

*Classical Approaches to Religion (RELI 3741)*¹**Instructor:** Professor Christopher Jensen**Email:** Christopher.Jensen@carleton.ca**Online Lectures:**² W 8:35-9:55 (ugh!)**Office Phone:** N/A**Office hours:** (Online) M 8:35-9:55 (or by appointment)

Zoom links for online lectures and office hours will be posted to Brightspace.

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

Course Overview

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

Learning Objectives

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

- analyze various theories of religion, attending to their key features, innovations, and underlying assumptions;
- explain and construct arguments related to the links between these theories and the cultural contexts in which they were formulated;
- explore the "situatedness" of theories of religion, and their inextricability from broader social, political, and economic concerns;

¹ I would like to thank Professor Shawna Dolansky for sharing her previous 3741 syllabus with me, and for her insightful comments throughout the development of this course. Some of my approach to this course has been borrowed from hers. I would also like to thank Morgan Rooney (EDC) for feedback on the course's assessment strategies and learning objectives.

² While we are formally scheduled to meet on Mondays and Wednesdays, half of the delivery of course material will be asynchronous, meaning that we will only have synchronous, online class meetings on Wednesdays. I have chosen to host my office hours on Monday mornings during our scheduled class time to make sure that all students will be free to attend. That said, I am happy to make alternate arrangements if necessary.

- read and comprehend historical examples of theoretical literature (whether in English or in translation), and present findings related to it;
- reflect upon these theories and assess their continued utility as analytical tools;
- demonstrate the ability to engage in respectful and informative discussions related to these topics.

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

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

Textbook

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

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

Anatomy of a Week in 3741

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

- *Synchronous and Asynchronous Elements of 3741 (Scheduling)*
 - As noted above, though classes are scheduled for Mondays and Wednesdays from 8:35-9:55, **we will only be meeting once per week (on Wednesdays) (on Zoom)**. Given that the course will involve a fair amount of reading, as well as other asynchronous activities, reducing the number of in-class hours per week to 1.5 will hopefully keep your workload manageable.
 - I will be holding virtual office hours every Monday (on Zoom) during our scheduled class time, as this should be an interval during which students have nothing else scheduled. If you have questions about readings, activities, course material, or other matters, you can feel free to stop by the Zoom room and ask.
- *Asynchronous Components*
 - Every week, I will be posting mini-lectures, as well as short readings and other occasional activities. **It is your responsibility to watch the lecture videos, complete the readings, and write up your initial forum posts prior to Wednesday's class**, as doing so will be necessary for you to fully participate in the synchronous session. See the *Assignments* section of the syllabus for more details.
 - I will be posting this material by no later than 5pm on Friday of the previous week, allowing you to work ahead over the weekend, if you like.
- *Synchronous Components*
 - Every week, during the synchronous class session (on Wednesday), I will kick things off with some brief introductory comments and answer any initial questions that anyone has (~20-30 minutes). After this, that week's presenter (or presenters) will deliver 8-10 minute presentations, which will be related to some aspect of the week's subject matter;

next, led by the Seminar Coordinator, the class will answer a selection of questions that had been previously posted to the course forum.

- For a discussion of presentations and the seminar coordinator roles, see the *Assignments* and *Summary* sections (below).
- It is my hope that these presentations and discussions will allow us to develop the sort of cohort cohesion and camaraderie that can make seminars such a pleasant and engaging academic experience. Given the isolating nature of teaching and studying online, I know that I for one am looking forward to a more interactive educational experience.
- Given that seminar participation is such an important part of the class, **any student who misses four in-class sessions (i.e., 1/3 of the class) will not be able to pass**. Completion of forum posts (as outlined below) is a necessary part of receiving your participation grade for a given week.

Evaluation

Biweekly reading analyses (4 x 5% = 20%) (Five analyses, lowest grade dropped)

Due biweekly, *before* the beginning of class on Wednesday (8:35).

In each two-week block of the course, you will choose one of the two topics and write up a two-page (~500-600 word) overview of the primary source readings assigned. These analyses will generally follow the “five questions” format outlined in Pals’ introduction, though the format / content of certain weeks of course content will require that this format be extended / modified. All relevant details will be posted to Brightspace. The purpose of these assignments is to demonstrate your understanding of the primary source readings, as well as to keep a log and summary of the major thinkers and works read. Citations should be in Chicago / Turabian style, and the paper should include a separate bibliography page. See the course page for a link to the style guide.

Every two weeks, I will grade and provide substantive feedback on your analyses; by the end of the semester, you will have five such grades, of which I will drop the lowest. I will post my grading rubric for these assignments by the first class meeting (Jan 12th).

