

Carleton University
College of the Humanities: Religion Program
RELI 4741: Contemporary Issues in the Study of Religion
Fall 2024: (in person)

Professor: Deidre Butler

Email: deidre.butler@carleton.ca

Office Hours: Mondays-Wednesdays 3-4 pm and by appointment (in person and online).

Office: Paterson 2a49

Course Description:

Centring our discussions on 20th and 21st century research, this seminar traces key theoretical and methodological questions and debates that reverberate through the academic study of religion, and which continue to inform our contemporary understanding of religion today.

Who is this course for?

This 4th year seminar is aimed at students (from any discipline) who are interested in thinking about and researching religion and/or expect to address issues related to religion, religious history, religious communities etc. in their professional careers.

What will I learn?

- Why religion is essential to understanding the world we live in.
- What approaches and frameworks researchers use to think about religion today.
- How to apply the tools and methods that are used to research religion
- What skills that facilitate transition from undergraduate studies to a career and/or to post-graduate study.

Big Questions:

What does it mean to think critically about religion? What interdisciplinary tools do we use to think about religion? What are the big questions? Why do they matter? How do questions of authority, boundaries, power, space, colonialism, race, gender, and sexuality resonate through these debates and shape our inquiry? How are they still neglected or under-theorized? Why are definitions of religion and religious language so politically charged and what can religious studies scholars contribute to public discourses around religion?

Workshops:

The seminar will include five workshops that will give students the hands-on experience with a selection of tools, methods and practices that are used to study and address religion across a range of academic and professional settings. Workshops will be held in-class or off-site with time to travel from campus to the site.

- Developing a policy brief (civil service, NGO, etc.)
- Researching in archive
- Conducting interview-based research
- Analysing online & digital content
- Curating Museums and Exhibits

Workload: The workload guideline for university level courses is 3 hours of reading/ writing/ studying for each hour of class time per week. This is generally higher in upper-level courses where readings are often dense and more complex. These readings often take longer to process while taking notes to prepare for discussions and your own assignments. Students should expect to read an average of 80 pages per week in this course. Weekly readings include:

1. a short introductory text to orient our discussion in religious studies
2. a reading from a key theorist
3. a choice of article that illustrates how the theorist is applied in contemporary Religious Studies scholarship

We acknowledge that the land on which we gather to meet for this course is the traditional unceded territory of the Algonquin Anishnaabeg people

Required Texts:

All readings and course materials are on reserve and can be located through ARES on Brightspace. These anthologies are particularly useful and are the sources of many of the required readings.

- Hinnells John R.. *The Routledge Companion to the Study of Religion*. 2nd ed. London: Routledge, 2010.
- King, Richard. *Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies*. New York: Columbia University Press, 2017.

Course Evaluation: *NOTE: More than 3 unexcused absences (i.e., 1/4 of the course) = F*

20%	Attendance and Participation
10%	In-Class Reflections (weekly, best 8 count towards final grade)
30%	Briefing Notes (3)
15%	Seminar Leader (3)
25%	Professional Project
5%	<i>Optional bonus marks</i>

See Brightspace for details on all requirements / assignments and grading rubrics for each assignment. All assignments are graded out of 100 points and then converted into percentage value for final grade. Bonus marks opportunities are usually associated with scholarly lectures during the semester. These will be posted on Brightspace and discussed in class.

Attendance policy

This seminar's success depends on our working together as a group and your contribution to content discussions, and activities. You are expected to attend every class fully prepared to discuss the class readings and participate in all activities. **Any student who misses more than 3 of the scheduled class meetings (9 hours of class time) without valid reasons for these absences is not eligible to pass the course.** Students who miss a class for religious reasons must email the professor in advance to have the absence excused. Consult Dr. Butler on how to make up work for an excused absence.

Covid and other illnesses:

Do not attend if you are ill and cannot participate or feel you may be contagious. Contact Dr. Butler as soon as possible and we will find a way to zoom you in (if you are well enough to participate). Your declaration of illness, ideally sent before class begins, will be trusted without need for further documentation.

