

CARLETON UNIVERSITY
College of the Humanities: Religion Program
RELI 5802F: Seminar in Religion and Public Life
Fall 2021

Format: Online and fully synchronous (Zoom link is on Brightspace)

Meeting Dates: Sep 08, 2021 to Dec 10, 2021

Days: Mon Time: 14:35 - 17:25

Professor: Dr. Deidre Butler

Email: deidre.butler@carleton.ca

Online Office Hours: Mondays 1:30-2:30 pm or by appointment

Seminar Description:

This Seminar invites students to critically engage with the theme of Religion and Public Life as well as the ways in which it relates to the formative categories of “religion” and “public life.” We will explore this contested terrain through foundational and emerging theoretical frameworks and methodological approaches. Key questions will include how we define these terms and why, who defines them, what work do such definitions do. Using historical and contemporary scholarly case studies as entry points, we will interrogate the meanings and boundaries of these terms as well as the relations of power that underpin their construction. As we think through these questions we will question and reflect on how religion and public life, as individual categories and as a compound term, are gendered, raced and classed. We will also take our cue from our University’s location in the nation’s capital to explore how religion and public policy intersect in Canada and around the world.

Attendance requirement: *Regular online attendance and participation are required. If any student misses more than three classes (which would mean missing a third of the class) they cannot receive credit for the course.*

Synchronous participation and online technology requirement: *Participation in this seminar depends on your ability to be present online and engage with the group on Zoom. This includes having a computer and internet connection that will facilitate your participation. It also means that you need a quiet space where you can participate, headphones or speakers where you can hear clearly, a web camera that is turned on so that you are “present” for the group. If you have any concerns about your ability to connect and be present for the class, please reach out to the professor as soon as possible. Please see for guidelines for online learning including minimum technical requirements <https://carleton.ca/its/help-centre/learning-in-an-online-environment/>*

Course Evaluation: (see details below for deadlines)

20% Force for Good Participation

30% 6 Reading Responses (5 points each)

20% 2 Leading Seminar

30% Final Project (project proposal, project presentation, 10-15 page paper or project)

Optional Bonus assignments: Up to 5% Bonus assignments based on written reflections after attending public lectures or events during the term. See class announcements on Brightspace.

Learning Outcomes: At the end of this course, students will be able to:

1. To interrogate and apply the critical categories of “religion” and “public life” in historical and contemporary contexts to particular cases
2. To develop a clearer understanding of the ways that social conditions shape religious beliefs, and that religious beliefs when shared collectively can have an impact on how society is constructed
3. To hone your skills at analyzing written texts and developing compelling oral arguments
4. To strengthen your ability to formulate and articulate academic arguments supported by evidence and express these with professionalism in written form.

Required Course Materials:

All required readings and videos are available through ARES on Brightspace or are linked from Brightspace to external web sites. *Recommended readings are also available through ARES on Brightspace.*

COURSE SCHEDULE Sept 13-December 10	
<i>Please note that topic dates may change as guest speakers are booked. The most recent course schedule will always be on Brightspace</i>	
Module	Required Course Materials
Class 1: Sept 13 Introductions	<p>Welcome to the class and the program</p> <p>Introductions, sign up for leading seminar discussion</p> <p>Readings:</p> <ul style="list-style-type: none"> • Matthew Day, “The educator must be educated: the study of religion at the end of the humanities,” <i>Method and Theory in the Study of Religion</i> 22(2010): 1-8. • Beaman, Lori. “Religious Diversity in the Public Sphere: The Canadian Case.” <i>Religions (Basel, Switzerland)</i> 8, no. 12 (2017): 259–.1-18 • Sam Reimer, “The gains/losses of Canadian religious groups from immigration: Immigration flows, attendance and switching,” <i>Studies in Religion/Sciences Religieuses</i> 47.3 (2018): 327-44.
Class 2: Sept 20 Defining Religion	<p>Readings:</p> <ul style="list-style-type: none"> • Michael J. Altman, “‘Religion, religions, religious’ in America: toward a Smithian account of ‘Evangelicalism,’” <i>Method & Theory in the Study of Religion</i> 31.1 (2019) 71-82

