

RELI 4850/5850X; Fall Term
The College of the Humanities

Religious Apocalypses Compared

Dr. Timothy Pettipiece (TimothyPettipiece@cunet.carleton.ca)

Dr. Chris Jensen (ChristopherJensen@cunet.carleton.ca)

T 8:35-11:25 (Sept 13-Dec 6)

COURSE DESCRIPTION

Human beings, in a variety of religious contexts throughout history, have been convinced that the end of the world was/is nigh. In this course, we will offer a wide-ranging overview of apocalyptic thought and practice throughout human religious history, bringing in examples from the Ancient Near East, Late Antiquity, the Han Dynasty and early medieval China, early Islam, medieval Japan, and the contemporary world. In analyzing these examples, students will be introduced to current Religious Studies methods for disciplined comparison (and the ways that they correct for issues with the Tylorian and Eliadean comparative methods employed in the past). Students will have the opportunity to investigate a relevant topic of their choice in a large-scale final project, which can take a variety of forms (e.g., research paper, policy brief, audio/visual presentation). Final projects employing Digital Humanities techniques and approaches (e.g., data/text analytics, mapping) are welcome.

COURSE LEARNING OUTCOMES¹

- Students will be introduced to a variety of “apocalyptic” religious texts and movements, and will have the opportunity to explore topics of particular interest to them through presentations and a large-scale final project
- Students will develop a conceptual vocabulary for and practical experience with disciplined comparison as a method in contemporary Religious Studies
- Students will practice the skills associated with seminar participation (critical reading / listening, leading discussions, summarizing academic writing)
- Students will practice the skills associated with academic knowledge production (research, critical thinking, editing, peer review)

COURSE DELIVERY

This course will be delivered in-person and is being team-taught. Instructors will share responsibility for content delivery and assessment.

COMMUNICATION

We will do our best to respond within 24 hours during weekdays, 48 hours during weekends. We will be holding regular office hours (check Brightspace for schedule), and will also be available by appointment.

Just a reminder that, as per Carleton’s Privacy Policy (FIPPA), we can only respond to emails sent from students’ university email accounts.

PEDAGOGICAL APPROACH / ASSESSMENT METHOD

As an upper-level undergrad / graduate course, we believe that 4850/5850 should be as productive a learning experience for students as possible, and that it should actively model the types of intellectual labour

¹ These **Course Learning Outcomes** are continuous with the general **Learning Outcomes** of the Religion Program, including LO1) describe the key ideas and practices of a broad variety of religious communities and traditions globally; LO2) analyze and contextualize diverse sources (e.g., textual, oral, material, graphic, electronic, film, primary, secondary, etc.); LO3) carry out research, using a variety of research methods (e.g., library, field, archive); LO4) develop compelling thesis statements, generate persuasive arguments, and present these ideas in both written and oral forms; and LO6) employ contemporary theories relevant to religious studies and demonstrate critical awareness of the history of the discipline and its evolving relationship to issues of equity, diversity, inclusivity, and indigeneity.

that students will be required to perform once they complete their studies at Carleton (i.e., the “simulated workplace” discussed in Carleton’s statements on Experiential Learning). When considering how our educational environment maps onto the workplace, the instructors noted that the vast majority of workplace situations involve tasks that are on-going, collaborative, process-focused, and interactive, whereas many of the assignments in the social sciences and humanities courses are solitary, one-off, and product-focused.

In an attempt to address these issues, we are opting to employ an assessment modality known as Contract Grading, as discussed by Asao Inoue and others. The basic principle is simple: at the beginning of the semester, all students will sign a Grading Contract, which will stipulate the grade toward which they are working. We will also establish community standards for what qualifies as a “completed” assignment. When a student fully completes each contracted assignment by the end of the semester, they will receive the grade that they selected. In addition to including students in the assessment conversation, this modality has two additional advantages: 1) it obviates grade anxiety, as each student knows exactly what is required to achieve the grade that they desire in the class, allowing them to focus instead upon their learning; 2) it means that both instructors and fellow students can respond to each other’s work in an open spirit of compassion, collaboration, and desire for mutual improvement, as assignments will be assessed for completeness (i.e., whether they meet the learning community’s standards), as opposed to being graded on a scale.

