will spend a lot of time reading. There are also videos to help you learn about science and technology. I suggest you watch them, they will help you. There are also short formative Self-Check Quizzes after some of the readings and videos. You should do these quizzes.

**See the SYLLABUS for details on lectures topics, readings, test dates, and assignment due dates.**

**PRO TIP** Keep up with the readings and the videos. I cannot stress this enough.

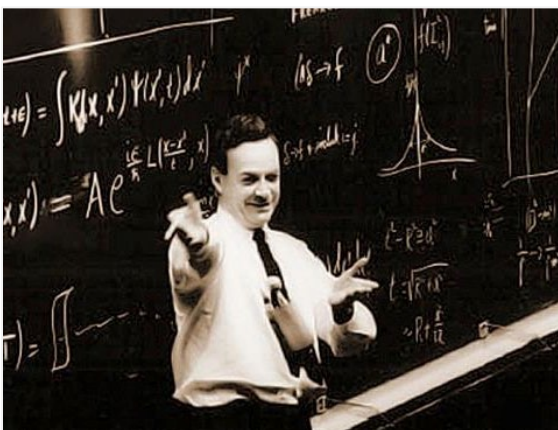
## Electronic Communication

### Brightspace

Access to Brightspace is required for this course. The HUMS 4103 Brightspace course pages contain: lecture slides, readings, tutorials, videos, class announcements, assignments, quizzes, tests, the glossary, and your grades. The Brightspace pages will be updated as needed during the term, so visit them often. For help and support with Brightspace, go to: <https://carleton.ca/brightspace/students>. Any unresolved questions can be directed to Information Technology Services: <https://carleton.ca/its/contact> or by phone at 613-520-3700.

### Emails

Any questions about the course, grades, etc., must come from your Carleton Email account. This is university policy. Please send me an email at: **james.cheetham@carleton.ca** and I will respond, so we know that our electronic communication is working, and your emails are not going into my junk folder. This is also a way for me to check if you have read, at least this far, in the syllabus.



**So I find that teaching and the students keep life going, and I would never accept any position in which somebody has invented a happy situation for me where I don't have to teach. Never.**

**Richard P. Feynman**

## Academic Accommodation

<https://students.carleton.ca/services/accommodation>

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### 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 more details see the [Student Guide](#)

**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](#)

**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](mailto: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).

## Academic Regulations

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity>

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Carleton University is committed to ensuring fairness and consistency in the completion of assignments, and examinations. As part of this commitment, students are required to follow proper assignment and examination procedures. A student who commits a violation of this policy on an examination or assignment, or obtains or produces an answer or unfair advantage by deceit, fraud, or trickery, or by an act contrary to the rules of the assignment or examination are subject to the sanction under this Policy. You are expected to follow the Academic Regulations of the University. **Pay attention to the section on Student Conduct.** If you are not sure about the definition of cheating, come and see me, and I will explain it to you in more detail.

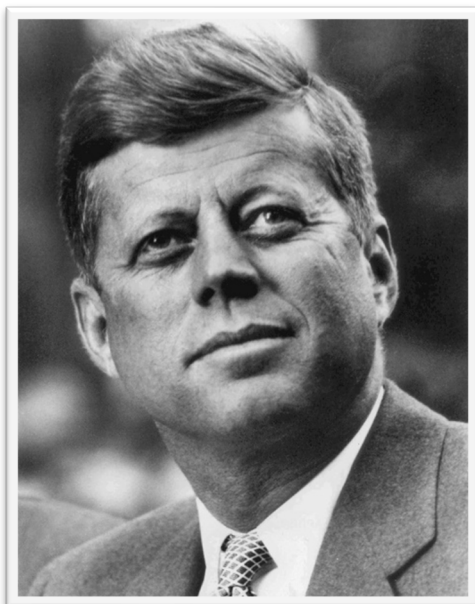
## About HUMS 4103

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Science and technology are pervasive in the modern world. Science has become an integral part of human cultures and arguably, the single most widely-accepted authority for public decision-making. Indeed, technology: the tools and the practical application of scientific knowledge, has always been an essential feature of human society. We cannot escape science and technology and their importance to our everyday lives. As a result, it is essential for us to better understand science and technology.