	<ul style="list-style-type: none"> • Adeana McNicholl, "Being Buddha, staying woke: racial formation in Black Buddhist writing," <i>Journal of the American Academy of Religion</i> 86.4 (Dec. 2018), 883-911. • Siobhan M Kelly. "Multiplicity and Contradiction: A Literature Review of Trans Studies in Religion." <i>Journal of feminist studies in religion</i> 34, no. 1 (2018): 7–23. • Khan, Rabea M. "Speaking 'religion' through a Gender Code: The Discursive Power and Gendered-Racial Implications of the Religious Label." <i>Critical research on religion</i> (2021): 1-18 <p><i>Recommended:</i> <i>Review as needed to understand Altman: Jonathan Z. Smith, "Religion, Religions, Religious" in Critical Terms for Religious Studies. Taylor, Mark C., ed. Chicago, IL: University of Chicago Press, 1998. 269-282</i> <i>Gregg, Stephen E. "Queer Jesus, Straight Angels: Complicating 'sexuality' and 'religion' in the International Raëlian Movement." Sexualities 17, no. 5-6 (2014): 565–582.</i></p> <p><i>Emily Sigalow, "Towards a sociological framework of religious syncretism in the United States," Journal of the American Academy of Religion, 84.4 (Dec. 2016), 1029-1055.</i></p>
<p>Class 3: Sept 27 Religion and International Relations</p>	<p><i>A series of speakers have been invited to speak around issues of religion and domestic and foreign policy. As these are finalized they will be added to the schedule.</i></p> <p>Guest lecture: 3:30 pm <i>Minister of Counselor Public Affairs, Christina Higgins, US. Embassy Ottawa.</i></p> <p>Class will continue after the guest lecture</p> <p>Readings:</p> <ul style="list-style-type: none"> • TBD • Nicholas Adams, The Birth of "Religion and International Relations": Questions of Scale, <i>Journal of the American Academy of Religion</i>, Volume 89, Issue 2, June 2021, Pages 411–436,
<p>Class 4: October 4 Foundations: Religion & the Public Sphere</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Jurgen Habermas, "Religion in the public sphere," <i>European Journal of Philosophy</i> 14.1: 1-25.

	<ul style="list-style-type: none"> • José Casanova, "Private and Public Religions," in <i>Public Religions in the Modern World</i> (Chicago: University of Chicago Press, 1994), pp. 40-66. <p><i>Recommended for overview of the debates:</i> Lafont, Cristina. "Religion in the Public Sphere." In <i>The Oxford Handbook of Secularism</i>. 1st ed. Oxford University Press, 2017.</p>
Oct 11 Thanksgiving NO CLASS	
Class 5: Oct 18 Foundations: Secular Discontents & The Politics of Religion	Readings: <ul style="list-style-type: none"> • Talal Asad "Introduction: Thinking about Secularism" <i>Formations of the Secular: Christianity, Islam, Modernity</i>, (Stanford: Stanford University Press, 2003), pp.1-17. • Berger, Peter L. "Further Thoughts on Religion and Modernity." <i>Society</i> (New Brunswick) 49, no. 4 (2012): 313–316. • Paul Bramadat and David Seljak. "Between Secularism and Post-Secularism: A Canadian Interregnum," in <i>The Secular State and Religious Diversity: Secularism, Tolerance, and Accommodation</i>, edited by Bruce Berman, Rajeev Bhargava, and André Laliberté, Vancouver: University of British Columbia Press. 2013. 97–119. <p><i>Recommended:</i> Charles Taylor. "Why We Need a Radical Redefinition of Secularism" in <i>The Power of Religion in the Public Sphere</i> New York: Columbia University Press, 2011. Butler, Judith, Eduardo. Mendieta, and Jonathan VanAntwerpen. 34-59</p>
Oct 25 Reading Week NO CLASS	
Class 6 Nov 1 Religion and Law <i>Nov 1 Sigd program</i> 7:30 pm	Guest Speaker: Professor, Betina Appel Kuzmarov, Law and Legal Studies Readings: TBD <i>Recommended:</i> Jennifer Reid, "Indian residential schools: A governmental assault on religious freedom," <i>Studies in Religion/Sciences Religieuses</i> 44.4 (2015): 441-56.

