

RELI 4850A / RELI 5850L

Religion and Public Life: Community-Engaged Learning

Winter 2023

Blended in-person and asynchronous Course

Religion program: College of Humanities

Office hours: In person: Paterson 2a49 Wednesdays 3:00-4:00pm

Online Zoom: Tuesdays 4:00-5:00 pm (link on Brightspace)

Course description:

This 0.5 credit 4000 / 5000 level course provides students with an opportunity to critically reflect on the theme of religion and public life through experiential community-engaged learning. Through a 30-hour placement, students will (1) enrich their knowledge and understanding of religious community/communities, (2) apply religious studies theory, knowledge, and skills in a professional context, (3) reflect on their experience as a case study for religion and public life (4) contribute meaningfully to a community-based program and (5) gain substantive real-world professional experience.

Course Evaluation: 4850/5850

Note that it is not possible to complete this course without a positive final evaluation by the placement supervisor that the student completed required hours and tasks.

Professionalism:

Final evaluation by placement supervisor	pass/fail
Placement Check-ins	10
Placement and Seminar Contributions / Participation.....	20
Midterm presentation on placement	10

Analysis & Reflection:

Forum Discussion posts (5).....	20
Final Report & Presentation	40

Readings:

Weekly readings include those that are specific to this course’s foci on Religion and Public Life and Community-Based Research as well as TOPIC readings that are specific to your placement. Once all placements are set, your professor will develop your personal TOPIC readings. You are encouraged to participate in this process by recommending readings you feel are relevant. Readings are available through ARES or linked through Brightspace.

TOPIC Readings Winter 2023: This syllabus was developed after the registered students in the course chose to work, as a group, on issues of antisemitism in the Ottawa Jewish community. TOPIC readings reflect this focus.

We acknowledge that the land on which we gather to meet for this course is the traditional unceded and unsurrendered territory of the Algonquin Anishnaabeg people

Learning Outcomes 4851

1. Students will become conversant with and appropriately apply theories and methods related to the practice of community-based religious studies research including participant observation and critical approaches to qualitative research.
2. Students will apply their knowledge of religion, religious traditions and critical approaches to the academic study of religion in order to develop an integrated analysis of a local religious community's history, practice, and contemporary concerns.
3. Students will produce a professional mini-project for their placement, using a variety of research methods (library, field, archival etc) to gather data and information about key communal issues.
4. Students will reflect on their experience of the 30 hour placement and production of the mini-project as a case study religion and public life.
5. Students will gain professional, real-world experience, in developing and executing a mini-project which contributes meaningfully to a community-based program or organization.

Learning Outcomes 5851

1. Students will intellectually engage with theories and methods related to the practice of community-based religious studies research including participant observation and critical approaches to qualitative research.
2. Students will strategically apply theories of religion and public life in order to develop an integrated analysis of a local religious community's history, practice, and contemporary concerns.
3. Students will produce a professional mini-project, using a variety of research methods (library, field, archival etc) to empower a community to make evidence-based decisions and develop programs and policies grounded in best practices.
4. Students will reflect on their placement and mini-project experience as an opportunity to theorize and analytically interrogate the category of religion and public life.
5. Students will gain professional, real-world experience, in developing and executing a mini-project which contributes meaningfully to a community-based program or organization.

Detailed Course Requirements 4850/5850

5850 level expectations: MA students are expected to play a leadership role in both their placements and through Seminar participation. They are expected to produce course work that is more theoretically sophisticated, integrates questions of Religion and Public Life, and reflects engagement with a broader set of sources. MA students are strongly encouraged to connect their coursework with their Major Research Essay where appropriate.

Passing final evaluation from placement supervisor:

1. Professional conduct: Completed 30-hour placement as expected, attended, on-time, met deadlines, clear and timely communication, appropriate consultations in case of revision of planned outcomes, conduct reflecting well on Carleton University and the partner organization
2. Professional product: Complete mini-project based on original proposed tasks (though may be revised from original plan in consultation with partner organization), met reasonable expectations in terms of professional quality, scope, presentation for university level work.

Placement Check-ins: Weekly placement check-ins are always Sunday night, by midnight, on Brightspace. Complete the check-in by posting in the Check-in Forum and answering each of the following questions:

1. How many total hours worked at placement / on mini project over the past week?
2. What were your goals for this week: (copy from previous week)
3. Include log of placement tasks: list dates and times worked (do not include time spent on required course readings or tasks) as well as tasks completed or in progress.
4. What are your placement goals for next week:
5. What did you learn about your community / community organization this week?
6. What concerns or challenges arose this week? Are you concerned about anything moving forward?

Forum Discussion posts: In weeks where we are not meeting for our Seminar, critically reflect on course readings in light of your placement by contributing to 5 of the class discussions by posting 500–750-word reflection on this week’s readings in connection to your experiences at your placement

Midterm Presentation: (15 minutes): Feb 28 in class

1. Describe your placement: tell us about the organization you are working with
2. Explain your mini-project design: overview, goals, some details about your plan including stages and tasks, what is still to come, challenges and concerns you’ve addressed and those which are still ahead.
3. Summarize key findings to date
4. Present your religious studies reflection and analysis: Why is this a religion and public life project? What readings will contribute to your analysis of this placement from a religious studies perspective for your final report?
5. What knowledge, sources, or theoretical tools do you still need?

FINAL PROJECT ELEMENTS:

Final Approvals for Dr Butler:

March 26: Submit a complete rough draft of the Mini-Project that you will be submitting to your community placement to receive feedback.

March 26: Submit an outline of your planned presentation (or your slides if they are clear). This should be as complete as possible for feedback in advance of your presentation.

April 12 Final In-class Presentation: (10%)

- The format should be a professional presentation of the mini-project to your placement agency (placement representatives will be invited to attend). Each person should speak. Use presentation software to present (PowerPoint or other).
- Length: 20 minutes

April 12 Mini-Project for Community Placement

- This is your final product that is submitted to your placement organization. The Mini-Project should:
- include all names of persons who worked on the project and their key roles/responsibility (title only); state that it was developed as a requirement of this class under the supervision of Dr. Deidre Butler, Carleton University; include date submitted to community organization (and how submitted -in person, mail, email etc.); be professionally presented, no typos, grammatical errors include table of contents / headings / page numbers; organized logically and clearly; Illustrated by charts, tables, or images as appropriate to content
- include all the parts that you produced for the mini-project including: executive summary of project (1 page); the content you have developed to answer mini-project brief; your recommendations; any resources (bibliography, online examples, or other relevant resources)
- Length: As dictated by the content approximately 20-30 pages plus graphs and other visuals total for group

April 12 Mini-Project Professional Report for Dr Butler (10%):

- The Mini-Project Professional Report reports on your professional experience of producing the mini-project. This is not for the client; it is submitted to Dr. Butler. In the real world this would be a report to your line manager to inform them of your process, methods, who did what at a detailed level, practical challenges you needed to resolve and how they were resolved, issues that the report raised. The report should:
- document how you successfully completed the mini-project from first consultation to final project.

- identify and critically reflect upon key outputs (what did you produce for your client) and skills (what skills did you strengthen, did you acquire new skills) and knowledges (what did you learn about the topic of the placement) gained through mini project. What worked, what didn't? What could have improved the project? What were the wrong turns?
- Length: 4-5 pages for group

April 12 Religious Studies Critical Reflection:

- This is your group's scholarly contribution submitted to Dr. Butler. It applies religious studies approaches (theory, methods) to analyse, interpret, and reflect on placement as an example of religion and public life. This should directly refer to and quote course readings and your own outside research. Length: 10-12 pages for group (50%)

April 12 Scholarly Self-reflection:

- This is your individual opportunity to bring together your community-based research with your own personal thinking about our discipline. How has this placement enhanced your understanding of this religious community, how has it enriched your thinking about religion and public life? (2-3 pages written by each individual student) (5%)

Course Information & Policies:

This course involves participation in an unpaid work placement as part of the requirements. Please visit the [Risk and Insurance website](#) to review the information on unpaid work placements and to access the insurance forms required. We will discuss this at the first in-person class meeting.

Late registration: is only possible with approval of the professor that a placement can be secured at that time.

Attendance Policy: This course requires attendance in three ways:

1. weekly attendance at your in-person or online placement until 30 hours are complete
2. weekly online check-ins on Brightspace
3. in-person seminar participation Weeks 1, 4, 7, 12

In order to be eligible to pass the course, students must complete at least 60% of each attendance requirement.

Things I need to know: (Contact me by email or come speak with me)

- You don't understand what is expected of you.
- English is not your first language.
- You have a learning disability.
- You are doing poorly in the course and want to improve.

- You don't understand the material.
- You have a problem that is making you do poorly in the course.
- You are behind in the course material and don't know how to recover.

E-mail. I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail.

Late policy: The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time. Late work is penalized at 5% per day. Late work will be graded according to my schedule.

Citing sources: As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when you should. When in doubt cite (including for participation challenges). You must use the required style, Chicago Manual of Style (Notes and Bibliography) for all assignments.

Plagiarism: Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site.

Check for plagiarism in your own work: Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one. When in doubt, cite. Failure to cite sources is a form of plagiarism. Please see the University regulations below.

Important Note on Intellectual Property and Privacy:

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are the intellectual property of their respective author(s). All course content and materials, whether deriving from the instructor or fellow students, including PowerPoint presentations, outlines, Briefing Notes, Final Project, and other shared materials, are protected by copyright and remain the intellectual property of their respective author(s). Infringement violates the law.

