

Carleton University

Winter 2023

**College of the Humanities****RELI 2535: Religion and Gender****Instructor:** Sarah Cook**Email:** [sarahcook@cunet.carleton.ca](mailto:sarahcook@cunet.carleton.ca)**Office Hours:** Tuesdays 1:15 pm – 3:15 pm, via Zoom**Class Meeting:** T/R 8:35 am – 9:55 am, Loeb C164**Course Description**

Religion and gender are both categories that have been central to human identities throughout history. From the creation of Adam and Eve in Genesis 1 to the practice of modest dress among modern Muslims, religious texts and traditions actively inform the way that people articulate their gender identities. Individuals, as in the case of the queer nuns known as “The Sisters of Perpetual Indulgence,” can also push back against traditional religious gender roles and change the narrative of gender within their communities. In this course, we will discuss contemporary gender theory and explore how religious communities all over the world throughout history have constructed gender for their adherents. We will also investigate where and how these religious constructions of gender have been disrupted.

**Learning Outcomes**

Over the course of the term, students will learn:

- A brief introduction to gender theory
- An introduction to world religions including Judaism, Christianity, Islam, Hinduism, and North American Indigenous traditions
- How to read ancient sources critically
- How to engage with secondary sources in an academic context
- How to compare religious traditions
- How to organize their points in an academic paper
- How to assess the ways in which religions change over time
- How to analyze religious traditions in light of their geographic/cultural context
- How religion and concepts of gender and sexuality have interacted with one another throughout history

**Course Procedure****Format**

This is an **in-person** class located on Carleton campus. **Carleton University has paused its mask mandate as of June 25<sup>th</sup>, 2022.** In light of this, masks are not required in our classroom. Carleton University continues to recommend, however, that students wear a mask that covers their nose, mouth, and chin when they are in a space in which physical distancing is not possible. **I urge all students on campus to consider wearing a mask.** Masking is a form of community care that keeps those most vulnerable in our community safe.

**On Contacting me:** You can always reach me via my Carleton email (see first page of syllabus). I will respond to your emails within 24 hours Monday through Friday. If you have not received a response within that window, feel free to send me a second email to touch base. I may not check my email over the weekend, so please be careful to contact me in advance if you have a pressing question.

### **Classroom Environment**

A classroom is a community of learning where we all help each other to come to a better understanding of the material that we encounter. To foster a happy and healthy community space, please use respectful language and be kind to your peers. I encourage us all to be patient with one another as we pursue our studies.

### **Absence**

In light of the ongoing global pandemic, please prioritize your health and do not come to campus if you feel any symptoms of illness. I will be happy to help you to catch up on any material that you miss. Any absence due to illness is **excused** and will not reduce your participation grade. You do not require a doctor's note for absences due to illness, but please use Carleton University's [self declaration of illness form](#).

### **On Mental Health and Well-Being:**

Universities can be challenging, intimidating environments. I encourage all students to pay attention to their mental health and well-being in the midst of assignments and term papers. To this end, please be in contact with me if you experience any issues throughout the term that affect your academic performance. I'm very open to working out accommodations that will allow you to complete your work and maintain your overall well-being. **Any day that you need to miss class in order to look after your mental health qualifies as a missed class due to illness and is excused.** Please see the link below for mental health and well-being resources available to members of the Carleton community, which I encourage you to use as needed:

<https://carleton.ca/wellness/>

### **Grade Distribution**

**Participation:** 20%

**Quizzes:**  $(10 \times 3\%) = 30\%$

**Research Assignments:**  $(3 \times 10\%) = 30\%$  OR  $(5 \times 10\%) = 50\%$

**Final Investigative Interview Analysis:** 20%

### **Assessments**

#### **Attendance and Participation**

Students can earn excellent attendance and participation grades by showing up to class on time, having read the readings, and being prepared to discuss them and ask meaningful questions about them. Good participation also involves posing questions or comments in a manner that is respectful to both myself and your peers. If you are uncomfortable with speaking in class for any reason, please send your comments or questions to me via email, or swing by my office hour to demonstrate your engagement with our class material.

### Quizzes

Students should complete one quiz per week. There are a total of **12** quizzes offered throughout the term. These quizzes ask simple comprehension questions about the week's lecture and readings. Students' top **10** (3% each) quiz grades will count towards their final grade. If you complete 10 quizzes and are content with your grades, you may feel free to skip our class's final 2 quizzes.

### Research Assignments

There are five research assignment opportunities available throughout the term.

