

Carleton University

Winter, 2022

**College of the Humanities  
Religion Program: RELI 2741 B  
Winter syllabus**

**Big Questions in Religious Studies**

**Instructor:** Dr. Andrea D. Lobel

**Email:** Andrea.Lobel@carleton.ca

**Class times:** Asynchronous

**Class location (Winter):** Online

**Zoom Office hours:** Tuesdays, 7-8:30 pm, or upon request via email

**Required equipment:** This course requires high-speed internet access and a computer.

**COURSE CONTENT**

In this introduction to some key concepts in the study of religion, we will be focusing on the related domains of ritual and embodiment. These will be contextualized by referring to their manifestations in various world religions. For example, the topic of rites of passage will be unpacked by referring to specific rites such as the bar/bat mitzvah in Judaism, or the Hajj in Islam.

Through lectures and the assigned readings, viewing, and listening, students will examine a selection of perspectives on ritual and embodiment by religious studies theorists and by clergy and other religion practitioners in the field. By so doing, students will view religion through a variety of theoretical and practical lenses, and will come to engage with important ideas in the field.

This is an inquiry-based course, and it is partly experiential in nature. What this means is that the focus is on helping students to become active learners. That is, to develop vital skills related to formulating and asking good questions, as well as curiosity, creativity, reflection, and communication skills. These skills, in turn, will form the foundation for both students' presentations and their final, synthetic research projects.

How does inquiry-based learning differ from conventional approaches to teaching and learning? Firstly, this is an approach that calls on students to be self-directed and curious, and to engage with the phenomena they are curious about, to formulate good research questions, and to set about answering them in a thoughtful, manner rich in context. Inquiry-based learning can be described in different ways, but generally, the following steps are involved:

- Planning (choosing the topic, identifying problems – engaging curiosity and asking questions)

- Retrieving, or accessing, information – considering the information you have and what you need; research and reflection
- Processing information
- Creating the knowledge product – constructing, synthesizing
- Sharing the knowledge product – communicating findings
- Evaluating the knowledge product

Finally, another key element of the cycle of inquiry is reflecting on the process during *all* of the above phases.

(These steps adapted from:

[https://www.learnalberta.ca/content/kes/pdf/or\\_ws\\_tea\\_inst\\_02\\_inqbased.pdf](https://www.learnalberta.ca/content/kes/pdf/or_ws_tea_inst_02_inqbased.pdf) and  
<https://bhsc.mcmaster.ca/about/inquiry/>)

In this course, for example, lectures will cover both specific topics related to ritual and embodiment and religion, and material related to the process of critical thinking and engagement in inquiry, to help you prepare your approach to research. Mirroring this pattern, every week, you will also be asked to read, listen to and/or view material about the ritual- and embodiment-related topic in question, as well as material on the process of inquiry itself. The lectures are primarily focused upon helping students develop their own processes of inquiry. It is expected that, as you formulate your research projects, you will begin to read scholarly literature related to your own research in the domains of ritual and embodiment in religion.

Another difference between this approach and a purely lecture-driven class is the experiential dimension of the course mentioned above. For example, while you will also be expected to carry out text-based research in the secondary literature, your primary source material will be direct observation of online religious services. There are many online religious services available, and this is the most prudent course of action given the current pandemic. Guidance will be provided on how to locate these services, as well as the assignment-related instructions to keep in mind and follow during the services themselves.

If you still have questions—particularly if the idea of being an active agent in the creation of knowledge is new to you—never fear; more details and guidance on this experiential dimension will be provided early in the course, both in the lectures and in the written instructions. Of course, you may also feel free to email [andrea.lobel@carleton.ca](mailto:andrea.lobel@carleton.ca) with specific questions.

## LEARNING OBJECTIVES

By the end of this course, students should:

- Be able to think and write critically, at a second-year university level, about the themes examined in the lectures, as well as in the assigned texts, listening, and viewing.

- Demonstrate the skills of active observation, analysis, and thoughtful reflection upon the religious services they have attended, as well as the ability to describe the rituals they have observed, and to contextualize them using the secondary research literature.
- When reading, be able to distinguish a paper's argument from its subject matter
- Construct a solid argument and support it with evidence
- Be able to recognize acceptable scholarly primary and secondary research sources for the study of religion, and distinguish these types of sources from each other.
- Demonstrate second-year undergraduate-level research skills, and proper citation styles,
- Recognize personal situated-ness and personal bias in confronting religious phenomena
- Recognize and use key theoretical religion concepts, terminology, and thematic frameworks covered in the lectures and readings

## PRECLUSIONS

Precludes additional credit for RELI 2002 (no longer offered), RELI 1205 (no longer offered), RELI 1402 (no longer offered), and RELI 1730 (no longer offered).