Instead, all assignments will be categorized as follows: incomplete, in progress, complete. An **incomplete** assignment is simply one which has not been submitted or which does not meet the project’s basic guidelines (e.g., an annotated bibliography that contains no annotations). An **in-progress** assignment is one that shows evidence of work towards the project’s goal, but that does not yet meet the group’s established standards. In such a case, the student will be provided with detailed feedback on how the assignment can be improved and invited to resubmit. This process can involve multiple iterations. Once the outstanding issues are addressed, the assignment is then **complete**. By recognizing that writing, commenting, review, and revision are the *norm* for all professional writing tasks, this course aims to provide students with relevant, practical research and writing experience.

GRADE CONTRACT

Grade contracts will be distributed and discussed in our first class session (Sept. 13). The table below summarizes these contractual obligations; more detail is included in the contracts themselves. If students fail to meet their contracted obligations, their chosen final grades will be downgraded accordingly (based on the number and type of missed assignments). Finally, it should be noted that graduate students will be completing the same projects, albeit with more robust requirements.

Final Grade	Attendance + Passports	Peer Reviews	Learning Enrichment Presentations	Final Project
A	11/12 (min.)	4	6	Proposal, Annotated Bibliography, Presentation, Project
B	10/12 (min.)	2	4	Proposal, Bibliography, Presentation, Project
C	9/12 (min.)	1	2	Proposal, Presentation, Project

- *Attendance + Passports*
 - As a seminar, attendance and participation in class discussions are critical components of the learning process, as is preparing for class by completing the assigned readings. In order to prepare for these class discussions, students will be asked to complete a brief written assignment (a *Passport*) every week, which will be submitted on Brightspace before class on Tuesday. A *Passport* contains the following components:
 - **Summary:** One paragraph (~ 3-5 lines) summary of the assigned reading;
 - **Key Points:** (Minimum two) key points - citations of a line or two from the article / chapter (including page #s) that you found particularly puzzling, instructive, provocative, or surprising, plus brief (one line) explanations of why you selected them;

- **Discussion Questions:** two open-ended discussion questions.
- *Peer Reviews*
 - In keeping with the collaborative writing model detailed above, students will practice giving and receiving feedback on their assignments. More details will be provided in class.
- *Learning Enrichment Presentations*
 - To enhance our classroom discussions, students will be invited to bring additional relevant materials into seminar. Some examples could include additional background readings, relevant online / pop cultural reference points, or physical artifacts. Students will introduce these materials, and will then be responsible for leading 10 minute (undergrad) / 15 minute (grad) discussions surrounding them. It is up to the student how much of this time will be spent on presentation vs. moderated discussion. In the interests of time, there will be a maximum of three Learning Enrichment Presentations per week, which students will be able to sign up for as of the first week of class.

A student cannot pass the course if they miss too many classes (4+)² or if any elements of the final project remain **incomplete** at the conclusion of the grading period. Likewise, missing minor assignments (passports, LEPs, Peer Reviews), or leaving major assignments **in progress** at the end of the course, will result in a decrement to a student's contracted grade. See the Grading Contract for details.

Final Project

The final project builds on questions / interests that students have been honing through readings, class discussion, and prior assignments. This project can take a number of forms:

- A standard research essay
- An audio/video presentation (e.g., podcast, video essay)
- A web-resource (e.g., a module for an online course introducing your topic)
- Other modes of engagement with your question (e.g., social action, artistic project), supplemented by a summary report, could also be acceptable (please discuss this possibility with your professor(s) ahead of time)

The Final Project will be divided into the following components. Students will receive substantive feedback on (and opportunities to resubmit) each component. We will discuss the completion criteria for each assignment, as well as the differences between the undergraduate / graduate versions of each, in class.