Seminar Participation (40% total)

Participation #1: Forums (12 weeks x 3 points per week = 36%)

Pre-Class (1 point per week): Every week **prior to 8PM** on Tuesday night, you will be responsible for posting three questions / comments to the course forum.³ This initial posting is worth 1 point, which you will only receive if the post was made on time. These questions/comments should follow one of the following three templates (outlined below) and must include a specific reference (including page #) to the assigned reading. **For full marks, you must include one question / comment of each type.** Also, these questions should not already have been posed by someone else in the class (as such, it pays to post early):

1. request for clarification, which clearly points to a specific passage from the week’s reading, and explains why it is unclear to you;
 - a. Example:⁴ Why does Tylor refer to belief in spirits as “animism” (p. 10-11)?

³ Note: Questions must be posted no later than 8PM on Tuesday in order to allow the Seminar Coordinator(s) to review them prior to class.

⁴ Note: For the sake of simplicity, all examples included in the syllabus refer to E. B. Tylor (the subject matter in Week Two of our course).

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

Post-Class (2 point per week): Every week, at any point between Wednesday's class and Sunday night at 11:59pm, every student will be responsible for responding to either two clarification questions OR one analytic question / comment. **If possible, you MUST respond to a question that has not yet been answered (whether in class or in the forum).** For full marks, responses should be a minimum of 200 words (total), should be relevant and accurate, and should include at least one relevant citation / page reference from the week's readings. No additional bibliography is required.

Participation #2: Definition of Religion (2% total)

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

Participation #3: Check-in Meetings (1% x 2: 2% total)

Twice during the semester, students will schedule a 10-minute check-in with the instructor (once in January, once in March), in order to address any issues with the course, student interests related to course material, upcoming presentations, etc. Full marks will be awarded for participating.

Presentations (1 x 10% = 10%)

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

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

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

1. Additional primary source related to the topic (e.g., a later theorist who actively responds to the current week's material);
 - a. Example: Bronislaw Malinowski's response to Tylor in "Magic, Science, and Religion," in *Science, Religion, and Reality*, edited by James Needham, (New York: Macmillan, 1925).

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

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

In order to receive your presentation grade, you must either submit the recorded presentation OR (if presenting live) the script from which you presented and your handout/powerpoint. I will post my grading rubric for these assignments by the first day of class (Jan. 12th).

Seminar Coordination (1 x 5% = 5%)

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

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

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

Final Exam (25%)

At the end of the semester and building upon skills we have been honing throughout the course, you will write a take-home final, which will be due at the end of the April exam period (April 28th). This test, which will be submitted electronically, should be approximately 8 pages double-spaced (size 11 or 12 font), and should use Chicago/Turabian style for citations.

I will post the final exam questions by March 1st and the final exam rubric no later than April 1st.

Bonus Points

Students will have a variety of ways to earn bonus points throughout the semester (e.g., answering questions in the “Reading SOS” forum, attending virtual lectures related to course content and writing up a one-page overview of them, volunteering for additional presentations / weeks as seminar coordinator, writing additional reading analyses (all worth one point apiece)). These bonus points will be applied to your final grade. The only limitation on them is that they will improve it by a maximum of two increments (e.g., A- → A+ | B → A).

Note: On Mandatory Coursework (Required to Pass Course)

Given that engagement is a major challenge in online courses, I have weighted a larger-than-usual portion of the final grade toward weekly participation activities. Hence the requirement that students miss no more than four weeks of class (as outlined above). That said, certain key milestones **must** also be completed in order to pass the course. These include completing at least four reading summaries, one presentation, one week as coordinator, at least eight sets of forum posts (questions/answers), and the final exam. Failure to complete these minimum requirements will result in a grade of F in the course.

Summary

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

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

- Responsibilities of all 3741 students:
 - **Weekly** – complete the assigned readings, watch mini-lecture videos, post questions to the course forum (by Tuesday night at 8pm), engage in in-class discussion (Wednesday at 8:35am on Zoom), respond to questions in the course forum (any time before Sunday evening).
 - **Once per semester** –
 - Serve as *presenter* (as outlined above): perform an additional reading or review of a piece of material culture relevant to the week’s topic. Offer an 8-10 minute presentation on this material to the class.
 - Deliverables: presenters will either pre-record their presentations or present live. If the former, they will be graded based on the recording; if the latter, they will be graded based on the script that they wrote for the presentation.
 - Serve as *seminar coordinator* (as outlined above): keep discussions on track, decide which questions will be discussed in that week’s discussion period.
 - Deliverables: Coordinators will submit their SC report document as soon as possible after class.
 - Note: students will sign up for these roles on the course page, in the first week of class.

