



## Religion 3522: Modern Hinduism

**Instructor:** Prof. Jessica Ford

**Office:** Zoom link provided on BrightSpace.

**Class Time:** Mondays and Wednesdays 8:35am – 9:55am (please note that this is a blended course and some classes will be held synchronously; see “Calendar of Activities and Evaluations” below for more details).

**Virtual Office Hours:** Thursdays 1:00pm – 2:30pm through the Zoom link provided on Brightspace, **or by appointment.** At all other times, if you have questions about course material or assignments, please post them in our general discussion forum titled “Ask Your Prof,” as this opens a dialogue with your classmates as well as me. If your question is unrelated to the course material, is something that you do not wish to post, or if you are unsure if you should post it, please feel free to send me an email. Please ensure that you communicate with me via your [@carleton.ca](mailto:carleton.ca) email address only, as specified by Carleton policy. **I will respond to all emails and discussion postings within 24 hours.**

**Email:** [JessicaFord@cunet.carleton.ca](mailto:JessicaFord@cunet.carleton.ca)

**Course Description:** A survey of major developments in Hinduism since the period of colonial British rule. The development of “reform” Hinduism in the 18th and 19th centuries, and the emergence of Hindu nationalist movements in the 20th century.

**Detailed Course Description:** This course introduces students to modern Hinduism by focusing predominantly on the developments that occurred within the tradition from the colonial era to the contemporary period. The course begins with a brief synopsis of the Hindu tradition, the transformations that were occurring within the tradition in the early modern period (late fifteenth and early sixteenth centuries), and an overview of the scholarly debates surrounding the term “Hinduism” itself. Throughout the semester, we will be exploring several important themes including Hindu reformers and reform movements, social and political issues, expressions of modern Hinduism including film, comic books/graphic novels and other forms of media, and contemporary Hindu practice in India as well as the diaspora.

### **Learning Outcomes:**

By the completion of this course, the student should be able to:

- Analyze and discuss primary and secondary sources.
- Discuss topics related to the study of religion in a thoughtful and informed manner.
- Describe and discuss major modern Hindu reformers and reform movements, historical developments in modern Hinduism, modern expressions of Hinduism, and contemporary Hindu practice.
- Formulate and defend a thesis based on advanced research.
- Write a well-researched academic paper on a topic in religious studies that is free of grammatical and syntactical errors and uses proper citation and bibliographic style (Chicago Style).

**List of Required Readings:** You do not need to purchase any texts for this course, all readings will be available (Free of charge! Yay!) via the Carleton library website and/or posted on BrightSpace. Please see “Calendar of Activities and Evaluations” below for a list of the readings that will be covered in this course and how you may access them.

## Assignments and Evaluation:

Assignment	Date	Value
Essay Proposal	October 10 <sup>th</sup>	5%
Midterm Writing Assignment	October 24 <sup>th</sup>	20%
One online presentation	Throughout the semester – scheduled during the first two weeks of classes and delivered during the scheduled Zoom meetings.	10%
Live Class Attendance	Throughout (see “Calendar of Activities and Evaluations” below for details).	10%
Research Essay	November 26 <sup>th</sup>	25%
Final Exam	Scheduled by Carleton exam services in the final exam period.	30%

## Assignment Details:

### Essay Proposal (5% of course grade)

As soon as the course begins I strongly encourage you to begin thinking about a topic within the broad scope of Modern Hinduism that you would like to research and write about for your research paper. It is encouraged that you select a topic/theme that has been covered within the course and attempt to broaden your knowledge about said topic/theme. However, if you would like to explore something that has not been addressed within the course, please feel free to approach me with your idea and we can discuss it! If you are struggling to find a topic I will be happy to provide you with assistance, all you have to do is ask! This proposal should present, in a shortened form, the topic you intend to focus on and should engage with **at least 1** if not more of the assigned readings (unless otherwise discussed with me) and **3 other scholarly sources**. If you are unsure if your source is scholarly, please come to me for assistance. In addition, your proposal should include:

- What your topic will be and why you find it to be of interest.
- The question/questions that will be the focus of your research essay and/or your thesis statement.

