

Carleton University
Fall 2023
College of the Humanities
DIGH 4002 / ENGL 4125 A: Digital Culture and the Text I
“Fictional Media”

Prerequisites: DIGH 2002 or ENGL 2401 and fourth-year standing, or permission of the Department.

TIME: Tuesdays 11:35-14:25

Location: TBA

Format: Seminar

Instructor: Prof. Brian Greenspan

Office Hours: Tuesdays 15:00-17:00 via [Zoom](#)

Phone: (613) 520-2600 ext. 2360

Email: brian.greenspan@carleton.ca

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

(N.B. please include “4002” or “4125” in the subject line of all e-mails)

Important note:

For information on deadlines for withdrawal from courses, please consult the Academic Year section of the Undergraduate Calendar (<https://calendar.carleton.ca/academicyear>).

I. Course description

The potential of digital media to distort reality raises anew long-standing debates over the role of lies and artifice in literary fictions. As social media, conspiracy theories, and fake news threaten to alter our consensus reality, fictional media also grow more suspect by association—and more powerful. How do fictions differ from facts, fibs, fakes, libels, disinformation, simulations, or virtual realities? What role do digital media play in stretching, fabricating, undermining, or authenticating cultural truths?

In this seminar, we will examine the meaning of the fictional in the digital age through a survey of contemporary fictions in various media and genres, including alt-history, science fiction, urban fantasy, comics, games, transmedia, autofiction, metafiction, and hyperfiction. We will read these select fictions alongside recent theories of fictionality, narrative, new media, digital culture, and (post-)postmodernism to better understand the signposts and contexts of fictional discourse in a “post-truth” era.

Together, we will attempt the experiment of distinguishing fakes from fictions using new digital tools and methods, and will learn how to build digital stories, games, and virtual worlds. Our approach will be purely exploratory, experimental, and collaborative; no prior programming or special computer skills are required.

Prerequisites: DIGH 2002 or ENGL 2401 and fourth-year standing, or permission of the English Department or The College of the Humanities.

II. Preclusions: None.

III. Learning outcomes:

Students will gain exposure to the fields of digital humanities and fictionality studies, and the role played by media and technology within fictionality broadly. They will learn to analyze media and technology critically, and gain literacy in new media by analyzing digital texts and artefacts in different media, using various tools and platforms. They will learn new approaches to humanities scholarship enabled by digital media, and gain exposure to computational resources and platforms. By delivering seminar presentations, they will acquire skill in presenting 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:

* **N.B.** The reading list below is provisional, and subject to change depending on the availability of primary texts. Please be sure to check back before the start of class before buying your texts. **Only the latest version of the syllabus posted on our Brightspace course site is the official version.**

Octavia Butler, *Parable of the Sower: The Graphic Novel*

Jennifer Egan, *A Visit from the Goon Squad*

Tao Lin, *Taipei*

Tim Maughan, *Infinite Detail*

China Miéville, *The City & The City*

Thomas Pynchon, *The Crying of Lot 49*

The Stanley Parable (steam.com)

The Electronic Literature Collection Vol.3 <http://collection.eliterature.org/3>

plus various short stories and online, secondary and supplemental readings, along with various digital tools and platforms.

Printed novels will be available at Octopus Books, 116 Third Avenue (at Bank St.), and online at:

<https://shop.octopusbooks.ca/ENGL4125>. *The Stanley Parable* can be [purchased online](#) through the Steam platform, while other electronic texts are available freely online. Most secondary and supplemental readings can be found online, on Reserve, or through MacOdrum Library's digital holdings, although a few must be ordered in advance through Interlibrary Loans (ILL).

V. Course Calendar

* **NB.** In addition to our required readings for each week, there are **optional Further Readings** on various topics to help you with your seminars, essays, and projects. Rest assured that you're **not** expected to read all, or even most, of these readings on your own. Over the course of our weekly discussions, however, we will hopefully cover a large portion of them together.