In this course, we will examine how science and technology have shaped the modern world, and how society and culture have shaped the production and consumption of science and technology throughout history. This course will challenge you to think about the world in new and sometimes counter-intuitive ways, and to find links between different sciences, and between science and other disciplines.

Students studying science often feel like they are **learning a new language**. The Homework will help you to master these new terms. Some of the topics we study (quantum mechanics) are very difficult to understand but embracing the difficult is a good thing (see Kennedy quote below). The best way to learn complex disciplines is to become an active participant in them. How can that be achieved in this course? First, try teaching other people about what you learn and explain concepts to them. The most satisfying proof of mastering a difficult topic is the ability to explain it to another person. It is expected that you will work with other students outside the classroom in preparation for lectures and tests. I strongly encourage you to take advantage of the forums to pose questions, exchange ideas, and connect with this unique community. You'll get a lot more out of this course if you don't go through it alone. As I often tell my biochemistry students, science is a team sport.



**We choose to go to the Moon in this decade and do the other things, *not because they are easy, but because they are hard*; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one we intend to win.**

**John F. Kennedy  
September 12, 1962**

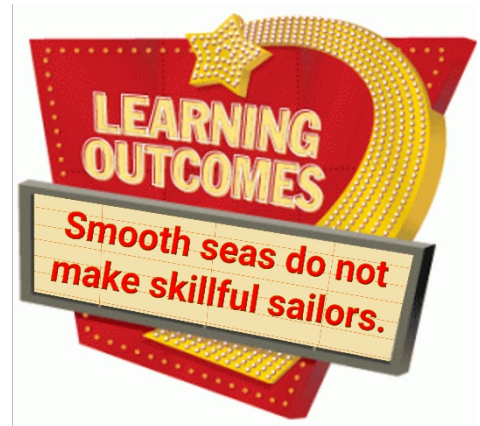


## Learning Outcomes

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To facilitate your learning, I list explicit Learning Outcomes. There are Learning Outcomes for the entire course, and Learning Outcomes associated with each lecture.

The Learning Outcomes are intended to increase your understanding of science and technology as an ever-developing body of knowledge, the provisional nature of scientific explanations, the complex relationship between evidence and ideas in science and the impacts of science and technology on the modern world. Course material (lectures, readings, videos, etc.) and assessments (tests, assignments) are aligned with these Learning Outcomes.



**Learning Outcomes for the course are the following:**

**Students who successfully complete this course will be able to:**

- Describe science as a way of thinking.
- Distinguish between science, pseudoscience and nonscience.
- Describe important historical events and people in the progress of modern science.
- Evaluate pros and cons of new scientific discoveries and technologies.
- Effectively communicate about science and technology in writing.
- Understand and explain the provisional nature of scientific knowledge.
- Explain the importance of the principle of tolerance in science.
- Describe some important theories and methods in modern science.
- Identify and intelligently discuss controversies and ethical issues in science and technology.
- Contribute to discussions of current scientific news items to help develop an awareness of science in the modern world.
- Develop individual interests, through assignments, that engage a scientific or technological issue of importance.
- Apply critical reading and thinking skills to scientific texts, including the ability to accurately summarize and analyze their structure and logic.
- Recognize and articulate the impacts of science and technology on your own life, the lives of others, the environment, society and our planet.

**There are also learning outcomes associated with each lecture.**

## What I Expect from You

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I expect you to extend your study of science and technology outside the classroom. For example, the tests and assignments will not only test your knowledge of the information presented in lectures, but also your synthesis of the information into a logical whole – the big picture. I expect you to consider science and technology in your life and to discover how ideas and concepts presented during the semester affect your health, the environment, and the modern world. Your success as a person depends, in part, upon your ability to think creatively and critically. Therefore, I intend to foster and expand the creative intellect already resident in your thoughts, and *I expect you to be open to new ways of thinking and to challenge old ways of thinking.*

