COURSE DESCRIPTION

This class (DIGH 2001/ENGL 2400) is a broad introduction to the field of Digital Humanities, focusing primarily on what the discipline *is*, what it allows scholars to *do*, and what types of *questions* it seeks to answer. The DH Tools & Methods class (DIGH 2002/ENGL 2401) is the complement to this class, which deals much more with software & tools specifically. *Do you have to be able to program ahead of time for either of these classes? NO.* We're here to: figure out what a computer can tell you about language and literature; how the online world changes how we receive, interpret, and create texts; what digital culture is; and eventually, give you the tools & skillsets to do that yourself.

This is primarily a reading, application, & inquiry-based class (see the full syllabus below). We ask big philosophical questions, examine (online) objects of study, discuss them, and try to come to some conclusions or consensus. On the whole, DIGH 2001 is designed to help one figure out what *kind* of digital humanist one might be, where one's skills and interests lie, and what kinds of texts and questions one might want to examine in the future.

COURSE OBJECTIVES

The class is part survey, part history, part ethics class, and part inquiry-oriented investigation of relevant topics. As such, students should come away with an idea of the types of questions DHers ask and why, and well as being able to ground those concepts in a historical context. Overall, the class is designed to give people an overview of the field, and learn which DH topics, projects, and sub-fields are most relevant to their own disciplines and investigations.

RULES OF THE ROAD

- This class isn't designed to turn you into programmer or anything of the sort overnight – it's primarily a theoretical course designed to introduce folks to DH and help you find out what "flavor" of DHer you might be. You're not expected to know everything out of the gate. Practice. Try everything. Play. Find what's most useful. Go with it.
- No one in this class is stupid. Ever. DH requires thinking in a different way and that can take time. Just because someone hasn't acquired a skill yet or a mode of thinking yet doesn't mean they're any better or worse than anyone else. Patience. Empathy. Trade skills. Everyone is a knowledge resource for everyone else.
- Sharing skills, tools, and ideas are part of what DH is (or should be) all about. "None of us is as smart as all of us" ― Kenneth H. Blanchard
- We're all on Team Human, so we're all in the same boat. Everyone (including myself) has a chance to learn from everyone else here, in a respectful, safe environment.
- Be respectful of others with your presence, time, & attention.
- Discrimination or disrespect of any type will not be tolerated. Full stop.
- Feel free to bring your own experiences, scholarship and interests to bear on the work at hand. The more invested you are in it, the more interesting the end product will tend to be. Chances are, others will have had similar experiences to share that will be catalyzed by your contribution.
- Connect with others. Five intelligent people over coffee can teach you as much as any class -- five DH people with laptops, possibly even more so.
- Be prepared and ready to engage with the materials. It really does make things more fruitful and insightful for everyone.

LEARNING OUTCOMES

- Students will engage with readings & issues on the topic of Digital Humanities
- Students will gain an appreciation for the scope and sub-fields of DH
- Students will write response papers dealing with major debates within DH, as well as learning to analyze & critique digital artifacts from a DH perspective
- Students will collaborate with others on a Design Project, which involves conceptualizing and outlining specs for a new DH resource that could be feasibly implemented
- Students will be able to articulate "what kind of DHer they are" and have an idea of the types of projects and research they might like to pursue in the future

TEXTS

None. No (purchased) texts required – all of our readings will be online via Brightspace.

OTHER RESOURCES

A Discord group, as well as the Brightspace forums, will be available for students to ask each other questions, share resources, find groupwork members, collaborate, and socialize.

IMPORTANT DATES (FALL 2023)

September 6, 2023	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 19, 2023	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses. Last day to withdraw from early fall courses with a full fee adjustment.
September 30, 2023	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 6, 2023	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 9, 2023	Statutory holiday. University closed.
October 23-27, 2023	Fall break, no classes.
November 15, 2023	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities.
December 8, 2023	Fall term ends. Last day of full fall and late fall classes.
December 10-22, 2023	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

GRADING

DH Biography + DH Tool	**5% + 5%**	(SEPT 21)
DH Project Description	**10%**	(OCT 3)
Response Papers	**25%**	(OCT 19-22)
Design Document	**25%**	(NOV 16-19)
Final Paper	**30%**	(DEC 7-10)

Please not that for assignments with due date ranges, these indicate when the assignment dropbox opens (can be handed in) and closes (must be handed in). Full requirements will be discussed in class and assignment descriptions posted to Brightspace.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

DH Bio & DH Tool: 5%+5% (1/2p + 1/2p) -- SEPT 21

The DH Bio is basically a short, half-page introduction to the group via the online forum. It should include a photo, your disciplinary background, interest in DH, and any interests that you'd like to share with the class more generally. These help to introduce you to the group and will be helpful for discussions & group projects later.

The DH Tool Description is a half-page description of a digital tool, utility, or website that you find particularly useful and would like to share with others. This can be a piece of software, a data

repository, a site that helps with bibliographies or research, or what have you. The main limitation is that it should have some utility in helping you do your work as a university student. The description should include: a link, a brief rundown, how it's used, what you use it for, and any pointers that you'd like to share with others. Screenshots and examples are encouraged.