Learning Objectives:

Students who complete this course successfully will be able to:

1. articulate the real-world implications and applications of religious studies theoretical approaches and debates, allowing them to participate in informed conversations around religion and public life.
2. succinctly summarize complex theoretical readings, identify, and explain their key points, discuss their relevance for the contemporary study of religion, and their import in the world at large.
3. formulate cogent and theoretically nuanced arguments, consistent with the academic study of religion and apply them to real-world contexts.
4. facilitate the discussion of complex religious studies topics by placing the topic in its historical, intellectual, and disciplinary context, rehearsing key arguments, asking questions that elicit a deeper and more nuanced conversation, and critically and constructively engage with the ideas of colleagues.
5. develop and produce a professional project which showcases project design, scholarly research, critical thinking, persuasive argument, project management, and professional execution.

Important Note on Intellectual Property and Privacy:

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are the intellectual property of their respective author(s). All course content and materials, whether deriving from the instructor or fellow students, including PowerPoint presentations, outlines, Briefing Notes, Final Project, and other shared materials, are protected by copyright and remain the intellectual property of their respective author(s). Infringement violates the law.

Please do not record the class without prior consent of all participants, nor post any recording of the class without consent of all participants. To do so violates Canadian Privacy laws. Students registered in the course may take notes and make copies of course materials for their *personal 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). Please also make sure you read and understand the University guidelines on plagiarism (at the end of this document).

SEMINAR SCHEDULE

*See Brightspace for extensive recommended readings as well as annotations for required and recommended sources.

Week 1: Sept. 10: Welcome to the course & Nailing Bruce Lincoln's theses to the doors of Paterson 2a

READ: (please read before class)

Lincoln, Bruce. "Theses on Method." *Method and Theory in the Study of Religion* 8, no. 3 (1996): 225–227. Available at: <https://carleton.ca/chum/religionpubliclife/admissions/method/>

Sign up for Seminar Leader (3x)

Week 2: Sept. 17 What is Religion?: Defining Histories and Disciplinary Origins

READ:

Alles, Gregory. "The Study of Religions: Last 50 Years." In *Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 21–38. London: Routledge, 2005.

CHOOSE:

McCutcheon, Russell T. "The Category Religion in Recent Scholarship." In *Manufacturing Religion: The Discourse on Sui Generis Religion and the Politics of Nostalgia*, 127–157. New York: Oxford University Press, 1997.

-OR-

Asad, Talal. "The Construction of Religion as an Anthropological Category." In *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*, 27–54. Baltimore and London: Johns Hopkins University Press, 1993.

-OR-

Keller, Mary L. "Indigenous Studies and "the Sacred." *The American Indian Quarterly* 38, no. 1 (2014). 82-109.

Week 3: Sept 24: The Policy Brief workshop

Guest Workshop Leader: Kate Solomon, Head of Middle East Policy, Department of National Defence, Canada. This workshop will be held in our class.

Location: in-class

READ: TBD

Review: See Brightspace for Template for Federal Policy Brief Template

Week 4: Oct 1: *The Post-Modern Turn*

Book project meeting for week of October 8

READ:

Carette, Jeremy. "Post-Structuralism and the Study of Religion." In *The Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 274-291. London: Routledge, 2005.

CHOOSE:

Foucault, M., "The Subject and Power," *Critical Inquiry*, Vol. 8, No. 4 (1982): 777-795.

-OR-

Wolosky, Shira. "Foucault and Jewish Feminism: The Meḥitzah as Dividing Practice." *Nashim : A Journal of Jewish Women's Studies & Gender Issues*, no. 17 (2009): 9–32.

<https://doi.org/10.2979/nas.2009.-.17.9>.

Week 5: Oct 8: The Archive Workshop & TBD

Guest Speaker: Pamela Walker

Location: *This workshop will be held at a local Ottawa archive (TBD)*

READ: TBD

Week 6: Oct. 15: Recentering Religion: "After" Orientalism & Colonialism?