- The sources (at least 1 assigned reading and 3 other scholarly sources) that you will utilize to attempt to answer these questions and/or defend your thesis. Thus, you will need to include a working bibliography utilizing the Chicago Style ([https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)).
- The proposal, not including bibliography, should not exceed one page in length.

Further guidance on your essay proposal will be provided on Brightspace within the first two weeks of class.

**Due Sunday, October 10<sup>th</sup> at 11:59PM.**

### **Midterm Writing Assignment (20% of course grade)**

One of the themes that we will be exploring this semester is Orientalism. Orientalism is a term that has a range of meanings over the course of history (as we will explore further within the course). This assignment requires that you take what you learn within the course and conduct a critical film analysis, specifically reflecting upon orientalism and the representations of Hindu traditions in the film *Indiana Jones and the Temple of Doom*. You are expected to draw from all relevant course material as well as from outside sources, where appropriate. It must be 1500-2000 words in length (approximately 3-4 pages single spaced, 12pt font). Proper citations and complete bibliography using Chicago Style ([https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)) is a requirement.

The specific details of this assignment will be posted on BrightSpace within the first two weeks of class.

**Due Sunday, October 24<sup>th</sup> at 11:59PM.**

### **One Online Class Presentation (10% of course grade)**

This is an oral Critical Reading Response where you will present (for a duration of between 10-15 minutes) your response to one or more of the assigned readings in one live Zoom session of your choice. Since there will be approximately 5 live Zoom meetings and around 20 students the idea is to have 4 students present per Zoom meeting. Please make a quick choice of the reading or readings you wish to discuss and sign up for a session via BrightSpace. I do ask that you not discuss any material that has not been covered (in the calendar) prior to the meeting date. Only 4 students will be permitted to sign up for any given slot, so I suggest that you sign up early.

This means that a microphone is a requirement for the course. I understand that our workspaces are not always ideal – as such I do not want you to feel obligated to share your webcam during class time. However, it will be expected that you share your webcam during your presentation time.

Details regarding what is expected during these presentations will be posted on BrightSpace during the first week of classes.

### **Live Class Attendance (10% of course grade)**

Live classes will be held periodically throughout the semester (see “Calendar of Activities and Evaluations” below for details). **Students cannot pass the course if they miss more than 2 of the 5 synchronous class meetings.** Each synchronous class will consist of 4 students presenting their readings/topics for 10-15 minutes each, followed by a period of 5-10 mins for discussion. I will be facilitating the discussion during these question periods and will attempt to keep everything moving in a timely manner. These classes will take place via Zoom. Details about how to access the conferencing software will be provided on BrightSpace. If you are unfamiliar with the Zoom conferencing tool, please visit this website (<https://carleton.ca/online/online-learning-resources/zoom-for-students-2/>) for support and guidance.

During these classes, you and your classmates will be giving oral presentations; as such it is imperative that you come to class having read the required readings in preparation. Attendance will be taken during these classes – however, your attendance grade is not based on attendance alone, it also comes from participation and proper classroom etiquette. In addition to your presentation, you must ask at least 3 questions throughout the semester – for 3 separate presentations. These questions must be thoughtful and further the conversation. They must demonstrate that you have knowledge of the readings being discussed. Thus, they can be something that you thought of as you were doing the readings or they can be in response to points made during the presentation. Remember to treat your fellow classmates with respect as they present their readings/topics.

There will be a live group meeting via Zoom during our first class on Wednesday, September 8<sup>th</sup> at 8:35AM. This is meant to be an informal meeting where we will introduce ourselves and spend some time getting to know each other and the course. We will briefly discuss the format of the live classes and I will also attempt to clarify any questions that you may have regarding the syllabus. This is not a mandatory class – no attendance will be taken, no grade is attached to it. It is simply an informal conversation that, I hope, will begin to foster a sense of community. If you are unable to attend this class, I do ask that you please make every attempt to post an introduction in the “Getting to Know Each Other” discussion forum. I will have an introductory video there as well.

