

The College of the Humanities: Religion Program
Religions of China (RELI 2600A)

Professor: Christopher Jensen
Office: 2A54 Paterson Hall
Office Hours: Tues. 11:30-13:30 (or by
appointment)

Office Telephone: (613) 520-2600 (ext. 8425)
Email: christopher.jensen@carleton.ca¹
Class Schedule: Thursday 11:35-14:25
Classroom: Southam 517

Course Overview

The country we know as China has a rich and complex written history, dating back over 3000 years. In this class, we will begin an exploration of this fascinating history and culture, by considering some of the key figures, texts, rituals, and concepts associated with its primary religious traditions. Specifically, we will outline the historical development of China's indigenous religious traditions (Confucianism, Daoism, and "popular" religion), as well as the ways that Buddhism transformed (and was transformed by) the Chinese context. We will also consider the fate of religion under Maoism in the twentieth century and the current state of religion in China. Given the central role of ritual in Chinese religious thought and practice, our first written assignment will focus on ritualization, drawing in additional material from the contemporary science of behaviour change.

Given that an introductory course like this one cannot hope to cover the entire depth and breadth of this vast and multifaceted topic, the last month of the course will focus on topics that we have decided upon collaboratively, as a class, using the conceptual and practical tools that we have been honing throughout the semester.

Provisional Course Learning Outcomes²

By the end of this course, students will be able to complete the following knowledge-acquisition objectives (note: blanks will be filled in with student input during our first class session):

- Identify key religious terms, such as Dao 道 ("the Way"), fa 法 ("Law / Dharma"), li 禮 ("ritual propriety"), and the ways that they have been redefined throughout history;
- Chart out the general features of each of the Chinese religious traditions under consideration;

¹ As per Carleton University policy, all communication between students and professors should be conducted via our Carleton email accounts.

² Note: these provisional Learning Outcomes are congruent with the overall Program Learning Outcomes of Carleton's Religion program, including LO1) describe the key ideas and practices of a broad variety of religious communities and traditions globally; LO2) analyze and contextualize diverse sources (e.g., textual, oral, material, graphic, electronic, film, primary, secondary, etc.); LO4) develop compelling thesis statements, generate persuasive arguments, and present these ideas in both written and oral forms; LO7) apply their knowledge of different religious communities and practices through community-based learning or simulated workplace assignments.

- Recognize key figures and their contributions;
- Consider the ways that these traditions have influenced one another over time;
- Discuss the central role of ritual in Chinese religions and describe some specific ritual practices in detail.
- _____
- _____
- _____

By the end of this course, students will have practiced and received feedback on the following skills:

- Summarizing and evaluating academic arguments;
- Developing a familiarity with selected Chinese primary sources (in translation);
- Engaging in thoughtful academic discussions (both online and in class);
- Writing short reflective essays;
- Engaging in the syllabus-design process by selecting topics that build upon previous course material and contribute to course learning objectives;
- Presenting course-related content to the class;
- _____
- _____
- _____

(Un)Grading in RELI 2600

In this course, we will be experimenting with an innovative pedagogical approach know 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 (Sept. 7). 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 Course Objectives. When turning in each assignment, students will be asked to provide an additional written reflection (template to be provided) in which they explore how / why their work

contributed to their achievement of one or more of these course objectives. When I assess these assignments, I will provide substantive comments upon them, but no formal grade; students will then have the option to revise and resubmit.

By the end of the class, students will assemble a portfolio of the 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 (either in person or online), 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.

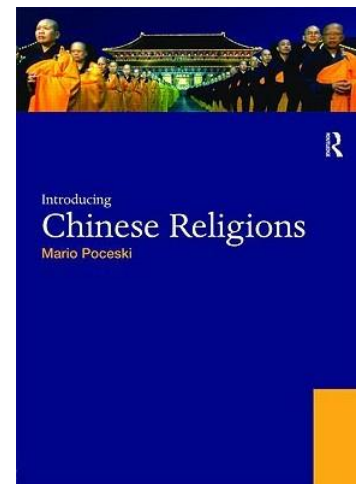
IMPORTANT NOTE (re. grade anxiety): I realize that many students in this course are, understandably, concerned about grades; after all, they often determine access to scholarships, competitive graduate program, and the like. Since the goal of ungrading is to create a more holistic, intellectually compelling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

The required textbook is *Introducing Chinese Religions*, by Mario Poceski (Routledge, 2009). It is available at the Carleton Bookstore. It is also available in a more affordable eBook format (around \$25 USD) at <http://worldreligionsebooks.com/eBooks/chineseReligions/>.

This textbook has been selected because it is widely considered to offer one of the most comprehensive and accessible approaches to this complex topic.³

All additional readings will be posted on Brightspace → ARES.



Office Hours Policy

I have scheduled this course's office hours every Tuesday, from 11:30 to 13:30. If you have any questions, comments or concerns, feel free to come by and discuss them with me at this

³ See, for instance, Kin Cheung, Adam Valerio, Vishma Kunu and Marcus Bingenheimer, "Chinese Religion(s): A Survey of Textbooks," *Studies in Chinese Religion* 2:3 (2016), 315-328.

time. You are also welcome to ask me questions after class or via email, if that would be more convenient.

If I need to cancel my office hours for a given week, I will notify the class via Brightspace. If the scheduled time-slot does not fit your schedule, feel free to email me to schedule an alternate meeting time.

Assignments⁴

Given all of our experiences in the last few years, I have designed this course to be flexible with regard to its assignments. While there is certainly a lot of written work included in the list below, please note that some assignments can be completed a variable number of times (e.g., those listed as having a ‘suggested minimum’). Thus, if you are unable to complete a given assignment for whatever reason, you have various options for making up missed work!

- Discussion Board Posts (4 x 5% = 20%) (suggested minimum)
- Reflective Essays (2 x 20% = 40%)
- Peer responses (4 x 2.5% = 10%) (suggested minimum)
- Learning Module Collaboration + Presentation (15%)
- Final Portfolio + Meeting (15%)

Discussion Board Posts

These assignments take the form of brief forum posts on the course’s Brightspace page. They should include the following components: a “datum,” a brief description of your response to it (including an explanation), and one or more substantive linkages back to course material with references. These posts should be around 250-300 words in length and should be posted by the end of the day on Thursday in any given week (i.e., to give you a chance to respond to class material and activities).

- **Datum:** e.g., a quotation from the readings, primary sources, or lectures; an image or quotation from a website that pertains to a given week’s subject matter; a link to an article, video, or other online source that you consulted to improve/challenge your understanding of the topic.
- **Response:** e.g., rather than simply saying, “I was surprised by...,” be sure to specify *why*.
- **Note #1:** regularly completing these activities will provide you with a great baseline from which you can demonstrate the evolution of your understanding of the topic.
- **Note #2:** I will provide brief feedback on these posts, aiming to raise relevant questions and to encourage students to engage more substantively with the topic.

Reflective Essays

Your essays, each of which should be approximately 1000 words / 4 pages in length, will demonstrate your understanding of concepts from course readings and lectures, which you will be using to respond to an analytical / reflective question of your choice. When writing your

⁴ Note: the percentage breakdowns offered here are suggested guidelines. For instance, if a student must miss class and fails to turn in a passport, but then demonstrates their engagement with the topic in another way, they will not be penalized for doing so. That said, these guidelines should give you a sense of how much to prioritize each assignment. For instance, if a student fails to complete Reflective Essay #1 and does not supplement it with additional work serving as proof of learning, they will not be eligible for an ‘A’ (given that this assignment is meant to represent approximately 20% of their work in the course).

assignments, you need not refer to any sources aside from the textbook and the primary sources mentioned in the essay questions themselves. That said, you must remember to cite these sources (in Chicago Style) when you employ them. Given the brevity of these papers, try to avoid quoting more than a line or two at a time. Judicious selection of appropriate quotations is a useful skill in and of itself! Your essays will be evaluated according to the following three criteria: 1) comprehension of key concepts; 2) ability to apply these concepts to specific analytical questions; and, 3) structure and mechanics (i.e., citations, paragraph organization, sentence structure, grammar, punctuation).

- **Note #1:** In keeping with the goal of making this course relevant to student learning objectives, we will be discussing the specifics of the feedback protocol, as well as the subject matter of these essays, in class two weeks before each assignment is due.
- **Note #2:** I will be providing substantive written feedback on these essays. You are encouraged to resubmit these assignments in response to my feedback (use Track Changes mode, please!). Thinking critically about feedback and responding to it is a vital metacognitive skill; as such, these resubmissions will provide an excellent opportunity to demonstrate the development of your skills and understanding.

Peer Responses

Both the *Discussion Board Posts* and the *Reflective Essays* will be submitted via course forums on Brightspace. Students are encouraged to read each others' work and provide helpful critical comments on it. These peer responses should be factually accurate, supportive, and actionable. We will go through examples of helpful peer responses in class.

- **Note #1:** students will receive brief feedback on these peer responses, especially related to the extent to which they adhere to the three principles noted above.
- **Note #2:** just as students have the option to resubmit essays following my feedback, they are encouraged to respond to these peer responses. Once again, doing so is a great way to learn!

Learning Module Collaboration + Presentation

As mentioned above, the final month of our course will involve the communal selection of topics that address specific student interests. Once we decide upon the four additional topics that we will cover, students will be divided into groups and tasked with finding and evaluating readings, as well as planning presentations and classroom activities, for the remainder of the semester. While I know that students tend to despise group work, please note that – in the context of an ungraded class – the primary concern (i.e., worries about unequitable distribution of effort / marks) no longer applies. Your evaluation on this task will be based on your assessment of your own engagement and effort, as demonstrable through concrete evidence of learning. This learning will hopefully include both an increase in subject matter expertise and in relevant skills (research, collaboration, presentation skills).

Late Policy: Grace Days

All written assignments in 2600 have assigned due dates, in order to encourage students to keep up with the course's learning goals. That said, in recognition of the fact that we are all subject to unpredictable draws upon our time, all students have five days of preapproved extensions on these assignments (i.e., students do not need to request our permission to use these extension

days). Grace days can be applied to a single assignment or split between multiple assignments, as you see fit, allowing you a little more flexibility in fitting this course into your schedule. Given the course’s ungrading policy, you will be responsible to justify assignments submitted later than this policy would allow, as such late submissions create additional pressure on your instructor, as well as reducing the likelihood that they will benefit your classmates (in the case of discussion posts and peer responses); as such, they indicate a lack of commitment to the course’s learning goals.

Tentative Course Timetable

As a general rule, each of our class sessions will include lecture material, discussion, activities, and close-reading of primary texts (in translation). The final month of class sessions will also include student presentations.

Week	Topic(s)	Readings / Assignments
1 – Sept. 8	Introduction, Course Policies, A Brief History of China	None
2 – Sept. 15	Paradigm I: Spirit and Spirit Mediums	Poceski, CH 7
3 – Sept. 22	Paradigm II: Correlative Cosmology	Kohn, “Cosmos, Gods, and Governance” Selections from Perkins, “Metaphysics in Chinese Philosophy”
4 – Sept. 29	Confucius and the Literati Tradition	Poceski, CH 2
5 – Oct. 6	The “School of the Dao” and Daoism	Poceski, CH 3 Reflective Essay #1
6 – Oct. 13	Chinese Buddhism	Poceski, CH 5
7 – Oct. 20	Interreligious Interactions	Poceski, CH 9
No Class Oct. 27 – Enjoy Your Break!		
8 – Nov. 3	Religion in Modern China	Poceski, CH 10
9 – Nov. 10	Check-in Quiz + Collaborative Syllabus Development	No readings Reflective Essay #2
10 – Nov. 17	[Student Selected Topic #1]	Reading TBA
11 – Nov. 24	[Student Selected Topic #2]	Reading TBA
12 – Dec. 1	[Student Selected Topic #3]	Reading TBA
13 – Dec. 8	[Student Selected Topic #4]	Reading TBA Learning Portfolio Due

PLAGIARISM

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

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- 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.

OTHER INFORMATION

Statement on Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone.

If you are having difficulty navigating Carleton’s various student supports or are unsure about whether your particular situation qualifies, Professor Jensen would be happy to discuss such matters with you (as he has just completed his *Student Support Certificate*, which required familiarizing himself with the various tools and programs available to Carleton students).

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.

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>



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