

Carleton University
Fall 2024
Department of English
DIGH 4002 / ENGL 4125: Digital Culture and the Text I
“Modeling Utopia”

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

TIME: Wednesday 11:35-2:25

Location: TBA

Format: Seminar

Instructor: Prof. Brian Greenspan

Office Hours: TBA, 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>).

Course description:

ENGL 4125 [0.5 credit]: Digital Culture and the Text I

A study of new developments in digital media and culture, and how they affect our understanding of literary modes, genres and textuality, including notions of authorship and reading strategies. Topics will vary from year to year.

Prerequisite(s): [ENGL 2401](#) and fourth-year standing, or permission of the Department.

Seminar or lecture three hours a week.

DIGH 4002 [0.5 credit]: Digital Culture and the Text I:

A study of new developments in digital media and culture, and how they affect our understanding of literary modes, genres and textuality, including notions of authorship and reading strategies. Topics will vary from year to year.

Prerequisite(s): [DIGH 2002](#) and fourth-year standing, or permission of the College of Humanities.

Seminar or lecture three hours a week.

Topic: Modeling Utopia

A survey of utopian and dystopian thinking around media and technology.

The rising popularity of dystopian narratives is hardly surprising, given the daily barrage of news stories about climate change, mass surveillance, digital or biological viruses, and artificially intelligent machines. What is surprising is that even the most disturbing stories of technological apocalypse (both real and imagined) continue to inspire utopian hope, and to shape our identities in ways that are progressive and collective.

This seminar will explore the role of new media and technologies in contemporary fiction. We will read utopian and dystopian narratives alongside studies of technology, social media, progressive social movements, intentional communities, e-literature, digital games, and popular subcultures. We will also explore new digital tools for analyzing texts, authoring stories and games, visualizing data, and/or building simulations in order to better evaluate the discourses (whether hopeful or apocalyptic) that have always surrounded new media.

Learning outcomes:

Students will gain exposure to the field of Utopian Studies and the role played by media and technology within the utopian genre. 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 skills 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.

Students should keep in mind the following important dates and deadlines:

September 2	Statutory holiday. University closed.
September 4	Fall term begins.
September 17	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
September 30	Last day to withdraw from full fall term and fall/winter courses with a full fee adjustment (financial withdrawal).
October 14	Statutory holiday. University closed.
October 21-25	Fall break. No classes.
November 15	Last day for academic withdrawal from full fall and late fall courses.
December 6	Fall term ends. Last day of full fall and late fall term classes. Classes follow a Monday schedule. Last day for take home examinations to be assigned.
December 9-21	Final examinations in full fall and late fall term courses and mid-term examinations in fall/winter courses will be held.
December 21	All take home examinations are due on this day.
December 24-January 2	University closed.

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 the course Brightspace site is the official version.**

Edward Bellamy, *Looking Backward: 2000-1887*

Jonathan Lethem, *The Arrest*

Tim Maughan, *Infinite Detail*

Janelle Monae, *The Memory Librarian; and Other Stories of Dirty Computer*

Tracy Fullerton, *Walden: a game* <https://www.waldengame.com>

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

Printed texts will be available at the Carleton Bookstore or your favourite independent bookseller. *Walden: a game* can be [purchased online](#) through the Steam platform, while select other electronic texts are available freely online. Most secondary and supplemental readings can be found online, on Reserve (Ares), or through MacOdrum Library's digital holdings, although a few must be ordered in advance through Interlibrary Loans (ILL).

Course Calendar:

* **NB.** In addition to our required readings for each week, there is a list of **Further Readings** on our Brightspace course page to help you with your seminars, essays, and projects. You're **not** expected to read all--or even most--of these supplemental texts. But they're there for you if you need them.

** Some meeting dates may need to be rescheduled to accommodate available resources.

September

- 4 Introduction: Why model utopia?
- 11 Utopian stories:
 William Gibson, "Johnny Mnemonic" (Ares)
 Ursula K. Le Guin, "The Ones Who Walk Away from Omelas" (Ares)
 N.K. Jemisin, "The Ones Who Stay And Fight" <https://www.lightspeedmagazine.com/fiction/the-ones-who-stay-and-fight>
 Nancy Kress, "Nano Comes to Clifford Falls" (Ares)
- 18 Edward Bellamy, *Looking Backwards*
- 25 **Workshop: Text analysis**
- Read one of:
 N. Katherine Hayles, "How We Read: Close, Hyper, Machine," *ADE Bulletin* 150 (2010): 62-79. (Ares)
 Jean-Baptiste Michel et al., "Quantitative Analysis of Culture Using Millions of Digitized Books," *Science* (16 December 2010). https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_3279742
 Lisa Samuels & Jerome McGann, "Deformance and Interpretation." *New literary history*, 1999-01, Vol.30 (1), p.25-56. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_proquest_journals_221366501
 Matthew L. Jockers, *A Novel Method for Detecting Plot* <http://www.matthewjockers.net/2014/06/05/a-novel-method-for-detecting-plot>
- * **Brief Analysis Assigned** (DUE October 9)