Meet this week with Professor Butler to discuss your final project. Come to this meeting with a project proposal ready to discuss. This will include:

- 1. WHAT: A clear research question that you intend to address.*
- 2. WHO: Key sources/thinkers you will engage.*
- 3. HOW: A short summary of how you will complete the project (steps)*
- 4. WHY: A clear statement of your scholarly intervention / contribution to the conversation.*

Note that you are not bound by this proposal, as you develop your project you will adjust the direction of the abstract and revise the relevant sources.

READ:

King, Richard. "Orientalism and Study of Religions." In *The Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 291-305. London: Routledge, 2005.

Kwame Anthony Appiah, "There Is No Such Thing as Western Civilisation," *The Guardian*, November 9, 2016: <https://www.theguardian.com/world/2016/nov/09/western-civilisation-appiah-reith-lecture>

CHOOSE:

Rutherford, Myra. "Revisiting Colonization through Gender: Anglican Missionary Women in the Pacific Northwest and the Arctic, 1860–1945." *BC Studies* no. 104 (Winter 1994): 3–23.

-OR-

Isomae, Jun'ichi. "Religion, Religious Studies, and Shinto in Modern Japan." In *Religion, Theory, Critique: Classic and Contemporary Approaches and Methodologies*, edited by Richard King, 87-96. New York: Columbia University Press, 2017.

-OR-

Hirsch, Adam. Chapter 2. In *On Settler Colonialism: ideology, violence, and justice*. WW Norton. 2024.

-OR-

Zytnicki, Colette. "The 'Oriental Jews' of the Maghreb: Reinventing the North African Jewish Past in the Colonial Era." In *Colonialism and the Jews*, edited by Ethan B. Katz, Lisa Moses Leff and Maud S. Mandel, 29-53. Bloomington: Indiana University Press, 2017.

Week 7: Oct 22: Fall Reading Week

COMPLETE: Research Ethics Training and Certification

1. Complete the required online TCPS Course on Research Ethics (approx. 2-3 hours)
2. Take notes to discuss at Interview Methods workshop (October 29):
 - a. Questions from the training
 - b. Issues you thought were addressed well or poorly
 - c. What else should we be thinking about?
3. Submit proof of completion by Oct 29 on Brightspace (you will receive a pdf certificate which you can submit) and add your certification to your personal cv.

Certification is required to participate in any human research at a university that is funded by the Tri-Council in Canada. Certification is also evidence that you are aware of key ethical issues that translate to other professional contexts (human resource concerns, gathering and interpreting research data, thinking about EDI, project design etc.)

https://ethics.gc.ca/eng/education_tutorial-didacticiel.html

Week 8: October 29: The Interview Workshop

Guest speaker: Professor Betina Appel Kuzmarov, Law and Legal Studies, Associate VP Research International

Location: In-class

READ:

Gillson, Gwendolyn. "Feminist Ethnography in the Study of Religion." *Religion Compass*, 15, no. 12 (2021).

CHOOSE:

Brown. Karen McCarthy. "Introduction", in *Mama Lola a Vodou Priestess in Brooklyn, Updated and expanded*, 1-20. Berkeley: University of California Press, 2001.

-OR-

Hartman, Geoffrey H.. “Learning from Survivors: The Yale Testimony Project.” *Holocaust and Genocide Studies*, 9, no. 2 (1995): 192–207.

-OR-

Kublu, A., F. Laugrand, and J. Oosten. “Interviewing the Elders” and “Elisapee Ootoova (Uuttuvak).” In *Interviewing Inuit Elders, Vol. 1*. Edited by F. Laugrand and J. Oosten, 1-12, 13-29. Iqaluit: Nunavut Arctic College, 1999. Read at least pages 13-29 of interview with Ootoova, read more if you can.

Week 9: Nov 5: Gender

READ:

Juschka, Darlene M.. “Gender.” In *The Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 254-258. London: Routledge, 2005.

CHOOSE:

Scott, Joan W.. “Gender: A Useful Category of Historical Analysis.” *The American Historical Review*, 91/5 (1986): 1053-75.

-OR-

Fonrobert, Charlotte. “Regulating the Human Body: Rabbinic Legal Discourse and the Making of Jewish Gender.” In *The Cambridge Companion to the Talmud and Rabbinic Literature*, edited by C. Fonrobert & M. Jaffee, 270-294. Cambridge: Cambridge University Press, 2002.

Week 10: Nov 12

Bodies of Religion / Embodied Rituals

READ:

Catherine Bell, “The Ritual Body and the Dynamics of Ritual Power.” *Journal of Ritual Studies*: 4/2 (1990: 299-313)

CHOOSE:

Mahmood, Saba. “Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival.” *Cultural Anthropology* 16/2 (2001): 202-236.

-OR-

Johnson, Sarah Kathleen. “On our Knees: Christian Ritual in Residential Schools and the Truth and Reconciliation Commission of Canada.” *Studies in Religion/Science Religieuses* 47/1 (2018): 3-24.

Week 11: Nov. 19: Digital Religion Workshop & “Bad” Religion and the Scholar

Guest Speaker: Lev Topor, Senior Research Fellow Center for Cyber Law, Haifa University.

Location: in class.

READ:

Robert Orsi, "Snakes alive: religious studies between heaven and earth" in *Between Heaven and Earth: The Religious Worlds People Make and the Scholars Who Study Them*, (Princeton, N.J: Princeton University Press, 2005), 177-206

CHOOSE:

Munson, Henry. "Fundamentalism." In *The Routledge Companion to the Study of Religion*, 368–85. Routledge, 2010.

-OR-

Robertson, David G. "Conspiracy Theories and the Study of Alternative and Emergent Religions." *Nova Religio* 19, no. 2 (2015): 5–16.

-OR-

Shuck, Glenn. "The Myth of the Burning Times and the Politics of Resistance in Contemporary American Wicca." *Journal of Religion and Society* 2 (2000): 2–9.

Week 12: Nov. 26. The Museum Workshop & Material Culture

Guest speaker: Dana Murray, PhD student University of Toronto (Cultural Heritage).

Location: TBD it will be either in class or at a local museum.

READ: TBD

CHOOSE:

McDannell, Colleen. "The Bible in the Victorian Home." In *Material Christianity*, 127-150. New Haven: Yale University Press, 1998.

-OR-

Patterson, Sara M, and Quincy D Newell. "Absent Objects and the Study of Material Religion." *Journal of the American Academy of Religion* 91, no. 3 (2023): 621–32.

Week 13: Dec. 3: Presentation of Student Projects

Feedback to other students due tonight on Brightspace before midnight.

Final edited projects due Dec 10. Submit on Brightspace.

Assignments:

20% Attendance and Participation

I ask you to be a “force for good” and contribute to the success of this seminar. This includes regular attendance, collegiality, being prepared to discuss the day’s readings and fully engaging with the seminar’s activities.

NOTE: More than 3 unexcused absences (1/4 course) =F

15% Seminar Leader (3x)

Lead the discussion of one assigned “key” article three times during the semester. Each article should be fully introduced and discussed within 30-45 minutes of the class meeting time. You will set the stage for the discussion by guiding the group through the reading and presenting some new content. *In case of an excused absence, contact Dr. Butler for alternative assignments.*

10% In-Class Quick Reflections (weekly, best 8 count towards final grade)

Each class you will be asked to respond to a question about the readings and write one paragraph in response. They are intended motivate you to keep up with the schedule of required readings. More importantly, these low stakes writing tasks are aimed at reinforcing material and developing the skill of identifying the most important ideas / questions in course content. Research points to how this type of immediate reflection increases comprehension, reinforces content, increases memory retention, and develops critical thinking.