## REQUIRED TEXTS, READING, AND VIEWING

Sharon Bailin and Mark Battersby. 2016. *Reason in the Balance: An Inquiry Approach to Critical Thinking*, Second Edition. (Available at the Carleton Bookstore, as well as online and in ebook format at: <https://www.hackettpublishing.com/philosophy/critical-thinking/reason-in-the-balance-second-edition>)

Additional readings and resources online, on ARES and Brightspace.

## EVALUATION

1. Discussion forum postings (~200-300 words). Questions/prompts will be posted: Due: Weekly, beginning the week of January 17<sup>th</sup>, **by Fridays, 5 pm on Brightspace (20%)** Details TBA.
2. Formulation of research question and inquiry-based paper outline **Due: February 14, 5 pm, via Brightspace. Details TBA. (30%).**
3. Written responses to two student research questions and outlines. **Due: February 28, 5 pm, via Brightspace. Details TBA. (15%)** (*Partners will be assigned; every student will comment on two colleagues' work, and every student will receive comments from two students.*)
4. Final synthetic, experiential research project. **Due: April 12, 5 pm, via Brightspace. Details TBA. (35%).**

\*Instructions and guidelines will be provided.

*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.*

## **ON KEEPING UP WITH READINGS AND ASSIGNMENTS**

This is an asynchronous course. The lecture slides will be uploaded to Brightspace by Wednesday and Friday of each week, for viewing/listening on your own time.

To be successful in this course, viewing the posted lectures on Brightspace, and keeping up with the assigned readings, viewing, and listening are critical.

## **POLICY ON LATE ASSIGNMENTS**

- All work is due on the stated due dates.
- Extensions will be granted in serious circumstances (e.g., illness, family illness or emergency)
- The late penalty is 2% of the assignment mark per day of lateness.

## **WHAT SHOULD YOU DO IF YOU FIND YOURSELF MISSING DEADLINES OR FALLING BEHIND**

To be successful in this course, attending class and keeping up with assigned readings are critical. Please be sure to complete the assigned readings prior to or immediately after the lectures to which they correspond.

Send me an email as soon as you can, and we can arrange an office hour/time to talk via Zoom or phone. I'll always do what I can to help you catch up.

## **ACCOMMODATIONS AND THE PAUL MENTON CENTRE**

Should you require accommodations for a disability or other health condition, and have not already made arrangements with the Paul Menton Centre for Students with Disabilities, please be sure to contact them as soon as possible at 613-520-6608 or via email at [pmc@carleton.ca](mailto:pmc@carleton.ca). (Visit their web site at: <https://carleton.ca/pmc/>) I will work with them to ensure that you receive the accommodations you require throughout the academic year.

## **A NOTE ON STUDENT WELL-BEING**

As my student, your well-being is important to me. University can be stressful, and part of the job of being your professor is responding to you as a whole person, not just as a student

working to earn marks. And of course, the current coronavirus pandemic has been stressful and isolating for many, adding to these difficulties to varying degrees.

Here are some recommendations to help you make the academic year a smoother one:

Take care of yourself. Do what you can to maintain a healthy lifestyle this semester by eating well and exercising, avoiding illegal drugs, avoiding or minimizing alcohol, getting enough sleep, and taking some time to relax.

Meditation and yoga may also be useful. Such embodied relaxation practices will help you better achieve your academic goals, and to cope with stress.

Remember to wear masks and practice social distancing, and follow advice found on Carleton University's COVID-19 page, at <https://students.carleton.ca/coronavirus>.

None of us is immune to life's challenges. If you find yourself feeling stressed, you are far from alone! There are many useful resources available on campus, and an important part of the university experience is learning how to ask for help. If you or anyone you know experiences academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support sooner rather than later. Visit <https://carleton.ca/wellness/> to access useful resources both here at Carleton University and off-campus. As well, please consider reaching out to a friend, faculty or family member you trust for additional support.

### ***Optional online social gatherings***

Online Zoom gatherings will be held twice during the winter semester. A Zoom link will be posted for students prior to these gatherings, on Brightspace. These are completely optional, and will not count toward marks. No course content will be covered during these gatherings, however questions about the class are welcome. Nevertheless, this is a good way to connect and get to know your instructor and classmates. If you are able to attend, please do, and feel free to bring snacks.

## CLASS DATES AND ASSIGNED READINGS

**Week of Jan 10**      **Course introduction; Library resources and inquiry-based research methods: The nature and value of inquiry**

**Required Reading:** *Reason in the Balance*, Chapter 1: The Nature and Value of Inquiry

**Week of Jan 17**      **Defining terms in religion; Guidelines for inquiry**

**Required Reading:** *Reason in the Balance*, Chapter 2: Introducing Guidelines for Inquiry

**Required viewing:**

The Academic Study of Religion Explained.

[https://www.youtube.com/watch?v=6VAx4jZbBr8&ab\\_channel=ReligionForBreakfast](https://www.youtube.com/watch?v=6VAx4jZbBr8&ab_channel=ReligionForBreakfast)

**Required listening:**

Definitions of Religion

<https://medium.com/religion-bites-podcast/002-definitions-of-religion-b162a8feb4ef>

Talking about Religion

<https://medium.com/religion-bites-podcast/003-talking-about-religion-641b6f7461f9>

The Relevance of Religion

<https://medium.com/religion-bites-podcast/004-the-relevance-of-religion-a8407ede0b9f>

Spirituality: The Religious Studies Project

<https://www.religiousstudiesproject.com/podcast/spirituality/>

**Week of Jan 24**

**Ritual and Embodiment, Part 1; Argument Types and Structure**

**Required Reading:** Malory Nye, *Religion: The Basics*, Second Edition, Chapter 6: Ritual, pp. 129-137.

*Reason in the Balance*, Chapter 3: Argument Types and Structure

**Recommended Reading:** Jones, J. W. (2020). How ritual might create religion: A neuropsychological exploration. *Archive for the Psychology of Religion*, 42(1), 29–45. <https://doi.org/10.1177/0084672420903112>

**Required viewing:**

What is Ritual?

[https://www.youtube.com/watch?v=F URgZf01hU&ab\\_channel=ReligionForBreakfast](https://www.youtube.com/watch?v=F URgZf01hU&ab_channel=ReligionForBreakfast)

**Week of Jan 31**

**Topic: Ritual and Embodiment, Part 2; Probative Arguments and Fallacies**

**Required Reading:**

Malory Nye, *Religion: The Basics*, Second Edition, Chapter 6: Ritual, pp. 138-144.

*Reason in the Balance*, Chapter 4: Probative Arguments and Fallacies

Bell, C. (2006). " Embodiment". In *Theorizing Rituals: Issues, Topics, Approaches, Concepts*. Leiden, The Netherlands: Brill. doi: [https://doi.org/10.1163/9789047410775\\_027](https://doi.org/10.1163/9789047410775_027)

**Required viewing:**

Religious Practice Precedes Religious Belief?

[https://www.youtube.com/watch?v=Tj9uTOer4C4&ab\\_channel=ReligionForBreakfast](https://www.youtube.com/watch?v=Tj9uTOer4C4&ab_channel=ReligionForBreakfast)

Week of Feb 7

**Topic: A Ritual Lens on Rites of Passage 1 -- Initiation; Key argument types**

**Required Reading:** Malory Nye, *Religion: The Basics*, Second Edition, Chapter 6: Ritual, pp. 145-51.

*Reason in the Balance*, Chapter 5: Key Argument Types

**Recommended Reading:** Rivka Neriya-Ben Shahar. (2015). "At 'Amen Meals' It's Me and God" *Religion and Gender: A New Jewish Women's Ritual*. *Contemporary Jewry*, 35(2), 153–172. <https://doi.org/10.1007/s12397-015-9132-7>

**Required viewing (at least one of the following):**

<http://proxy.library.carleton.ca/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=104730&xtid=40836>

*Taboo: Initiation*, Films on Demand (requires login with Carleton credentials)

<http://proxy.library.carleton.ca/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=104730&xtid=203126>

*Initiation*, Films on Demand

Week of Feb 14

**Topic: A Ritual Lens on Rites of Passage 2—Lifecycle ceremonies, Changes of State; Credible sources and appeals to experts**

**Required Reading:** *Reason in the Balance*, Chapter 6: Credible Sources and Appeals to Experts

**Required viewing:**

<http://proxy.library.carleton.ca/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=104730&xtid=190235>

Our Wedding Like No Other, Films on Demand

<https://www.youtube.com/watch?v=MlBYwmF3wkU>  
Confirmation

<https://www.youtube.com/watch?v=6OsdNghX2n0>  
Exorcism Gaining Popularity in the USA?

Week of Feb 21

**Statutory holiday; Winter Break, no classes**

Week of Feb 28

**Topic: A Ritual Lens on Rites of Passage 3: Ritual Objects and Sacred Places; Identifying the issue**

**Required Reading:** *Reason in the Balance*, Chapter 7: Identifying the Issue

Albertina Nugteren. 2019. Introduction to the Special Issue “Religion, Ritual, and Ritualistic Objects.” *Religions*, 10(3), 163. MDPI AG.  
<https://dx.doi.org/10.3390/rel10030163>

**Required viewing:**

<https://www.youtube.com/watch?v=ZeLjS--McoU>  
What is the Hajj?

<http://proxy.library.carleton.ca/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=104730&xtid=8340>

Sacred Rituals, Sacred Spaces, Films on Demand

**Recommended Viewing:**

<https://www.youtube.com/watch?v=bvwccCJZ6lc>  
What is the History of Magic Wands?

Week of March 7

**Topic: A Ritual Lens on Prayer Services; Understanding the case**

**Required Reading:** *Reason in the Balance*, Chapter 8: Understanding the Case

**Recommended Reading:** Gerald Murray, & Haiyan Xing. (2020). Religion and Climate Change: Rain Rituals in Israel, China, and Haiti. *Religions* (Basel, Switzerland), 11(554), 554–. <https://doi.org/10.3390/rel11110554>

**Required viewing:**

<http://proxy.library.carleton.ca/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=104730&xtid=8341>

Sacred Time, Films on Demand

<https://www.youtube.com/watch?v=MzmBRI8LoVs>

Sikh Prayer

<https://www.youtube.com/watch?v=IviOGt68ipk>

Pentecostal service

<http://proxy.library.carleton.ca/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=104730&xtid=145561>

Amidah Prayer, Films on Demand

**Week of March 14    Topic: A Ritual Lens on Meditative Practices; Evaluating the arguments**

**Required Reading:** *Reason in the Balance*, Chapter 9: Evaluating the Arguments

**Required viewing:**

<https://www.youtube.com/watch?v=QHILscdegL8>

Meditation: Origins and Traditions

<https://www.youtube.com/watch?v=WAi2fwUqN4>

Zen Buddhism

<https://www.youtube.com/watch?v=8T-Z1WoFXkk>

Zazen is Good for Nothing

<https://www.youtube.com/watch?v=9PIabPUa2y4>

How to Train Your Monkey Mind

**Week of March 21    Topic: A Ritual Lens on Sacred Eating and Fasting; Making a judgment and making a case**

**Required Reading:** *Reason in the Balance*, Chapter 10: Making a Judgment and Making a Case

**Required viewing:**

[https://www.youtube.com/watch?v=gd0CSEi67\\_s](https://www.youtube.com/watch?v=gd0CSEi67_s)  
Five Ramadan Iftar Meals Around the World

[https://www.youtube.com/watch?v=LzsuL9U1a\\_k](https://www.youtube.com/watch?v=LzsuL9U1a_k)  
Passover Seder: What to Expect

[https://www.youtube.com/watch?v=TwWkRgB\\_1dw](https://www.youtube.com/watch?v=TwWkRgB_1dw)  
The Meaning of Transubstantiation in the Catholic Church

<https://www.youtube.com/watch?v=IyaJZ29BkNE>  
Why Muslims Fast During Ramadan

<https://www.youtube.com/watch?v=aFNHtqrEGPw>  
What is Yom Kippur?

**Week of March 28    Topic: A Ritual Lens on Sexuality, Ritual, and Embodiment in Religion; Dialogue and the spirit of inquiry**

**Required Reading:** *Reason in the Balance*, Chapter 11: Dialogue and the Spirit of Inquiry

**Required Viewing:**

<http://proxy.library.carleton.ca/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=104730&xtid=33673>  
Marital Sex: A Religious Perspective, Films on Demand

<https://www.youtube.com/watch?v=Z1tuu5cd6VI>  
The Most Painful Religious Rituals

<https://www.youtube.com/watch?v=PGfvqBl-3Ao>  
What is a Mikvah? An introduction to the Jewish Ritual Bath

**Week of April 4    Topic: A Ritual Lens on Ritual and Embodiment in Future Religions – AIs; Inquiry into the extraordinary**

**Required Reading:** *Reason in the Balance*, Chapter 16: Inquiry into the Extraordinary

**Required listening:**

Artificial Intelligence and Religion: The Religious Studies Project

<https://www.religiousstudiesproject.com/podcast/artificial-intelligence-and-religion/>

**Required Viewing:**

<https://www.youtube.com/watch?v=qiLUqlDpxGw>

Can a Robot Be a Priest?

**Week of April 11**

**Synthesis and wrap-up lecture**

**Final paper due Tuesday, April 12.**



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

## **Grading System at Carleton University**

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

## **Course Sharing Websites and Copyright**

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

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).  
[More information](#)

## Student Rights and Responsibilities at Carleton

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

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

## Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

## Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals Registrar's Office "Defer an Exam" page](#)

## Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

## Department Contact Information

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