Items marked "ARES" are available through MacOdrum Library's online reserve system:

<https://reserves.library.carleton.ca/ares/ares.dll>

September

12 **Introduction: The Truth about (Digital) Fictions**

19 **What is fictionality, and what does it have to do with DH?:**

Edgar Allan Poe, "[The Facts in the Case of M. Valdemar](#)"

Karen Joy Fowler, "Booth's Ghost" (ARES)

Tobias Wolff, "Bullet in the Brain" (ARES)

Sandra Cisneros, "Barbie-Q." (ARES)

Workshop: Computational text analysis

26 **Transmedial Fiction:** Octavia Butler, *Parable of the Sower: The Graphic Novel*

October

3 **Metafiction:** Thomas Pynchon, *The Crying of Lot 49*

Workshop: Digital plot analysis

10 **Beyond Metafiction:** Jennifer Egan, *A Visit from the Goon Squad*

17 **Virtual Fictions**

Robert Coover, “The Babysitter” (ARES)
 William Gibson, “Johnny Mnemonic” (ARES)
 Gerald Vizenor, “Feral Lasers” (ARES)
 Rebecca Roanhorse, “Welcome to Your Authentic Indian Experience™” <https://www.apex-magazine.com/welcome-to-your-authentic-indian-experience>.

Workshop: Building Virtual Realities

Short Assignment DUE

24 **Fall Break**

- 31 **Hyperfiction**: Emily Short, *First Draft of the Revolution*. <https://www.inklestudios.com/firstdraft>
 Mark Merino, *Living Will*. <https://collection.eliterature.org/4/living-will>

November

- 7 **Capitalist Fictions**: Tim Maughan, *Infinite Detail*

Workshop: Augmented Reality storytelling

- 14 **Political Fictions**: China Mieville, *The City and The City*

- 21 **Autofiction**: Tao Lin, *Taipei*

- 28 **Fictional Games**: [The Stanley Parable on Steam](#)

Workshop: Designing fictional games

December

- 5 Final project symposium

Term paper or project **DUE**

VI. Course meetings:

This course will take place in person. Each class will have associated readings--usually novels, short stories, articles, games, or electronic literature--that will form the basis of our discussion.

VII. Evaluation

1) Seminars	2 x 20-minute presentations + discussion	30%
2) Critical Response	5 minutes	5%
3) Short Assignment	500 words and 5-minute presentation, DUE October 17	10%
4) Collaboration		20%
5) Term Paper or Project	3750 words (15 pages) or equivalent for undergrads, 5000-6000 words for grads, and 5-minute presentation, DUE December 5	35%

Students who wish to submit an assignment that is substantially the same (i.e. on a similar topic and/or 50% or more similar or identical content) as an assignment submitted in another course must have prior approval from both course instructors. 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.

Seminars (2 x 20-minute presentations + discussion, 30%)

For your seminars, you might choose any combination of approaches, but should be sure to include a close, theorized and well-researched analysis of our primary text for the week, with a précis and discussion of one or more key points in utopian theory occasioned by our weekly readings. Be sure to address the week's required readings in detail. You are encouraged to address additional articles from our list of *Further Readings*, and any other critical works or projects that inform your topic.

You'll be graded on both the depth and originality of your research, as well as the success with which you present your material and engage the class. A provocative and engaging seminar, solidly grounded in research, is better than one that is overly recondite and jargon-laden. Your ultimate goal is not to provide all the answers, but to raise questions and generate critical discussion.

You're encouraged to collaborate on your research and/or presentations to ensure that you complement rather than repeat your classmates' presentations. To help prevent redundancy, be sure to speak with your classmates, and to clear your topic and approach with me well beforehand.

N.B. Your in-class presentation should be accompanied by a legible **transcript** of (or notes for) your seminar presentation, provided in advance of the beginning of your presentation. You should also provide either a **handout** or **slideshow** presentation for the class including the following information:

- an outline of your key points and examples, with any salient quotations and page references;
- a list of any key theoretical terms you use, with definitions;
- a selected Works Cited and Consulted, detailing your primary and secondary sources, including online sources and tools.