	<p><i>Isaac Weiner, "The corporately produced conscience: emergency contraception and the politics of workplace accommodations," Journal of the American Academy of Religion 85.1 (March 2017): 31-63.</i></p> <p><i>Burchardt, Marian. "Statecraft, Witchcraft, God's Craft: Religious Diversity and the Forces of Law in South Africa." Journal of religion in Africa 47, no. 2 (2017): 257-284.</i></p> <p><i>BONUS opportunity: Attend and critically reflect on Sigd online program Nov 1, 7:30 pm. Sigd is an Ethiopian Jewish holiday which Ethiopians brought to Israel and to other communities. Write a reflection that thinks through Sigd as an example of Religion and Public Life. Stronger responses will connect the discussion to required readings or outside research. Recommended length is 3-4 pages.</i></p>
<p>Class 7: Nov 8 Religious Traditions as Imagined & Constructed</p> <p><i>Complete at least 3 Reading Responses and at least one Lead Seminar by this date</i></p> <p>Project Proposal Due Today</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Thomas Sizgorich, <i>Violence and Belief in Late Antiquity: Militant Devotion in Christianity and Islam</i> (University of Pennsylvania Press, 2008), Chapter One • Sarah Kathleen Johnson, "On our knees: Christian ritual in residential schools and the Truth and Reconciliation Commission of Canada," <i>Studies in Religion/Sciences Religieuses</i> 47.1 (2018): 3-24. • Sarma, Deepak. "The Final Sacrifice: A Dead 'Hindu,' A Missing Body, and a \$10 Million Dollar Life-Insurance Policy." <i>Method & theory in the study of religion</i> 19, no. 1-2 (2007): 58-71. <p>Recommended: Readings: Pew Research Center, "Being Christian in Western Europe" www.pewforum.org/2018/05/29/being-christian-in-western-europe/</p> <p><i>Samuli Schielke, "Ambivalent commitments: troubles of morality, religiosity and aspiration among young Egyptians," Journal of Religion in Africa 39 (2009): 158-185.</i></p> <p><i>Jamil Drake, "Folk religion and the medical engineering of rural Black laborers," Journal of the American Academy of Religion 88.2 (June 2020): 329-53.</i></p> <p><i>Cuong T. Mai, "The Guanyin fertility cult and family religion in late imperial China: Repertoires across domains in the practice of popular religion," Journal of the American Academy of Religion 87.1 (March 2019): 156-90</i></p>

<p>Class 8: Nov 15 Antisemitism, Religion and Public Life</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Amy S. Kaufman, “Antisemitism is Older Than you Think”, The public medievalist. May 23, 2017. https://www.publicmedievalist.com/anti-semitism-older-think/ • Paula Fredriksen, “The Birth of Christianity and the Origins of Christian AntiJudaism”, in <i>Jesus, Judaism, and Christian anti-Judaism: reading the New Testament after the Holocaust</i>. Fredriksen, Paula, and Adele Reinhartz, Eds. Louisville, KY: Westminster John Knox Press. 2002. 8-30 • Matteoni, Francesca. “The Jew, the Blood and the Body in Late Medieval and Early Modern Europe.” <i>Folklore (London)</i> 119, no. 2 (2008): 182–200. • Jikeli, Gunther. “Is Religion Coming Back as a Source for Antisemitic Views?” <i>Religions (Basel, Switzerland)</i> 11, no. 5 (2020): 255–1-8 <p><i>Recommended:</i> Heschel, Susannah. “Historiography of Antisemitism Versus Anti-Judaism: A Response to Robert Morgan.” <i>Journal for the study of the New Testament</i> 33, no. 3 (2011): 257–279.</p> <p><i>Bonus Opportunity: Attend and critically reflect on online Antisemitism public lecture by Susannah Heschel on Nov 17 at 7:30 pm. Write a reflection that thinks through Antisemitism through the lens of Religion and Public Life. Stronger responses will connect the discussion to required readings or outside research. Recommended length is 3-4 pages.</i></p>
<p>Class 9: Nov 22 Contested Secularisms</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Partha Chatterjee “The Contradictions of Secularism,” in Anuradha Dingwaney Needham and Rajeswari Sunder Rajan eds. <i>The Crisis of Secularism in India</i>, (Durham: Duke University Press, 2007) pp. 141-156. • Fernando, Mayanthi L. “Intimacy Surveilled: Religion, Sex, and Secular Cunning.” <i>Signs: Journal of Women in Culture and Society</i> 39, no. 3 (2014): 685–708. • Nicholas Shrubsole, “Secularization, Dispossession, and Forced Deprivatization: The Conditions of Public Religion and the Protection of First Nations’ Sacred Space.” <i>Studies in Religion/Sciences Religieuses</i>. 45, 3 (2016): 335 –359. <p><i>Recommended:</i> David Seljak, “Post-secularism, multiculturalism, human rights, and religion in Ontario,” <i>Studies in Religion/Sciences Religieuses</i> 45.4 (2016): 542-565.</p>

