

HUMS 4103

SCIENCE IN THE MODERN WORLD

SYLLABUS – WINTER 2024

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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

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

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

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

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

Office Hours

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

Assessment

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%
Total	100%

Assignments

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

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 are no make-up tests.

Grant Proposal

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.**)

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.



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



<h3>How to take this course</h3>	<h3>Wading</h3>	<h3>Snorkeling</h3>	<h3>Scuba-Diving</h3>
<p>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.</p>	<p>You need the basic outlines of science, the highlights, the main characters & ideas, the surface-level knowledge.</p>	<p>You have a grasp of the basics and are ready to think scientifically and explore what's below the surface</p>	<p>You want to go deeper into science, using the cognitive equipment and tools of science as a focused critical thinker</p>
<p>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...</p>	<p>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.</p>	<p>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.</p>	<p>Experienced? You are well-aware of scientific controversies and how scientific knowledge is constructed. You actively seek alternative sources, interpretations, and voices.</p>
	<p>"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.</p>	<p>"Snorkelers" notice inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in HOW & WHY things happened as they did.</p>	<p>"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.</p>

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 class, 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.

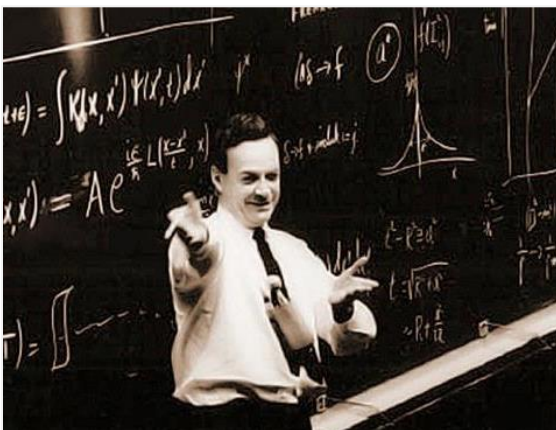
Electronic Communication

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>

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 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>

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

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.



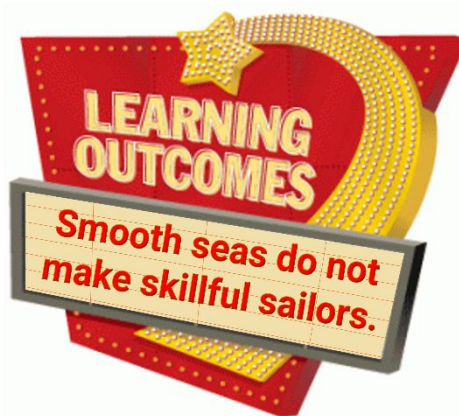
We choose to go to the Moon in this decade and do the other things, *not because they are easy, but because they are hard*; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone,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

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

Learning Outcomes

To facilitate your learning, I state 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.
- Identify the key theories, methodologies, and personalities in the history of science and explain their impact on various aspects of human culture and civilization, such as philosophy, literature, music, and art.
- Evaluate pros and cons of new scientific discoveries and technologies.
- Communicate your knowledge, thoughts, and reasoning clearly and effectively in written and oral form through class discussions, assignments, online discussions, and the writing of a grant proposal.
- Understand and explain the provisional nature of scientific knowledge.
- Explain the importance of the principle of tolerance in 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.
- Critically evaluate sources of scientific information.
- 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

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.*

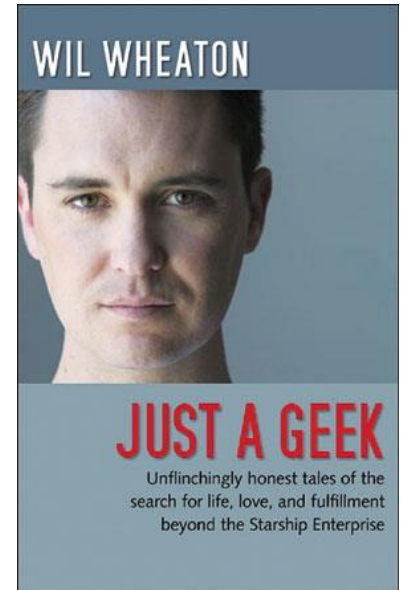
What You Can Expect from Me

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

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

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).**



Philosophy in Action:
Students engaged in a dialectical discourse for the purpose of determining the truth and avoiding error.

Winter Term 2024 – Tentative Lecture Schedule

Date	Time	Subject	Notes
WEEK 1 - INTRODUCTION AND THE NATURE OF SCIENCE			
Thursday 11Jan2024	Lecture 1 6:05-8:55	Course format, assessment, & readings. Some perspectives on science and technology.	Read the syllabus.
WEEK 2 – PHILOSOPHY OF SCIENCE			
Thursday 18Jan2024	Lecture 2 6:05-8:55	Some of the key philosophers of science. Demarcation and falsifiability.	Karl Popper – your new best friend.
WEEK 3 –SCIENCE AND TECHNOLOGY			
Thursday 25Jan2024	Lecture 3 6:05-8:55	Some ways to think about science and technology.	The good, the bad, and the ugly.
WEEK 4 – ASTRONOMY AND COSMOLOGY			
Thursday 01Feb2024	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.
WEEK 5 – PHYSICS			
Thursday 08Feb2024	Lecture 5 6:05-8:55	Everything happens for a reason, and that reason is usually physics.	Quiz 1: Lectures 1,2,3,4 Asn #1 due: Mon 12Feb2024
WEEK 6 – CHEMISTRY AND NANOTECHNOLOGY			
Thursday 15Feb2024	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.
READING WEEK			
Thursday 22Feb2024	No Lecture	Study time.	Shouldn't you be studying?
WEEK 7 – EARTH & ENVIRONMENTAL SCIENCES			
Thursday 29Feb2024	Lecture 7 6:05-8:55	What is the world made of?	Atoms, like everything else.
WEEK 8 - MATHEMATICS			
Thursday 07Mar2024	Lecture 8 6:05-8:55	We live in a world described by mathematics.	Mathematics is the music of reason. Asn #2 due: Mon 11Mar2024
WEEK 9 – COMPUTER SCIENCE			
Thursday 14Mar2024	Lecture 9 6:05-8:55	Artificial intelligence and how algorithms control your life.	Test #2: Lectures 5,6,7,8
WEEK 10 – EVOLUTION			
Thursday 21Mar2024	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."
WEEK 11 - MOLECULAR BIOLOGY: MENDEL TO THE HUMAN GENOME			
Thursday 28Mar2024	Lecture 11 6:05-8:55	Human Genome Project, personalized medicine, bioethics, and transhumanism.	What is a human being, then?
WEEK 12 – BIOTECHNOLOGY AND NEUROSCIENCE			
Thursday 04April2024	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.
WEEK 13 – Test #3			
Wednesday 10April2024	No Lecture	The final test.	Test #3: Lectures 9,10,11,12 Grant Proposal Due on last day of exam period.

University Regulations for All College of the Humanities Courses (Updated December 12th 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

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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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.

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 extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

1. Students who claim short-term extenuating circumstances (normally lasting up to five days) 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.
 - a. 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 extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), 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 consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the Academic Consideration Policy.
4. If academic consideration 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: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), 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 extenuating circumstances normally lasting no more than five (5) 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 extenuating circumstances lasting longer than five (5) 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 **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.](#)

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
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Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
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