

College of the Humanities
Religion Program: RELI 2410 A
Buddhism (blended online)

Instructor: Melanie Coughlin, PhD (she/her/elle)

Virtual Meet Time: Wednesdays 4:05-5:25 p.m. (partly recorded for later review)

Office Hours: One-on-One Drop-In Time in Zoom: Mondays 4:05-5:25 p.m.

Other times can be reserved at melanie-coughlin.youcanbook.me or by e-mail

Email: melanie.coughlin@carleton.ca



Image Description: The Leshan Giant Buddha (樂山大佛) statue, carved from sandstone during the Tang Dynasty (618-907 C.E.) and located in Sichuan, People's Republic of China, is shown in a seated posture facing out of a cliff face at the edge of water. The statue's great size is clear as it is surrounded by dozens of viewers who are each about the size of one of the statue's fingernails.

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Description of What We Study in RELI 2410 Buddhism

Despite Buddhism's modern identity as a single global religion, there are profound differences among its associated beliefs and practices over the past 2500 years. These differences are especially striking when we start with the life of Siddhartha Gautama in South Asia and move on to consider related teachings throughout Southeast, Central and Northeast Asia. Our goal in this course is to study the story currently told about the beginning of Buddhism as a global religion and consider the variety of beliefs and practices that came to be associated with this beginning.

To this end, we look at the history of Buddhism at two different levels of resolution, informed by a decolonial approach. At one level, we survey the large-scale historical picture in terms of the continuities and divisions of geographical regions, branches and schools of Buddhism. At another level, we examine specific examples of beliefs and practices at various times and places by reading their depiction in the writings of people now considered to be members of historical Buddhism. This approach involves applying a contextual framework to primary sources in a way that actively keeps in view the diversity of beliefs and practices at different times and places.

Practically, this approach means you can apply general knowledge about Buddhism to your own focussed areas of interest. This approach also includes reflection on one's own positionality to increase the accuracy and relevance of interpretation. All are welcome with no prerequisites: no presuppositions are made about students' having, or not having, background familiarity with Buddhism and/or the academic study of religion.

How RELI 2410 Works

This is a blended online course. The course takes place entirely online and there is a mix of synchronous and asynchronous activities. The synchronous activities are weekly meetings (Wednesdays 4:05-5:25 p.m.), the lecture parts of which are recorded for future reference in case you have to miss the scheduled time. There are also regular one-on-one synchronous meetings on a first-come, first-serve basis (Mondays 4:05-5:25, and other sign-up hours available each week). The asynchronous activities are written lecture notes and videos on the course website that you access on your own time along with the assigned readings. These asynchronous activities include quizzes, required discussion forums and assignments throughout the term with submission deadlines.

What You Will Learn to Do in RELI 2410

1. Define key terms for describing Buddhist beliefs and practices
2. Distinguish between different Buddhist regions, branches and schools
3. Describe specific examples of Buddhist beliefs and practices
4. Discuss with peers the meaning and significance of these examples within their historical context
5. Reflect on the impact of contextual information and individual positionality for the process of interpreting data from primary sources

What You Will Accomplish toward the Religion Program Learning Outcomes

1. Understand the historical development, basic data, and disciplinary vocabulary associated with the religion studied in this course
2. Write coherent English prose at a university level
3. Construct an argument and support it with evidence
4. Distinguish primary and secondary sources, and be able to recognize acceptable academic sources for the study of religion
5. Recognize personal situated-ness and personal bias in confronting religious phenomena
6. Engage with primary texts
7. Properly cite references in a paper using Chicago Style

How Your Learning Will be Evaluated

Quizzes 2.5% x 8 = 20%

The quizzes provide immediate feedback on how well you are grasping the course content. There is one multiple choice quiz per course module and each one is based on the content of that module. The time taken to complete each quiz is not monitored and you have a second chance to improve your score, but each quiz is designed to be completed by the end of the scheduled period for the module in which you find it. There are details about quiz deadlines and related technical issues in the 'Instructor's Policies'

section below. The goal of the quizzes is to keep you clear on what technical terms and historical information you are meant to be learning in the course and when.