	<p><i>Stephen Ellis, Terri Ger Haar, "Power," in Worlds of Power: Religious Thought and Political Practice in Africa (London: C. Hurst and Co., 2004), pp. 90-113.</i></p>
<p>Class 10: Nov 29 Authority and Religion: Who Speaks and How?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Candace Buckner, "Made in an imperfect image: Race, ethnicity, disability, and infirmity in the Life of Aphou," <i>Journal of the American Academy of Religion</i> 87.2 (June 2019): 483-511. • Galen Watts, "On the politics of self-spirituality: A Canadian case study," <i>Studies in Religion/Sciences Religieuses</i> 47.3 (2018): 345-72. • Denzin, Norman K., Yvonna S. Lincoln, and Linda Tuhiwai Smith. "Introduction" in <i>Handbook of Critical and Indigenous Methodologies</i>. Los Angeles ;: SAGE, 2008. 1-28 <p><i>Recommended:</i> <i>William Barylo, "Appropriating Islam as a matrix: young Muslim volunteers blurring the lines between sacred and mundane," Method & Theory in the Study of Religion</i> 29.2 (2017), 181-204.</p> <p><i>Galipeau, Brendan A. "A Tibetan Catholic Christmas in China: Ethnic Identity and Encounters with Ritual and Revitalization." Asian ethnology</i> 77, no. 1/2 (2018): 353–370.</p>
<p>Class 11: Dec 6 Religion and Space</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Nicholas Shrubsole, "Secularization, dispossession, and forced deprivitization: the conditions of public religion and the protection of First Nations' sacred space," <i>Studies in Religion/Sciences Religieuses</i> 45.3 (2016): 335-359. • Shmueli, Deborah F, Noga Collins-Kreiner, and Michal Ben Gal. "Conflict over Sacred Space: The Case of Nazareth." <i>Cities</i> 41 (2014): 132–140. • Heidi Campbell, "Understanding the relationship between religion online and offline in a networked society," <i>Journal of the American Academy of Religion</i> 80.1 (March 2012): 64:93.
<p>Class 12: Dec 10</p>	

In class final project presentations

ASSIGNMENTS:

Please note that in order for you to receive early feedback in the course you should complete 3 Reading Responses and 1 Leading Seminar by Nov 8.

20% PARTICIPATION: “Force for Good”:

I ask you to be a “force for good” in this seminar. Participation includes:

- Regular attendance
- Prepared to discuss all required readings for the day
- Collegiality: invested in the success of the class and supporting your fellow students’ learning and growth as scholars of religion through critical discussion and debate.
- Expanding the conversation: Share examples of religion and public life that interest you. These might include scholarly readings, news items, podcasts, memes etc.

30% READING RESPONSES

- 6x per semester.
- 3-4pages each
- Due at the beginning of class.
- Focus on 2 or 3 of the week’s required readings.
- Explicitly connect to Religion and Public Life
- Please label RR #1, #2, #3 etc. with the week it is due and the readings you are referring to.
- Cite the reading by using the Chicago Manual of Style citation. Bibliography is not required for RRs.

Any of the following modes are acceptable:

1. Identify theme(s) that tie the readings together. Discuss the theme in light of each reading.
2. Compare and contrast readings: although each of the readings are about religion, they have different central arguments and are concerned with different questions. Explore and explain similarities and differences.
3. Identify one major question that you still have after reading each reading (one per reading and critically explore that question.
4. Write a letter about the readings that allow you to explore the readings. Address the letter to someone that will allow you to do this in an interesting way: to one of the authors, to a clergy person, to a

student who does not study religion, to your parents who wonder what it is you do when you study religion etc.

20% LEADING SEMINAR:

- Choose 2 or 3 of the required articles to focus on. You may also swap in one recommended reading if it interests you. Advise your professor at least one week before your presentation which required readings you will NOT focus on so she can lead discussion around those.
- Mini-Presentation: Using Powerpoint or another slide presentation:
 - Briefly (under 5 mins) introduce each of your articles by summarizing main question each addresses, briefly introduce the author and explain the intellectual context of the article.
 - Briefly outline arguments for each (under 5 mins)
- Leading Discussion:
 - Develop activities and questions to encourage students to participate and enrich their understanding of the article, and especially its significance for religion and public life.
 - During the class discussion contribute your own critical analysis of the article and identify key strengths and/or weaknesses in the article.
 - Introduce your own outside content and invite students to share theirs. With the assistance of the professor, facilitate integrating outside content into larger conversation.

Tips to succeed:

- Plan and practice your mini-presentation.
- Plan and think about timing
- You will be evaluated on your ability to encourage a rich discussion of the article and the issues it touches on for the study of religion. Note the Grading rubric.

Grading Rubric for Seminar Leader:

25% mini-presentation

/10 Outside research: context / author

/10 Comprehension of article / outlining argument

/5 Presentation skills (preparation, voice, clarity, tone, slides)

75% facilitating discussion, prepared questions and activities, outside resource discussion

30% PROFESSIONAL WRITING FINAL PROJECT: /100 POINTS

Your goal is to apply the knowledge, critical thinking, and skills developed in this class (and other Religion courses) to a professional research and writing task that focuses on any aspect of Religion and Public Life.

These tasks may include policy brief/policy paper, an academic podcast or blog, or a traditional academic essay suitable for a religious studies journal. All projects include a required project proposal. Below are some suggestions on topics and formats. Both the topic and format must be approved before proceeding.

/10 Project Proposal:

Due: Nov 8 (online by midnight, Brightspace) The final project will not be accepted if a project proposal is not submitted.

- Length 1 page plus annotated bibliography
- Title of project
- Research question that this project will address (1-2 sentences)
- Preliminary thesis statement.
- Preliminary outline that will indicate steps in argument and evidence to be used.
- 300 word abstract referencing research question, types of data/evidence you will use, method, and 3 theorists who will be relevant to your project.
- Annotated bibliography of relevant primary and secondary sources 10+ sources minimum to pass. **1 short paragraph per entry.** Entries should explain why source is relevant/helpful to project.

/10 Project Presentation

Dec 10 Online during class

- All students will present their final project to the group.
- Presentations will last 15 minutes, followed by about 10 minutes for questions and discussion.
- All projects must be complete for this presentation.
- Projects can and should be amended based on feedback received during the presentation before being submitted.

/80 Final Project: Professional Writing

Due: Due: Dec 15(online by midnight Brightspace)

Length: 12-15 pages

Grade Breakdown:

/15 project/ research design: Your project and research design proceeds from a clear research question and integrates relevant theoretical approaches. Your design should allow you to advance your argument / position, allow you to address professional concerns and criteria, as well as reflect scholarly methods and norms.

/25 discussion & analysis of course materials: appropriate choices, comprehension, original insight

/25 discussion & analysis of outside research: appropriate choices, comprehension, original insight

/15 writing / presentation (style, grammar, organization, paragraph construction, tone, citations, aesthetics as relevant)

Formats:

1. Federal or Provincial Civil Service Policy Brief and Paper: Sample topic: Research examples of policy papers that discuss issues relevant to religion and public life. Include 1-2 page policy brief (Federal civil service template provided on Brightspace) and more detailed policy paper (7-8 pages). A strong policy paper makes a clear and sustained argument while marshaling evidence to support its claims and conclusions. *This is skill you can put on your cv if you complete successfully.*
2. Academic essay suitable for Religious Studies journal. Choose actual journal to submit your paper to. Follow all guidelines (including citation style even if it is not Chicago) for submission (abstract, keywords) except length guideline (as yours will be shorter).
3. Academic Podcast or Blog: See the Public Medievalist for an excellent model of a public scholarly blog. <https://www.publicmedievalist.com> See this list of superior academic podcasts. <https://www.exordo.com/blog/the-best-academic-podcasts-you-probably-havent-heard-of/>

Course Policies:

Things I need to know: (Contact me by email or come speak with me)

- You don't understand what is expected of you.
- English is not your first language.
- You have a learning disability.
- You are doing poorly in the course and want to improve.
- You don't understand the material.
- You have a problem that is making you do poorly in the course.
- You are behind in the course material and don't know how to recover.

E-mail. If you ask a question that is not of a private nature, and that would benefit everyone, then you are encouraged to post your questions in the Ask Your Teaching Team discussion forum on the course webpage, so that everyone can benefit from the answer. I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail.

Late policy: The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time. Late work is penalized at 5% per day. Late work will be graded according to my schedule.

Citing sources: As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when you should. When

in doubt cite (including for participation challenges). You must use the required style, Chicago Manual of Style (Notes and Bibliography).

Plagiarism: Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site.

Check for plagiarism in your own work: Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one. When in doubt, cite. Failure to cite sources is a form of plagiarism. Please see the University regulations below.

Taking Notes: “Output is as important as input” Taking notes in your own words will help you understand and remember material. This is necessary for quizzes and all assignments so you should always be taking notes as you read or view videos. If you read electronically, think about how you will do this: will you digitally “mark up the readings” or take notes separately. Tip: Taking notes loads content into different parts of your memory if you put them in your own words. This explains why people who take notes by hand have better recall and comprehension than people who use laptops to take notes in lectures. The laptop people can type much more content, but they do so word for word, so it is not loading into that different part of the brain for learning. If you use a laptop, make an effort to put things in your own words or rewrite them later. See this video for tips on how to take notes:

https://www.youtube.com/watch?v=E7CwqNHn_Ns

Additional Comments Regarding Student Supports

- Carleton’s Centre for Student Academic Support has online resources to help you succeed. Their online workshops can improve your personal and academic skills. Go to this link: <https://carleton.ca/csas/online-support/> to become a member of their online community.
- The Academic Advising Centre advises students on a drop-in basis from 8:30 a.m. – 4 p.m. and in the case of distance students, it is possible to arrange for calls. Advisors can help you manage your course load and create feasible work schedules.
- Your professor holds weekly online office hours on the course webpage through zoom where students can get personalized feedback on assignments plans/outlines and discuss academic challenges or goals. If you have another commitment at these times, you can book a meeting outside of the regular office hours by emailing the professor.
- Every Carleton student has access to free counselling services, including teleconferencing ones, via Aspiria’s EmpowerMe 24-hour, 365 days a year referral services which can be reached toll-free at 1-866-741-6389.
- Students with a documented disability, or who need advice on how to become documented, should refer to the Paul Menton Centre’s website, <https://carleton.ca/pmc/> or send an e-mail to pmc@carleton.ca requesting an Pre-Intake Meeting. Those who are registered with the PMC receive

accommodations to support various temporary or permanent impairments (see list below) and are encouraged to contact the instructor if they require a specific accommodation, such as an alternative assignment format, in order to best demonstrate their learning.



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