**Students may EITHER complete 3 of these 5 assignments along with the final exam OR complete all 5 assignments and skip the final take-home exam.**

Research assignments deal with a particular question related to the issue of religion and gender and require that students consult 2-3 secondary sources of their own choosing to explore religion and gender within various historical/religious contexts. I will post a list of assignment questions to our Brightspace page. Research assignments should be **3-4 pages double-spaced** (750-1000 words) and written in a **12-point font**. Please see our class **Writing and Style Guide** for guidance on format and how to address some commonly made mistakes.

Each research assignment should be accompanied by an **annotated bibliography**.

The annotated bibliography should include each of your 2-3 sources in Chicago Style bibliography format and a short paragraph (4-5 sentences) briefly summarizing the academic secondary source and explaining its relevance to your research assignment.

### Final Investigative Interview Analysis

The final investigative interview analysis takes the place of a take-home exam. For this assignment, students are invited to seek out a local religious practitioner who consents to being interviewed for the purposes of this class. Students should interview this practitioner and ask them questions about their religious affiliation and gender identity. The assignment itself is a **6-8-page** double-spaced (1500-2000 words) paper in which students will recount the details of their interview with the practitioner and analyse the information according to the theories of sex, gender, and religion introduced in our class. **The assignment should be written in a 12-point font and double-spaced.**

### Letter Grade Scale

<b>A+</b>	90-100	<b>C+</b>	67-69
<b>A</b>	85-89	<b>C</b>	63-66
<b>A-</b>	80-84	<b>C-</b>	60-62
<b>B+</b>	77-79	<b>D+</b>	57-59
<b>B</b>	73-76	<b>D</b>	53-56
<b>B-</b>	70-72	<b>D-</b>	50-52

## **Academic Integrity**

Plagiarism is a serious offence that can jeopardize your future at this university. Carleton University defines plagiarism as “submitting work in whole or in part written by someone else” and “failing to acknowledge sources through the use of proper citations when using another author’s work.” Please see the link below for more information:

<https://carleton.ca/registrar/academic-integrity/>

Plagiarism, however minor, will be taken very seriously by the instructor and a report filed with the Dean’s office, who handle all academic integrity allegations. Their response to plagiarism ranges from a zero on the assignment submitted, to expulsion from the university. If you find yourself panicking and are tempted to cut and paste, **don’t!** Email me and we’ll work out an extension or other accommodation for you.

## **Extra Credit**

I will offer 2 extra credit opportunities throughout the term, each worth an extra 5% towards your final grade. **Students may only take advantage of ONE of these extra credit opportunities.** Extra credit assignments will take the form of a 200–500-word reflection assignment in which you watch a documentary film that explores an interaction between religion and gender. Your reflection should include a brief summary of the film and some observations about how religion and gender identity interact in this particular documentary. You **must** clearly invoke themes and information from our class lectures and readings.

## **Citation**

The citation method that we will use for all assignments in this course is Chicago Style (Turabian/Notes-Bibliography, NOT author-date). Please review Chicago Style using [this resource](#). I’m happy to help you to review citations on your first assignment or to answer questions regarding this format, as it may be unfamiliar to many of you. Getting your citations right is a great way to score points on your evaluation and to avoid plagiarism. You should cite any information from an outside that you use in your assignments. When you directly use the language of the source itself, please use double quotation marks to frame your quotation.

**Failure to use in-text citations in the form of Chicago style, MLA, or APA is a form of plagiarism and I am obliged to report all cases of plagiarism to the Dean’s Office.**

If you have any doubts or concerns about whether or not your work may involve unintentional plagiarism, please send me an email and I will be happy to help clarify the situation.

## **Late Assignments**

Late assignments will be penalized at a rate of 10% per day. If you anticipate struggling

to submit an assignment on time, please contact me as early as possible so that we can discuss a possible accommodation.

### Course Schedule

\*This schedule is subject to change

Date	Module	Reading	Assignment/Quiz
<b>Week #1</b>			
<b>Tuesday, January 10<sup>th</sup></b>	<b>Welcome</b>	Syllabus	
<b>Thursday, January 12<sup>th</sup></b>	<b>What is Religion?</b>	<p>“What is Religion?” <i>Religion for Breakfast.</i> YouTube Video. 6:59. 2016. <a href="#">What is Religion?</a></p> <p>Jacques Berlinerblau. “Atheist Judaism.” <i>The Oxford Handbook of Atheism.</i> Eds. Stephen Sebastian Bullivant and Michael Ruse. Oxford: Oxford University Press, 2013.</p>	<b>Friday, January 13<sup>th</sup> 11:59 PM: Quiz #1 DUE</b>
<b>Week #2</b>			
<b>Tuesday, January 17<sup>th</sup></b>	<b>Sex and Gender in Theory</b>	<p>Philosophy Tube, “What is Gender?” YouTube Video. 8:58. <a href="#">What is Gender?</a></p> <p>Riki Wilchins. “Homosexuality: Foucault and the Politics of Self.” <i>Queer Theory, Gender Theory.</i></p>	