October

- 2 Ursula K. Le Guin, *The Lathe of Heaven*
- 9 **Workshop: Sentiment Analysis and NLP**
- * **Brief Analysis DUE**
- 16 * Jonathan Lethem, *The Arrest: a novel*
- * **CLASS TO BE RESCHEDULED**
- 23 **Fall Break**
- 30 Timothy Maughan, *Infinite Detail*

November

- 6 **Workshop: Augmented Reality storytelling**
- 13 Janelle Monae, *The Memory Librarian; and Other Stories of Dirty Computer*
- 20 Rebecca Roanhorse, "Welcome to Your Authentic Indian Experience™"
<https://apex-magazine.com/short-fiction/welcome-to-your-authentic-indian-experience>
- Jonathan Lethem, "How We Got In Town and Out Again" (Ares)
- Workshop: Experiencing VR**
- 27 Tracy Fullerton, *Walden: a game*

December

- 4 Symposium
- * **Term Paper or Project DUE**

VI. Evaluation

1) Seminars	2 x 20-minute presentations + discussion	20%
2) Critical Response	5 minutes	5%
3) Brief Analysis	500 words, DUE October 9	5%
4) Collaboration	in-class and online	20%
5) Term Paper or Project	3000 words (10-12 pages) or equivalent for undergrads; 5000 words for grads, DUE December 4	50%

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, 20%)

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.

Since utopias are a communal form of symbolic expression, research into utopian literature could also benefit from a collaborative approach. I encourage you 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 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.

Brief Analysis (500 words, **DUE** October 9, 5%)

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 (3250 words [10-12 pages or equivalent] for undergrads, 5000 words [20 pages or equivalent] for grads, **DUE** December 4, 50%)

Your assignment can address 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 must 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.

You might have to do some digging to secure primary and secondary research materials, especially those with limited distribution. MacOdrum Library has respectable holdings in utopian studies, as a quick subject search will reveal. Moreover, many of these works in turn contain bibliographies that will point you to further sources. The Ottawa University Library and Ottawa Public Libraries are also at your disposal, along with Interlibrary Loans, J-STOR, LION, Project Muse, and other online collections. But effective research (not to mention interlibrary loans) takes time, so don't leave it to the last minute.

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.

Grading Criteria

All assignments (whether written, oral, or otherwise) are expected to advance an original thesis or argument while making effective use of your chosen medium of expression. Assignments should be interpretive and critical, and you should feel free to refer to, endorse, and/or interrogate concepts presented in class or in our secondary readings.

You'll be graded on your critical insight and originality; depth of research; sophistication of expression (whether verbal, audio-visual, or procedural); attention to detail; command of critical discourse; organization; and style. Grades will be returned through email or Brightspace.

Collaboration: Students will be encouraged to discuss and develop their assignments with the class. Anyone wishing to collaborate more formally on any assignment must have advance approval in writing from Prof. Greenspan.

Generative AI Tools: The use of any generative AI tool for any part of any assignment is strictly forbidden, and is considered a violation of academic integrity standards, unless Prof. Greenspan has given you advance and explicit permission in writing to use AI for a specific assignment.

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 written 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.

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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.**

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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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 Ares Reserve, must be cited appropriately. If you have any questions about when and how to cite sources, do not hesitate to ask Prof. Greenspan. If I suspect that an essay has been plagiarized either deliberately or inadvertently, I am 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 severe, ranging from failure 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>.

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 Health 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.

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. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

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

ACADEMIC ACCOMMODATION

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 at equity@carleton.ca](#).

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: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)

Religious Obligation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)

Academic Accommodations for Students with Disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608

or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25KB\)](#).

Academic Consideration for Medical and Other Extenuating Circumstances: Due to medical and other extenuating circumstances, students may occasionally be unable to fulfil the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student’s control, have a significant impact on the student’s capacity to meet their academic obligations, and could not have reasonably been prevented. Students may request Academic Consideration for Coursework or Other Academic Deliverable. For further information please review the [Procedure for Academic Consideration and the FAQ page](#).

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>.

Contacting Your Instructor

I am available for Zoom 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 ("5610" or "5902") 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 or through any medium.

University Regulations for All College of the Humanities Courses (Updated August 19, 2024)

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

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, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- 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
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

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.

More information on the process [here](#).

Academic Accommodations

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.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

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](#) at equity@carleton.ca.

Grading System at Carleton University

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.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

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 extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) 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.

1. 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 extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), 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 consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration 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: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), 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 extenuating circumstances normally lasting no more than five (5) 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 extenuating circumstances lasting longer than five (5) 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](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information 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

As a 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. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

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.](#)

Department Contact Information

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Greek and Roman Studies 300 Paterson Hall GreekAndRomanStudies@cunet.carleton.ca

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Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
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MEMS (Undergraduate Minor) 300 Paterson Hall
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