

*Death and the Afterlife in World Religions (2732 T)*¹**Instructor:** Professor Christopher Jensen**Email:** Christopher.Jensen@carleton.ca²**Lectures:** Online (asynchronous)**Office Phone:** N/A**Office hours:** W 9-10 (pomodoro work time), 10-11 (office hours);

F 8-9 (pomodoro work time), 9-10 (office hours)

Office hour link: Posted to Course Page (Brightspace)

Course Overview

In spite of the kaleidoscopic range of human cultures and all of the ways that these cultures have transformed over time, it remains the case that we, the fundamental units of these systems (the inheritors, transmitters and creators of culture) are biological beings. We need to eat and excrete, we need shelter, we are driven to mate, and, after a certain measure of time, we die. Perhaps unsurprisingly, much of the variety seen in human cultural systems is focused on the ways that these biological processes can be understood, disciplined, ritualized, and, if possible, controlled. In this course, we will be considering the variety of ways that the world's religions have tussled with the unavoidable, existentially distressing fact of death.

Intellectually, the problem of death has consistently spawned a host of related questions: “Why do people die?”, “Is it possible to know when I’m going to die?”, “What happens to people after death?”, “Can I do anything to save myself?”, “Can anyone save me?”, and many more. In this course, we will explore the responses to such questions proposed by the devotees of the world's religious traditions, considering, as one example, the issue of cosmology (i.e., theory about the nature and structure of the world) as it relates to death, noting the breadth of possibilities proposed across religious cultures: reunion with loved ones in a blissful afterlife; posthumous punishment; salvation by deities; notions of karmic recompense and the cycle of life, death, and rebirth; and even the possibility of achieving immortality. When confronted with the reality of death, however, a grieving person often cannot find solace in these sorts of overt doctrinal teachings alone. For this reason, we will also consider various other means, such as stories, visual art, and rituals, that are employed in the religious traditions under consideration to provide emotional solace and social reintegration to grieving individuals. In general, our approach to this complex material will focus on the problem of death as it is expressed in three key dimensions of religion: 1) religious teachings (doctrines and philosophy); 2) religious stories; and 3) ritual and mortuary practice.

¹ I would like to thank Dr. Angela Sumegi for sharing her RELI 2732 syllabus and some course materials with me, and for inspiring me to think more deeply about various issues relating to the instruction of this course. Also: my thanks to Alex Belland, my SAPP collaborator, for his assistance in redeveloping the course for asynchronous delivery.

² As per Carleton University policy, all communication between students and professors should be conducted via our Carleton email accounts.

Learning Objectives

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

- Recognize and describe the historical development, basic features (e.g., doctrines, narratives, rituals), and disciplinary vocabulary associated with death in the religions studied in this course (via lectures, readings, and assigned videos);
- Apply theories related to religious doctrines, narratives, and rituals to specific examples drawn from the world's religions;
- Engage with primary source texts in translation;
 - Note: these three skillsets will be assessed via weekly comprehension quizzes, and two cumulative tests (covering the first and second halves of the course, respectively).
- Evaluate internet sources (summarizing contents, citing references, differentiating sources of information, recognizing acceptable sources);³
- Assess your own work and the work of others.
 - Note: these two skills will be employed in the two Source Analysis exercises, and the associated Peer Response activities.

Textbook

- [REQUIRED] Angela Sumegi, *Understanding Death: An Introduction to Ideas of Self and the Afterlife in World Religions*, (Wiley-Blackwell, 2013).⁴
 - The textbook is accessible for free via the library website, though you can also pick up a physical copy in the bookstore.
 - https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991023024301305153
- All other readings will be posted to the course website or ARES.

Assessments

Weekly Quizzes	2.5% x 10 =	25%
(There are twelve weekly quizzes. Your best ten grades will be counted.)		
Course Procedure Quiz	2% x 1 =	2%
Cumulative Tests	9% x 2 =	18%
Source Analysis Activity	15% x 2 =	30%
Peer Response	5% x 2 =	10%
Final Reflection	15% x 1 =	15%

Weekly Quizzes

Beginning in the second week of classes, I will be posting quizzes that will assess your understanding of the mini-lectures, videos, and readings for the week, via matching, multiple choice, and fill-in-the-blanks questions. Each quiz also contains a second, brief written response section, which will allow you to reflect on the week's material. Each completed quiz accounts for 2.5% of your final grade. If you complete more than ten, only your best ten will be considered. These quizzes will be available each week from Thursday at 00:01 to Sunday at 23:59 (EST).