		Los Angeles Alyson Books, 2004.	
<b>Thursday, January 19<sup>th</sup></b>	<b>Studying Religion and Gender</b>	<p>Susan Gonzalez. "An 'Emerging Voice' on Gender, Identity, and Religion." <i>Yale News</i> (2021).  <a href="#">Gender, Identity, and Religion</a></p> <p>Darlene M. Juschka. "Gender." <i>The Routledge Companion to the Study of Religion</i>. Second edition. Ed. John Hinnells. London: Routledge, 2010.</p>	<b>Friday, January 20<sup>th</sup> 11:59 PM: Quiz #2 DUE</b>
<b>Week #3</b>			
<b>Tuesday, January 24<sup>th</sup></b>	<b>Gender and Mythology I: The Hebrew Bible</b>	<p>Genesis 1-3  <a href="#">Genesis 1-3</a></p> <p>David Bokovoy, "The Two Creations in Genesis," <i>Bible Odyssey</i> (2021).  <a href="#">The Two Creations in Genesis</a></p> <p>Shawna Dolansky, "The Immortal Myth of Adam and Eve," <i>TheTorah.com</i> (2015).  <a href="#">The Immortal Myth of Adam and Eve</a></p>	
<b>Thursday, January 26<sup>th</sup></b>		<p>Genesis 38  <a href="#">Genesis 38</a></p> <p>Carol Meyers. "Hierarchy or</p>	<b>Friday, January 27<sup>th</sup> 11:59 PM: Quiz #3 DUE</b>

		Heterarchy? Archaeology and the Theorizing of Israelite Society.” <i>Confronting the Past</i> . Eds. Seymour Gitin, J. Edward Wright, and J. P. Dessel. Winona Lake: Eisenbrauns, 2006.	<b>Friday, January 27<sup>th</sup> 11:59 PM: Bonus Assignment #1 DUE</b>
<b>Week #4</b>			
<b>Tuesday, January 31<sup>st</sup></b>	<b>Gender and Mythology II: Ancient Greece</b>	Hesiod. <i>Theogony</i> . Trans. Hugh G. Evelyn-White. Cambridge: Harvard University Press, 1914. <a href="#">Theogony</a> Arum Park, “Parthenogenesis in Hesiod’s Theogony,” <i>Critical and Historical Studies on the Preternatural</i> 3.2 (2014), pp. 261-283.	
<b>Thursday, February 2<sup>nd</sup></b>		Matthew Clark, “Boys in Dresses, Brides with Beards,” <i>Exploring Greek Myths</i> (Malden: Blackwell, 2007), pp. 111-125.	<b>Friday, February 3<sup>rd</sup> 11:59 PM: Quiz #4 DUE</b> <b>Friday, February 3<sup>rd</sup> 11:59 PM: Research Assignment #1 DUE</b>
<b>Week #5</b>			
<b>Tuesday, February 7<sup>th</sup></b>		Cogito, “What is Hinduism?”	

	<b>Gender and Mythology III: Hinduism</b>	<p>YouTube Video. 17:51.  <a href="#">What is Hinduism?</a></p> <p>BBC Radio 4, "Hindu Creation Stories," YouTube video. 2:03.  <a href="#">Hindu Creation Stories</a></p> <p>Brhadāranyaka Upaniṣad 1.4, trans. Patrick Olivelle (Oxford: Oxford University Press, 1998), 13-17.</p>	
<b>Thursday, February 9<sup>th</sup></b>		Laurie L. Patton, "The Fate of the Female Ṛṣi: Portraits of Lopāmudrā," <i>Myth and Mythmaking</i> , ed. Julia Leslie (London: Routledge, 1996), pp. 21-36.	<b>Friday, February 10<sup>th</sup> 11:59 PM: Quiz #5 DUE</b>
<b>Week #6</b>			
<b>Tuesday, February 14<sup>th</sup></b>	<b>Gender and Mythology IV: Indigenous Traditions</b>	<p>"An Anishnaabe Creation Story." <i>Voices from the Gathering Place</i>. YouTube Video. 36:30. 2017.  <a href="#">An Anishnaabe Creation Story</a></p> <p>"The Haida Creation Story: With Elder Bill</p>	