DH Project Description: 10% (2-3p) -- OCT 3

The DH project description is a short overview of a DH website or project, including a hyperlink, screenshots, its importance, scope, audience, and any suggested improvements. These serve to familiarize folks with what's out there for DH projects, and provide a useful index of resources for people. DH awards sites are typically a useful repository of possible projects to discuss. Screenshots and examples are encouraged.

Response papers: 25% (5-7p) -- OCT 19-22

This project involves attempting to answer one of our questions from the syllabus - or any other associated topics discussed in class (ex. the digital divide, open data, public-facing DH). The paper should be in the form of a thesis-based research paper in MLA format. At least six secondary sources are required for this paper, and people are free to use up to two articles assigned for class; the majority of research should be through the library and academic sources (ie. you should not rely purely on Internet sources for an academic paper of this type). This is designed to be an opportunity to build on the readings and explore a question relevant to your interests.

Design Document: 30% (~3-4p / person) -- NOV 16-19

In groups of 4-5, come up with a hypothetical DH project. It can be a website, app, interactive story, game, online archive, or something similar. Outline its purpose, users, usefulness, rationale, possible technologies used, and simple design mock-ups, or reference similar sites, games, or projects to get across what you would like the site to look like or how it might function.

Final paper: 30% (6-8p) -- DEC 7-10

Individually, choose an object of study: a video game, interactive fiction, website, digital project, tool, or other digital artefact. Analyze it from a DH perspective, using materials from class and from secondary sources. The goal of this project is to have you choose a particular "school" of DH & a particular digital object-of-study, and deploy concepts from class (and the field itself) as a means of analyzing that object through the lens of Digital Humanities.

Please use MLA (Modern Language Association) document & documentation style. For relevant examples, see:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

FORMATTING & ASSIGNMENT SUBMISSON

Papers should be typed/printed double-spaced on 8 ½ x 11" white paper. Please ensure a 1" margin on all sides of the page and use a 12 pt Times font or equivalent. Also, remember to keep backup copies of your papers, either hard copy or on a flash drive.

In most cases, *assignments will be completed or handed in via Brightspace.* The exception to this rule is the group design project, which can be emailed, done as a website, or presented though some other form of media (as long as all of the material in the assignment outline is covered).

ATTENDANCE

Students will be allowed three absences. Additional absences will impact the final grade. Absences and contributions to the class overall are taken into account when calculating the final participation grade. If you need to be absent from class due to unforeseen circumstances, email me *before* class to let me know you will not be attending and (in general) why. Try to get notes and materials from others to see what we've covered.

In cases where you are experiencing problems in class, or have circumstances outside of class that are affecting your academic work, the most important thing is to let me know. I don't need to have all the gritty details (and probably don't *want* to know) -- just keep me in the loop so that I know "where you're at" and hopefully alternative arrangements can be made. If you need some advice, guidance, a referral, assistance, or someone to listen, the door's always open.

Please note: If you vanish inexplicably for an extended period of time, there's a certain point at which it's out of my hands and I *can't* help you, due to the policies of the university.
So don't do that.

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- 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;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: https://carleton.ca/registrar/academic-integrity/

ACCOMODATION

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 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 must 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

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. 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

Information 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 must follow Carleton's symptom reporting protocols.

Masks: Carleton has paused its mandatory mask mandate as of June 25, 2022. Even though masks will no longer be mandatory, **we continue to strongly recommend masking when indoors**, particularly if physical distancing cannot be maintained. For more information please visit https://carleton.ca/covid19/policies-and-protocols/mask-policy/.

Vaccines: While proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, 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.

READING SCHEDULE
DIGH 2001 / ENGL 2400
T/Th 16:05-17:25

Please Note: The course syllabus is a general plan for the course; deviations will be announced to the class by the instructor as necessary.

SEPTEMBER

7   **HELLO, WORLD!**
Introduction & Syllabus; Hybrid Classes; How Stuff Will Work.

12   **Q: WHAT IS DH? WHERE DOES IT COME FROM?**
"Intro to DH" – Bryan Carter
"What is DH and what is it doing in English Departments?" – M. Kirschenbaum"

14   "How do you define Humanities Computing / Digital Humanities?" - Taporwiki
"There is no such thing as the Digital Humanities" - The Chronicle
"What Digital Humanists Do" - Paige Morgan

19   **Q: IS THERE A CRISIS IN THE HUMANITIES? WHAT IS THE FUNCTION OF THE UNIVERSITY?**
"The Decline of the English Dept" – William M. Chace
"Are the Humanities Really in Crisis?" – Claire Potter
"The humanities are becoming more important. Here's why." – WEF

21   "Quarter-Life Crisis" – Cathy Davidson
"Managing Universities Like a Business" – Jamie Brownlee

26   **Q: WHAT ARE THE ETHICS OF DH?**
"The Digital Divide and What To Do About It" – E. Hargittal
"Does this Technology Serve Human Purposes?" Jenkins & Turkle