Note: these quizzes represent an interactive part of the teaching process. You will have multiple attempts to answer each question and will receive feedback after entering incorrect responses.

³ Note: These objectives are shared between all Religion courses at the 2nd-year level. In addition to being useful critical thinking tools, developing these skills will aid you in future RELI courses as well.

⁴ Note: this book is also available in an electronic version, which you may find more convenient. Check the Brightspace page for links to the eBook version of the text. I believe you can also access a digital version via the library's website.

Course Procedure Quiz

This quiz will assess your comprehension of the syllabus, the welcome video, and the assignment descriptions. You must receive a perfect score to receive your 2%, but you can retake it as many times as you like.

Cumulative Tests (Oct. 11th and Dec. 6th)

These two tests will assess your comprehension of material from the first and second halves of the course (respectively), via matching, multiple choice, and fill-in-the-blanks questions. While they will be open book, you will nonetheless need to be familiar with the content of the course (including lectures, videos, textbook readings, supplementary readings) to score well on these exams. These tests will be available for a 24-hour period, beginning on Friday at 00:00 EST and ending at 23:59 EST.

NOTE #1: unlike the Weekly Quizzes, the cumulative tests will be timed (1h 30min). If you require accommodations for additional test time, be sure to have the PMC contact your professor at least a week prior to the first Cumulative Test.

NOTE #2: If you need to write the test at a different time due to scheduling conflicts, please contact Professor Jensen to make the necessary accommodations.

Source Analysis Activity (x2) – scheduling as outlined below (“Scheduling the Source Analysis...” p. 5)

**** See the Course Page (“Important Resources”) for the complete assignment description and grading rubric. ****

This activity will task you with locating, assessing, and describing an online resource related to one of the topics discussed in a specific week of class. This resource can be a short article or section of an article (less than 10 pages), a short video or segment of a video (less than 10 minutes), a podcast or podcast segment (less than 10 minutes), or other relevant source. The related report will be approximately 1000 words in length, and it will guide (a small subset of) your classmates as they engage with your chosen source.

Engaging in this activity will not only help you to hone your skills in evaluating online sources, but it also provides you with two options (over the course of the semester) to explore a relevant topic of your choice more deeply and to share this experience with your peers.

This is a solo activity; every student submission must be distinct and must be the product of their own work.

NOTE: given the increased rates of academic misconduct that have accompanied the switch to online course delivery, students should be aware that all of the TAs will be comparing Source Analysis submissions prior to grading them. If two students have decided to present on the same source, the contents of their submissions will be compared to ascertain that no unauthorized collaboration has occurred. Likewise, if writing bears the hallmarks of AI composition, it will be run through an AI writing detector. In keeping with Carleton policy, any cases of academic dishonesty will be referred to the Dean’s Office.

Peer Response Activity (x2) – scheduling as outlined below (“Scheduling the Source Analysis...” p. 5)

**** See the Course Page (“Important Resources”) for the complete assignment description and grading rubric. ****

In this activity, you will read a fellow student’s Source Analysis, watch/listen to their selected resource, and respond to it. Your response will consist of a short write-up (~250-300 words). These assignments will give you practice with critical reading and providing constructive feedback.

Final Reflection (Dec. 21st)

Reflection Template on Brightspace

In the final reflection, students will respond to a series of focused questions that will provide an opportunity to think back on what they learned over the semester. These questions will assess both content-based and skills-based learning objectives, and students will be asked to provide evidence (in the form of reading notes, citations from the textbook / readings, comments from TAs / classmates, etc.) to help ground these reflections. Students will also be asked to explore how they worked towards achieving their Course Goals through their engagement with the class.

This reflection should be approximately 1000 words in length.

Studying Online / Asynchronously

While I recognize that there are strong arguments to be made for online study (namely, convenience, ease of balancing academics with work / caregiving / other responsibilities), I also recognize that it can resultantly be a somewhat isolating, solitary experience. In my approach to teaching this class, I try to ameliorate this issue in a few ways:

