

Carleton University
Winter 2023
Department of English
DIGH 2002 / ENGL 2401: Digital Humanities: Theory and Method

Topic: “Digital Fakes and Fictions”

Prerequisites: second-year standing.

Tuesdays and Thursdays 13:05 – 14:25
Location: Online (Zoom and Brightspace)

Instructor: Prof. Brian Greenspan

Office Hours: TBA

Phone: (613) 520-2600 ext. 2360

Email: brian.greenspan@carleton.ca

Website: <http://brightspace.carleton.ca>

(N.B. please include “2002” or “2401” in the subject line of all e-mails)

I. Course Description:

What does it mean to live authentically in the era of fake news, virtual reality, and Artificial Intelligence? The rise of digital simulations, deep fakes, and “alternative facts” have led many to conclude that reality is bent, if not irreparably broken. Media are evolving faster than ever before, outstripping our conventional means of evaluating and understanding them. Yet, literary studies and the digital humanities offer methods for assessing, critiquing, and responding to reality’s troubled relation with fakes and fictions.

This course will explore how the concepts of authenticity and fictionality are being altered by mediated, contested, virtual and augmented realities. It will provide students with the opportunity to learn more about digital culture through theories and methods drawn from both literary criticism and the digital humanities. We will draw upon various perspectives within these fields to explore how new digital platforms (such as Twitter, TikTok, YouTube and Steam), processes (such as digital visualization and fabrication), and artifacts (including digital stories, videos, and games) are altering consensus reality.

Along the way, we will analyze and evaluate popular stories about new media practices and the issues they raise, such as crowdsourcing, hacktivism, fandoms, doxing, memes, maker culture, chatbots, and other forms of digital cultural production. Students will have the opportunity to become familiar with a variety of user-friendly tools and techniques for bending reality through digital storytelling, social media analysis, world modelling, video editing, and/or game design.

No prior programming, design experience, or advanced computing skills are required, though students will need access to a computer to get the most out of our online workshops. As in other humanities courses, you will be expected to read English-language texts (fictional, critical, or otherwise) and write about them in scholarly prose. Assignments may include conventional essays, critical assessments of texts and digital media artifacts, digital design projects and presentations, and a capstone essay or project.

Prerequisites: second-year standing.

II. Preclusions: None

III. Learning Outcomes: Students will gain literacy in new media by analyzing and authoring digital texts and artefacts in different media, using various tools and platforms. They will gain skill in researching online resources, and learn new approaches to humanities scholarship enabled by digital media. By working individually and/or collaboratively on projects involving new media, students will develop technological and design skills, and learn to present their ideas persuasively through spoken, written, visual, and procedural rhetorics. Through ongoing discussion and debate, they will develop strategies for evaluating digital culture critically.

IV. Required Texts: Readings will be available online, through our Brightspace site and MacOdrum Library. **Only the latest versions of the Syllabus and Calendar posted on the course Brightspace site are the official versions.** We will also explore various digital tools, platforms, and projects, along with some rudimentary programming and design (no prior experience required).

V. Course Calendar:

This is an **online blended course**, meaning some of our classes will take place synchronously online at our regularly scheduled class time, while others may include asynchronous online video seminars, Brightspace Modules, Forum discussions, and other activities. Each class, whether synchronous or asynchronous, will have associated readings--usually articles, stories, and games--that will form the basis of our discussion. Each reading should be completed in advance of the class in which it is assigned.

All online Modules and Forum discussions will be linked to our Brightspace course site. Our synchronous meetings will take place using the **Zoom** platform via Brightspace. Some classes will involve **Workshops** in which we explore new digital tools and platforms together.

Those who install the Zoom app are encouraged to create a free Zoom account **using their *email.carleton.ca* email account.**

You will be encouraged, but not required, to enable your camera for our Zoom meetings, and will have the opportunity to participate in our discussions verbally and/or through the Zoom chat window. You can join our Zoom meetings with the current link provided on Brightspace either using the Zoom app, or through a standard web browser.

You will be **strongly encouraged**, but not required, to enable your camera and microphone for our Zoom meetings, and will also have the opportunity to participate in our discussions verbally or through the Zoom chat window.