It's up to you whether to present your material conversationally, reveal it Socratically, or read it in the form of a conference paper. You also have the option of preparing an online presentation, to be posted to **Brightspace** or **CUPortfolio** **at least 24 hours in advance** of our class time.

Whatever the mode of presentation, be sure to indicate all sources during your oral presentation. A good approach is to foreground a particular literary issue, critical problem or theoretical argument as the focus of your presentation.

You're encouraged to use audio-visual materials (e.g. music, video clips, or digital presentations), but be sure to consult with me first to ensure a seamless presentation. Above all, please stay within your time limit to allow your classmates enough time for their presentations.

You should be prepared to lead and guide the class in a discussion following your seminar, so come prepared with plenty of provocative questions. Think of the class as a test group for bouncing around ideas that will help guide your final research paper. Be prepared to take notes, as the class will doubtless have some excellent ideas for you.

Critical Response (5 minutes, 5%)

The Critical Response offers you the opportunity to take five minutes to respond to a classmate's seminar presentation. Your response should address both the strengths and the potential oversights or contradictions of the seminar.

In your response, refrain from making ad hominem remarks; instead, you should marshal further textual, critical and/or theoretical evidence that might expand upon, complicate or problematize your classmate's position. The goal of your response should be to stimulate dialogue and productive conversation by bringing new material or perspectives to light, and to help your classmates develop their own critical approaches.

Critical Responses are to be submitted through the Critical Forum on Brightspace before class begins on the day you choose to respond. We'll discuss all Critical Responses at the start of class.

Short Assignment (500 words, **DUE** October 17, 10%)

This short, computer-assisted text analysis assignment will be fully explained in class. Students will share their findings with the class on the scheduled due date.

Collaboration (20%)

Please notify me of any anticipated or unavoidable absences from class due to emergency or illness. Regular attendance at seminars is expected, but that alone won't win you full marks for collaboration. For full marks (and your added enjoyment) you're expected to keep up with our reading schedule, participate actively in our weekly seminars, and contribute to our discussions, both in-class and online through Brightspace.

Please remember that Brightspace is a virtual extension of our classroom, and therefore, 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.

Term Paper or Project (3750 words [15 pages or equivalent] for undergrads, 5000-6000 words [20-25 pages or equivalent] for grads, DUE December 5, 35%)

You can write on pretty much any topic relating to our primary or secondary readings, providing you can justify it to me beforehand. It's a very good idea to run your topic by me before you begin researching in earnest. Your term paper or project can certainly expand upon your seminar topic or group project, providing it also takes in any early feedback from me and the class. All written components should conform to the latest MLA format and style of parenthetical citation.

Your term paper or project should provide an original exploration of a topic relating to class material, and should be researched, theorized, fully documented, and contextualized within a broader awareness of the kinds of literary and theoretical issues we discuss in class. While you are certainly encouraged to include a digital component, it is not required: remember, paper prototypes are often as effective as digital implementations. Full evaluative criteria for the term project will be discussed in class.

If you need help getting started, or are having difficulty locating sources, check with me.

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.

** 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 permission for an extension from me.
- **You may submit essays 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 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.

VIII. 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 acknowledgment;
- 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!

N.B. Any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. Students wishing to incorporate generative AI into their research or assignments in any way must have prior approval in writing from the course instructor.

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>.

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

IX. 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>

X. Respecting Health and Safety

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.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time.

XI. 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:

Informal accommodation due to short-term incapacitation: write to me with any requests for short-term informal accommodations. Before any request is granted, you will be asked to submit a Self-Declaration for Academic Considerations form: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

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>

XII. 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>.

XIII. 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 ("4002" or "4125") in the subject line of your message.

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 Written Work Submitted

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

Online Learning Resources

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

Academic Integrity Policy

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](#).

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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 Term Work

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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