- **Project Proposal (Oct. 18)**
 - Students will prepare a proposal for their final project, describing its scope, methods, potential sources, and a general reflection on how it speaks to course themes and personal research interests.
- **Annotated Bibliography (Nov. 8)**
 - Students will prepare an annotated bibliography of the sources they intend to employ in the course of preparing their final project. If their chosen project is not a standard research paper, the bibliography should also include academic sources related to methods from an appropriate field (e.g., for a curatorial project, the Bibliography should include some methodological readings from art history sources).
- **Research Progress Presentation (Nov. 29 / Dec. 6)**
 - Students will present the preliminary results of their final projects to the class, answering questions and receiving feedback.
- **Final Project (Dec. 22, with final revisions due no later than Dec. 30)**
 - As above.

² Note: please inform your professor(s) ASAP if you are unwell or are unable to attend class for other reasons.

Course Timetable and Readings

As a general rule, each of our class sessions will include lecture material (background and context), seminar-style discussion, and close-reading of primary texts (in translation). The final month of class sessions will also include student presentations, which means that the readings for those class meetings will be selected by the presenters.

Week	Topic(s)	Readings / Assignments
1 – Sept. 13 (Jensen and Pettipiece)	Introduction: Apocalypses + Comparison	- Collins, “What is Apocalyptic Literature?” - Freiburger, <i>Considering Comparison</i> (selection)
2 – Sept. 20 Pettipiece	Biblical Sources	- Smith-Christopher, “A Postcolonial Reading of Apocalyptic Literature” - <i>Book of Daniel</i> - <i>Apocalypse of John</i>
3 – Sept. 27 Pettipiece	Apocrypha	-Burns, “The Gnostic Apocalypses” -The Apocalypse of Adam (NHC) -The War Scroll (DSS)
4 – Oct. 4 Jensen	The Yellow Turbans and the Celestial Masters (2 nd / 3 rd c. CE China)	- Kleeman, <i>The Celestial Masters</i> - <i>The Scripture on Great Peace</i>
5 – Oct. 11 Jensen	Early Chinese Buddhist (Maitreya and Prince Moonlight)	Hughes, <i>Worldly Saviors and Imperial Authority</i> Nattier, <i>Once Upon a Future Time</i>
6 – Oct. 18 Pettipiece	Late Antiquity	-Shoemaker, “The Reign of God Has Come: Eschatology and Empire in Late Antiquity and Early Islam” -Cook, “An Early Muslim Daniel Apocalypse” -Apocalypse of Pseudo-Methodius Project Proposals DUE

No Class Oct. 25 – Enjoy Your Break!

8 – Nov. 1 Pettipiece	Medieval	-Whalen, “Joachim of Fiore and the Apocalyptic Revival of the Twelfth Century” -Joachim of Fiore (Selections)
9 – Nov. 8 Jensen	Japanese Buddhism in the Kamakura Period (12 th – 14 th c.) (Nichiren and the Pure Land Schools)	- Dobbins, <i>Letters of the Nun Eshinni</i> - Stone, “Seeking Enlightenment in the Last Age” Annotated Bibliographies DUE
10 – Nov. 15 Jensen	Chinese Responses to Colonialism (19 th c. CE)	TBA
11 – Nov. 22 Pettipiece	Contemporary / Sci-Fi	- DiTommaso, “Apocalypticism in the Contemporary World” - TBA
12 – Nov. 29	Final Presentations I	
13 – Dec. 6	Final Presentations II	

PLAGIARISM

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.

OTHER INFORMATION

Statement on 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.

If you are having difficulty navigating Carleton’s various student supports or are unsure about whether your particular situation qualifies, Professor Jensen would be happy to discuss such matters with you (as he has just completed his *Student Support Certificate*, which required familiarizing himself with the various tools and programs available to Carleton students).

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.

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/Accommodation-for-Student-Activities-1.pdf>



Humanities

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 (updated June 2021)

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

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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 Policy](#)

[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:

Religious Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation](#).

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. . For more details, please review the [Student Guide to Academic Accommodation](#).

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 the [Equity and Inclusive Communities website](#).

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

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.

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
Religion@cunet.carleton.ca

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
CollegeOfHumanities@cunet.carleton.ca