

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

T 9-10 (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 humans 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 how they attempt to preserve life’s meaning in the face of death, by – for example – postulating the existence of a blissful afterlife; posthumous punishment; salvation by deities; notions of karmic recompense and the cycle of life, death, and rebirth; or 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.

*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);

---

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

- 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 the Reading Annotation assignments, the two cumulative tests (covering the first and second halves of the course, respectively), and the final reflection assignment.
- Evaluate internet sources (summarizing contents, citing references, differentiating sources of information, recognizing acceptable sources);<sup>2</sup>

## Readings

- Angela Sumegi, *Understanding Death: An Introduction to Ideas of Self and the Afterlife in World Religions*, (Wiley-Blackwell, 2013).<sup>3</sup>
  - 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](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991023024301305153)
- All other readings will be posted to the course website or ARES.
- Cost of course materials: \$0

## Assessments

- |                                 |   |
|---------------------------------|---|
| • Learning Goals Post (1 x 2%)  | 2% (first week of classes)  |
| • Reading Annotations (10 x 2%) | 20% (weekly, dropping lowest two grades)                                      |
| • Source Analyses (2 x 20%)     | 40% (#1 – due during first half of semester, #2 – due during the second half) |
| • Cumulative Tests (2 x 9%)     | 18% (Oct. 17 <sup>th</sup> and Dec. 5 <sup>th</sup> )                         |
| • Final Reflection (1 x 20%)    | 20% (Dec. 20 <sup>th</sup> [end of exam period])                              |

Full assignment descriptions can be found on the course page.

## Course Procedure Quiz

This quiz will assess your comprehension of the syllabus, the welcome video, and the assignment descriptions. You must receive at least an 80% on this quiz to access the remainder of the course content. You can complete the quiz as many times as necessary.

## Learning Goals Post

During the first week of class, all students will post a brief self-introduction, describing why they decided to take the class and what their learning goal(s) are. These goals will be referenced in each week's Annotation assignment, as well as the Final Reflection. As such, completing this post is mandatory.

## Cumulative Tests (Oct. 17<sup>th</sup> and Dec. 5<sup>th</sup>)

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,

---

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

<sup>3</sup> 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.

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.

### Reading Annotations (Weekly)

In these weekly assignments, students will be asked to upload annotated versions of the assigned readings (in PDF format). These annotations must include at least five separate points:

1. Student's name + learning goal for the course
2. One substantive connection between content in the current reading and other assigned readings, including a short quotation (with full citation) from the other reading. (~150 words)
3. One substantive connection between the content in the current reading and the week's lecture content, including a full citation (with timestamp). (min. 100 words)
4. One passage that spoke to the student's personal learning goal. (min. 100 words)

### Source Analysis Activity (x2)

**\*\* 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 1200 words in length.

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.

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. See below for the course's generative AI policy.

### Final Reflection (Dec. 20<sup>th</sup>)

#### **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 learning 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 (Monday and Tuesday, 10-11) 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 (Monday and Tuesday, 9-10), 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](https://en.wikipedia.org/wiki/Pomodoro_Technique)
  - b. I will be using this Pomodoro timer: <https://pomofocus.io/>
4. Please know that I want you to succeed in the class. If you require accommodations, are having trouble with course content, know you're going to be away during a specific interval, etc., just let me know. I'm happy to help.
5. 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 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:

- George Bonanno, *The Other Side of Sadness: What the New Science of Bereavement Tells Us About Life After Loss* (Basic Books, 2009 [revised 2019]).
- *Ikiru* [Kurosawa, 1952] (available on Criterion Channel)
- *The Seventh Seal* [Bergman, 1957] (available on Criterion Channel)
- Joan Didion, *The Year of Magical Thinking* (Knopf, 2005).
- *Shiva Baby* [Seligman, 2020] (available on Netflix)
- *The Farewell* [Wang, 2019] (available for rent)
- *After Life* [Kore-eda, 1998] (available on Criterion Channel)
- 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).
- *It's Such a Beautiful Day* [Hertzfeldt, 2012] (available for rent)
- *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 the end of the day on Friday, all of the course resources for the following week (mini-lectures, activities, readings, reading guides, etc.) will be available. You will be free to work through these materials at your own pace throughout the week.
  - Note: in an average week, you should be able to work through all of this course material in around 3-5 hours. On weeks in which you are either studying for a cumulative test or preparing a submission (i.e., a Source Analysis assignment), you will obviously be spending more time proportionately on our course.
- Every week's Reading Annotation assignment will be due on Friday at midnight.
  - Since I am dropping the lowest three grades, no late submissions will be accepted unless prior arrangements were made with your TA.
- I will hold pomodoro work sessions and office hours twice per week (M/T: 9-11) via Zoom (see links on our course page). If you have any questions about assignments or course content, or just want to start the week by working in our virtual study hall, feel free to come by.
  - I find that working alongside others helps to provide a little accountability, which is why I'm trying the shared Pomodoro session thing this semester. 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.
- If you are writing a Source Analysis on a given week's content, you are responsible to submit it during the week (i.e., prior to Sunday night at 11:59pm).
  - For example, if you want to write a Source Analysis related to Ancient Roman Religion, you would need to submit it by the evening of September 21<sup>st</sup>.