## What You Can Expect from Me

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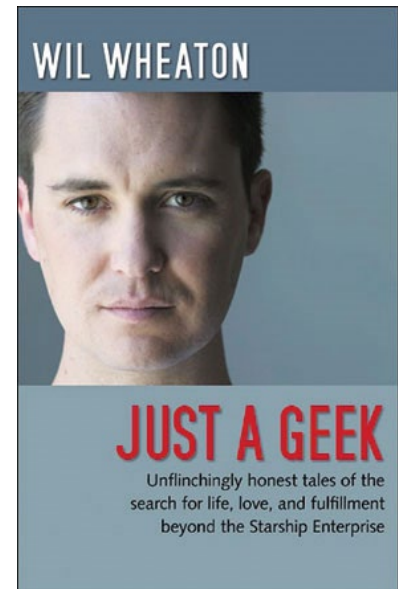
Learning is what a student does (I cannot force you to learn). My role is to **facilitate** learning (by stating **Learning Outcomes**, lecturing, discussing, answering questions, etc.) and to **assess** learning (assignments, tests, etc.), to determine if these learning outcomes have been met. Remember that you are doing this work for yourself (to prepare for your future), not for the instructor. You can expect me to be prepared for class with both knowledge and enthusiasm. You can expect patient and thoughtful teaching and help both within and outside our scheduled time together. You can expect that I will utilize all reasonable resources to help you succeed in this class. Don't be afraid to seek help when needed. I am here to help you learn the material in this course and to provide an impartial evaluation of your performance. It's tough sometimes, but it's OK to ask questions in lecture, or in the Forums. Log in to office hours, or make an appointment, if you have more detailed questions. Use the Brightspace Forums. Send me an email.



## Course Policies

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1. Your experience in this course (and in life) will be more enjoyable if you treat your classmates and your instructor with courtesy and respect (**Google “Wheaton’s Law”**).
2. When you come to class, be on time, and be prepared. If you are unavoidably late, enter the room quietly and choose a seat as quickly as possible. Do not invite your friends in to chat in this class.
3. Once in class, stay for the duration. If you must leave early, give me advance warning. You will not be allowed to meander in and out of the classroom. This is disruptive and unfair to your fellow students, and makes me unhappy. Take care of your personal needs before class.
4. Turn off the sound on communications devices. This includes cell phones, personal entertainment (TV, music, etc.) devices or anything else that will disturb your classmates. Students with special circumstances need to speak with me right away. Do not talk on your cell phone while I am lecturing, or a guest is lecturing.
5. No chit-chat or unnecessary noise during lectures. If everyone is making noise, no one can hear anything. Stay focused on the material under consideration during lecture. You are paying a lot of money to be in this class. If somebody is talking near you, he or she is disrupting your learning experience, and essentially stealing your tuition money. You are not paying tuition to listen to buddy talk about his views on whatever (save that for Twitter, or Instagram). I suggest you ask them to shut up, if they are disrupting your learning experience.
6. Academic dishonesty is not tolerated. If you are unclear about what is dishonest, please see the Undergraduate Calendar for clarification. If you are still unsure about specific instructions, ask me. Science is a collaborative endeavor. Therefore, you are encouraged to work together as much as possible. However, tests are not collaborative and must be completed without the assistance of other people.





## Forum Discussion Guidelines

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**Source:** Howard Gabennesch, (1992) The Teaching Professor, 6(9).

1. Try to make comments that connect ideas from the course with phenomena outside the classroom, and between ideas in one part of the course and those in a different part.
2. Avoid war stories, rambling speeches heavily punctuated with the word "I," and raw opinions that we could just as easily get from the average patron at the nearest pub, who has never heard of this course and its assigned readings.
3. Realize that when our emotions are aroused our brain wants to take orders from them. It is essential; therefore, to be willing to disconnect one's brain from one's gut long enough to render due process to ideas, particularly those that are unpopular or personally distasteful. This is an unnatural act, and requires courage. You will probably find it easier to join lynch mobs from time to time.
4. Understand that the right to have an opinion does not include the right to have it taken seriously by others. Nor is having an opinion necessarily laudable in itself. An opinion is only as good as the evidence, theory, and reasoning on which it is based.
5. Be careful about basing your opinions uncritically on the testimony of experts. Experts are subject to error and bias. They often disagree with other experts. All of this applies to the authors of your texts and your professors.
6. Beware of the tendency to view questions in dichotomous terms, such as either-or, all-or-none. The world is a complex, messy place where absolute answers are hard to find, gray is more common than black and white and contradictory things are often in the same package. **(Watch the Jacob Bronowski video).**
7. Value tentativeness. It's OK to admit you're unsure. It's OK to change your mind when presented with new evidence. **(Watch the Jacob Bronowski video, again).**



## Winter Term 2023 – Tentative Lecture Schedule

Date	Time	Subject	Notes
<b>WEEK 1 - INTRODUCTION AND THE NATURE OF SCIENCE</b>			
Wednesday 11Jan2022	Lecture 1 6:05-8:55	Course format, assessment, & readings. Some perspectives on science and technology.	<b>Read the syllabus.</b>
<b>WEEK 2 – PHILOSOPHY OF SCIENCE</b>			
Wednesday 18Jan2022	Lecture 2 6:05-8:55	Some of the key philosophers of science. Demarcation and falsifiability.	<b>Karl Popper</b> – your new best friend.
<b>WEEK 3 –SCIENCE AND TECHNOLOGY</b>			
Wednesday 25Jan2022	Lecture 3 6:05-8:55	Some ways to think about science and technology.	The good, the bad, and the ugly.
<b>WEEK 4 – ASTRONOMY AND COSMOLOGY</b>			
Wednesday 01Feb2022	Lecture 4 6:05-8:55	From ancient Babylon through Galileo, Hubble, and beyond.	The cosmos is all that is, or ever was, or ever will be.
<b>WEEK 5 – PHYSICS</b>			
Wednesday 08Feb2022	Lecture 5 6:05-8:55	Everything happens for a reason, and that reason is usually physics.	<b>Quiz 1: Lectures 1,2,3,4 Asn #1 due: Fri 11Feb2022</b>
<b>WEEK 6 – CHEMISTRY AND NANOTECHNOLOGY</b>			
Wednesday 15Feb2022	Lecture 6 6:05-8:55	Chemistry: it's all about knowing where the electrons want to go.	Make like a proton and stay positive.
<b>READING WEEK</b>			
Wednesday 22Feb2022	No Lecture	Study time.	Shouldn't you be studying?
<b>WEEK 7 – EARTH &amp; ENVIRONMENTAL SCIENCES</b>			
Wednesday 01Mar2022	Lecture 7 6:05-8:55	What is the world made of?	Atoms, like everything else.
<b>WEEK 8 - MATHEMATICS</b>			
Wednesday 08Mar2022	Lecture 8 6:05-8:55	We live in a world described by mathematics.	Mathematics is the music of reason. <b>Asn #2 due: Mon 07Mar2022</b>
<b>WEEK 9 – COMPUTER SCIENCE</b>			
Wednesday 15Mar2022	Lecture 9 6:05-8:55	How algorithms control your life.	<b>Test #2: Lectures 5,6,7,8</b>
<b>WEEK 10 – EVOLUTION</b>			
Wednesday 22Mar2022	Lecture 10 6:05-8:55	Where do we come from? Evolution of cooperation.	"I have called this principle, by which each slight variation, if useful, is preserved, by the term of Natural Selection."
<b>WEEK 11 - MOLECULAR BIOLOGY: MENDEL TO THE HUMAN GENOME</b>			
Wednesday 29Mar2022	Lecture 11 6:05-8:55	Human Genome Project, personalized medicine, bioethics, and transhumanism.	What is a human being, then?
<b>WEEK 12 – BIOTECHNOLOGY AND NEUROSCIENCE</b>			
Wednesday 05April2022	Lecture 12 6:05-8:55	Genetic engineering, GMOs, synthetic biology, neuroscience, fMRI, neuro-optics, and neuro-ethics..	Brain: an apparatus with which we think we think.
<b>WEEK 13 – Test #3</b>			
Wednesday 12April2022		The final test.	<b>Test #3: Lectures 9,10,11,12 Grant Proposal Due on last day of exam period.</b>





# University Regulations for All College of the Humanities Courses

## 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.

## Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [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.

## 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.

## Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, 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.

Plagiarism is a serious offence that cannot be resolved directly by 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.

[Academic Integrity Process](#)

## 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](mailto: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/Accommodation-for-Student-Activities-1.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 illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. 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 of deferred Term Work](#)

## Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their 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 working days after the original final examination or the due date of the take-home examination**; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the 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](#).

[More information on Final Exam Deferrals](#)  
[Registrar's Office "Defer an Exam" page](#)

## 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.

## Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## **Statement on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

## Department Contact Information

*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)