Discussions 20% x 2 = 40%

The discussions give you the opportunity to investigate a topic of interest more deeply and to receive individualized feedback. You must choose two course content-based discussion forums in which to participate. Each discussion forum requires you to post once (350-500 words) and to reply once (250-400 words). Your posts and replies are graded according to how well you apply the relevant assigned reading and module materials when answering the discussion questions and responding to fellow course participants' posts. All posts must include Chicago author-date references to specific page numbers in the assigned reading. There are general discussion forum guidelines and a detailed discussion rubric to guide you in the Assignment Descriptions module. More information about deadlines and alternate formats is provided in the Instructor's Policies section below. The goal of the discussions is to create smaller learning communities within the course where you can share with your peers what matters to you about what we are studying.

Workshop Exit Tickets 5% x 2 = 10%

The workshops ask you to reflect on your own positionality in relation to the material we are studying. There are two workshops in this course that take place during the regular weekly Virtual Meets. These workshops are designed to support the progressive composition of your Learning Reflections Take-Home Exam, whose questions will be created with the Workshop Exit Ticket submissions in mind. At the end of each workshop module, you will submit a Workshop Exit Ticket answering questions about what has interested you about what we're studying and why. See Instructor's Policies below for details about deadlines and alternate formats. In addition to guiding the direction of the course topics, the goal of the Workshop Exit Tickets is to provide early feedback on the technical skills required for successfully completing the Take-Home Exam.

Learning Reflections Take-Home Exam 30%

The Take-Home Exam is your reflection on how you relate to what you have learned in this course and, so long as you include course content that adequately addresses the assigned questions, its format is completely flexible (e.g., video, audio, text and image, website, eportfolio, etc.). You also get to choose from a selection of topics, so you have the chance to focus on the course materials that have interested you the most. The exam ought to use feedback from the workshops and conform to the expectations outlined in the Assignment Descriptions module, where there is a detailed rubric for reference. The exam can use content from the quizzes and discussions, but these must be clearly relevant for your chosen exam topic. I am happy to discuss ideas or drafts of Take-Home Exams during office hours, but I can only review up to one page of a draft over email. Chicago author-date references must refer to specific page numbers in the assigned readings and no exam can be accepted without a complete bibliography. Since this is a take-home exam, I must follow Carleton's relevant regulations, so see the Regulations for All College of the Humanities Courses below. The goal of the Learning Reflections Take-Home Exam is to support your accurate communication of what has mattered to you most in this course.

Course Module Topics, Materials, Activities and Deadlines

Module: Course Essentials

Topic

Supporting Success in RELI 2410

Materials

1. Module contents (lecture notes/video on Brightspace)

Activities

1. Virtual Meet: Course website orientation—Wed Sept 7, 4:05-5:25 p.m.
2. Create community guidelines
3. Self-introduction and finding a Study Buddy discussion forum (optional)

Deadline

Sunday, September 11, 2022

Module 1

Topic

Introduction to Course Topics and Methods

Materials

1. Module contents (on Brightspace)
2. Assigned reading (PDFs in Ares Library Reserves):
 - a. "Getting to Know Religious Studies" (Northey et al 2015, 16-23)

Activities

Virtual meet: Reading activity—Wed, Sept 13, 4:05-5:25 p.m. (recorded)

1. Complete Quiz for Module 1
2. Choose your first discussion group topic, download your chosen group's assigned reading and consider which discussion question you would like to answer

Deadline

Sunday, September 18, 2022

Module 2

Topic

Siddhartha Gautama Sets the Wheel in Motion in South Asia

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (PDFs in Ares Library Reserves):
 - a. "The Buddha" (Keown 2000, 15-28)
 - b. "Setting the Dharma Wheel in Motion Sutta" (Bodhi 2000, 1843-1847)
 - c. "A Poem in 11 Verses: Kisagotami" (Hallisey 2015, 111, 113, 115, 266-267)

Activities

1. Virtual meet: Reading activity—Wed, Sept 21, 4:05-5:25 p.m. (recorded)
2. Complete Quiz for Module 2
3. Create your initial post in your first discussion group's forum