You can also dial into any class meeting by phone, using the Zoom ID Codes that will be provided in advance on Brightspace and one of [Zooms' toll-free numbers](#):

+1 647 374 4685 (Ontario)

+1 647 558 0588 (Ontario)

Local numbers for users located outside of Ontario can be found at: <https://zoom.us/j/9876543210>.

For instructions on installing or running Zoom, please visit Carleton Online: <https://carleton.ca/online>.

For more Brightspace support, please visit Brightspace Support: <https://carleton.ca/brightspace>.

For the best experience, please **read or play the day's assigned texts in advance of class.** Bonus readings are optional (unless required for an assignment), and can be explored at your leisure.

* **N.B.** Due to ever-changing circumstances, it is possible that some of our scheduled Zoom sessions will be held through our Brightspace Learning Modules and Forum instead, or vice-versa. You will be notified well in advance of any change of online venue.

Readings marked "**Ares**" are available online through MacOdrum Library Online Reserves ([Ares](#))

January

10 **Zoom:** Introduction: Reality/Bytes

12 **Zoom:** What is Text, Really? 1

Read: Jay David Bolter, “Writing as Technology” (Ares)

Workshop: Text design 1

Bonus Level: *Digital Humanities Manifesto 2.0*

http://www.humanitiesblast.com/manifesto/Manifesto_V2.pdf

David Clark, *Explorations in Anonymous History*

<https://david-clark-5.itch.io/explorations-in-anonymous-history>

17 **Zoom:** What is Text, Really? 2

Read: Richard Lanham, “Digital Rhetoric and the Digital Arts” (Ares)

Workshop: Text design 2

19 **Brightspace Modules + Forum:** Fake & Fictional Worlds 1

Read: Jorge Luis Borges, “The Garden of Forking Paths” *and* “Tlön, Uqbar, Orbis Tertius” (Ares)

Bonus: Stuart Moulthrop, *Victory Garden 2022*

<https://victory-garden2022.com>

24 **Zoom:** Fictional Media 1

Read: Michael Lutz, *the uncle who works for Nintendo*

<https://ztul.itch.io/the-uncle-who-works-for-nintendo>

26 **Brightspace Modules + Forum:** Deepfakes 1

Read: James Tiptree, Jr., “The Girl Who Was Plugged In” (Ares)

Assignment #1 DUE

31 **Zoom:** Gaming Reality 1

Read: Porpentine, "Creation under Capitalism and the Twine Revolution"

<http://nightmaremode.thegamerstrust.com/2012/11/25/creation-under-capitalism>

and either Porpentine, “howling dogs” <https://xrafstar.monster/games/twine/howlingdogs>

or Choose Your Own Game by Porpentine at: <http://slimedaughter.com/games>

Workshop: Hypertext authoring 1

February

2 **Zoom:** Gaming Reality 2

Play: Geoff Ryman, 253 <http://253novel.co>

Workshop: Hypertext authoring 2

Bonus: Jesper Juul, “Games Telling stories? A brief note on games and narratives”
<http://gamestudies.org/0101/juul-gts>

from Janet Murray, *Hamlet on the Holodeck* (Ares)

7 **Zoom:** Virtual Realities 1

Read: Alexander Weinstein, “The Cartographers” (Ares)

Bonus: Umberto Eco, “The City of Robots” (Ares)

9 **Brightspace Modules + Forum:** Virtual Realities 2

Read: William Gibson, “Johnny Mnemonic” (Ares)

14 **Zoom:** Fake and Fictional Lives 1

Play: Choose Your Own IF Adventure from the Interactive Fiction Database:
<https://ifdb.org/search?searchbar=system%3Ainform>

Workshop: Interactive Fiction Authoring 1

Bonus: N. Katherine Hayles and Nick Montfort, “Interactive fiction”
<https://www-taylorfrancis-com.proxy.library.carleton.ca/books/edit/10.4324/9780203116968/routledge-companion-experimental-literature-joe-bray-alison-gibbons-brian-mchale>

16 **Zoom:** Fake and Fictional Lives 2

Play: Emily Short, *Galatea* <https://ifdb.org/viewgame?id=urxrv27t7qtu52lb>

Workshop: Interactive Fiction Authoring 2

Bonus: Janet H. Murray, “Eliza’s Daughters” (Ares)