1. Weekly check-in messages: in these emails, I outline the week's due dates and deadlines, relevant news stories / research / lectures, and resources available to students enrolled in the course. If you have questions about any upcoming content or responsibilities, you are encouraged to email me back.
2. Office Hours: every week, I have booked two hours (Wednesday 10-11 and Friday 9-10) in which I will be present in a Zoom room, waiting to talk to students who have any questions or concerns about course material. *This is your time.* I am happy to meet with you!
3. Pomodoro Sessions: In addition to the office hours, I will be logging into the Zoom room an hour early for each session (W9-10, F8-9), sharing my screen and working quietly on academic projects for one hour (two pomodoro sessions). I will check in with the chat and answer questions during the two scheduled breaks. As someone who has found the Pomodoro Technique to be a valuable resource for time-management, I'm hoping that these sessions will provide some helpful focus and accountability for students.
 - a. For information on the Pomodoro Technique, see here: https://en.wikipedia.org/wiki/Pomodoro_Technique
 - b. I will be using this Pomodoro timer: <https://pomofocus.io/>
4. RELI 2732 Media Club: Over the course of the semester, I will be running an (entirely optional) media club for students, in which we will read books / watch movies related to course content. A survey, which will be used to gauge student interest and try to find the best time to schedule these weekly events, will be run during the first two weeks of class. In these meetings, we will chat informally about the media being considered. Note #1: reading / viewing these sources and writing up a substantive post about them will also be a potential source of bonus points (see below). Note #2: retweets are not endorsements. In some cases, I have not viewed these films or read these books yet. I am choosing them because I think they look interesting and relevant, not because I personally endorse the worldviews / politics / perspectives outlined therein.

Tentative Viewing / Reading List:

- Week 3 [book]: George Bonanno, *The Other Side of Sadness: What the New Science of Bereavement Tells Us About Life After Loss* (Basic Books, 2009 [revised 2019]).
- Week 4 [film]: *Ikiru* [Kurosawa, 1952] (available on Criterion Channel)
- Week 5 [film]: *The Seventh Seal* [Bergman, 1957] (available on Criterion Channel)
- Week 6 [book]: Joan Didion, *The Year of Magical Thinking* (Knopf, 2005).
- Week 7 [film]: *Shiva Baby* [Seligman, 2020] (available on Netflix)
- Week 8 [film]: *The Farewell* [Wang, 2019] (available for rent)
- Week 9 [film]: *After Life* [Kore-eda, 1998] (available on Criterion Channel)

- Week 10 [book] Hayley Campbell, *All the Living and All the Dead: From Embalmers to Executioners, an Exploration of the People Who Have Made Death Their Life's Work* (St. Martin's, 2022).
- Week 11 [film] *It's Such a Beautiful Day* [Hertzfeldt, 2012] (available for rent)
- Week 12 [film] *Soul* [Docter, 2020] (available on Disney Plus)

Anatomy of a Week in 2732

Since every asynchronous class is planned and administered a little bit differently, this section will outline what you can expect every week in our course.

- By noon every Saturday (at the very latest), all of the course resources for the following week (mini-lectures, activities, quizzes, readings, reading guides, etc.) will be available. You will be free to work through these materials at your own pace throughout the week. That said, the weekly comprehension quizzes must be completed by no later than Sunday evening at 23:59 on the week in which they are posted.
 - Note: in an average week, you should be able to work through all of this course material in around 5-7 hours. On weeks in which you are either studying for a cumulative test or preparing one of your submissions (the Source Analysis / Peer Response activities), you will obviously be spending more time proportionately on our course.
- I will hold office hours twice per week (W: 10-11, F: 9-10) via Zoom (see links on our course page). If you have any questions about assignments or course content, feel free to come by for a chat.
 - I will also be holding Pomodoro work sessions for an hour before the scheduled office hours (as noted above). Feel free to join me if you'd like to get your workday started with a little accountability. Same link.
- Given that many students are feeling overwhelmed by the variety of pressures on their time in this online environment, I am **not** mandating weekly forum posts. That said, there is a "Course Content" forum on Brightspace, which you can use to ask clarification questions about course materials. I will regularly review this forum and respond to questions posted to it.
- Students who have signed up for the current week's Source Analysis activity will write up and submit their projects no later than Wednesday evening at 23:55 and those who have signed up for the week's Peer Response activity will post their assignments by Sunday at 23:55.