Deadline

Sunday, September 25, 2022

Module 3

Topic

The Wheel Turns in South and Southeast Asia

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (PDFs in Ares Library Reserves)
 - a. "Early Buddhism and the Way of the Elders" (Mitchell 2008, 65-82)
 - b. "Four Establishments of Mindfulness Sutta" (Bodhi 2015, 145-155)
 - c. "Recitation of the Rules" (Strong 2002, 79-81)

Activities

1. Virtual meet: Reading activity—Wed, Sept 28, 4:05-5:25 p.m. (recorded)
2. Complete Quiz for Module 3
3. Post a reply in your first discussion group's forum

Deadline

Sunday, October 2, 2022

Module 4

Topic

Workshop 1: Learning Reflection Part 1

Materials

1. Module contents (lecture notes/video on Brightspace)
2. Assigned reading (PDF in Ares Library Reserves)
 - a. "Theravada Buddhism in Colonial Contexts" (Borchert 2018, 1-9)

Activities

1. Virtual meet: Video activity—Wed, Oct 5, 4:05-5:25 p.m.
2. Submit Workshop Exit Ticket

Deadline

Sunday, October 9, 2022

Module 5

Topic

A New Turning of the Wheel in South Asia

Materials

1. Module contents (lecture video/notes on Brightspace)
2. Assigned reading: (PDFs in Ares Library Reserves)
 - a. "Mahāyāna" (Prebish and Keown 2010, 100-119)
 - b. Lotus Sutra: Parable of the Burning House (Watson 1993, 55-62)
 - c. "Chapter 18: Examination of Self and Entities" (Nagarjuna 1995, 48-49)

Activities

1. Virtual meet: Reading activity—Wed, Oct 12, 4:05-5:25 p.m. (recorded)
2. Complete Quiz for Module 5

3. Choose your second discussion group topic, download this second group's assigned reading and consider which discussion question you would like to answer

Deadline

Sunday, October 16, 2022

Midterm Review and Feedback

Topic

Midterm Review

Materials

1. Module contents (lecture notes/video on Brightspace)

Activities

1. Virtual meet: Review activity—Wed, Oct 19, 4:05-5:25 p.m. (recorded)
2. Complete Midterm Experience Survey

Deadline

Thursday, October 20, 2022

Module 6

Topic

Great Vehicle in China

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (PDFs in Ares Library Reserves):
 - a. "Defining the Chinese Experience of Buddhism" (Mitchell 2008, 232-254)
 - b. "Discourse X" (Linji 2009, 7-10)
 - c. "The Legend of Miao-Shan" (Strong 2002, 308-310)

Activities

1. Virtual meet: Reading activity—Wed, Nov 2, 4:05-5:25 p.m. (recorded)
2. Quiz for Module 6
3. Create your initial post in your second discussion group's forum

Deadline

Sunday, November 6, 2022

Module 7

Topic

Great Vehicle in Japan

Materials

1. Module contents (lectures notes/videos on Brightspace)
2. Assigned reading: (PDFs in Ares Library Reserves)
 - a. "Medieval Japanese Towns and the Rise of Kamakura New Buddhism" (Matsuo 2007, 71-79)
 - b. "Nichiren on Chanting and Menstruation" (Strong 2002, 332-334)
 - c. "Bushō (Buddha Nature) [excerpt]" (Dōgen 2002, 59-65)

Activities

1. Virtual Meet: Reading Activity—Wed, Nov 8, 4:05-5:25 p.m. (recorded)
2. Quiz for Module 7
3. Post a reply in your second discussion group's forum

Deadline

Sunday, November 13, 2022

Module 8

Topic

Great Vehicle in Korea

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (PDFs in Ares Library Reserves)
 - a. "Buddhism in Modern Korea: Introduction" (Park 2010, 1-15)
 - b. "'A Crazy Drunken Monk': Kyōnghō and Modern Buddhist Meditation Practice" (Park 2018, 130-143).

