

College of the Humanities
Religion Program: RELI 3420 A Winter Term
Early Buddhism (blended online)

Instructor: Melanie Coughlin, PhD (she/her/elle)

Virtual Meet Time: Wednesdays 8:35-9:55 a.m. (partially recorded)

Office Hours: One-on-One Drop-In Time in Zoom - Mondays 9:05-9:55 a.m.

Other times can be reserved at melanie-coughlin.youcanbook.me or by e-mail

Email: melanie.coughlin@carleton.ca



Image Description

A relief carved into stone around the second century B.C.E., this Bharut stupa railing fragment is currently housed in the Indian Museum in Kolkata and it depicts one of the final scenes from the Buddha's life story: an elephant is ridden by two men, one sitting in front and stabilizing a large container atop the elephant's head, while the other man is sitting at the back and holding up an umbrella-like object. Image Source: [Anwaraj 2013 CC BY-SA 3.0](#)

Description of What We Study in RELI 3420 Early Buddhism

Most strictly defined, "Early Buddhism" is a scholarly category created to define a period before the Buddha's teachings became clearly divided into a variety of schools. But "Early Buddhism" is not simply in the past. In this course, we explore the present-day significance of early Buddhist texts. First, we read translations of primary sources from the Pali canon with the goal of describing the beliefs and practices of early Buddhists represented there. Second, we consider the contemporary uses of these texts within a striking variety of modern Buddhist claims to authenticity. This second task is informed by reflection on how the field of early Buddhist studies was formed in relation to colonial contexts and other forces at work in global modernity. The overarching goal

of the course is to communicate the long-lasting interest and influence of these seminal texts.

While participating in this general discussion, you will have the chance to develop your own individual area of interest and preferred modality of study. Your main task will be a Research Project about one of the early Buddhist texts we study. You will be supported in this task through asynchronous discussion activities and synchronous workshops designed to train the skills required for the successful development of your project.

How RELI 3420 Works

This is a blended online course. The course takes place entirely online and there is a mix of synchronous and asynchronous activities. The synchronous activities are weekly virtual meetups (Wednesdays 8:35-9:55 a.m.). There are two portions to each meetup: a lecture portion and an activity portion. Every lecture portion of the meetups will be recorded for future reference and the worksheets we complete in the activity portion will be available online. However, the activity portion will not be recorded to ensure the comfort of synchronous participants. There are also regular voluntary drop-in one-on-one synchronous meetings (Mondays 8:35-9:25) and other sign-up hours available each week. If you miss the scheduled synchronous activity, you can work on the relevant worksheet directly with the instructor during those alternate times. The asynchronous activities are written lecture notes and videos on the course website that you access on your own time in addition to the assigned readings in the Ares Library Reserves. These asynchronous activities also include quizzes and required discussion forums throughout the term with submission deadlines (see the deadlines listed with the module-by-module breakdown below for details).

What You Will Learn to Do in RELI 3420

1. Define key terms for describing early Buddhist beliefs and practices
2. Interpret data from early Buddhist texts
3. Identify reliable academic sources of information about Buddhism
4. Summarize academic articles and identify their relevance for a specific research project
5. Dialogue about shared interests with other members of small research communities
6. Develop a research project about the historical significance of an early Buddhist text

What You Will Accomplish for the Religion Program Objectives

1. Understand the historical development, basic data, and disciplinary vocabulary associated with the religion studied in this course
2. Engage with primary texts
3. Distinguish primary and secondary sources, and be able to recognize acceptable academic sources for the study of religion
4. Summarize a long article in a coherent synopsis
5. Conduct and synthesize research in religion, with knowledge of fundamental reference resources and familiarity with the leading journals in the field
6. Engage with secondary sources and peers in thoughtful informed discussion of topics related to the study of religion, orally and in writing

7. Produce a well-researched project in a topic in religious studies that is free of grammatical and syntactical errors and uses proper citation and bibliographic style

How Your Learning Will be Evaluated

Quizzes 2.5% x 8 = 20%

The quizzes provide immediate feedback on how well you are grasping the course content. There is one multiple choice quiz per course module and each one is based on the content of that module and its assigned reading. The time taken to complete each quiz is not monitored and you have a second chance to improve your score, but each quiz should be completed by the end of the scheduled period for its module. There are details about deadlines and technical issues in 'Instructor's Policies' section below. The goal is to keep you clear on the technical terms and historical information you are meant to be acquiring as you move through the course materials.