20-24 **Winter Break**

28 **Brightspace Modules + Forum:** Fake and Fictional Lives 3

Read: Elizabeth Bear, “Skin in the Game”
<https://www.amazon.ca/Future-Visions-Original-Inspired-Microsoft-ebook/dp/B0182NCTWS>

Assignment #2 DUE

March

2 **Zoom:** Deepfakes 2

Read: Edgar Allan Poe, “The Facts in the Case of M. Valdemar”
<https://www.gutenberg.org/files/2148/2148-h/2148-h.htm#chap2.6>

Workshop: Textual & Cultural Analytics 1

7 **Zoom:** Fake Sentiment 1

Read: Jean-Baptiste Michel, et al. “Quantitative Analysis of Culture Using Millions of Digitized Books”
https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_3279742

Workshop: Textual & Cultural Analytics 2

9 **Brightspace Modules + Forum:** Fake and Fictional Lives 4

Read: Cory Doctorow, “Scroogled”
https://web2.mpl.cz/koweb/00/04/24/15/29/pwning_tomorrow.pdf

Bonus: Shoshana Zuboff, “Big other: surveillance capitalism and the prospects of an information civilization”
https://oculcrl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/cdi_crossref_primary_10_1_057_jit_2015_5

Kevin D. Haggerty and Richard V. Ericson, “The surveillant assemblage”
https://oculcrl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/cdi_proquest_miscellaneous_72530871

14 **Brightspace Modules + Forum:** Virtual Realities 3

Read: Jonathan Lethem, “How We Got In Town and Out Again” (Ares)

16 **Zoom:** Virtual Realities 4

Play: *Golden Days, Silver Nights* <https://collection.eliterature.org/4/golden-days-silver-nights>

Workshop: Augmented Reality design 1

Bonus: Jay David Bolter et al., “What Are Augmented Reality and Virtual Reality?”
<https://doi.org/10.7551/mitpress/11708.003.0005>

Maureen Engel, Deep Mapping: Space, Place, and Narrative as Urban Interface
<https://www-taylorfrancis-com.proxy.library.carleton.ca/chapters/edit/10.4324/9781315730479-21/deep-mapping-maureen-engel>

21 **Zoom:** Gaming Reality 3

Read: Django Wexler, “Real” (Ares)

Jane McGonigal, “‘This Is Not a Game’: Immersive Aesthetics and Collective Play”
<http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.107.4842>

Workshop: Augmented Reality Design 2

Bonus: Ian Bogost, “Playing Politics: Videogames for Politics, Activism, and Advocacy”
<https://firstmonday.org/ojs/index.php/fm/article/view/1617/1532>

23 **Zoom:** Deepfakes 3

Read: Emily Parker, “The Truth Is All There Is”

<https://slate.com/technology/2020/01/truth-is-all-there-is-short-story.html>

Workshop: Detecting Fake Videos 1

Bonus: Cory Doctorow, “Fake News Is an Oracle”

<https://locusmag.com/2019/07/cory-doctorow-fake-news-is-an-oracle>

28 **Zoom:** Deepfakes 4

Read: Ian Bogost, “Facebook’s Dystopian Definition of ‘Fake’”

<https://medium.com/the-atlantic/facebooks-dystopian-definition-of-fake-5c5533991318>

Workshop: Detecting Fake Videos 2

Bonus: Rachel Johnson, “Three forays into ideology in the age of post-truth politics”

<https://www.opendemocracy.net/en/can-europe-make-it/three-forays-into-ideology-in-age-of-post-truth-politics>

30 **Brightspace Modules + Forum:** Fake and Fictional Lives 5

Read: Alexander Weinstein, “Saying Goodbye to Yang” (Ares)

April

4 **Digital Screening (on your own):** Fake and Fictional Worlds 2 (*Streaming Title TBA*)

Assignment #3 DUE

6 **Zoom:** Choose Your Own Ending

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VI. Evaluation

1. Digital Manifesto (250-500 words)	DUE January 26	10%
2. Build Your Own Adventure (Hypermedia story or essay)	DUE February 28	25%
3. Final Essay, Module, Story or Game (1500 words or equivalent)	DUE April 4	40%
4. Brightspace Forum Posts	DUE Regularly	25%

1. **Digital Manifesto (DUE January 26) 10%**

For this assignment, you’ll be asked to try your hand at a brief multimedia statement about a topic in digital culture, to be assigned online and discussed in class. We will explore tools and methods for creating your Manifesto in our Zoom Workshop series.