30% Briefing Notes (3x)

Length: 1-2 pages (as per provided template)

Topic: Chosen from topics covered for that week.

A Briefing Note (BN) is a specific genre of writing used in government and business that reviews literature and data related to the topic of the BN. It distills key points into critical and persuasive arguments and concerns. The audience for a BN is generally a superior who may need information in advance of speaking about the issue publicly or must make decisions around policy but has limited prior knowledge about the topic. For this class you will complete simplified BNs as if for a federal government minister that address at least one reading from the week. **Do not complete on a day you are leading the Seminar.** You will be taught how to complete a federal policy brief on Sept 24 and receive a sample federal template for your use.

25% Professional Project

Complete a major professional project (equivalent to a 20-page academic article) on one of the topics/theories/thinkers/questions covered in the course. Consider the career you are interested in pursuing and choose a project format that is appropriate to your goals. *Your final grade will reflect the process and final product. This process includes: Your preparation for the project meeting (week of October 8), your in-class presentation (Dec 3), your feedback to other students on their projects (Dec 3), and your final revised project (reflecting feedback from your presentation) due Dec 10.*

Possible professional writing formats include:

- Blog
- Podcast
- Curated online exhibit
- Feature (news) article
- Grant application to fund a community-based project
- Policy proposal (government, NGO or other public-interest group).

Course Policies:

Things I need to know: (Contact me by email or come speak with me)

- You don't understand what is expected of you.
- English is not your first language.
- You have a learning disability.
- You are doing poorly in the course and want to improve.
- You don't understand the material.
- You have a problem that is making you do poorly in the course.
- You are behind in the course material and don't know how to recover.

E-mail. I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail.

Late policy: The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time. Late work is penalized at 5% per day. Late work will be graded according to my schedule.

Citing sources: As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when you should. When in doubt cite (including for participation challenges). *You must use the required style, Chicago Manual of Style (Notes and Bibliography) for all assignments.*

Plagiarism: Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site.

Check for plagiarism in your own work: Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one.

When in doubt, cite. Failure to cite sources is a form of plagiarism. Please see the University regulations below.

AI Tools Chat GPT and other forms of AI content generators:

As someone who researches and writes professionally, I recognize the growing use and usefulness of Chat GPT and other forms of AI for writing among my peers. Chat GPT is only one of many ways of using AI tools to generate content. In the same way that there are ways to use the Internet to conduct research that are ethical and appropriate and extremely helpful, there are ways to use AI tools in ways that one can and should use professionally. My goal as a professor is for you to not only learn the content of this course, but for you to develop the skills you need as a professional as you continue your studies and move into your chosen career. One skill you will need is to use AI tools. To that end, we will discuss the appropriate use of ChatGPT in class and what uses of ChatGPT constitute academic misconduct.

“Using AI tools to generate content for assignments, and presenting it as one’s own original work, as well as copying or paraphrasing the content produced by AI tools without proper citations or the instructor’s consent, are both considered to be in violation of academic integrity. See Carleton’s policy on [academic integrity](#) for more information.” -Carleton University statement on AI tools.

In this course, you may use AI tools as a scholarly and professional writing tool. You must adhere to Carleton University’s academic integrity policy. You must always cite your use of AI tools::

- *Cite the AI tool you are using in your bibliography.*
- *Include a footnote that summarizes how you used of the AI tool (i.e. outlining, editing for grammar and spelling, etc.)*

I reserve the right to ask you to show evidence of your own process and contribution to the completion of assignments in this course. i.e. showing prompts used, notes, versions of texts to show editing, brainstorming, reorganization. You may be asked to show any sources you have used (i.e. copies of articles or chapters). Retain versions of your work throughout the process (this could be your version history on google docs or separate versions of files).

University Regulations for All College of the Humanities Courses (Updated August 20, 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](#) at 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](#).

3. Financial vs. Academic Withdrawal

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

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

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

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

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

Mental Health and Wellness at Carleton

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

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

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

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

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

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca