

*Classical Approaches to Religion (RELI 3741)*¹**Instructor:** Professor Christopher Jensen**Email:** Christopher.Jensen@carleton.ca**Online Lectures:** WF 10:05 - 11:25**Office Phone:** N/A**Office hours:** (Online) M 13:00-14:00 / T 9:30-10:30 (or by appointment)

Zoom link for Office Hours and Lectures: On Brightspace

Given the online delivery of this class, a laptop, a webcam, and a (reasonably) reliable internet connection will be required to participate.

Course Overview

What does it mean to study religion? Who studies religion and why? And what is this thing we're calling "religion" anyway? In this course, we will explore these (and related) questions, and – in the process – explore the ways that theorizing about religion (defined broadly) is a nigh unavoidable side-effect of intercultural interaction, and one that is always embedded in a web of social, political, and economic concerns, albeit perhaps implicitly. For a critical perspective on these cultural dynamics in action, we will explore the following: the perspectives of a variety of foundational Euro-American theorists, who are often seen as the progenitors of Religious Studies as an academic discipline; two case-studies from historical China (16th-17th c. and early 20th c.); two case-studies from historical Japan (18th c. and early 20th c.); and one drawn from Indigenous/settler interactions in 20th c. Canada. By the end of the course, you will have developed a much clearer sense of how various thinkers have attempted to define "religion," the cultural situatedness of such discourses, and why they matter. While answering such questions has its own intrinsic value, considering such issues will also prepare you for RELI 4741, which explores the academic study of religion as it is practiced today.

Learning Outcomes

By the end of this course, students will be able to...

- analyze various theories of religion, attending to their key features, innovations, and underlying assumptions;
- explain and construct arguments related to the links between these theories and the cultural contexts in which they were formulated;
- explore the "situatedness" of theories of religion, and their inextricability from broader social, political, and economic concerns;
- read and comprehend historical examples of theoretical literature (whether in English or in translation), and present findings related to it;
- reflect upon these theories and assess their continued utility as analytical tools;

¹ I would like to thank Professor Shawna Dolansky for sharing her previous 3741 syllabus with me, and for her insightful comments throughout the development of this course. Some of my approach to this course has been borrowed from hers.

- demonstrate the ability to engage in respectful and informative discussions related to these topics.

In completing these objectives, students will also progress towards achieving several of the **Program-Level** outcomes of a Religion degree at Carleton, including:

- employing the methods of the academic study of religion, which stresses outsider discourse, methodological atheism, and the ability to differentiate between advocacy and the critical study of religion;
- describing the integral role of religion as a category helping to shape cultures, identities, political systems, and public life;
- demonstrating religious literacy, which includes facility in terminology native to religions as well as to the discipline;
- formulating cogent and theoretically informed arguments.

(Un)Grading in RELI 3741

In this course, we will be experimenting with an innovative pedagogical approach known as “ungrading.” A substantial body of scholarship in teaching and learning has demonstrated the extent to which grading is not congruent with (if not directly opposed to) learning, in that it impels students to complete their coursework for the sake of the grade instead of for the sake of their learning itself (extrinsic vs. intrinsic motivation), it discourages innovative thinking and projects (as students desiring the best possible mark will often “play it safe”), and it promotes product-directed thinking as opposed to process-directed thinking. Moreover, in the vast majority of “real-life” scenarios that a university education is supposed to prepare students for, there is no analogue to an “objective” grade for a given assignment. Instead, most work tasks are collaborative, are embedded in larger projects, and allow innumerable opportunities for incremental knowledge and skill development.

As you have likely noted above, I have already identified several “Course Objectives” (knowledges, skills, and the like) that I hope students will possess by the end of the course. We will talk through these objectives, and add additional ones if desired by the class, in our first session (Jan. 11). The assignments that students will be completing over the course of the semester will focus on developing the skills and conceptual frameworks laid out in the Learning Outcomes (see above). When I assess student work in this course, I will provide substantive comments upon it, but no formal grade. If the work does not meet the standards required of a third-year university course (and the assignment / course objectives), you will be asked to revise and resubmit.