2. **Build Your Own Adventure (DUE February 28) 25%**

You’ll be asked to try your hand at building an interactive story or game on a given topic (assigned online) using a digital authoring platform. We’ll learn to use these platforms together, and discuss the assignment in detail, in our Zoom Workshop series.

3. Final Essay, Module, Story or Game (DUE April 4) 40%

For this assignment, you can choose to submit a digital project, an essay, or a combination of both. Topics and guidelines for the term project will be assigned online and discussed in class, and possible approaches and tools will be explored in our Zoom Workshop series.

4. Brightspace Forum Posts (DUE regularly) 25%

You'll have the opportunity to contribute in our synchronous Zoom meetings, as well as through our **Brightspace Forum**. A portion of most classes will be set aside for asynchronous discussion on the Forum, which will contribute to a substantial portion of your final grade. Generally, you are expected to contribute **one post for each of our scheduled Brightspace classes**.

Forum posts should generally take the form of **an original critical question** about our course texts, lectures, or Learning Modules. It's best to post early to ensure that your post is original. If your question has already been asked, you can always add more textual context or an explanation to make it your own. Please note that purely technical questions are welcome, but don't count toward your grade.

Grading criteria for Forum posts may include:

- the relevance of your Forum posts to our online Modules and our primary and secondary course texts
- the originality, extent, and insightfulness of your contributions
- your level of engagement and respectful dialogue with other members of the class
- the elegance and persuasiveness of your expression
- the regularity and consistency of your participation.

To ensure that you get the most out of the Forum, it's best to visit and engage with it on a regular basis, and to respond to what others are saying there. Your Participation grade will be determined in part by the regularity of your contributions, so don't wait until the end of term to participate.

Please remember that Brightspace is not a social media platform, but a virtual extension of our classroom, and therefore is subject to the University's conduct regulations. At all times, you must respect your fellow classmates, and try to keep the discussion relevant to our course goals.

When in doubt, follow **The Golden Rule of Netiquette**: *Don't post any comment you wouldn't read aloud in class or speak f2f*. For more tips on Netiquette and on succeeding in **Online Interaction and Engagement**, visit: <https://carleton.ca/online/online-learning-resources>.

Submitting Assignments

All assignments must be submitted through Brightspace on or before the deadline. **Please don't e-mail assignments to me**. It is important that you submit each assignment through Brightspace, as doing so provides proof that you have submitted it on time. Assignments not submitted through Brightspace will not be considered for grading, and will score 0.

Assignments submitted to other courses, in whole or in part, will not be accepted for credit and will score 0 unless you have prior permission to re-use the assignment or part thereof from Prof. Greenspan.

** N.B. To avoid potential sanction, please retain all rough work, including digital files. The instructor reserves the right to request all rough work, and to withhold the grade for any given assignment pending a supplemental oral examination by two professors.*

Extensions, Late Assignments and Special Accommodations

- All assignments are expected to be submitted on time, unless you have: i) a medical note from a doctor explaining that you could not complete the assignment; ii) an explanatory note from the Paul Menton Centre (See Academic Accommodation, below); or iii) special written permission for an extension from me.
- You may submit assignments up to 3 days late without penalty; however, late or extended assignments will not receive extensive feedback.
- Assignments submitted more than 3 days late will be docked 5%/day, up to a maximum of 15%. Assignments handed in more than 6 days past the due date will not be accepted, and will score 0. In other words, plan ahead, develop a work schedule, and

stick to it. Any request for an extension beyond 3 days must be submitted by email to the instructor at least one week before the due date.

Delays do sometimes occur as a result of computer errors. However, responsibility for your work rests ultimately with you. Be sure to back up your work and print out hard copies regularly as you write. That way, if your computer fails, you can always locate another one to finish your work.

Documentation

You are expected to document any and all primary and secondary sources referred to (directly or indirectly) in your assignments, including sources for websites, musical, visual and electronic information. **The MLA style of parenthetical references with a Works Cited page, as detailed in the MLA Handbook (8th ed.), is the only acceptable method of documentation** (see <http://www.mla.org/style>). For quick guidelines and examples, see https://www.uvic.ca/library/research/citation/documents/MLAStyle_QuickGuide_Update_Sept_2014.pdf.

It's your responsibility to educate yourself on how to avoid plagiarism through careful research habits and the proper documentation of sources. Any failure to document sources, whether deliberate or inadvertent, will carry heavy sanctions, and may result in a failing grade or expulsion (see Academic Integrity, below), so please double-check your Works Cited before submitting assignments. Make sure you know both the University's policies on plagiarism, and the MLA Handbook guidelines for referencing sources. If you're still are in doubt about what constitutes plagiarism or about the legitimacy of a citation or reference, please ask me or your T.A., or check with the Academic Writing Centre and Writing Tutorial Service (See Helpful Student Services, below).

To avoid potential sanction, please retain all rough work. The instructor reserves the right to request all rough work, and to withhold the grade for any given assignment pending a supplemental oral examination by two professors.

VII. Statement on Plagiarism

It is particularly important in this class that students understand and meet academic integrity standards, and are sure they do not violate these standards through 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.

Any secondary sources incorporated into your papers, including essays on Reserve, must be cited appropriately. If you have any questions about when and how to cite sources, do not hesitate to ask either me or your T.A. If we suspect that an essay has been plagiarized either deliberately or inadvertently, we are required to submit the essay to the Dean, who will conduct a thorough investigation into the case and administer penalties. The penalties for plagiarism are very severe, ranging from failure in the course to expulsion from the university. It's not worth the risk!

Carleton has other important policies regarding tests and examinations. Be sure you understand the standards so as to avoid any academic misconduct.

N.B. To avoid potential sanction, please retain all rough work. **The instructor reserves the right to request all rough work, and to withhold the grade for any given assignment pending a supplemental oral examination by two professors.**

For more helpful information visit the Academic Advising Centre: <http://carleton.ca/academicadvising>.

VIII. 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>

IX. 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.

X. Request 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](#).

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>

XI. Helpful Student Services

CU Online has lots of great advice for managing online courses: <https://carleton.ca/online>.

The **Centre for Student Academic Support** (<http://carleton.ca/csas/>) offers valuable support for writing and research, such as **Writing Services** (<https://carleton.ca/csas/writing-services>).

Carleton Health and Counselling Services (<http://www.carleton.ca/health/>) offers comprehensive health care, including counselling of personal problems and emotional distress. 2600 Carleton Technology & Training Centre.

For other services and support, visit <http://www.carleton.ca/studentssupport>.

XII. Contacting Your Instructor

I am available for telephone or online meetings during my virtual office hours on a first-come, first-serve basis to discuss issues directly related to the course. Office hours will be posted on our Brightspace course site.

E-mail is the most reliable means of contacting me. You can send me a message by e-mail from your Carleton account any time of day or night, and I will respond in good time (usually within 3 working days). For a timely response, be sure to use your Carleton e-mail account, and to include the course number ("3603") in the subject line of your message.

Copyright and ownership of class lectures and other materials remains vested with the instructor, and cannot be shared, recorded, captured, copied, reproduced, loaned, published, uploaded, or disseminated in any way.

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

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

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Copies of Written Work Submitted

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

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

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

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

[Academic Integrity Process](#)

Academic Accommodation Policy

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

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

Addressing Human Rights Concerns

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

Requests for Academic Accommodation

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

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

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

Academic Accommodations for Students with Disabilities: [The Paul Menton Centre for Students with Disabilities \(PMC\)](#) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two

weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

Deferred Final Exams

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

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

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

Financial vs. Academic Withdrawal

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

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

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

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

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

Student Mental Health

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

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

Carleton Resources:

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

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

Off Campus Resources:

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

Statement on Pandemic Measures

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

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

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

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

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

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
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