### **Research Essay (30% of course Grade)**

The topic for your research essay is completely up to you, provided that it falls within the broad spectrum of Modern Hinduism. This gives you the opportunity to explore, in more detail, a topic that is of interest to you, and it allows you to develop and demonstrate your research skills. It is

my hope that this interest will be sparked by the required readings and/or lecture videos. However, if you do wish to delve into a topic not covered by the course please feel free to discuss it with me! If you are having trouble coming up with a topic or developing your thesis, please contact me – I am here to help!

Your research essay must be between 5,000 – 6,000 words (10- 12 pages single spaced, 12 pt font). It must include a bibliography and citations using the Chicago Style of citation ([https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)). You must draw from at least **1 course reading** as well as **at least 3 other scholarly sources**. If you are unsure if your source is scholarly, please come to me for assistance.

Additional guidelines and some helpful writing resources will be posted on BrightSpace.

Please see “General Assignment Guidelines” and “General Notes on Evaluation” below for details regarding evaluation criteria and my policy regarding late assignments and plagiarism.

**Due Friday, November 26<sup>th</sup> at 11:59PM.**

### **Final Exam (30% of course grade)**

The final exam will be scheduled by Carleton Exam Services and will take place during the final exam period (December 11<sup>th</sup> - 23<sup>rd</sup>). The format of the final exam will be discussed on BrightSpace.

**Date and time TBD.**

## **GENERAL ASSIGNMENT GUIDELINES**

Your written assignments will be evaluated based on the following criteria:

1. Content and development - how well you understand the concepts presented within the course and how effectively you utilize course/research materials to answer the question(s) posed of you.
2. Academic writing style and focus – You should aim to maintain an unbiased tone in your writing. Further, you should present your discussion in a clear, concise manner and avoid introducing material that is irrelevant to your topic. This is an important skill to develop that contributes greatly to a well-defined and focused piece.
3. Organization, structure and format – present your discussion in a manner that has a logical flow. For example, if in your introduction, you state that you will be discussing A, B and C, then you should discuss these items in the order that you have initially stated them. In addition, you should use properly formatted citations when required to do so.
4. Mechanical Correctness – proper grammar, spelling, and punctuation.

**\*\*\*GENERAL NOTES ON EVALUATION\*\*\***

1. Late assignments will only be accepted with valid reasons and proper documentation. If you submit your assignment late and do not have proper documentation your final mark will be reduced by 5% for each day that it is late. Once an assignment is past 5 days late, it will no longer be graded.
2. I understand that due to the nature of online learning some students may be participating in different time zones. As such, if you are unable to attend the live Zoom meetings please contact me as soon as possible and an alternative method of assessment will be assigned.
3. Please see “Regulations Common to all Humanities Courses” attached to this syllabus for general policies on plagiarism, an explanation of Carleton University’s grading system, the guidelines for requests for academic accommodation and deferrals, as well as other important information.

## **Expectations and Communication Guidelines:**

**YOURS:** This is a blended online course. This means that there is a mixture of synchronous meetings and asynchronous activities. It is expected that you become very familiar with your syllabus – it is the best tool to keep you on track with scheduled readings, dates, and deadlines. All lecture material will be delivered asynchronously. This means that you can watch the lectures at your own pace and time. It is highly recommended that you follow the calendar as closely as possible so that you are progressing through the course material in a timely fashion to avoid being overwhelmed towards the end of the course and possibly falling irreparably behind.

What should you expect in terms of workload and study time? It is strongly suggested that for each course that a university student in enrolled in they should dedicate 2-3 hours of study time per hour spent in class. Thus, you should be prepared for 3 hours of class time (a combination of the pre-recorded lecture videos and live meetings) each week in addition to 6-9 hours of study/task time.

As a student in a 3000-level course you should expect approximately 40 pages of reading per week and somewhere between 14-20 pages of writing throughout the entire semester. You are expected to come to any live Zoom meetings having completed the required readings for the presentations being given during that class (see “Calendar of Activities” and the presentation list on BrightSpace for relevant dates). Further, you are also expected to come prepared to ask questions/make thoughtful points that drive the conversation forward.

When asking general questions about content, deadlines, or the syllabus itself I encourage you to post them in the “Ask Your Prof” forum as this may help a fellow classmate. For all other subjects (or if you are not comfortable posting in a public forum) please feel free to email me – I ask that you include your name and student number in the body of the email as well as the course code (RELI3522) and subject matter in the email subject box.

**MINE:** I will be sending out weekly announcements every Friday. These are just friendly reminders about what readings you should be working through, when upcoming tasks/assignments are due, and any other relevant information. You may also hear from me at other times during the week if needed – however, you will hear from me every Friday!

I will respond to all email enquiries and discussion forum postings in a timely fashion (within 24 hours). However, in the unlikely event that you have not heard back from me within this time frame I encourage you to send me a reminder/follow up email. I also encourage you to revisit your syllabus frequently, especially regarding due dates, as that information will be found here.

I will hold office hours via Zoom (link will be provided on BrightSpace) on Thursdays from 1-2:30PM unless otherwise announced, however, if you are unable to be online during this period, please email to schedule an appointment.

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## CALENDAR OF ACTIVITIES AND EVALUATIONS

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Week	Date	Topic Theme	Requirements
<b>Week 1</b>	September 8 <sup>th</sup>	Course Intro and Overview of the Course syllabus.	<p><b>Attend:</b> Live Zoom class “Getting to know each other &amp; the course” <b><u>Wednesday, 8 September at 8:35am.</u></b> This is just an informal chat to say hi and discuss the outline of the course. Zoom link will be provided on BrightSpace. If you are unable to attend this class, you may post an introduction in the “Getting to know each other” forum.</p> <p><b>Read:</b> Chapter 1 (“Hinduism: The Basics”) in <i>Hinduism Today: An Introduction</i> by Stephen Jacobs. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p>



<b>Week 2</b>	September 13 <sup>th</sup> – 19 <sup>th</sup>	The problem of definition – religion, religious studies, and Hinduism.	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Read:</b> Chapter 2 (“Disciplining Religion”) in <i>Orientalism and Religion: Post-Colonial Theory, India and the Mythic East</i> by Richard King. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p> <p>&amp;</p> <p>“On Hinduism and Hinduisms: The Way of the Banyan” by Julius Lipner in <i>The Hindu World</i>. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p>
<b>Week 3</b>	September 20 <sup>th</sup> – 26 <sup>th</sup>	Orientalism and Hinduism	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Read:</b> Chapter 4 (“Orientalism and Indian Religions”) in <i>Orientalism and Religion: Post-Colonial Theory, India and the Mythic East</i> by Richard King. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p> <p>&amp;</p> <p>“Orientalism and Hinduism” by David Smith in <i>The Blackwell Companion to Hinduism</i>. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p>

<p><b>Week 4</b></p>	<p>September 27<sup>th</sup> – October 3<sup>rd</sup></p>	<p>Orientalism, Kali and Indiana Jones</p>	<p><b>Watch:</b> Lecture Videos &amp; Indiana Jones and the Temple of Doom.</p> <p><b>Read:</b> “‘India’s Darkest Heart’: Kali in the Colonial Imagination” by Hugh B. Urban in <i>Encountering Kali</i>. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p>
<p><b>Week 5</b></p>	<p>October 4<sup>th</sup> – 10<sup>th</sup></p>	<p>Pre-colonial India &amp; Colonialism</p>	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Attend:</b> Live Zoom class, <b>Wednesday, 6 October at 8:35am.</b> Zoom link will be provided on BrightSpace.</p> <p><b>Read:</b> “Early Modern Hinduism” by Adrian Plau in <i>The Oxford History of Hinduism: Modern Hinduism</i>. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p> <p>&amp;</p> <p>“Colonialism and the Construction of Hinduism” by Gauri Viswanathan in <i>The Blackwell Companion to Hinduism</i>. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p> <p><b>Complete: Essay Proposal due Sunday, October 10<sup>th</sup> at 11:59PM.</b></p>
<p><b>Week 6</b></p>	<p>October 11<sup>th</sup> – 17<sup>th</sup></p>	<p>Reform and Major Figures of Modern Hinduism</p>	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Read:</b> “Modernity, Reform, and Revival” by</p>