Discussions 20% x 2 = 40%

Over the course of the semester, you will be asked to choose two group discussion topics in which to participate (see the deadlines listed with the module-by-module breakdown below for details). Each discussion topic requires you to (1) post one relevant secondary source article, a brief summary of that article, and your statement about how this article informs your Research Project, and then (2) reply to one fellow group member to express your informed understanding of their post and make a constructive suggestion about how they might develop and/or adjust their understanding of their article and/or its relevance. Initial posts should be 400-500 words and replies should be 200-300 words. Your participation in each discussion group is graded according to how well you summarize your chosen article and state its relevance for your research project, as well as how well you respond in an informed and constructive manner to your fellow group member's post. All posts must include Chicago author-date references to specific page numbers in the relevant sources. There are general discussion guidelines and a detailed discussion rubric to guide you in the Assignment Descriptions sub-module in Course Essentials. The goal of these discussions is to engage in smaller research communities within the course where you can develop your own research while sharing with others what matters to you in what you are learning.

Workshops 5% x 2 = 10%

Participation in two workshops created to facilitate the development of your Research Project is required. Both workshops will allow you to discuss and define your research topic and provide the opportunity for synchronous feedback. The workshops will be offered during the usual Virtual meet time, but alternate times for one-on-one support can be scheduled for individuals who cannot make the regular time.

Research Project 30%

The Research Project is the main summative assignment for this course. You must include course content, your own original research, and academic referencing. Aside from these requirements, the project's format is flexible (e.g., text-only, video, audio, text and image, website, eportfolio, etc.). The Research Project should use feedback

from your peers and the instructor gained through participation in the Discussions and Workshops. The Research Project can also re-use content from the Quizzes, Discussions, and Workshops, but it must be made clear how any content included is relevant to the research topic. I am happy to discuss ideas or drafts of Research Projects during office hours, but I can only review up to one page of a draft over email. References must refer to specific page numbers or section headings and no Research Project can be accepted without a complete bibliography.

Course Module Topics, Materials, Activities and Deadlines

Module: Getting Started

Topic

Introduction to Studying Early Buddhism

Materials

1. Module contents (lecture notes/video on Brightspace)

Activities

1. Virtual Meet: Course orientation and community guidelines—Wed Jan 12, 8:35-9:55 a.m.
2. Self-introduction and finding a Study Buddy discussion topic (optional)

Deadline

Sunday, January 16, 2021

Module 1

Topic

The First Collection: The Great Emancipation

Materials

1. Module contents (on Brightspace)
2. Assigned reading (Ares Library Reserves)
 - a. "The Sixth Chapter for Recitation" (Ānandajoti 2008)

Activities

1. Virtual meet: Reading activity —Wed, Jan 19, 8:35-9:55 a.m. (lecture recorded)
2. Complete Quiz for Module 1
3. Choose your first discussion group topic, watch the video, and claim your article

Deadline

Sunday, January 23, 2022

Module 2

Topic

The Second Collection: The Foundations of Mindfulness and the Water-Snake Simile

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (Ares Library Reserves)
 - a. Satipaṭṭhāna Sutta (Bodhi 2015, 145-155)

- b. Alagaddūpama Sutta (Bodhi 2015, 224-237)

Activities

1. Virtual meet: Reading activity—Wed, Jan 26, 8:35-9:55 a.m. (recorded)
2. Complete Quiz for Module 2
3. Create your initial post in your first discussion group

Deadline

Sunday, January 30, 2022

Module 3

Topic

The Third Collection: Setting the Dhamma Wheel in Motion and the Characteristic of Nonself

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (Ares Library Reserves)
 - a. "Dhammacakkappavattana Sutta" (Bodhi 2000, 1843-1847)
 - b. "Anattalakkhaṇa Sutta" (Bodhi 2000, 901-903)

Activities

1. Virtual meet: Reading activity—Wed, Feb 2, 8:35-9:55 a.m. (recorded)
2. Complete Quiz for Module 3
3. Post a reply in your first discussion group

Deadline

Sunday, February 6, 2022

Module 4

Topic

The Fourth Collection: Loving-Kindness and Enmity

Materials

1. Module contents (lecture video/notes on Brightspace)
2. Assigned reading: (Ares Library Reserves)
 - a. Excerpt from the Book of the Fours (Bodhi 2012, 73-74)
 - b. Excerpt from the Book of the Nines (Bodhi 2012, 1271-1286)

Activities

1. Virtual meet: Reading activity—Wed, Feb 9, 8:35-9:55 a.m. (recorded)
2. Complete Quiz for Module 4

Deadline

Sunday, February 13, 2022

Midterm Feedback and Review

Topic

Midterm Review

Materials

1. Review Modules 1-4

Activities

1. Virtual meet: Review activity—Wed, Feb 16, 8:35-9:55 a.m. (recorded)
2. Complete the Midterm Feedback Survey

Deadline

Wednesday, February 16, 2022

Module 5

Topic

Workshop 1: Research Project Part 1

Materials

1. Module contents (lecture notes/video on Brightspace)
2. Assigned reading (PDF in Ares Library Reserves)
 - a. "Roads Taken and Not Taken in the Study of Theravāda Buddhism" (Hallisey 1995, 31-62)

Activities

1. Virtual meet: Workshop activity—Wed, Mar 2, 8:35-9:55 a.m.
2. Choose your second discussion group topic, watch the video, and claim a new secondary source article

Deadline

Sunday, March 6, 2022

Module 6

Topic

Early Buddhism in Theosophy

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (Ares Library Reserves):
 - a. "Colonel Henry Steel Olcott" (Lopez 2002, 15-23)

Activities

1. Virtual meet: Reading activity—Wed, Mar 9, 8:35-9:55 a.m. (recorded)
2. Quiz for Module 6
3. Create your initial post in your second discussion group topic

Deadline

Sunday, March 13, 2022

Module 7

Topic

Early Buddhism in Theravāda

Materials

1. Module contents (lectures notes/videos on Brightspace)
2. Assigned reading (Ares Library Reserves)
 - a. "Mayahasi Sayadaw" (Lopez 2002, 116-126)

Activities

1. Virtual Meet: Reading Activity—Wed, Mar 16, 8:35-9:55 a.m. (recorded)
2. Quiz for Module 7
3. Post a reply in your second discussion group topic

Deadline

Sunday, March 20, 2022

Module 8

Topic

Early Buddhism in Engaged Buddhism

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (Ares Library Reserves)
 - a. "Introduction" (Thich 2009, 1-4)

Activities

1. Virtual Meet: Reading activity—Wed, Mar 23, 8:35-9:55 a.m. (recorded)
2. Quiz for Module 8

Deadline

Sunday, March 27, 2022

Module 9

Topic

Early Buddhism in Environmentalism

Materials

1. Module contents (lecture notes/videos on Brightspace)
2. Assigned reading (Ares Library Reserves)
 - a. "Early Buddhist Views on Nature" (Kabilsingh 1996, 147-150)

Activities

1. Virtual meet: Reading activity—Wed, Mar 30, 8:35-9:55 a.m. (recorded)
2. Module 9 Quiz

Deadline

Sunday, April 3, 2022

Module 10

Topic

Workshop 2: Research Project Part 2

Materials

1. Course module contents (lecture notes/videos on Brightspace)
2. Assigned Reading (Ares Library Reserves):
 - a. "Introduction: Buddhism and Modernity" (McMahan 2008, 3-26)

Activities

1. Virtual meet: Workshop activity—Wed, Apr 6, 8:35-9:55 a.m.

Deadline

Sunday, April 10, 2022

Assigned Readings

You do not need to buy readings for this course. All required readings will be available online from the Ares Library Reserves online and from free websites whose links will be provided. The lecture notes and videos in the modules on the course webpage are also required course materials. Successful work will demonstrate the application of data and information from the assigned readings in Ares and the module contents. All works and websites used must be cited in your Discussions and Research Project. If references to difficult-to-access works are provided, such as works that are not in the university library, nor accessible online, I might have to request a scanned copy of the source used for the purpose of accurate grading.

Ānandajoti, Bhikkhu, translator. 2008. "The Sixth Chapter for Recitation." In *The Discourse Great Emancipation: A Translation of the Mahāparinibbāna Sutta (DN 16)*, 171-198. <https://www.ancient-buddhist-texts.net/English-Texts/Great-Emancipation/Great-Emancipation.pdf>

Bodhi, Bhikkhu, translator. 2000. "Dhammacakkappavattana Sutta." In *The Connected Discourses of the Buddha: A Translation of the Saṃyutta Nikāya*, 1843-1847. Somerville, MA: Wisdom Publications.