Activities

1. Virtual Meet: Reading activity—Wed, Nov 16, 4:05-5:25 p.m. (recorded)
2. Quiz for Module 8

Deadline

Sunday, November 20, 2022

Module 9

Topic

Workshop 2: Learning Reflection Part 2

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (PDF in Ares Library Reserves)
 - a. "How Do We Study Buddhism in Canada?" (Hori 2010, 12-39)

Activities

1. Virtual meet: Reflective activity—Wed, Nov 23, 4:05-5:25 p.m. (recorded)
2. Submit Workshop Exit Ticket

Deadline

Sunday, November 27, 2022

Module 10

Topic

Turning the Wheel with Tantra in South and Central Asia

Materials

1. Course module contents (lecture notes/videos on Brightspace)
2. Assigned Reading (PDF in Ares and on Mindrolling webpage):
 - a. Tantra and Tibetan Buddhism (Powers 2007, 249-267)
 - b. "Buddhism in Practice, Practice in Buddhism" (Khandro Rinpoche 2003)

Activities

1. Virtual Meet: Video Activity—Wed, Nov 30, 4:05-5:25 p.m. (recorded)
2. Quiz for Module 10

Deadline

Sunday, December 4, 2022

Take-Home Exam**Topic**

Learning Reflections Take-Home Exam—Wed, Dec 7, 4:05-5:25 p.m. (recorded)

Materials

1. Module contents (lecture notes/videos on Brightspace)

Activities

1. Virtual Meet: Discuss Learning Reflections
2. Submit Learning Reflections

Deadline

Friday, December 22, 2022

Assigned Readings

You do not need to buy readings for this course. I advise you to download all required readings from the Ares Library Reserves online at the beginning of term to avoid last-minute technical obstacles. The lecture notes and videos in the modules on the course webpage are also required materials. Successful work will use data and information from both the assigned readings in Ares and the module contents. No additional readings are required, but all works and/or websites used must be included in assignments and exam bibliographies.

References List for Assigned Readings (All PDFs in Ares)

Bodhi, Bhikkhu. 2000. "Setting the Wheel of Dhamma in Motion." In *Connected Discourses of the Buddha: A Translation of the Samyutta Nikaya*. 1843-1847. Somerville, MA: Wisdom Publications.

Bodhi, Bhikkhu, editor. 2015. "Satipaṭṭhāna Sutta (Four Establishments of Mindfulness)." In *The Middle-Length Discourses of the Buddha: A Translation of the Majjhima Nikaya*, 145-155. Original Translation by Bhikkhu Ñāṇamoli. Somerville, MA: Wisdom Publications.

Borchert, Thomas. 2018. "Introduction: Theravada Buddhism in Colonial Contexts [excerpt]." In *Theravada Buddhism in Colonial Contexts*. Edited by Thomas Borchert, 1-9. London and New York: Routledge.

Dōgen, Zenji. 2002. "Bushō [excerpt]." In *The Heart of Dōgen's Shōbōgenzō*. Translated and annotated by Norman Waddell and Masao Abe. New York, NY: State University of New York Press, 59-65.

- Hallisey, Charles. 2015. "A Poem with Eleven Verses: Kisagotami." In *Therigatha: Poems of the First Buddhist Women*, 111, 113, 115, 266-267. Cambridge, Massachusetts: Harvard University Press.
- Hori, Victor Sōgen. 2010. "How Do We Study Buddhism in Canada?" *Wild Geese: Buddhism in Canada*. Edited by Victor Sōgen Hori, John S Harding, and Alexander Duncan Soucy, 12-39. Montreal: McGill-Queen's University Press.
- Keown, Damien. 2000. "The Buddha." In *Buddhism a Very Short Introduction*. Oxford: Oxford University Press, 15-28.
- Khandro Rinpoche, Mindrolling Jetsün. 2008. "Buddhism in Practice, Practice in Buddhism." Her Eminence Mindrolling Khandro Rinpoche: Teachings. <https://www.khandrorinpoche.org/teachings/print/jkr-buddhism-in-practice-2003/>.
- Linji, Yixuan. 2009. "Discourse X." In *The Record of Linji*. Translated and edited by Ruth Fuller Sasaki and Thomas Yūhō Kirchner, 7-10. Honolulu: University of Hawai'i Press.
- Matsuo, Kenji. 2007. "Medieval Japanese Towns and the Rise of Kamakura New Buddhism." In *A History of Japanese Buddhism*. Folkestone: Global Oriental, 71-77.
- Mitchell, Donald W. 2008. "Early Buddhism and the Way of the Elders." In *Buddhism: Introducing the Buddhist Experience*. Oxford: Oxford University Press, 65-82 and 232-254.
- Nagarjuna. 1995. "Chapter 18: Examination of Self and Entities." In *The Fundamental Wisdom of the Middle Way*. Translated and commentated by Jay L. Garfield. New York: Oxford University Press, , 48-49.
- Northey, Margot, Bradford A. Anderson and Joel N. Lohr. 2015. "Getting to Know Religious Studies." In *Making Sense: A Student's Guide to Research and Writing: Religious Studies* Second Edition. Don Mills, Ontario: Oxford University Press Canada, 16-23.
- Park, Jin Y. 2010. "Introduction: Buddhism and Modernity in Korea," *Makers of Modern Korean Buddhism*. Edited by Jin Y. Park, 1-15. New York: SUNY Press.
- Park, Jin Y. 2018. "An Account of Sōn Master Kyōnghō's Activities." In *Religions of Korea in Practice*. Edited by Robert E. Buswell, 133-143. Princeton, NJ: Princeton University Press.
- Powers, John. 2007. "Tantra." *Introduction to Tibetan Buddhism*. Revised edition. Ithaca, New York: Snow Lion Publications, 249-267.
- Prebish, Charles S, and Damien Keown. 2010. "Mahāyāna." *Buddhism: The Ebook: An Online Introduction*. 4th edition. Journal of Buddhist Ethics Online Books, 100-119.