Please do not record the class without prior consent of all participants, nor post any recording of the class without consent of all participants. To do so violates Canadian Privacy laws. Students registered in the course may take notes and make copies of course materials for their *personal 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). Please also make sure you read and understand the University guidelines on plagiarism (at the end of this document).

Carleton Academic Accommodations Policy:

<https://students.carleton.ca/course-outline/>

Carleton Support Resources:

Health and well-being

<https://carleton.ca/covid19/students/mental-health-and-well-being/>

Centre for Student Academic Support

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

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/> Paul Menton Centre:

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

Writing Services

<https://carleton.ca/csas/writing-services/>

On University Health Policy:

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

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

Masks: Carleton has paused the COVID-19 Mask Policy, but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus. All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

COURSE SCHEDULE: TASKS AND READINGS

What is Community Engaged Research? Week 1: Jan 09-15	
<p>First In-person Seminar meeting: Tuesday January 10, 2a46 Paterson, 11:35-14:25</p> <p>Read in advance of today's class: 4850 and 5850 Caine, Vera., and Judy Mill. <i>Essentials of Community-Based Research</i>. London: Routledge, 2016. 13-21, 23-34, 35-47, 69-80.</p> <p>Online Check-in by Jan 15 Fill in basic information about your placement. Weekly check-ins are always Sunday night, by midnight, on Brightspace. Complete the check-in by posting in the Check-in Forum</p> <p>Placement: May begin placements this week. Reach out to supervisor to book first day of placement.</p>	
Community-Based Research & Public Policy	
Week 2: Jan 16-22	Readings
<p>Online Check-in by Jan 22</p> <p>Placement: Must begin placement by end of this week.</p> <p>Forum Discussion Post 1: Reflect on week's readings and early thinking about placement (even if have not yet begun) by Jan 22</p>	<p>TOPIC 4850/5850 Robinson, Ira. "Canada and Antisemitism in the Second Half of the Twentieth Century." In <i>A History of Antisemitism in Canada</i>, 105-130. Waterloo, Ontario: Wilfrid Laurier University Press, 2015.</p> <p>4850/5850 Findlay, Tammy. "Feminist Community-Based Research in Public Policy." <i>Politics, groups & Identities</i> 8.1 (2020): 164–171.</p> <p>5850 required/ Recommended 4850 Starblanket, Gina. "Complex Accountabilities: Deconstructing 'the Community' and Engaging Indigenous Feminist Research Methods." <i>American Indian culture and research journal</i> 42.4 (2018): 1–20.</p>

Critical Approaches to Qualitative Research	
Week 3: Jan 23-29	Readings
<p>Online Check-in by Jan 29</p> <p>Placement: Ongoing</p> <p>Forum Discussion Post 2 by Jan 29</p>	<p>TOPIC 4850/5850</p> <p>Robinson, Ira. "The Holocaust and its Deniers." In <i>A History of Antisemitism in Canada</i>, 131-148. Waterloo, Ontario: Wilfrid Laurier University Press, 2015.</p> <p>4850/5850</p> <p>Collins, Dana, Peter Chua, and Kum-Kum Bhavnani. "Critical Approaches to Qualitative Research." <i>The Oxford Handbook of Qualitative Research</i>. Oxford University Press, 2020.</p>
Participant Observation	
Week 4: Jan 30-Feb 05	
<p>In-person Seminar meeting: Tuesday January 31, 2a46 Paterson, 11:35-14:25</p> <p>Discuss readings from weeks 2-4 applying them to your experience in your placement.</p> <p>Read before today's class:</p> <p>TOPIC 4850/5850</p> <p>Robinson, Ira. "Zionism and Israel." In <i>A History of Antisemitism in Canada</i>, 149-174. Waterloo, Ontario: Wilfrid Laurier University Press, 2015.</p> <p>Hirsh, David, and Hilary Miller. "Durban Antizionism: Its Sources, Its Impact, and Its Relation to Older Anti-Jewish Ideologies." <i>Journal of Contemporary Antisemitism</i> 5, no. 1 (March 1, 2022): 21-36. doi:10.26613/jca/5.1.98.</p> <p>4850/5850</p> <p>Harvey, Graham. "Field Research: Participant Observation." In <i>The Routledge Companion to the Study of Religion</i>. 2nd ed., edited by John R. Hinnells. 217-244. Routledge, 2010. Web.</p> <p>Online Check-in by Feb 5</p> <p>Placement: ongoing</p>	
Religion and Public Life: Secularism	

Week 5: Feb 05-12		Readings
<p>Online Check-in by Feb 12</p> <p>Placement ongoing</p> <p>Forum Discussion 3</p> <p>Confirm whether you will be working at your placement during reading week.</p>	<p>TOPIC reading 4850/5850</p> <p>Stoker, Valerie. "Drawing the Line: Hasidic Jews, Eruvim, and the Public Space of Outremont, Quebec." <i>History of religions</i> 43.1 (2003): 18–49. Web.</p> <p>4850/5850</p> <p>Bramadat, Paul and David Seljak. "Between Secularism and Post-Secularism: A Canadian Interregnum," in <i>The Secular State and Religious Diversity: Secularism, Tolerance, and Accommodation</i>, edited by Bruce Berman, Rajeev Bhargava, and André Laliberté, Vancouver: University of British Columbia Press. 2013. 97–119.</p> <p>Seljak, David. "Post-secularism, multiculturalism, human rights, and religion in Ontario," <i>Studies in Religion/Sciences Religieuses</i>. 45.4 (2016): 542-565.</p>	
Religion and Public Life: Canadian Diversity		
Week 6: Feb 13-19		
<p>Online Check-in by Feb 19</p> <p>Forum Discussion Post 4</p> <p>Placement: ongoing</p>	<p>TOPIC reading 4850/5850</p> <p>Roda, Jessica. "Pop Stars as Ambassadors of Sephardic Culture at the 'Festival Sefarad' in Montreal." <i>Contemporary Jewry</i> 35.1 (2015): 73–88. Web.</p> <p>4850/5850</p> <p>Beaman, Lori. "Religious Diversity in the Public Sphere: The Canadian Case." <i>Religions</i> (Basel, Switzerland) 8, no. 12 (2017): 259–.1-18</p> <p>Beyer, Peter. "Religion and Immigration in a Changing Canada The Reasonable Accommodation of 'Reasonable Accommodation'?" In <i>Reasonable Accommodation Managing Religious Diversity</i>. Edited by Lori G. Beaman. Vancouver: UBC Press, (2012): 13-31.</p>	
Reading Week: Feb 20-26		

Religion and Public Life: Canadian Legal Contexts
 Week 7: Feb 27-March 05

Midterm Presentations today

In-person Seminar meeting 2a46 Paterson, Feb 28, 11:35 AM to 2:25 PM
 Discuss readings from weeks 5-7 applying them to your experience in your placement.

Online Check-in by March 5

Read before today's class:

Placement: wrapping up

TOPIC reading 4850/5850
 Grad, Kenneth. "A Gesture of Criminal Law: Jews and the Criminalization of Hate Speech in Canada." *Osgoode Hall law journal* (1960) 59.2 (2022): 375-. Print.

4850/5850
 Kislowicz, Howard. "Law, Religion, and Feeling Included/Excluded: Case Studies in Canadian Religious Freedom Litigation." *Canadian journal of law and society* 30.3 (2015): 365-380. Web.

Religion and Public Life: Legal Contexts continued

Week 8: March 06-March 12

Online Check-in by March 12

TOPIC reading 4850/5850
 Robinson, Ira. "Perspectives on Antisemitism in the Second Half of the Twentieth Century." In *A History of Antisemitism in Canada*, 175-194. Waterloo, Ontario: Wilfrid Laurier University Press, 2015.

Forum Discussion Post 5

4850/5850
 Boyd, Marion. "Religion-Based Alternative Dispute Resolution: A Challenge to Multiculturalism." In "Belonging? : Diversity, Recognition and Shared Citizenship in Canada." Edited by Keith G. Banting, Thomas J. Courchene, and F. Leslie. Seidle. Montréal: Institute for Research on Public Policy = Institut de recherche en politiques publiques, (2007): 465-474.

Placement **complete:** finalize research and bibliography for next week

Mini-Project Final Stages
Week 9: March 13-19
<p>Online Check-in by March 13</p> <p>Placement complete: All data gathered; bibliography finalized; submit both at check-in this week.</p>
Week 10: March 20-26
Mini-Project Rough Draft Due
<p>Online Check-in by March 26</p> <p>Submit rough Draft of Mini-Project and rough draft outline of Final Presentation on Brightspace.</p>
Mini-Project Complete / Finalize Final Report and Prepare for Presentation
Week 11: March 27-April 2
<p>Online Check-in by April 2</p>
MINI PROJECT PRESENTATION FINAL REPORT AND FINAL CHECK IN
Week 12: April 3-10
<p>In-person Seminar meeting April 4 Paterson 2a46 11:35-14:25 Final Presentation of mini project today to community placement Exit interview with community placement</p> <p>Online Check-in by April 12: Final Outputs submitted Brightspace: Submit all final outputs (Mini Project for community placement, Mini Project Professional report for Dr. Butler, Religious Studies Critical Reflection, Scholarly Self Reflection)</p>



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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