28   **Q: (HOW) HAS THE INTERNET CHANGED THE NATURE OF AUTHORITY, TRUTH, & TRUST?**
"The Fate of Online Trust in the Next Decade" – Pew Research
"Curating or Censoring? The TED Controversy & Digital Humanities" – R. Terman
"The Growing Public Mistrust Of Experts In A Digital Age" - Muldering
"Post-truth Politics" – The Conversation

OCTOBER

NOVEMBER

2   **Q: WHAT DOES CHAT-GPT MEAN FOR THE FUTURE OF HUMANITY?**
"What is Chat-GPT and Why Does It Matter?" -- Sabrina Ortiz
"How ChatGPT and Other LLMs Work" -- David Nield
"A New Era of Generative AI for Everyone" -- Accenture
"A Certain Danger Lurks There" -- Ben Tarnoff

7   **Q: HOW CAN TECHNOLOGY CHANGE OUR SENSE OF HISTORY AND PLACE?**
"What is the Spatial Turn?" - Spatial Humanities
"Challenges and Opportunities for Digital History" - Ian Gregory
"The Balance of Attention" - Millard et al.

9   **Q: HOW MANY TYPES OF READING ARE THERE?**
"How we Read: Close, Hyper, Machine" – Hayles
"Future Reading" -- New Yorker
"Quantitative Analysis of Culture Using Millions of Digitized Books" -- Michel et al.

11   **Q: WHY DO HUMANS PLAY? WHAT ARE GAMES ANYHOW?**
"Man, Play, and Games" -- Caillois
"Reality is Broken" -- McGonnigal

14   "Game Design as Narrative Architecture" – Henry Jenkins
"Agency" – Janet Murray

16   "Narrative, Interactivity, Play & Games" -- Zimmerman
"An Introduction to Video Game Theory" - Wolf & Perron

21   **Q: WHAT ARE SOME OF THE ETHICAL QUESTIONS AROUND GAMES & GAMING?**
"Legal Challenges in the Video Game Industry" -- Huffman
"What is a True Gamer?" -- Paaßen et al.
"Ethical Issues in Gaming" -- Earp et al.

23   **Q: DO WE REALLY NEED A METAVERSE?**
"What is the Metaverse?" - Nick Kelly
"Virtual World, Defined..." - Kim Nevelsteen
"Telcos Seek Killer App to Recoup Billions spent on 5G" - Shirley Zhao

28   **Q: WHAT IS THE "IS-NESS" OF VR/AR/XR?**
"20/20 VR" -- Negroponte
"Towards a Narrative Theory of Virtual Reality" - Louchart & Aylett
"VR and AR: The Art of Immersive Storytelling and Journalism" -- Craig & Gerogeieva

30   **Q: IS SOCIAL MEDIA HELPFUL OR HARMFUL TO SOCIETY?**
"A Chronological History of Social Media" - Chris McFadden
"Social Media? Get Serious!" - Kietzmann et al.
"Social Media? It's Serious!" - Baccarella et al.

DECEMBER

5   **Q: WHAT'S THE WORST THAT COULD HAPPEN???**
"Are We Living Under 'Technofeudalism'?" -- Malcolm Harris
"Our Technological Dystopian Future is Here, And I Hate It" -- Scaachi Koul
" When it comes to the dangers of AI, surveillance poses more risk than anything" -- NPR
"Misinformation, Disinformation, and Online Propaganda" -- Guess & Lyons

7   **Q: WHAT DOES THE FUTURE OF DEMOCRACY & COLLABORATION LOOK LIKE?**
"The Principles of Open Democracy" - Hélène Launderer
"DAO: The Future of Organization" -- DAOstack.io
"Resolving global challenges and crises through international collaboration" - OECD

University Regulations for All College of the Humanities Courses

Tuesday, July 4, 2023

Academic Dates and Deadlines

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

Copies of WrittenWork Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Online Learning Resources

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

Academic Integrity Policy

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

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

Examples of plagiarism include, but are not limited to:
• any submission prepared in whole or in part, by someone else;
• using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
• using another's data or research findings without appropriate acknowledgement;
• submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
• failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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

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

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

The full Academic Integrity Policy can be found here. More information on the process here.

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

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

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

Requests for Academic Accommodation
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (click here).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click here.

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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 TermWork

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

1. Students who claim incapacitation as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the Registrar's Office website. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.

2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long-term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final

grade and further consideration will only be reviewed according to established precedents and deadlines. More information.

Deferred Final Exams

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

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,

2. be fully supported by appropriate documentation. In cases of short-term incapacitation normally lasting no more than 10 days, students must include the University's self-declaration form, which can be found on the Registrar's Office website. Additional documentation is required in cases of incapacitation lasting longer than 10 days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office here.

Financial vs. Academic Withdrawal

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

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

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

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

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

Mental Health and Wellness at Carleton

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

Counselling
Residence Counselling
Supporting Your Mental Health

Get Help Now

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

If in crisis call:

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

After Hours

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

The Centre for Indigenous Support and Community Engagement

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

More information and to book an appointment.

Department Contact Information

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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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