Bodhi, Bhikkhu, translator. 2000. "Anattalakkhaṇa Sutta." In *The Connected Discourses of the Buddha: A Translation of the Saṃyutta Nikāya*, 901-903. Somerville, MA: Wisdom Publications.

Bodhi, Bhikkhu, translator. 2012. Excerpt from "The Book of the Fours." In *The Numerical Discourses of the Buddha: A Translation of the Aṅguttaranikāya*, 73-74. Somerville, MA: Wisdom Publications.

Bodhi, Bhikkhu, translator. 2012. Excerpt from "The Book of the Nines." In *The Numerical Discourses of the Buddha: A Translation of the Aṅguttaranikāya*, 1271-1286. Somerville, MA: Wisdom Publications.

Bodhi, Bhikkhu, editor. 2015. "Satipaṭṭhāna Sutta." In *The Middle-Length Discourses of the Buddha: A Translation of the Majjhima Nikaya*, 145-155. Original Translation by Bhikkhu Ñāṇamoli. Somerville, MA: Wisdom Publications.

Bodhi, Bhikkhu, editor. 2015. "Alagaddūpama Sutta." In *The Middle-Length Discourses of the Buddha: A Translation of the Majjhima Nikaya*, 224-237. Original Translation by Bhikkhu Ñāṇamoli. Somerville, MA: Wisdom Publications.

Hallisey, Charles. 1995. "Roads Taken and Not Taken in the Study of Theravāda Buddhism." In *Curators of the Buddha*. Edited by Donald S. Lopez, 31-62. New York: University of Chicago Press.

Kabilsingh, Chatsumarn. 1996 "Early Buddhist Views on Nature." In *This Sacred Earth: Religion, Nature, Environment*, edited by Roger S. Gottlieb, 147-150. New York: Routledge.

Lopez, Donald S., editor. 2002. "Colonel Henry Steel Olcott." In *A Modern Buddhist Bible: Essential Readings from East and West*, 15-23. Boston, MA: Beacon Press.

Lopez, Donald S., editor. 2002. "Mayahasi Sayadaw." In *A Modern Buddhist Bible: Essential Readings from East and West*, 116-126. Boston, MA: Beacon Press.

McMahan, David L. 2008. "Introduction: Buddhism and Modernity." In *The Making of Buddhist Modernism*, 3-26. New York: Oxford University Press.

Thich, Nhat Hahn. 2009. "Introduction." In *Thundering Silence: Sutra on Knowing the Better Way to Catch a Snake*, 1-4. Berkeley, CA: Parallax Press.

Instructor's Policies

Lateness

Flexibility is a key value in this course and it requires timely and honest communication. Please check the specifications for each form of assessment and contact me with any questions and/or accommodation requests:

- Quizzes
 - available and open from the beginning of the module week;
 - must generally be submitted by their respective due dates;
 - each participant gets two (2) 'freebee' one-week quiz extensions, no questions asked, so long as the instructor is contacted within one week after the relevant deadline;
 - extensions for after one week after the deadline has passed, more than two extensions and/or extensions greater than one week require explanation of circumstances with a view to finding measures within the Carleton community to help address current challenges;
- Discussions
 - available once you choose your discussion topics;
 - time-sensitive due to interaction with peers;
 - late submission is only possible by way of a make-up assignment;
 - requests for make-up assignments, no questions asked, must be made to the instructor within two weeks after the deadline;
 - requests made more than two weeks after the deadline require explanation of circumstances with a view to finding measures within the Carleton community to help address current challenges; explanation.
- Workshops
 - Must take place either in the usual Meetup time, or one-on-one with the instructor at a time that the course participant takes responsibility for scheduling (e.g., the weekly office hour or times made via melanie-coughlin.youcanbook.me);
 - Requests to complete Workshops outside the usual time without explanation must be made within one week of the relevant Workshop module's deadline;

- Requests made after this time period require explanation of circumstances with a view to finding measures within the Carleton community to help address current challenges
- Research Project
 - The research project is due on the last day of the exam period and is therefore subject to Take-Home Exam regulations outlined in the College of the Humanities' "Deferred Final Exams" regulations stipulated below.

N.B. Course participants are advised to double-check online submissions by closing the browser after submission and then re-opening the browser and the submitted assignment on Brightspace to ensure that the correct item (and the correct version of the item) has been successfully uploaded. If there is any doubt remaining, course participants are expected to submit via an e-mail attachment before the submission deadline. Without an e-mail back-up, mistaken or failed uploads will be treated according to the above regulations.

Appeals

If a student judges any mark on an assignment to be unfair, then appeals can be made within two weeks after the distribution of the mark. Unless the mistake is a calculation error, the grade appeal must include a paragraph written by the student to explain why a better mark is justified with reference to the relevant grading rubric (detailed rubrics provided for assignments within the sub-module Assignment Descriptions in Course Essentials).

Originality

Since this is an upper-level course, participants will be instructed on how to develop and complete an original research project. This project is original in the sense that it cultivates one's own individual interests and point of view. All sources used must be accurately documented with references to specific pages or sub-headings used within a source and a complete bibliography. I regularly have had to submit assignments and exams to the Associate Dean with allegations of Academic Integrity violations. It might help to be forewarned that many such cases occur because a student paid someone else to do the work and was lied to regarding the originality of the work for which they paid. Please keep in mind that I am more trustworthy than a random person doing something for money on the internet. I am also better able to help you than someone you know who would be willing to do your work for you. If you are stuck for ideas and/or time, please just reach out via email, let me know what you need, and I promise that with mutual honesty we can figure out a way forward together.

Questions

I am committed to responding to questions posted to the Ask Your Instructor discussion topic or submitted by e-mail within 48 hours, Monday to Friday. If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please check your post or re-send your e-mail. If you have a question that is not of a personal nature, then please consider posting your question under a descriptive title in the Ask Your Instructor discussion topic on the course webpage, so that others can benefit from reading it. Note that I have this topic so that you can choose to post anonymously, with your name visible only to the instructor. I am also regularly available for one-

on-one consultations by audio or chat, see the “Supports for Students Studying Online” section below.

Supports for Students Studying Online

- The instructor holds weekly online office hours, as well as additional scheduled-as-needed hours. Use these hours to discuss your progress and/or obstacles in the course, assignments expectations, plans or drafts and broader questions about the academic study of religion. Both the weekly hour and the meetings outside of the regular office hours (booked at melanie-coughlin.youcanbook.me) are one-on-one consultations. If you can make none of these, or the schedule-as-needed hours are full, contact the instructor via e-mail and we can usually work out another time with a few days of notice.
- Carleton’s Centre for Student Academic Support has online resources to help you succeed with online workshops to improve your personal and academic skills. Go to the [Centre for Student Academic Support’s Online Support page](#) to become a member of their online community.
- Fellow participants and the instructor will be regularly checking the ‘Ask Your Instructor’ discussion topic where you can receive general clarification on course content, assignment expectations, study procedures, and so on. Please describe your discussion topic as clearly as possible to facilitate other participants’ use of this important resource.
- The Academic Advising Centre advises students on a request basis and it is possible to arrange for meeting by phone or web. These advisors can help you manage your course load and create feasible work schedules. You can set up an appointment with them via Carleton’s [Academic Advising Drop-In Webpage](#), which also lists many examples of the kinds of support these advisors provide.
- Every Carleton student has access to free counselling services, including teleconferencing ones, via the [EmpowerMe program](#) program, which provides a 24-hour, 365 days a year intake meeting and referral service which can be reached toll-free at 1-833-628-5589.
- Students registered with the PMC are encouraged to contact the instructor to request any specific accommodation needed to most easily access the course materials and/or best demonstrate learning;
- Students who think that obstacles posed by a disability and/or long-term condition might be interfering with their work but who are not registered with the PMC, are advised to send an e-mail to pmc@carleton.ca requesting either a Pre-Intake Meeting (if you do not yet have documentation), or an Intake Meeting (if you already have documentation).



Humanities

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

[This schedule](#) contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the [Important Dates and Deadlines section](#) of the Registration Website.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity Policy (updated June 2021)

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

[Academic Integrity](#)

[Policy Academic](#)

[Integrity Process](#)

Academic Accommodation Policy

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

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

Addressing Human Rights Concerns

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

Requests for Academic Accommodation

You may need special arrangements to meet your [academic obligations](#) during the term. For an accommodation request, the processes are as follows:

Religious Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation](#).

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Grading System at Carleton University

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

Course Sharing Websites and Copyright

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

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

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

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

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due.** The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or

student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

Deferred Final Exams

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

The application for a deferral must:

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

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

Financial vs. Academic Withdrawal

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

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

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

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

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

Department Contact Information

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