Strong, David. 2002. "Recitation of the Rules," "The Legend of Miao-Shan" and "Nichiren on Chanting and Menstruation." In *The Experience of Buddhism: Sources and Interpretations*; 3rd edition. Belmont, CA: Thomson Wadsworth, 79-81, 308-310, 332-334.

Watson, Burton. 1993. *The Lotus Sutra*. New York: Columbia University Press, 55-62.

Instructor's Policies

Lateness

Flexibility is a key value in this course and it requires timely and honest communication. Please check the specifications distinct to each form of assessment and contact me with any questions and/or accommodation requests:

- Quizzes
 - available and open from the beginning of the module week
 - submission by their respective due dates will help prepare for assignments, so if you got something wrong and are unsure of what the correct answer would be, contact the instructor to ask
 - will be closed at the end of classes so that the correct answers can be revealed to support preparation for the Take-Home Exam
- Discussions
 - available once you choose your discussion topics
 - time-sensitive due to interaction with peers
 - late submission is only possible by way of a make-up assignment
- Workshop Exit Tickets
 - submission before the end of the assigned week will help to adequately prepare for assignments and the exam
 - can be submitted orally rather than in written form through a recording or synchronous meeting with instructor
- Learning Reflections Take-Home Exam
 - The exam is due on the last day of the exam period and is therefore subject to Take-Home Exam regulations outlined in the "Deferred Final Exams" regulations stipulated below

N.B. Course participants are advised to double-check online submissions by closing the browser after submission and then re-opening the browser and the submitted assignment on Brightspace to ensure that the correct item (and the correct version of the item) has been successfully uploaded. If there is any doubt remaining, course participants can also submit via an e-mail attachment

Appeals

If a student judges any mark on an assignment to be unfair, then appeals can be made within a month after the distribution of the mark. Unless the mistake is a calculation error, the grade appeal must include a paragraph written by the student to explain why a better mark is justified with reference to the relevant grading rubric (detailed rubrics provided for assignments within the course module: Assignment Descriptions).

Originality

It is not necessary to use sources outside of this course to produce original work and get an excellent grade in this course. All sources used must be accurately documented with references to specific pages used within a source and a complete bibliography. **I regularly have had to submit assignments and exams to the Associate Dean with allegations of Academic Integrity violations.** It might help to be forewarned that many such cases occur because a student paid someone else to do the work and was lied to regarding the originality of the work for which they paid. Please keep in mind that I am more trustworthy than a random person doing something for money on the internet. I am also better able to help you than someone you know who would be willing to do your work for you. If you are stuck for ideas and/or time, please just reach out via email, let me know what you need and I promise that we can figure out a way forward together.