By the end of the class, students will assemble a portfolio of evidence of classroom learning and, in particular, of progress towards achieving our course’s learning goals (template to be provided) and submit it on Brightspace (due on the last day of class). In their portfolios, students will suggest final grades for themselves, drawing upon this evidence. During the exam period, I will schedule 10-minute meetings with each student (via Zoom), during which we will review these portfolios and decide upon final grades. In the case of a disparity between a student’s assessment of their own work and my own (as per the course goals), I reserve the right to adjust the final grade; that said, university educators who have experimented with this assessment strategy suggest that doing so is rarely necessary.

IMPORTANT NOTE (re. grade anxiety): I realize that many students in this course are, understandably, concerned about grades; after all, they often determine access to scholarships, competitive graduate programs, and the like. Since the goal of ungrading is to create a more holistic, intellectually compelling

learning environment, anything that leads to greater student anxiety is obviously counterproductive. As such, please note that I am always willing to discuss your standing in the course with you. In such a discussion, we will review the assignments that you have already submitted and talk through an appropriate final grade based on your work to date, as well as ways that current and subsequent assignments could be improved.

Textbook

Required – Daniel Pals, *Introducing Religion: Readings from the Classic Theorists* (bookstore)

Note: all other assigned readings will be made available through either Brightspace or ARES.

Anatomy of a Week in 3741

Here are some of the key features of 3741, which was designed from the ground-up as a blended course.

- We will be meeting each week on Wednesdays and Fridays, from 10:00-11:25 (on Zoom).
- Every week, during our Wednesday class session, I will kick things off with some brief introductory comments and answer any initial questions that anyone has (~20-30 minutes). I will then offer an introduction to the thinker(s) in question, considering their historical and social contexts, and then transitioning into their theory of religion. This will generally take the full class session.
- The Friday session will be used to cover any additional material missed during the Wednesday session and to answer student questions. Once this portion of the class session is complete, we will transition to student presentations, which will be related to some aspect of the week’s subject matter; next, led by the Seminar Coordinators, the class will answer a selection of questions that had been previously posted to the course forum.
 - For a discussion of presentations and the seminar coordinator roles, see the *Assignments* section (below).
 - It is my hope that these presentations and discussions will allow us to develop the sort of cohort cohesion and camaraderie that can make seminars such a pleasant and engaging academic experience.
- Given that seminar participation is such an important part of the class, **any student who misses seven in-class sessions (i.e., ~1/3 of the class) will not be able to pass**. Completion of forum posts (as outlined below) is a necessary part of receiving your participation grade for a given week.

Suggested Workload

Desired Grade	Reading Analysis – Head Writer	Reading Analysis – Researcher, Reviewer, Coordinator	Seminar Coordination	Participation / Forum Posts (by week)	Presentations
<u>A</u>	4	6	1-2	11	2
<u>B</u>	3	5	1	10	1-2
<u>C</u>	2	4	0	9	1

Note #1: In addition to the work outlined above, **all** students must complete the final portfolio and consultation meeting in order to earn a grade in the course.

Note #2: If you are unable to complete the required number of assignments for your desired grade, you can make up the shortfall using other assignments. For instance, if you miss out on one week as “Head Writer,” you can always sign up for an additional presentation (etc.).

Assignments (Individual)

Seminar Participation

Participation #1: Forums

Pre-Class: Every week **prior to 8PM** on Wednesday night, you will be responsible for posting three questions / comments to the course forum.² Remember: these posts need to be up by Wednesday in order to allow the seminar coordinators enough time to review your questions. As such, late posts cannot count toward your total of completed assignments. These questions/comments should follow one of the following three templates (outlined below) and must include a specific reference (including page #) to the assigned reading. **A complete post must include one question / comment of each type.** Also, these questions should not already have been posed by someone else in the class (as such, it pays to post early):

1. request for clarification, which clearly points to a specific passage from the week's reading, and explains why it is unclear to you;
 - a. Example:³ Why does Tylor refer to belief in spirits as "animism" (p. 10-11)?
2. analytic question, which addresses a larger-scale conceptual or theoretical issue, either within the writings of the current theorist or between theorists under consideration;
 - a. Example: Tylor's discussion of the "universal state of man" (p. 6) and his notion that "art and knowledge" are one of the primary points of distinction between cultures (p. 4) seems fairly forward-looking, especially for a Victorian anthropologist. How does one accord such descriptions with the (extremely problematic) notion of "rude races" that he references on page 18?
3. synthetic comment, which proposes a putative connection between this week's reading and prior lectures, readings, or presentations.
 - a. Example: How does Tylor's theory of magic (and its relationship with religion) (pp. 8-10) differ from Frazer's (pp. 40-47)?

Participation #2: Definition of Religion

In the first week of class, students will be asked to write (and share) a brief definition of religion (between 100-200 words). Throughout the semester, students will have opportunities to reflect on these definitions, and at the end of the course, the final exam will include a reflection question related to them. Full marks will be awarded for completion of the exercise.

Presentations

Note: students will sign up for their presentation slots after our first class meeting.

In every Friday's class, between 1-4 students will prepare an eight- to ten-minute presentation on material related to the assigned topic of the week's class. This material will take one of the four forms outlined below and must be cleared with your instructor no later than Wednesday evening of the week in which you are scheduled to present.

² Note: Questions must be posted no later than 8PM on Wednesday in order to allow the Seminar Coordinator(s) to review them prior to Friday's class.

³ Note: For the sake of simplicity, all examples included in the syllabus refer to E. B. Tylor (the subject matter in Week Two of our course).

Note: if you are having difficulty choosing / finding material, I would also be happy to offer suggestions.

1. Additional primary source related to the topic (e.g., a later theorist who actively responds to the current week's material);
 - a. Example: Bronislaw Malinowski's response to Tylor in "Magic, Science, and Religion," in *Science, Religion, and Reality*, edited by James Needham, (New York: Macmillan, 1925).
2. Contemporary, published academic response to the topic (i.e., from a peer-reviewed journal / web-resource, or a book from an academic press);
 - a. Example: Laavanyan Ratnapalan, "E. B. Tylor and the Problem of Primitive Culture," *History and Anthropology* 19:2 (2008), 131-142.
3. One or more academic sources that clarify a central term or concept from the reading, or that speaks to the social and historical context in which it was situated;
 - a. Example: an overview of London's *Royal Society*, explaining the significance of the fact that Tylor's book *Primitive Culture* earned him membership.
4. A piece of material culture (e.g., object, site) that is either directly referred to in the week's reading or that sheds light on the reading.
 - a. Example: the Pitt Rivers Museum's catalogue of E. B. Tylor's papers (<https://www.prm.ox.ac.uk/tylor-papers>)

Student presenters can present live on Zoom, or can pre-record an audio or video presentation (via Kaltura, PowerPoint, or a simple sound-recorder app). Live presentations should be accompanied by either a handout or a powerpoint, which will be shared among your classmates. Students are encouraged to refer to the content of presentations in subsequent classes / reflection assignments.

Seminar Coordination

Note: students will sign up for seminar coordinator slots after our first meeting.

Each week, one or two students per group will volunteer to serve as seminar coordinators for that week's class (the duties can, optionally, be shared). The seminar coordinator is responsible for the following tasks: 1) carefully reading the week's assigned material; 2) reviewing questions submitted to the course forum prior to the week's class; 3) writing up a brief (<= 1 page) document explaining which questions they hope to respond to in that week's discussion section and why, as well as an initial response to the first selected question (which can be used to kickstart the discussion if necessary); 4) keeping the discussion on track and taking notes (which will be used to report back to the class as a whole once the discussion is complete).

Seminar coordinators will receive full credit for the week after they complete their in-class duties and submit their reports (including all information outlined in #3 above). Note: if two students are serving as seminar coordinator in the same week, they are responsible to coordinate their collaboration on this report. In such cases, the report should include a brief description (a line or two) explaining how the two SCs divided up their duties.

Final Portfolio + Meeting

At the end of the semester, you will complete a final portfolio, in which you will think back critically on both the subject matter knowledge and the practical skills that you developed over the semester. A template for this reflection assignment will be posted to the course page by the end of January. You will then book 10-minute consultation meetings with Professor Jensen (which will be available throughout the

final exam period), in which you will talk through your final reflection assignments. As such, your portfolios must be submitted no later than 24 hours before your consultation meeting, in order to give Professor Jensen enough time to review them.

Completion of the portfolio and meeting are required to pass the course.

Assignments (Group)

Note: I am well aware that many students dislike group work. Fortunately, in this course, students are going to be responsible for determining their own final grades, based on their evidence of learning (as per the “ungrading” approach outlined above). Hopefully this makes such work more palatable. Given the size of our class, it was not possible for me to assign an appropriate amount of writing work without the use of groups, as I wanted to be sure to give every student as many opportunities for feedback as possible.

Reading Analyses

Each week, each group will be responsible for writing an approximately 600–800-word overview of the primary source readings assigned that week. These analyses are due by Friday’s class each week (though I will generally grade them on Mondays, so if you need a few extra days, you can take them).

These analyses will generally follow the “five questions” format outlined in Pals’ introduction, though the format / content of certain weeks of course content will require that this format be extended / modified. All relevant details will be posted to Brightspace. The purpose of these assignments is to demonstrate each group’s understanding of the primary source readings, as well as to keep a log and summary of the major thinkers and works read. Citations should be in Chicago / Turabian style, and the paper should include a separate bibliography page. See the course page for a link to the style guide.

Roles (can be combined):

- **Head Writer:** the head writer is responsible for the primary writing tasks associated with the completion of the week’s reading analysis (e.g., outlining/paragraphing, incorporating citations, preparing a draft).
- **Researcher:** the researcher should provide a minimum of 2-3 relevant citations/paraphrases for use by the Head Writer. These citations should include full bibliographic information, so that they are immediately usable.
- **Reviewer:** the reviewer is responsible for reading over the draft, with an eye to issues at line-level (e.g., grammar, construction, spelling). The reviewer is also responsible to read, understand, and implement any comments made on the assignment by Professor Jensen.
- **Coordinator:** the coordinator is responsible for devising a schedule, making sure that all materials are present and submitted on schedule, and overseeing communicating with fellow group members.

Students will sign up for these roles after the first week of class.

Bonus Points

If students would like to earn a grade increment (e.g., A → A+), they can do so via answering questions in the “Reading SOS” forum, attending virtual lectures related to course content and writing up one-page overviews of them, volunteering for additional presentations / weeks as seminar coordinator, serving as

more roles than required in their group's writing assignments. Be sure to include any such additional work in your final portfolios.

Summary

While this course clearly involves a variety of tasks and obligations, I have laid out the course in this way to provide every student with as many opportunities as possible to engage with course materials and to receive feedback. It is my hope that this design also helps to foster student engagement, given that this is one of the major factors tied to student success in online courses.

Please review the summary below, in order to get a better sense of what you will be doing each week in RELI 3741.

- Responsibilities of all 3741 students:
 - **Weekly**
 - Complete the assigned readings, watch mini-lecture videos, post questions to the course forum (by Wednesday night at 8pm), engage in in-class discussion (Friday at 10:05am on Zoom).
 - Note: students may be asked to revise and resubmit question posts if they do not meet the assignment guidelines.
 - **At scheduled intervals throughout the semester –**
 - Serve as *presenter* (as outlined above): perform an additional reading or review of a piece of material culture relevant to the week's topic. Offer an 8-10 minute presentation on this material to the class.
 - Deliverables: presenters will either pre-record their presentations or present live.
 - Serve as *seminar coordinator* (as outlined above): keep discussions on track, decide which questions will be discussed in that week's discussion period.
 - Deliverables: Coordinators will submit their SC report document as soon as possible after class.
 - Participate in collaborative writing of Reading Analyses, fulfilling the roles of Head Writer, Researcher, Editor, and Coordinator as required.
 - Deliverables: each week, each group must submit one Reading Analysis.
 - Note: groups may be required to revise and resubmit these analyses, if they do not meet the assignment guidelines.
 - Note: students will sign up for these roles on the course page, in the first week of class.

Weekly Course Schedule

In-Class Meeting Dates	Topic(s) and Tentative List of Readings ⁴ All readings and question posts should be completed by Wednesday All Reading Analyses should be posted by Friday evening
Jan. 11, 13	Introduction: Syllabus, Course Procedures, Introduction to Theorizing about Religion <ul style="list-style-type: none"> • Reading: Pals textbook (introduction) • Company, “On the Very Idea of Religions” • Historical Examples: the Nestorian Stele, <i>Against Heresies</i>
Jan. 18, 20	E. B. Tylor + Early Western Anthropological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 1)
Jan. 25, 27	China: The “Rites Controversy,” and the Response to Christian Missionaries (16 th / 17 th c. CE) <ul style="list-style-type: none"> • Reading: “Chinese Responses to Early Christian Contacts” in <i>Sources of Chinese Tradition</i> (Vol. 2) (ARES)
Feb. 1, 3	Japan: The “National Learning” Movement (<i>Kokugaku</i>), and Tominaga Nakamoto’s Rationalism (17 th / 18 th c. CE) <ul style="list-style-type: none"> • (ARES) Reading #1: Tominaga Nakamoto, “The Writings of an Old Man,” translated by Kato Shuichi, <i>Monumenta Nipponica</i> 22:1-2 (1968), 194-210. • (ARES) Reading #2: “Motoori Norinaga on the two shrines at Ise,” translated by Mark Teeuwen, <i>Religions of Japan in Practice</i>.
Feb. 8, 10	Sigmund Freud + Early Western Psychological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 3)
Feb. 15, 17	Emile Durkheim + Early Western Sociological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 4)
Feb. 20-26	<i>Midterm Break</i>
Mar. 1, 3	Karl Marx + Early Western Economic Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 5)
Mar. 8, 10	Japan: The Meiji Restoration, State Shinto and the Creation of “World Religions” (late 19 th / early 20 th c. CE) <ul style="list-style-type: none"> • Reading: TBA
Mar. 15	China: The Fall of the Qing Dynasty, the May 4 th Movement, and the Rejection of Chinese Religion <ul style="list-style-type: none"> • Reading: TBA • NOTE: Friday’s class is cancelled. Instructor at conference.
Mar. 22, 24	Max Weber + Later Western Sociological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 8)
Mar. 29, 31	Mircea Eliade + the Phenomenology of Religion <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 9)
Apr. 5	Clifford Geertz + Later Western Anthropological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 11) • Class cancelled Apr. 7 (Stat Holiday)

⁴ Note: students will be informed of any modifications to this reading list via Brightspace and/or in my semi-weekly emails.

Apr. 12	Case Study: Why Defining Religion Matters – Canadian Residential Schools <ul style="list-style-type: none"> • Reading: TBA
Apr. 15-27	Consultation Meetings (via Zoom) <ul style="list-style-type: none"> • Final Portfolios due minimum one day before each student’s scheduled meeting

Additional Important Course Information:

1. I will be the first to acknowledge that learning online is stressful and challenging. If you are having trouble staying caught up with our course, please let me know ASAP and I will do what I can to help. Likewise, please note that Carleton has a variety of mental health supports in place for students. The Wellness page is a good place to start (<https://carleton.ca/wellness/>), but I am also happy to help direct you to specific services if necessary.
2. It is your responsibility as a student to understand Carleton’s Academic Integrity policy (<https://carleton.ca/registrar/academic-integrity/>). Both plagiarism and unauthorized collaboration will be taken seriously in this course and will be reported to the Dean. Academic dishonesty can have a serious, lasting impact on one’s academic future. When in doubt, err on the side of caution. I’m happy to answer any questions that you have on these issues.
3. Some of the material in this course may be challenging (whether conceptually, emotionally, or otherwise). Given that part of our interactions will be asynchronous (i.e., via course forums), it is vitally important that we pledge to engage with each other as human beings and as co-participants in a learning environment. We must commit to active listening, seeking “truth” (defined broadly) instead of being “right,” and – if/when it comes time to disagree – critiquing ideas and not people. When posting online, try to imagine whether you would make the same statement as part of a discussion, in front of a room full of your peers. If you would not, it is probably best to rephrase.
4. Late Assignment Policy: since the course forums represent one of the key ways we will be interacting and sharing ideas, no late submissions will be permitted. That said, and in recognition of the challenges of studying online, I have attempted to be as flexible as possible with the remainder of the course assignments, providing students with choices about assignment topics and due dates, as well as with opportunities to write bonus assignments to compensate for missed work. If you are unable to complete group work / presentations that you have signed up for, it is your responsibility to inform your group / instructor ASAP, in order to allow alternate arrangements to be made.



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 for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

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

Survivors of Sexual Violence

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

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

Accommodation for Student Activities

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

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

Grading System at Carleton University

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

Course Sharing Websites and Copyright

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

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

[More information](#)

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

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

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

Deferred Final Exams

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

The application for a deferral must:

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

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

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

Financial vs. Academic Withdrawal

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

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

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

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

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

Student Mental Health

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

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

Carleton Resources:

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

Off Campus Resources:

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

Statement on Pandemic Measures

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

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

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

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

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

Department Contact Information

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