			<p>Dermot Killingley in <i>The Blackwell Companion to Hinduism</i>. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p> <p>&amp;</p> <p>Chapters 1 (“Rammohan Roy”), 2 (“Devendranath Tagore”), and 3 (“Keshub Chunder Sen”) in <i>A Sourcebook of Modern Hinduism</i> by Glyn Richards. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p>
<b>Week 7</b>	October 18 <sup>th</sup> – 24 <sup>th</sup>	Reform and Major Figures of Modern Hinduism Continued	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Attend:</b> Live Zoom class, <b>Wednesday, 20 October at 8:35am.</b></p> <p><b>Read:</b> Chapters 4 (“Dayananda Saraswati”), 5 (“Ramakrishna”), and 6 (“Vivekanada”) in <i>A Sourcebook of Modern Hinduism</i> by Glyn Richards. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p> <p><b>Complete: Writing Assignment due Sunday, October 24<sup>th</sup> at 11:59PM.</b></p>
<b>Week 8</b>	October 25 <sup>th</sup> – 31 <sup>st</sup>	Fall Break	No classes.
<b>Week 9</b>	November 1 <sup>st</sup> – 7 <sup>th</sup>	Hindu Nationalism – historical development and contemporary politics.	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Read:</b> “The Invention of an Ethnic Nationalism” in <i>Hindu Nationalism: A Reader</i> by Christophe Jaffrelot. <b>The library has</b></p>

			<p><b>an e-copy of this book, you can download this chapter for free via the library’s website.</b></p> <p>&amp;</p> <p>“The Modi-centric BJP 2014 Election Campaign: New Techniques and old Tactics” by Christophe Jaffrelot in <i>Contemporary South Asia</i>. 23.2: 151-166. <b>This article and journal are available as e-texts via the library’s website.</b></p>
<p><b>Week 10</b></p>	<p>November 8<sup>th</sup> – 14<sup>th</sup></p>	<p>Media and Visual Culture: Comics and Posters</p>	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Attend:</b> Live Zoom class, <b>Wednesday, 10<sup>th</sup> November at 8:35am.</b></p> <p><b>Read:</b> “Visual and Media Culture” by Karline McLain in <i>Hinduism in the Modern World</i>. <b>Posted on Brightspace.</b></p> <p>&amp;</p> <p>“The place of Comics in the Modern Hindu Imagination” by Karline McLain in <i>Religion Compass</i> 5.10: 598-608. <b>This article and journal are available as e-texts via the library’s website.</b></p> <p>&amp; “Impact of “God Posters” on Hindus and Their Devotional Traditions” by H. Daniel Smith in <i>Media and the Transformation of Religion in South Asia</i>. <b>Posted on BrightSpace.</b></p> <p><b>I will be providing links to some Hindu Comics on BrightSpace – these will be optional.</b></p>
<p><b>Week 11</b></p>	<p>November 15<sup>th</sup> – 21<sup>st</sup></p>	<p>Media and Visual Culture: Television and Films</p>	<p><b>Watch:</b> Lecture Videos and <i>Ramayana</i> video clips (posted on Brightspace).</p>