Weekly Course Schedule

In-Class Meeting Date	Topic(s) and Tentative List of Readings ⁵	Assignments and Due Dates
Jan. 12 th	Introduction: Syllabus, Course Procedures, Introduction to Theorizing about Religion <ul style="list-style-type: none"> • Reading: Pals textbook (introduction) • Company, “On the Very Idea of Religions” 	Post “Definition of Religion” to Course Forum (by Sunday at 11:59pm)
Jan. 19 th	E. B. Tylor + Early Western Anthropological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 1) • In-class practice → Reading Analysis 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies.
Jan. 26 th	China: The “Rites Controversy,” and the Response to Christian Missionaries (16 th / 17 th c. CE) <ul style="list-style-type: none"> • Reading: “Chinese Responses to Early Christian Contacts” in <i>Sources of Chinese Tradition</i> (Vol. 2) (ARES) 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Reading analysis 1a (Xu, Yang, and/or Zhang)
Feb. 2 nd	Japan: The “National Learning” Movement (<i>Kokugaku</i>), and Tominaga Nakamoto’s Rationalism (17 th / 18 th c. CE) <ul style="list-style-type: none"> • Reading #1: Tominaga Nakamoto, “The Writings of an Old Man,” translated by Kato Shuichi, <i>Monumenta Nipponica</i> 22:1-2 (1968), 194-210. 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Reading analysis 1b (Tominaga) Grading Deadline (Reading Analyses 1a/b) (Feb 2nd)
Feb. 9 th	Sigmund Freud + Early Western Psychological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 3) 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Reading Analysis 2a (Freud)
Feb. 16 th	Emile Durkheim + Early Western Sociological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 4) 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Reading analysis 2b (Durkheim) Grading Deadline 2 (Reading Analyses 2a/b) (Feb. 16th)

⁵ Note: students will be informed of any modifications to this reading list via Brightspace and/or in my semi-weekly emails.

Feb. 23 rd	<i>Midterm Break</i>	Take some time for yourself!! You've earned it!
Mar. 2 nd	Karl Marx + Early Western Economic Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 5) 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Reading Analysis 3a (Marx)
Mar. 9 th	Japan: The Meiji Restoration, State Shinto and the Creation of “World Religions” (late 19 th / early 20 th c. CE) <ul style="list-style-type: none"> • Reading: TBA 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Reading Analysis 3b (Sato). Grading Deadline 3 (Reading Analyses 3a/b) (Mar. 9th)
Mar. 16 th	China: The Fall of the Qing Dynasty, the May 4 th Movement, and the Rejection of Chinese Religion <ul style="list-style-type: none"> • Reading: TBA 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Reading Analysis 4a (TBA)
Mar. 23 rd	Max Weber + Later Western Sociological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 8) 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Grading Deadline 4 (Reading Analyses 4a/b)(Mar. 23rd)
Mar. 30 th	Mircea Eliade + the Phenomenology of Religion <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 9) 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Reading Analysis 5a (Eliade)
Apr. 6 th	Clifford Geertz + Later Western Anthropological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 11) 	Tues (8pm) – forum post; Sun (11:59pm) – forum replies. Reading Analysis 5b (Geertz) Grading Deadline 5 (Reading Analyses 5a/b)(Apr. 6th)

<p>Apr. 11th NOTE: We are meeting this MONDAY for our 13th and final class.</p>	<p>Case Study: Why Defining Religion Matters – Canadian Residential Schools</p> <ul style="list-style-type: none"> • Reading: TBA 	<p>Tues (8pm) – forum post; Sun (11:59pm) – forum replies.</p>
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Additional Important Course Information:

1. I will be the first to acknowledge that learning online is stressful and challenging. If you are having trouble staying caught up with our course, please let me know ASAP and I will do what I can to help. Likewise, please note that Carleton has a variety of mental health supports in place for students. The Wellness page is a good place to start (<https://carleton.ca/wellness/>), but I am also happy to help direct you to specific services if necessary.
2. It is your responsibility as a student to understand Carleton’s Academic Integrity policy (<https://carleton.ca/registrar/academic-integrity/>). Both plagiarism and unauthorized collaboration will be taken seriously in this course and will be reported to the Dean. Academic dishonesty can have a serious, lasting impact on one’s academic future. When in doubt, err on the side of caution. I’m happy to answer any questions that you have on these issues.
3. Some of the material in this course may be challenging (whether conceptually, emotionally, or otherwise). Given that part of our interactions will be asynchronous (i.e., via course forums), it is vitally important that we pledge to engage with each other as human beings and as co-participants in a learning environment. We must commit to active listening, seeking “truth” (defined broadly) instead of being “right,” and – if/when it comes time to disagree – critiquing ideas and not people. When posting online, try to imagine whether you would make the same statement as part of a discussion, in front of a room full of your peers. If you would not, it is probably best to rephrase.
4. Late Assignment Policy: since the course forums represent one of the key ways we will be interacting and sharing ideas, no late submissions will be permitted. That said, and in recognition of the challenges of studying online, I have attempted to be as flexible as possible with the remainder of the course assignments, providing students with choices about assignment topics and due dates, as well as with opportunities to write bonus assignments to compensate for missed work. Late Reading Analyses will be penalized by 5% per day (save in cases where medical and compassionate exemptions are required), once any student has used up their allotted “grace days” (see below for the course’s Grace Day policy).
 - a. Grace Day Policy: all students will receive five “grace days” (pre-approved extensions) that they can apply to any of their Reading Analysis assignments. These grace days can be applied to a single assignment or divided between multiple assignments. Since they are a pre-approved extension, you need not ask for permission to use them.



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.

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