## Course Policies

1. **Course forums:** 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. **Course communications:** 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. **Rescheduling exams:** 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.
4. **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 two assignments four 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.
5. **Mandatory work** (for course completion): You must write both cumulative tests, the Course Goals post, at least one Source Analysis, 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.
6. **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. 5<sup>th</sup>).

## *Generative AI-Use Policy*

This class has been redesigned from the ground up to encourage students to engage with their own learning goals and objectives, and to receive feedback on their success in so doing. In that respect, I hope you can see how using AI towards the completion of these assignments is – at best – counter-productive and – at worst – actively morally reprehensible. On the “at best” end, here is an analogy: you wouldn’t pay someone to go to the gym for you, because you’d recognize that their gains would not be magically transferred to you. The same applies here. On the “at worst” end, I’d like to remind you that both I and our TA team are choosing to spend our time evaluating and offering feedback on your work. It is gutting to spend one’s time offering suggestions on subject matter issues, word choices, and citation style only to realize that a student spent considerably less effort than that spitting out AI-generated work. If you don’t care about my feelings (and, to be fair, why should you?), please think about the hard-working TAs, who are engaging with your work as part of their own learning process. Please don’t burn them out on teaching at the beginning of their careers, just to save yourself a little bit of time and intellectual effort.

That said, I recognize that these systems are part of many people’s writing toolkits (and that many contemporary jobs require employees to be familiar with them). The following policy is my compromise position:

1. All written assignments must be accompanied by an AI Use Declaration, which outlines the ways that generative AI was used in their composition. This page must be included, even if simply to state that no AI tools were used.  
Note: any such tools must be listed (including writing aids like Grammarly).
2. The Declaration must include a list of all prompts and all raw responses outputted by the AI system.  
A full template for this Declaration can be found on the course page.
3. If the majority of an assignment consists of AI generated text but the AI content was appropriately identified (in the AI Use Declaration), the student will not be penalized, but instead simply be asked to refine / update their assignment.
4. If a student claims that no AI assistance was employed in the composition/editing process and AI use is later detected, the assignment will immediately be turned over to the Dean’s Office, as this is an academic integrity offense.

## **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 cumulative tests and you will be welcome to reference it in your written assignments / Reading Annotations as well .**

“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. 3–7	Course Overview and Policies Investigating Religious Perspectives on Death and the Afterlife	Sumegi (CH. 1)
<u>Week 2</u> Sept. 8–14	Death in Prehistory and in the Ancient World (Mesopotamia and Egypt)	Sumegi (CH. 3) (selections)

<u>Week 3</u> Sept. 15–21	Death in the Ancient World (Greece and Rome) + Zoroastrianism	Sumegi (CH. 3) (selections) Greek + Roman material TBA
<u>Week 4</u> Sept. 22–28	Death in Indigenous Religions	Readings TBA
<u>Week 5</u> Sept. 29– Oct. 5	Jewish Perspectives	Sumegi (CH. 4); De Lange (selections) (ARES)
<u>Week 6</u> Oct. 6–12	Christian Perspectives	Sumegi (CH. 5)
<u>Week 7</u> Oct. 13–20	Muslim Perspectives ** CUMULATIVE TEST 1 ** (Oct. 16 <sup>th</sup> )	Sumegi (CH. 6)
Oct. 20–26	Fall Break (No Classes)	
<u>Week 8</u> Oct. 7– Nov. 2	Hindu Perspectives	Sumegi (CH. 7); “Death Beyond Death” (ARES)
<u>Week 9</u> Nov. 3–9	Jain + Buddhist Perspectives (Early Buddhism and Theravada)	Selection from Chapple, “Eternal Life, Death, and Dying in Jainism” in <i>Religion, Death, and Dying</i> (ARES); Selection from Sumegi (CH. 8)
<u>Week 10</u> Nov. 10–16	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 Sumegi (CH. 8).
<u>Week 11</u> Nov. 17–23	Death in Chinese Religions (Popular Religion, Daoism, Confucianism)	Reading TBA
<u>Week 12</u> Nov. 24–30	Death in 21 <sup>st</sup> Century Canada	Selection from <i>Dying and Death in Canada</i> (ARES)
<u>Week 13</u> Dec. 1–5	Near-Death Experiences in World Religions ** CUMULATIVE TEST 2 ** (Dec. 5)	“Near-Death Experience” (ARES)

## University Regulations for All College of the Humanities Courses (Updated July 21,2025)

### 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
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may 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.

**More information on the process** [here](#).

## Academic Accommodations

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.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

### Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

### 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](mailto:equity@carleton.ca) at [equity@carleton.ca](mailto:equity@carleton.ca).

## Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

[The system of grades used](#), with corresponding grade points and the percentage conversion can be found [here](#).

## 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](#).

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](#).

## Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should

consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information 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

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

### Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

### 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: call 613-238-3311, text 343-306-5550, or connect

- online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
  - Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
  - Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
  - The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

## 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

**Bachelor of the Humanities** 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

**Greek and Roman Studies** 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

**Religion** 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

**Digital Humanities (Graduate)** 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

**Digital Humanities (Undergraduate Minor)** 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

**MEMS (Undergraduate Minor)** 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)