			<p><b>Read:</b> “Seeing and Believing, Science and Mythology: Notes on the “Mythological” Genre” by Chidananda Das Gupta in <i>Film Quarterly</i> 42.4:12-18. <b>This article and journal are available as e-texts via the library’s website.</b></p> <p>&amp;</p> <p>“A Ramayana on Air: ‘All in the (Raghu) Family,’ A Video Epic in Cultural Context” by Philip Lutgendorf in <i>The Life of Hinduism</i>.</p> <p><b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p>
<b>Week 12</b>	November 22 <sup>nd</sup> – 28 <sup>th</sup>	Contemporary Hinduism –North and South India (brief introduction).	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Attend:</b> Live Zoom class, <b>Wednesday, 24<sup>th</sup> November at 8:35am.</b></p> <p><b>Read:</b> “Hinduism in South India” by Leela Prasad in <i>Hinduism in the Modern World</i>. <b>Posted on BrightSpace.</b></p> <p>&amp;</p> <p>“Hinduism in North India” by Brian K. Pennington in <i>Hinduism in the Modern World</i>. <b>Posted on BrightSpace.</b></p> <p><b>Complete: Research essay due Friday, November 26<sup>th</sup> at 11:59PM.</b></p>
<b>Week 13</b>	November 29 <sup>th</sup> – December 5 <sup>th</sup>	Contemporary Hinduism – Caste, Gender and Sexuality.	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Read:</b> “Caste and Contemporary Hindu Society: Community, Politics, and Work” by Divya Vaid and Ankur Datta in <i>The Oxford History of Hinduism</i>:</p>

			<p><i>Modern Hinduism</i>. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p> <p>&amp;</p> <p>“Gender and Sexuality” by Ruth Vanita in <i>Hinduism in the Modern World</i>. <b>Posted on BrightSpace.</b></p>
<b>Week 14</b>	December 6 <sup>th</sup> – 10 <sup>th</sup>	Globalization and the Diaspora; Final Exam Discussion.	<p><b>Watch:</b> Lecture Videos.</p> <p><b>Attend:</b> Live Zoom class, <b>Wednesday, 8 December at 8:35am.</b> <u>Potential</u> live class to discuss final exam <b>Friday, 10 December at 8:35am.</b></p> <p><b>Read:</b> “Modern Monks and Global Hinduism” by Timothy S. Dobe in <i>Hinduism in the Modern World</i>. <b>Posted on BrightSpace.</b></p> <p>&amp;</p> <p>“Modern Hindu Diaspora(s)” by Vineeta Sinha in <i>The Oxford History of Hinduism: Modern Hinduism</i>. <b>The library has an e-copy of this book, you can download this chapter for free via the library’s website.</b></p>

### Course Notes:

1. Posting lecture notes to sharing sites – **please do not do this!** Classroom teaching and learning activities, including lectures, discussion, presentations, etc., by both instructor 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).

2. I always want my students to be successful in my courses so, above all, remember that I am here to help! However, I cannot be of any assistance if you do not ask – please feel free to communicate with me (on the discussion forum or via email) at any point during the semester.



# Humanities

## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

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

### Online Learning Resources

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

### Copies of Written Work Submitted

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

### Academic Integrity Policy (updated June 2021)

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

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

**Examples of plagiarism** include, but are not limited to:

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



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

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

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

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

## Academic Accommodation Policy

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

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

### Addressing Human Rights Concerns

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

### Requests for Academic Accommodation

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

#### Religious Accommodation

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

#### Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. . For more details, please review the [Student Guide to Academic Accommodation](#).

### **Survivors of Sexual Violence**

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

### **Accommodation for Student Activities**

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

### **Academic Accommodations for Students with Disabilities**

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

## **Grading System at Carleton University**

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

## **Course Sharing Websites and Copyright**

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

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

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

## Student Rights and Responsibilities at Carleton

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

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

## Deferred Term Work

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

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

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

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

## Deferred Final Exams

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

The application for a deferral must:

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

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

## Financial vs. Academic Withdrawal

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

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

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

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

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

## Department Contact Information

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

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

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

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

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

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