Scheduling the Source Analyses and Peer Response activities

A key aspect of the Source Analysis / Peer Response activities is that they will help to increase the *breadth* of your engagement with the topic. The scheduling of these activities will help to encourage this. In each half of the semester, each student will complete ONE Source Analysis and ONE Peer Response – **each in a separate week**. This process will repeat in the second half of the semester. Thus, over the course of thirteen weeks, each student will have had the opportunity to engage more substantively with FOUR of the course topics. **** Students will not receive credit for Peer Responses scheduled in the same weeks as their Source Analyses. ****

Note: in order to ascertain that all topics will be covered (and so as to not create an undue grading burden on the course TAs), **students will be required to sign up ahead of time for Source Analysis / Peer Response slots**, which will be evenly distributed throughout the semester. The sign-up forms for the first half of the semester will be available *on Monday the 9th*, and ones for the second half will be accessible *on Monday after the first cumulative test*.

Students who have signed up for the week's Source Analysis Activity must have their work posted by **no later than Wednesday evening at 23:55**; students who have signed up for the Peer Response Activity must post their responses **by the end of the week** (i.e., no later than Sunday night at 23:55).

* Please review your assignment schedules for your other courses before booking your Source Analysis and Peer Response slots. I hope that you will use this opportunity to balance your semester's workload. *

Course Policies

1. Before contacting your professor with a course inquiry (relating to either subject matter or course policies), you should first consult the relevant forums on the course page: *Practical Questions* for questions about assignments and course policies, and *Course Content* for questions about the course's subject matter. The professor will be reviewing these forums at least once a day.
2. Professor Jensen will be handling all course communications. If you require accommodations or have a specific issue that needs to be directly addressed by the professor, do not hesitate to send an email or to come by during office hours.
 - a. Note: I will try to respond to emails within 24 hours, but I generally do not answer work emails over the weekend. If you have sent an email and have not yet received a response by the same time on the next workday, feel free to resend. Since I have been known to receive 50+ emails in a single day when teaching this course, it is certainly possible that I might have missed one.
3. The only available “grade-raising” opportunities for students in this course are the bonus points awarded for contributing to the Media Club forum (see below).
4. If you miss either of the scheduled cumulative exams, it is your responsibility to contact your instructor about writing a deferred exam. Deferrals will only be granted for medical or compassionate reasons.
5. **Late work:** In recognition of the fact that students often take asynchronous courses because they fit more easily into their busy schedules, I have also attempted to acknowledge this need for flexibility within regard to late submissions. Specifically, all late submissions are covered by our course's **Grace Day** policy. Grace Days are **eight days of “no questions asked” extensions**. You can use your grace days for any written assignment and can split them up between assignments as you see fit (e.g., you can hand

one assignment in eight days late OR four assignments two days late apiece). These will be evaluated as ON TIME submissions. Once your grace days are used up, you must submit the remainder of your course work on time. Late work (outside of the grace day policy guidelines outlined above) will not be accepted. If you require additional due-date accommodations on compassionate or medical grounds, please contact Professor Jensen via email.

- a. NOTE: Please **do not** email your instructor / TA to ask permission to use your grace days; they are **pre-approved** and are yours to use as you see fit.
6. You must write **both** cumulative tests, the **Course Goals** post, **at least one Source Analysis, at least one Peer Responses, and the Final Reflection** in order to be assigned a grade for the course. **If you do not complete these minimum requirements, you will be assessed a grade of “F” for the course.**
7. **Bonus Point policy:** There is only one “grade raising” opportunity available for students in this course. It involves writing substantive posts in the Media Club forum. In order to be considered to bonus points, such a post must be 1) accurate, 2) must draw at least one relevant connection with course materials (lectures or readings) and *cite the source*, 3) must reference your learning goal for the course, and 4) must be at least 250 words in length. Any such post will earn the student ONE bonus point (i.e., +1 to your final grade). The only limitation on these bonus points is that they will improve a student’s final grade by a maximum of two grade increments (e.g., A- → A+ | B → A-).
 - a. **Note #1:** you need not participate in the synchronous Media Club meeting to write such a post. That said, it would be best to post on a film/book that has already been discussed or will be discussed shortly, as that will increase the likelihood that your post will be read (and perhaps responded to) by your classmates.
 - b. **Note #2:** The Media Club forum will close on the last day of classes (Dec. 6th).

Course Timetable and Readings

Please note that I will also be posting additional short readings, videos, and reading guides to Brightspace on a weekly basis. **This material will be also included in the quizzes and cumulative tests.**

“ARES” refers to readings hosted on the library reserve system. You will find the link on our course page.

Note: the current reading for additional topics is provisional. Please refer to Course Reserves (on ARES) for up-to-date listings of additional materials, where they will be tagged according to the week in which they are assigned.

Week	Topics	Readings
<u>Week 1</u> Sept. 4–8	Course Overview and Policies Investigating Religious Perspectives on Death and the Afterlife	Textbook (CH. 1)
<u>Week 2</u> Sept. 9–15	Death in Indigenous Religions	Textbook (CH. 2)
<u>Week 3</u> Sept. 16–22	Death in the Ancient World (Near East and Egypt)	Textbook (CH. 3)
<u>Week 4</u> Sept. 23–29	Jewish Perspectives	Textbook (CH. 4); De Lange (selections) (ARES)
<u>Week 5</u>	Christian Perspectives	Textbook (CH. 5)

Sept. 30– Oct. 6		
<u>Week 6</u> Oct. 7–13	Muslim Perspectives ** CUMULATIVE TEST 1 ** (Oct. 11 th)	Textbook (CH. 6)
<u>Week 7</u> Oct. 14–20	Hindu Perspectives	Textbook (CH. 7); “Death Beyond Death” (ARES)
Oct. 21–27	Fall Break (No Classes)	
<u>Week 8</u> Oct. 28– Nov. 3	Sikh Perspectives // Jain Perspectives	Myrvold, “Sikhism and Death,” in <i>Death and Religion in a Changing World</i> (ARES); Selection from Chapple, “Eternal Life, Death, and Dying in Jainism” in <i>Religion, Death, and Dying</i> (ARES); “Jain Stories” (ARES).
<u>Week 9</u> Nov. 4–10	Buddhist Perspectives (Early Buddhism and Theravada)	Selection from Textbook (CH. 8) Additional Reading TBA
<u>Week 10</u> Nov. 11–17	Buddhist Perspectives (Mahayana and Vajrayana)	Bernard, “The Tibetan Tantric View,” <i>Death and Afterlife</i> (ARES); “Death,” <i>Encyclopedia of Buddhism</i> (ARES); remainder of Textbook (CH. 8).
<u>Week 11</u> Nov. 18–24	Death in Chinese Religions (Popular Religion, Daoism, Confucianism)	Textbook (CH. 9); “Ascension: Eyewitness Accounts” (ARES).
<u>Week 12</u> Nov. 25– Dec. 1	Death in 21 st Century Canada	Selection from <i>Dying and Death in Canada</i> (ARES)
<u>Week 13</u> Dec. 2–6	Near-Death Experiences in World Religions ** CUMULATIVE TEST 2 ** (Dec. 6)	“Near-Death Experience” (ARES)

University Regulations for All College of the Humanities Courses (Updated July 2024)

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.

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.

Online Learning Resources

[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.

Academic Integrity Policy

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

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other’s views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

The full Academic Integrity Policy can be found [here](#). More information on the process [here](#).

Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Addressing Human Rights Concerns

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

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: [The Paul Menton Centre for Students with Disabilities \(PMC\)](#) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/SCCASP-Accommodation-for-Student-Activities-Clean-copy-final-Sept-2022-2.pdf>

Grading System at Carleton University

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

Course Sharing Websites and Copyright

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

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

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

1. Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.
 1. 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 extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), 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 consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration 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: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), 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 (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of 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](#).

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.

Mental Health and Wellness at Carleton

Discover the tools and resources Carleton offers to help understand, manage and improve your mental health and wellness while at university.

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

[Get Help Now](#) If in crisis call: Counselling Services: 613-520-6674 (press 2)

Monday-Friday, 8:30 a.m. – 4:30 p.m.

After Hours

If you need assistance with an urgent situation outside of our regular operating hours, contact:

- [Distress Centre of Ottawa and Region](#): Available 24/7-365 days/year and is bilingual (English/French).
 - **Distress**: 613-238-3311
 - **Crisis**: 613-722-6914
 - **Text**: 343-306-5550 (available 10:00 am – 11:00 pm, 7 days/week, 365 days/year)
 - Web Chat: blue chat icon at the bottom right corner of the website.
 - Text Service is available in English only to residents of Ottawa & the Ottawa Region.)
- [Good2Talk](#): Available 24/7-365 days/year and is available in English, French and Mandarin
 - Call: **1-866-925-5454**
 - Text GOOD2TALKON to 686868
 - [Facebook Messenger](#)
- [Empower Me](#): A 24/7 resource service for undergraduate students. 1-833-628-5589 (toll-free)

- International SOS's Emotional Support: Offers 24/7 access to mental health professionals in more than 60 languages through their dedicated line +1 215-942-8478. Students can call this number collect (the person being telephoned receives the charges) to access services.

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

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