		Reid.” <i>Jaguar Bird</i> . YouTube Video. 3:01. 2018. <a href="#">The Haida Creation Story</a>	
		“The Haudenosaunee Creation Story.” Oneida. <a href="#">The Haudenosaunee Creation Story</a>	
<b>Thursday, February 16<sup>th</sup></b>		Isabella J. Spann, “The Power of Stories,” <i>The Story Begins with Skywoman: Centering Haudenosaunee Women in History Writing</i> , MA Thesis, Guarini School of Graduate and Advanced Studies (2022), 16-33.	<b>Friday, February 17<sup>th</sup> 11:59 PM: Quiz #6 DUE</b>  <b>Friday, February 17<sup>th</sup> 11:59 PM: Research Assignment #2 DUE</b>
<b>Week #7</b>			
<b>Happy Spring Break!</b>			
<b>Week #8</b>			
<b>Tuesday, February 28<sup>th</sup></b>	<b>Religious Institutions I: Judaism</b>	Gail Labovitz, “The Scholarly Life – The Laboring Wife,” <i>Nashim</i> 13 (2007), pp. 8-41.	
<b>Thursday, March 2<sup>nd</sup></b>		“Becoming Abby Stein,” <i>Can We Talk?</i> (2019). <a href="#">Becoming Abby</a>	<b>Friday, March 3<sup>rd</sup> 11:59 PM: Quiz #7 DUE</b>

		<a href="#">Stein</a>  Forward. “Transgender in Judaism with Abby Stein.” YouTube Video. 9:36. <a href="#">Transgender in Judaism</a>	
<b>Week #9</b>			
<b>Tuesday, March 7<sup>th</sup></b>	<b>Religious Institutions II: Christianity</b>	Crash Course, “Christianity from Judaism to Constantine,” YouTube Video. 11:36. <a href="#">Christianity from Judaism</a>  J. L. Welch, “Cross-Dressing and Cross-Purposes,” <i>Gender Reversals and Gender Cultures</i> , ed. S. P. Ramet (London: Routledge, 1996), pp. 66-78.	
<b>Thursday, March 9<sup>th</sup></b>		TrueTube, “Church History in Ten Minutes,” YouTube Video. 10:26. <a href="#">Church History</a>  Jacqueline Murray, “One Flesh, Two Sexes, Three Genders?” <i>Gender and Christianity in Medieval Europe</i> , eds. Lisa M. Bitel	<b>Friday, March 10<sup>th</sup> 11:59 PM: Quiz #8 DUE</b>  <b>Friday, March 10<sup>th</sup> 11:59 PM: Research Assignment #3 DUE</b>

		and Felice Lifshitz (Philadelphia: The University of Pennsylvania, 2010), pp. 34-51.	
<b>Week #10</b>			
<b>Tuesday, March 14<sup>th</sup></b>	<b>Religious Institutions III: Islam</b>	Crash Course, “Islam, the Quran, and the Five Pillars,” YouTube Video. 12:52. <a href="#">Islam, the Quran, and the Five Pillars</a>  Step Back, “Aisha: the Most Important Woman in Islam,” YouTube Video. 10:16. <a href="#">Aisha</a>  Ash Geissinger, “Aisha bint Abi Bakr and her Contributions to the Formation of the Islamic Tradition,” <i>Religion Compass</i> 5.1 (2011), pp. 37- 49.	
<b>Thursday, March 16<sup>th</sup></b>		TRT World, “Muslim Women Talk Hijab,” YouTube Video. 3:51. <a href="#">Muslim Women Talk Hijab</a>  “Veiling and the Hijab,” <i>The Feminist Sexual</i>	<b>Friday, March 17<sup>th</sup> 11:59 PM: Quiz #9 DUE</b>

		<p><i>Ethics Project.</i>  <a href="#">Veiling and the Hijab</a></p> <p>Shahnaz Khan,          “The Veil as a Site of Struggle,”  <i>Canadian Women’s Studies</i> 15.2          (1995), pp. 146-151.</p>	
<b>Week #11</b>			
<b>Tuesday, March 21<sup>st</sup></b>	<b>Religious Institutions IV: Hinduism</b>	Eleanor Zelliot, “Women Saints in Medieval Maharashtra,” <i>Faces of the Feminine in Ancient, Medieval, and Modern India</i> , ed. Mandakranta Bose (New York: Oxford University Press, 2000), pp. 192-200.	
<b>Thursday, March 23<sup>rd</sup></b>		Sikata Banerjee, “Nationalism,” <i>Make Me a Man: Masculinity, Hinduism, and Nationalism in India</i> (State University of New York Press, 2005), pp. 43-73.	<p><b>Friday, March 24<sup>th</sup> 11:59 PM: Quiz #10 DUE</b></p> <p><b>Friday, March 24<sup>th</sup> 11:59 PM: Research Assignment #4 DUE</b></p>
<b>Week #12</b>			
<b>Tuesday, March 28<sup>th</sup></b>	<b>Religious Institutions V: Indigenous Traditions</b>	“History,” <i>Cherokee Nation</i> . <a href="#">Cherokee History</a>	

		<p>“Who We Are.” <i>Haudenosaunee Confederacy</i>. <a href="#">The Haudenosaunee Confederacy</a></p> <p>Emily Matta, “Rejecting Eve: Reconception of Christianity Among Cherokee and Iroquois Women,” <i>Journal of History</i> (2016), pp. 8-27.</p>	
<b>Thursday, March 30<sup>th</sup></b>		<p>Carleton University Indigenous Learning Bundle: The Inuit Story.</p> <p>Barbara A. Crass, “Gender in Inuit Burial Practices,” <i>Reading the Body</i>, ed. Alison E. Rautman (Philadelphia: University of Pennsylvania Press, 1999), pp. 68-76.</p>	<b>Friday, March 31<sup>st</sup></b> <b>11:59 PM: Quiz #11 DUE</b>
<b>Week #13</b>			
<b>Tuesday, April 4<sup>th</sup></b>	<b>Contemporary Issues I</b>	<p>“What Does Two-Spirit Mean?” <i>Inqueery</i>, YouTube video, 6:16 (2019). <a href="#">What Does Two-Spirit Mean?</a></p>	

		Gregory D. Smithers, <i>Reclaiming Two-Spirits</i> (Boston: Beacon Press, 2022), 169-194.	
<b>Thursday, April 6<sup>th</sup></b>		<p>Kathryn Joyce, <i>Quiverfull: Inside the Christian Patriarchy Movement</i> (Boston: Beacon Press, 2009), 178-182.</p> <p>Antonia Blumberg, "What You Need to Know About the 'Quiverfull' Movement," <i>Huffpost</i> (2015).  <a href="#">What You Need to Know About the Quiverfull Movement</a></p>	<p><b>Friday, April 7<sup>th</sup> 11:59 PM: Quiz #12 DUE</b></p> <p><b>Friday, April 7<sup>th</sup> 11:59 PM: Research Assignment #5 DUE</b></p>
<b>Week #14</b>			
<b>Tuesday, April 11<sup>th</sup></b>	<b>Contemporary Issues II</b>	<p>Lan Yao, "The Sisters of Perpetual Indulgence – Drag Queen Community," YouTube Video. 14:49.  <a href="#">The Sisters of Perpetual Indulgence</a></p> <p>Melissa M. Wilcox, "Spirituality, Activism, and the 'Postsecular' in the Sisters of Perpetual</p>	<b>Wednesday, April 12<sup>th</sup> 11:59 PM: Bonus Assignment #2 DUE</b>

		Indulgence," <i>Religion, Gender, and Sexuality in Everyday Life</i> , eds. Peter Nynās and Andrew Kam-Tuck Yip (London: Routledge, 2012), pp. 46-56.	
<b>END OF CLASSES</b>			
<b>Thursday, April 27<sup>th</sup></b>	<b>Final Exam Due (11:59 PM)</b>		
<b>Winter Term Ends</b>			



# Humanities

## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

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

### Online Learning Resources

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

### Copies of Written Work Submitted

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

### Academic Integrity Policy

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

Examples of plagiarism include, but are not limited to:

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



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

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

[Academic Integrity Process](#)

## Academic Accommodation Policy

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

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

### Addressing Human Rights Concerns

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

### Requests for Academic Accommodation

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

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

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

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

Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

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

<https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **Grading System at Carleton University**

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

## **Course Sharing Websites and Copyright**

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

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

[More information](#)

## **Student Rights and Responsibilities at Carleton**

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

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

## Deferred Term Work

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

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

## Deferred Final Exams

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

The application for a deferral must:

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

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

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

## Financial vs. Academic Withdrawal

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

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

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

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

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

## Student Mental Health

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

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

### Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off Campus Resources:**

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

## **Statement on Pandemic Measures**

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

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

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

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

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

## Department Contact Information

*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
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*Religion* 2A39 Paterson Hall  
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*Digital Humanities (Graduate)* 2A39 Paterson Hall  
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