Questions

I am committed to responding to questions posted to the Ask Your Instructor discussion topic in the Course Essentials module or submitted by e-mail within 48 hours, Monday to Friday. If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please check your post or re-send your e-mail. If you have a question that is not of a personal nature, then please consider posting your question under a descriptive title in the Ask Your Instructor discussion topic on the course webpage, so that others can benefit from reading it. The instructor is regularly available for one-on-one consultations by audio or chat, see the "Supports for Students Studying Online" section below.

General Guidelines for Participating in Online Discussion Forums

There is a detailed rubric for content-based discussion forums in the Assignment Description module, but here are the general guidelines for your easy reference.

DO

- When expressing an opinion, use phrases like "The way I understand it" or "From what I've read" to show other students that you are open to discussion;
- Include specific examples to support your opinion, especially when agreeing or disagreeing with someone else's post;
- Both when posting and when replying, make new connections between the discussion topics and the assigned readings by referencing pages in the readings that other participants would be able to find, e.g. (Linji 2007, 7);
- Include thoughtful questions to show that you care what your fellow course participants think.

DON'T

- Copy material from other course participants' posts—if you're not sure what you can add, contact the instructor for support;
- Post about things that are completely unrelated to the coursework, like your personal plans for the weekend;
- Insult or make fun of posts or use sarcasm—if you disagree with a post, then explain why in a constructive and empathetic manner, i.e. Remember the Human: if you wouldn't say it to someone's face, then don't say it online;

•Get involved in flame wars—especially not over issues of spelling, grammar, FAQs, and so on—if things do flame up, remember that you can stand by what you said and still apologize for the way in which you said it.

Supports for Students Studying Online

- The instructor holds weekly online office hours, as well as additional scheduled-as-needed hours. Use these hours to discuss your progress and/or obstacles in the course, assignments expectations, plans or drafts and broader questions about academic philosophy. Both the weekly hour and the meetings outside of the regular office hours (booked at melanie-coughlin.youcanbook.me) are one-on-one consultations. If you can make none of these, or there are no schedule-as-needed hours left available in time, contact the instructor via e-mail and we can usually work out another time with a few days of notice.
- Carleton's Centre for Student Academic Support has online resources to help you succeed with online workshops to improve your personal and academic skills. Go to the [Centre for Student Academic Support's Online Support page](#) to become a member of their online community.
- Fellow students and the instructor will be regularly checking the 'Ask Your Instructor Forum,' where you can receive general clarification on course content, assignment expectations, study procedures, and so on. Please describe your discussion topic as clearly as possible to facilitate other students' use of this important resource.
- The [Academic Advising Centre](#) advises students on a drop-in basis from 8:30 a.m. – 4 p.m. and it is possible to arrange for meeting by phone or web. These advisors can help you manage your course load and create feasible work schedules.
- Every Carleton student has access to free counselling services, including teleconferencing ones, via [EmpowerMe](#), which is a 24-hour, 365 days a year intake meeting and referral service which can be reached toll-free at 1-833-628-5589 (toll free).
- Students are encouraged to contact the instructor to discuss any obstacles the course setup poses, or to request any accommodation needed to better demonstrate their learning (e.g., changes to an assignment format or topic). The instructor is committed to adapting the course as needed so that every student can easily access the course materials and work in the ways that best demonstrate each individual's learning;
- Students who find themselves regularly facing obstacles in their courses related to a disability and/or long-term condition (physical, mental, or trauma induced) but who are not registered with the [Paul Menton Centre \(PMC\)](#), can receive generalized support by calling the PMC at 613-520-6608, or sending an e-mail to pmc@carleton.ca. If you already have documentation of your condition, you can request an Intake Meeting. If you do not yet have documentation, you can still request a Pre-Intake Meeting to discuss what kind of documentation would be required;
- Students requiring other forms of accommodation, such as for religious obligations, pregnancy obligations, surviving sexual violence, or student activities, please visit Carleton's webpage on [Academic Accommodations](#).

Ongoing Measures for COVID-19 Prevention on Campus

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Addressing Human Rights Concerns

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



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 (updated June 2021)

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

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

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 Policy](#)

[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:

Religious Accommodation

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

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. . For more details, please review the [Student Guide to Academic Accommodation](#).

Survivors of Sexual Violence

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

Accommodation for Student Activities

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

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

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.

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

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

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

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

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca