

*Classical Approaches to Religion (RELI 3741)***Instructor:** Professor Christopher Jensen**Email:** christopher.jensen@carleton.ca**Online Lectures:** T/Th 8:35 - 9:55**Office Phone:** N/A **Office****hours:** (Online) T/Th 10:00-11:00 (or by appointment)

Zoom link for Office Hours and Lectures: On Brightspace

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

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*Course Overview*

What does it mean to study religion? Who studies religion and why? And what is this thing we're calling "religion" anyway? In this course, we will explore these (and related) questions, and – in the process – consider the ways that theorizing about religion (defined broadly) is a nigh unavoidable side-effect of intercultural interaction, and one that is always embedded in a web of social, political, and economic concerns, albeit perhaps implicitly. For a critical perspective on these cultural dynamics in action, we will explore these questions by considering a variety of foundational Euro-American theories, which are often seen as the undergirding Religious Studies as an academic discipline, as well as case-studies from Chinese, Japanese, and Islamic history. We will also consider the matter of Indigenous/settler interactions in 20<sup>th</sup> c. Canada, wherein the Canadian government's treatment of Indigenous peoples (and, in particular, children) was often justified via theorizing about "religion." By the end of the course, you will have developed a much clearer sense of how various thinkers have attempted to define "religion," the cultural situatedness of such discourses, and why they matter. While answering such questions has its own intrinsic value, considering such issues will also prepare you for RELI 4741, which explores the academic study of religion as it is practiced today.

*Learning Objectives*

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

- analyze various theories of religion, attending to their key features, innovations, and underlying assumptions;
- explain and construct arguments related to the links between these theories and the cultural contexts in which they were formulated;
- explore the "situatedness" of theories of religion, and their inextricability from broader social, political, and economic concerns;
- read and comprehend historical examples of theoretical literature (whether in English or in translation), and present findings related to it;
- reflect upon these theories and assess their continued utility as analytical tools;
- demonstrate the ability to engage in respectful and informative discussions related to these topics.

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

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

### *(Un)Grading in RELI 3741*

In this course, we will be experimenting with an innovative pedagogical approach known as “ungrading.” A substantial body of scholarship in teaching and learning has demonstrated the extent to which grading is not congruent with (if not directly opposed to) learning, in that it impels students to complete their coursework for the sake of the grade instead of for the sake of their learning itself (extrinsic vs. intrinsic motivation), it discourages innovative thinking and projects (as students desiring the best possible mark will often “play it safe”), and it promotes product-directed thinking as opposed to process-directed thinking. Moreover, in the vast majority of “real-life” scenarios that a university education is supposed to prepare students for, there is no analogue to an “objective” grade for a given assignment. Instead, most work tasks are collaborative, are embedded in larger projects, and allow innumerable opportunities for incremental knowledge and skill development.

As you have likely noted above, I have already identified several “Course Objectives” (knowledges, skills, and the like) that I hope students will possess by the end of the course. We will talk through these objectives, and add additional ones if desired by the class, in our first session (Jan. 11). The assignments that students will be completing over the course of the semester will focus on developing the skills and conceptual frameworks laid out in the Course Objectives. When I assess student work in this course, I will provide substantive comments upon it, but no formal grade. **If the work does not meet the standards required of a third-year university course (and the assignment / course objectives), you will be asked to revise and resubmit. Resubmissions should be completed within a week of receipt of feedback (though exceptions will be made on medical or compassionate grounds).**

By the end of the class, students will assemble a portfolio of the evidence of classroom learning, and in particular, of progress towards achieving our course’s learning goals (full guidelines for this assignment can be found on our course page). These portfolios will be submitted on Brightspace at semester’s end. In their portfolios, students will suggest final grades for themselves, drawing upon this evidence. During the exam period, I will schedule 10-minute meetings with each student (via Zoom), during which we will review these portfolios and decide upon final grades. In the case of a disparity between a student’s assessment of their own work and my own (as per the course goals), I reserve the right to adjust the final grade; that said, in both my experience and that of other university educators who have experimented with this assessment strategy, doing so is rarely necessary.

**IMPORTANT NOTE (re. grade anxiety):** I realize that many students in this course are, understandably, concerned about grades; after all, university marks often determine access to scholarships, competitive graduate programs, and the like. Since the goal of ungrading is to create a more holistic, intellectually compelling learning environment, anything that leads to greater student anxiety is obviously

counterproductive. As such, please note that I am always willing to discuss your standing in the course with you. In such a discussion, we will review the assignments that you have already submitted and talk through an appropriate final grade based on your work to date, as well as ways that current and subsequent assignments could be improved. **To reiterate: if you do the work, you will receive the grade that you are seeking.**

Textbook

In order to minimize costs for students, all readings will be from public domain sources or will be drawn from academic sources made accessible via ARES (course reserves).

Anatomy of a Week in 3741

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

- We will be meeting each week on Tuesdays and Thursdays, from 8:35-9:55 (on Zoom).
- Every week, during our Tuesday class session, I will kick things off with some brief introductory comments and answer any initial questions that anyone has (~20-30 minutes). I will then offer an introduction to the thinker(s) in question, considering their historical and social contexts, and then transitioning into their theory of religion. This will generally take the full class session.
- The Thursday session will be used to cover any additional material missed during the Tuesday session and to answer student questions. Once this portion of the class session is complete, we will transition to student presentations.
  - For a discussion of presentations, see the *Assignments* section (below).
  - It is my hope that these presentations and discussions will allow us to develop the sort of cohort cohesion and camaraderie that can make seminars such a pleasant and engaging academic experience: a challenge in an online environment.
- Given that seminar participation is such an important part of the class, **any student who misses seven in-class sessions (i.e., ~1/3 of the class) will not be able to pass.** Completion of forum posts (as outlined below) is a necessary part of receiving your participation grade for a given week.

Suggested Workload

Desired Grade	Reading Analyses	Participation + Forum Posts (weekly)	Presentations
<u>A</u>	5	12	1
<u>B</u>	4	10	1
<u>C</u>	3	8	0

Note #1: In addition to the work outlined above, **all** students must complete the final portfolio and consultation meeting in order to earn a grade in the course.

Note #2: If you are unable to complete the required number of assignments for your desired grade, you can make up the shortfall using other assignments. Please consult with me if you are uncertain about whether the work you are proposing would constitute a comparable amount of work.

## *Assignments*

### *Seminar Participation*

#### *Participation #1: Forums*

*Pre-Class:* Every week **prior to 5 PM** on Wednesday night, you will be responsible for posting three questions / comments to the course forum. Remember: these posts need to be up by Wednesday evening in order to allow me enough time to review your questions in preparation for Thursday's class. As such, late posts cannot count toward your total of completed assignments. These questions/comments should follow the template (outlined below) and each must include a specific reference (including page #) to the assigned readings. **A complete post must include one question / comment of each type.** Also, these questions should not already have been posed by someone else in the class (as such, it pays to post early):

1. request for clarification, which clearly points to a specific passage from the week's reading, and explains why it is unclear to you;
  - a. Example:<sup>1</sup> Why does Tylor refer to belief in spirits as "animism" (p. 10-11)? I'm not clear on the connection between spiritual beings (as he described them) and this term...
2. analytic question, which addresses a larger-scale conceptual or theoretical issue, either within the writings of the current theorist or between theorists under consideration;
  - a. Example: Tylor's discussion of the "universal state of man" (p. 6) and his notion that "art and knowledge" are one of the primary points of distinction between cultures (p. 4) seems fairly forward-looking, especially for a Victorian anthropologist. How does one accord such descriptions with the (extremely problematic) notion of "rude races" that he references on page 18?
3. synthetic question, which proposes a putative connection between this week's reading and prior lectures, readings, or presentations.
  - a. Example: How does Tylor's theory of magic (and its relationship with religion) (pp. 810) differ from Frazer's (pp. 40-47)?

#### *Participation #2: On Defining Religion (Forum Post)*

In the first week of class, students will be asked to write (and share) a brief forum post on the topic of what it means to define religion (between 50 and 200 words). Throughout the semester, students will have opportunities to reflect on this question, and at the end of the course, the final portfolio assignment will include a reflection question related to it. *Presentations*

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

In every Thursday's class, between 1-4 students will prepare an eight- to ten-minute presentation on material related to the assigned topic of the week's class. This material will take one of the four forms outlined below and must be cleared with your instructor no later than Tuesday evening of the week in which you are scheduled to present.

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<sup>1</sup> Note: For the sake of simplicity, all examples included in the syllabus refer to E. B. Tylor (the subject matter in Week Two of our course).

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

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1. Additional primary source related to the topic (e.g., a later theorist who actively responds to the current week's material);
    - a. Example: Bronislaw Malinowski's response to Tylor in "Magic, Science, and Religion," in *Science, Religion, and Reality*, edited by James Needham, (New York: Macmillan, 1925).
  2. Contemporary, published academic response to the topic (i.e., from a peer-reviewed journal / web-resource, or a book from an academic press);
    - a. Example: Laavanyan Ratnapalan, "E. B. Tylor and the Problem of Primitive Culture," *History and Anthropology* 19:2 (2008), 131-142.
  3. One or more academic sources that clarify a central term or concept from the reading, or that speaks to the social and historical context in which it was situated;
    - a. Example: an overview of London's *Royal Society*, explaining the significance of the fact that Tylor's book *Primitive Culture* earned him membership.
  4. A piece of material culture (e.g., object, site) that is either directly referred to in the week's reading or that sheds light on the reading.
    - a. Example: the Pitt Rivers Museum's catalogue of E. B. Tylor's papers (<https://www.prm.ox.ac.uk/tylor-papers>)

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

### Reading Analyses

Every week, students will have the option to write an approximately 600–800-word overview of the primary source readings assigned that week. These analyses are due by Friday each week (though I will generally grade them on Mondays, so if you need a few extra days, you can take them).

These analyses will generally follow the "five questions" format outlined in Pals' introduction (posted to the course page), though the format / content of certain weeks of course content will require that this format be extended / modified. All relevant details will be posted to Brightspace. The purpose of these assignments is to demonstrate your understanding of the primary source readings, as well as to keep a log and summary of the major thinkers and works read. Citations should be in Chicago / Turabian style, and the paper should include a separate bibliography page. See the course page for a link to the style guide.

### Team Work

Given that collaboration is a vital academic skill, I would encourage you to team up with **one** other classmate to work on the presentations / reading analyses. If you decide to do so, please note that you will be asked to comment on the work of collaboration (scheduling, editing, etc.) in your Final Portfolio.

### Final Portfolio + Meeting

At the end of the semester, you will complete a final portfolio, in which you will think back critically on both the subject matter knowledge and the practical skills that you developed over the semester. A

template for this reflection assignment can be found on the course page. You will then book 10-minute consultation meetings with Professor Jensen (which take place throughout the final exam period), in which you will talk through your final reflection assignments. As such, your portfolios must be submitted no later than 24 hours before your consultation meeting, in order to give Professor Jensen enough time to review them.

**Completion of the portfolio and meeting are required to pass the course.**

Bonus Points

If students would like to earn a grade increment (e.g., A  $\rightarrow$  A+), they can do so via answering questions in the “Reading SOS” forum or attending virtual lectures related to course content and writing up one page overviews of them. Be sure to include any such additional work in your final portfolios.

On Feedback and Revisions

As outlined above, one of the goals of this ungraded class is to provide students with experience writing in a professional capacity. In such contexts, a baseline standard (B+/A-, in academic terms) is required for a project to be considered complete; work falling below that standard will be sent back for revisions.

We will simulate this sort of professional writing environment in our class. Every assignment will be either incomplete / unsubmitted, in progress, or complete. An “in progress” assignment is one that has been returned to you (or your group) because of issues with content, sourcing, style, or some combination of these three. You will have the opportunity to resubmit as many times as necessary to reach the baseline standard.

**If you have been asked to revise an assignment and you fail to do so, you cannot claim credit for it towards your final grade (in the Final Portfolio).**

Weekly Course Schedule

In-Class Meeting Dates	<u>Topic(s) and Tentative List of Readings</u> <sup>2</sup> All readings and question posts should be completed by Wednesday at 5pm All Reading Analyses should be posted by Friday evening
Jan. 7, 9	Introduction: Syllabus, Course Procedures, Introduction to Theorizing about Religion <ul style="list-style-type: none"> <li>• Campany, “On the Very Nature of Religions”</li> <li>• Abbasi, “Did Premodern Muslims Distinguish the Religious and Secular?”</li> </ul>
Jan. 14, 16	E. B. Tylor + Early Western Anthropological Approaches <ul style="list-style-type: none"> <li>• Tylor, <i>Primitive Culture</i> (selections)</li> </ul>

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<sup>2</sup> Note: students will be informed of any modifications to this reading list via Brightspace and in my weekly emails.

Jan. 21, 23	China: The “Rites Controversy,” and the Response to Christian Missionaries (16 <sup>th</sup> /17 <sup>th</sup> c. CE) <ul style="list-style-type: none"> <li>• Reading (TBA)</li> </ul>
Jan. 28, 30	Japan: The “National Learning” Movement ( <i>Kokugaku</i> ), and Tominaga Nakamoto’s Rationalism (17 <sup>th</sup> / 18 <sup>th</sup> c. CE) <ul style="list-style-type: none"> <li>• Tominaga Nakamoto, “The Writings of an Old Man,” translated by Kato Shuichi, <i>Monumenta Nipponica</i> 22:1-2 (1968), 194-210.</li> </ul>
Feb. 4, 6	Sigmund Freud + Early Western Psychological Approaches <ul style="list-style-type: none"> <li>• Reading: <i>The Future of an Illusion</i> (Selections)</li> </ul>
Feb. 11, 13	Emile Durkheim + Early Western Sociological Approaches <ul style="list-style-type: none"> <li>• Reading: <i>The Elementary Forms of Religious Life</i> (selections)</li> </ul>
Feb. 17-21	<i>Midterm Break</i>
Feb. 25	Karl Marx + Early Western Economic Approaches <ul style="list-style-type: none"> <li>• Reading: Marx, Introduction to “A Contribution to the Critique of Hegel’s Philosophy of Right”</li> </ul>
Feb. 27	Max Weber + Later Western Sociological Approaches • Reading: <i>The Sociology of Religion</i> (selections)
Mar. 4, 6	China: The Fall of the Qing Dynasty, the May 4 <sup>th</sup> Movement, and the Rejection of Chinese Religion <ul style="list-style-type: none"> <li>• Reading: TBA</li> </ul>
Mar. 11, 13	Japan: The Meiji Restoration, State Shinto and the Creation of “World Religions” (late 19 <sup>th</sup> / early 20 <sup>th</sup> c. CE) <ul style="list-style-type: none"> <li>• Reading: Kato, <i>A Study of Shinto</i> (selections)</li> </ul>
Mar. 18, 20	Mircea Eliade + the Phenomenology of Religion <ul style="list-style-type: none"> <li>• Reading: <i>The Sacred and the Profane / Patterns in Comparative Religion</i> (selections)</li> </ul>
Mar. 25, 27	Clifford Geertz + Later Western Anthropological Approaches <ul style="list-style-type: none"> <li>• Reading: Geertz, “Religion as a Cultural System”</li> </ul>
Apr. 1, 3	Case Study: Why Defining Religion Matters – Canadian Residential Schools <ul style="list-style-type: none"> <li>• Reading: TBA</li> </ul>
Apr. 8	End of Semester Review + Discussion
Apr. 13-25	Consultation Meetings (via Zoom) <ul style="list-style-type: none"> <li>• Final Portfolios due 24 hours prior to scheduled meeting</li> </ul>

### **Additional Important Course Information:**

1. I will be the first to acknowledge that learning online is stressful and challenging. If you are having trouble staying caught up with our course, please let me know ASAP and I will do what I can to help. Likewise, please note that Carleton has a variety of mental health supports in place

for students. The Wellness page is a good place to start (<https://carleton.ca/wellness/>), but I am also happy to help direct you to specific services if necessary.

2. It is your responsibility as a student to understand Carleton's Academic Integrity policy (<https://carleton.ca/registrar/academic-integrity/>). Plagiarism, unauthorized collaboration, and the use of AI writing aides will be taken seriously in this course and will be reported to the Dean. Academic dishonesty can have a serious, lasting impact on one's academic future. When in doubt, err on the side of caution. I'm happy to answer any questions that you have on these issues.
3. Some of the material in this course may be challenging (whether conceptually, emotionally, or otherwise). Given that part of our interactions will be asynchronous (i.e., via course forums), it is vitally important that we pledge to engage with each other as human beings and as co-participants in a learning environment. We must commit to active listening, seeking "truth" (defined broadly) instead of being "right," and – if/when it comes time to disagree – critiquing ideas and not people. When posting online, try to imagine whether you would make the same statement as part of a discussion, in front of a room full of your peers. If you would not, it is probably best to rephrase.
4. Late Assignment Policy: since the course forums represent one of the key ways we will be interacting and sharing ideas, **no late submissions will be permitted**. That said, and in recognition of the challenges of studying online, I have attempted to be as flexible as possible with the remainder of the course assignments, providing students with choices about assignment topics and due dates, as well as with opportunities to write bonus assignments to compensate for missed work. If you are unable to complete presentations that you have signed up for, it is your responsibility to inform your group / instructor ASAP, in order to allow alternate arrangements to be made.

## University Regulations for All College of the Humanities Courses (Updated November 22,2024)

### Academic Dates and Deadlines

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

### Copies of Written Work Submitted

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



## Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

## Academic Integrity Policy

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

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- 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**

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