

*Classical Approaches to Religion (RELI 3741)*¹**Instructor:** Professor Christopher Jensen**Email:** Christopher.Jensen@carleton.ca**Lectures:**² W 16:35-17:55**Office Phone:** N/A**Office hours:** (Online) M 16:35-17:55 (or by appointment)

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 – delve into the history of Religious Studies as an academic discipline, from its inception until the 1970s. Throughout the semester, we explore these theorists in their own words (albeit in translation, when necessary), trying to engage with them on their own terms, but also debating and critically assessing the strengths and weaknesses of their various positions.

In addition, we will 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 also consider a variety of case-studies related to such intercultural interactions in the Chinese and Japanese contexts, as well as one from northern Canada in the early 20th century.

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;
- demonstrate an understanding of the development of Religious Studies as a discipline;
- read and comprehend theoretical literature, and present findings related to it in a small-group setting;
- 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.

¹ I would like to thank Professor Shawna Dolansky for sharing her previous 3741 syllabus with me, and for her insightful comments throughout the development of this course. Some of my approach to this course has been borrowed from hers. I would also like to thank Morgan Rooney (EDC) for feedback on the course's assessment strategies and learning objectives.

² While we are formally scheduled to meet on Mondays and Wednesdays, half of the delivery of course material will be asynchronous, meaning that we will only have synchronous, online class meetings on Wednesdays.

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

- be able to employ 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;
- be able to describe the integral role of religion as a category helping to shape cultures, identities, political systems, and public life;
- be able to demonstrate religious literacy, which includes facility in terminology native to religions as well as to the discipline;
- be able to formulate cogent and theoretically informed arguments.

Textbook

Required – Daniel Pals, *Introducing Religion: Readings from the Classic Theorists* (bookstore)

Recommended – Beal & Deal, *Theory for Religious Studies* *available as e-book through library*

Note: all other assigned readings will be made available through either cuLearn or ARES.

Anatomy of a Week in 3741

As this course is somewhat different than any that I have taught before (and likely different than many that you have taken), I will briefly outline some of the key features in my approach to teaching it as a blended class below.

- *Synchronous and Asynchronous Elements of 3741 (Scheduling)*
 - As noted above, though classes are scheduled for Mondays and Wednesdays from 16:35-17:55, **we will only be meeting once per week (on Wednesdays)**. Given that the course will involve a fair amount of reading, as well as other asynchronous activities, reducing the number of in-class hours per week to 1.5 will hopefully keep your workload manageable.
 - I will be holding virtual office hours every Monday (on BigBlueButton) during our scheduled class time, as this should be an interval during which students have nothing else scheduled. If you have questions about readings, activities, course material, or other matters, you can feel free to stop by the BBB room and ask.
- *Asynchronous Components*
 - Every week, I will be posting several brief lectures (~10-20 minutes apiece), as well as short readings, quizzes, and other activities. Completion of a simple comprehension quiz will unlock that week's forums and assignment hand-in boxes. **It is your responsibility to watch the lecture videos, complete the readings, and write up your initial forum posts prior to Wednesday's class**, as doing so will be necessary for you to fully participate in the synchronous session. See the *Assignments* section of the syllabus for more details.
 - I will be posting this material by no later than 4:30pm on Mondays.
- *Synchronous Components*
 - Every week, during the synchronous class session (on Wednesday), I will kick things off with some brief introductory comments and answer any initial questions that anyone has. After this, students will split off into their discussion groups (see below). Discussions will take the following form: first, the group will hear one or two 8-10 minute presentations, which will shed light on the week's subject matter; next, led by the Seminar Coordinator, the group will answer a selection of questions that group members

had previously posted to the course forum; after this, the Coordinator will help delegate the as-yet-unanswered questions to group members. Finally, the class will reassemble, and each group's Reporter for the week will present a 4-to-5-minute summary of their findings to the class.

- For a discussion of presentations, and the seminar coordinator and reporter roles, see the *Assignments* and *Summary* sections (below).
- *Discussion Groups*
 - In keeping with recent research on group dynamics and learning outcomes,³ I have opted to subdivide the class into four groups of 8-9 students. Given that many students do not feel comfortable speaking in front of thirty of their peers, these smaller groups will hopefully assuage such social anxieties and allow for greater participation. Students will continue to work with their selected discussion groups throughout the semester. Given the isolating nature of the current historical moment, it is also hoped that dividing up the class in this way will allow for more substantial and meaningful interactions between students, and the creation of a sense of solidarity and cohort identity.

Evaluation

Weekly reading analyses (4 x 5% = 20%) (Also: 12/40 of your participation mark)

Due weekly, *before* the beginning of class on Wednesday (16:35pm). **Late assignments will not be accepted**, save for medical or compassionate reasons, as the completion of these assignments is key to your ability to actively participate in our class discussions.

For ten weeks of the course (as per the schedule [see below]), you will write up a two-page (~ 500-600 word) overview of the primary source readings assigned, following the “five questions” format outlined in Pals’ introduction. The purpose of these 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.

Every two weeks, I will grade and provide substantive feedback on one of your two analyses; by the end of the semester, you will have five such grades and I will drop the lowest one. The other six papers will be graded on a two-point scale (2 – answers all questions five satisfactorily; 1 – answers some questions satisfactorily / insufficient detail; 0 – no submission). These grades will be included in your participation mark for the course. I will post my grading rubric for these assignments no later than September 14th.

³ Mohammed Saqr, Jalal Nouri, Ilkka Jormanainen, “A Learning Analytics Study of the Effect of Group Size on Social Dynamics and Performance in Online Collaborative Learning,” *European Conference on Technology Enhanced Learning: Transforming Learning with Meaningful Technologies* (2019), 466-479 (https://link.springer.com/chapter/10.1007/978-3-030-29736-7_35); Mohammed Kamal Afify, “The Influence of Group Size in the Asynchronous Online Discussions on the Development of Critical Thinking Skills, and on Improving Students’ Performance in Online Discussion Forum,” *International Journal of Emerging Technologies in Learning* (iJET) 14:5 (March 2019), 132-152. DOI: 10.3991/ijet.v14i05.9351

Seminar Participation (40% total)⁴

Participation #1: Forums (12 weeks x 2 points per week = 24%)

Pre-Class (1 point per week): Every week **prior to 8AM** on Wednesday morning, you will be responsible for posting three questions / comments to your group's forum.⁵ This initial posting is worth 1 point, which you will only receive if the post was made on time. These questions/comments should follow one of the following three templates (outlined below), and must include a specific reference (including page #) to the assigned reading. For full marks, you must include one question / comment of each type. Also, these questions should not already have been posed by someone in your group (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:⁶ Why does Tylor refer to belief in spirits as "animism" (p. 10-11)?
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 comment, 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. 8-10) differ from Frazer's (pp. 40-47)?

Post-Class (1 point per week): Every week, between Wednesday's class and Friday at 5pm, every group member will be responsible for responding to either two clarification questions OR one analytic question / comment. The assigning of these questions will be part of the Seminar Coordinator's responsibilities (see below). For full marks, these questions/comments should not have been addressed in that week's discussion group.

Participation #2: Reading Analyses (6 x 2 points apiece = 12%) [as above]

Participation #3: Definition of Religion (2% total)

In the first week of class, students will be asked to write (and share) a brief definition of religion (between 100-200 words). Throughout the semester, students will have opportunities to reflect on these definitions, and at the end of the course, the final exam will include a reflection question related to them

⁴ I have subdivided the class into four groups of 8-9 students. All seminar related activities, both synchronous and asynchronous, will be carried out in these groups.

⁵ Note: Questions must be posted no later than 8AM on Wednesday in order to allow the Seminar Coordinator to review them prior to class.

⁶ 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).

Participation #4: Check-in Meetings (1% x 2: 2% total)

Twice during the semester, students will schedule a 10-minute check-in with the instructor (once in September, once in November), in order to address any issues with the course, student interests related to course material, upcoming presentations, etc. Full marks will be awarded for participating.

Presentations (2 x 5% = 10%)

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

Prior to every week's Wednesday class, one or two 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 Monday evening of the week in which you are scheduled to present.

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

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). Live presentations should be accompanied by either a handout or a powerpoint, which will be shared among your group members. Groups are encouraged to refer to the content of presentations in responding to the week's questions, and **reporters** (defined below) should be prepared to briefly summarize the contents of the presentation(s) to the entire class.

In order to receive your presentation grade, you must either submit the recorded presentation OR (if presenting live) the script from which you presented and your handout/powerpoint. I will post my grading rubric for these assignments no later than September 14th.

Seminar Coordination (2 x 5% = 10%)

Note: students will sign up for seminar coordinator slots after our first meeting.

Each week, one or two students will volunteer to serve as seminar coordinators for that week's class (the duties can, optionally, be shared). The seminar coordinator is responsible for the following tasks: 1) reviewing questions submitted to the course forum prior to the week's class; 2) writing up a brief (<= 1 page) document explaining which questions will be responded to in that week's discussion group; 3) overseeing the assignment of unanswered questions in preparation for the Friday response deadline (note: group members should be invited to volunteer to answer specific questions; the coordinator's role is to make sure that all students have questions to respond to and that no questions are answered more than once); 4) assigning the role of "reporter" for that week's discussion group; 5) adding to the group's **Glossary**⁷ for that week; 6) keeping the discussion on track; and, finally, 7) deciding which questions need to be turned over to the instructor for a more detailed explanation;

Seminar coordinators will receive full credit for the week after they submit their question summary (#2) and the Zoom chat log in which questions are assigned to group members (#3), and once the glossary has been updated for the week (#5).

Final Exam (20%)

At the end of the semester, and building upon skills we have been honing throughout, you will write a take-home final, which will be due at the end of the December exam period (Dec. 23rd). This test, which will be submitted electronically, should be approximately 10 pages double-spaced (size 11 or 12 font), and should use Chicago/Turabian style for citations. It will include the following questions:

1. Apply Pals' "Five Questions" to a theorist not treated in class (e.g., Frazer, James, Otto, or Evans-Pritchard [from Pals textbook]) or another theorist of your choice.
 - Note: if you wish to discuss a theorist not covered in Pals, please confirm with your instructor ahead of time.
2. To what extent are the theories discussed in this class still relevant today? Can they continue to be employed outside of the context(s) of their composition? Are some more relevant than others? Why / why not?
3. Review the definition of religion that you proposed in the first week of class. Based on your readings, lectures, and discussions throughout the semester, how would you revise this definition, and why?

Note: Failure to cite sources properly will be considered plagiarism and will be dealt with according to university policies. If you are at all uncertain about what constitutes plagiarism, please discuss this matter with your instructor at your earliest convenience. I will post my final exam rubric on the course page no later than December 7th.

Bonus Points

Students will have a variety of ways to earn bonus points throughout the semester (e.g., completing the Syllabus Quiz on cuLearn, serving as Reporter following the week's discussion activities, volunteering for additional presentations / weeks as seminar coordinator). These bonus points will be applied to your

⁷ Note: the glossary is a shared document that group members can refer to for reminders of key terms and concepts discussed in each reading.

final grade. The only limitation on them is that they will improve it by a maximum of two increments (e.g., A- → A+ | B → A).

Note: On Mandatory Coursework and Participation (Required to Pass Course)

Given that engagement is a major challenge in online courses, I have weighted a larger-than-usual portion of the final grade toward weekly participation activities. That said, certain key milestones *must* still be completed in order to pass the course. These include at least five reading summaries, at least one presentation, at least one week as coordinator, and the final exam. Failure to complete these minimum requirements will result in a grade of F in the course.

Likewise, given that this course is being presented as a seminar, it includes a sizable focus on class participation (as seen above), ranging from the synchronous (presentations and seminar coordination) to the asynchronous (posting to course forums). As such, though there will be no additional participation grades assigned for attendance, I will still be taking attendance in every Wednesday class. If you miss more than three class sessions (i.e., 25% of the course), it will not be possible for you to pass. That said, if you have a medical / compassionate issue requiring you to miss multiple classes, please inform me as soon as possible (via email), and we can discuss alternate assessment options.

Summary

While this course clearly involves a variety of tasks and obligations, I have laid out the course in this way to provide every student with as many opportunities as possible to engage with course materials and to receive feedback. It is my hope that this design also helps to foster student engagement, given that this is one of the major factors tied to student success in online courses.

Please review the summary below, in order to get a better sense of what you will be doing each week in RELI 3741.

- Responsibilities of all 3741 students:
 - **Weekly** – complete the assigned readings, watch mini-lecture videos, post questions to the course forum (by Wednesday morning), engage in in-class group discussion (Wednesday @ 4:35pm on Zoom), respond to questions in the course forum (by Friday evening).
 - **Twice per semester** –
 - Serve as *presenter* (as outlined above): perform an additional reading or review of a piece of material culture relevant to the week’s topic. Offer an 8-10 minute presentation on this material to the members of your group.
 - Deliverables: presenters will either pre-record their presentations or present live. If the former, they will be graded based on the recording; if the latter, they will be graded based on the script that they wrote for the presentation.
 - Serve as *seminar coordinator* (as outlined above): keep discussions on track, decide which questions will be discussed in that week’s discussion group, update the group’s glossary for the week, find a volunteer reporter for the week.⁸

⁸ Note: when assigning the “Reporter” role, Seminar Coordinators should opt for students who have not yet had a chance to report to the class.

- Deliverables: Coordinators will submit their question summary, the chat log / forum post detailing the post-class assignment of remaining questions, and their update to the group glossary.
- Note: students will sign up for these roles on the course page, in the first week of class.
- **Optional** – serve as *reporter*. Volunteer to the week’s Seminar Coordinator to report the contents of presentations and key components of the discussion to the class. Each stint as *reporter* will earn a student a 1% bonus mark (see above for the discussion of bonus marks).

Weekly Course Schedule

In-Class Meeting Date	Topic(s) and Tentative List of Readings ⁹	Assignments and Due Dates
Sept. 9 th	Introduction: Syllabus, Course Procedures, Introduction to Theorizing about Religion <ul style="list-style-type: none"> • Reading: Pals textbook (introduction) 	Sept. 11 th (5pm) → forum post (defining religion)
Sept. 16 th	E. B. Tylor + Early Western Anthropological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 1) • In-class practice → Reading Analysis 	Sept. 16 th (4:30pm) → forum post Sept. 18 th (5pm) → forum replies
Sept. 23 rd	China: The “Rites Controversy,” and the Response to Christian Missionaries (16 th / 17 th c. CE) <ul style="list-style-type: none"> • Reading: “Chinese Responses to Early Christian Contacts” in <i>Sources of Chinese Tradition</i> (Vol. 2) (ARES) 	Sept. 23 rd (4:30pm) → forum post + first reading analysis (Xu, Yang, or Zhang) Sept. 25 th (5pm) → forum replies
Sept. 30 th	Japan: The “National Learning” Movement (<i>Kokugaku</i>), and Tominaga Nakamoto’s Rationalism (17 th / 18 th c. CE) <ul style="list-style-type: none"> • Reading #1: Tominaga Nakamoto, “The Writings of an Old Man,” translated by Kato Shuichi, <i>Monumenta Nipponica</i> 22:1-2 (1968), 194-210. 	Sept. 30 th (4:30pm) → forum post + second reading analysis (Tominaga) Oct. 2 nd (5pm) → forum replies Grading Deadline 1 (Reading Analyses)
Oct. 7 th	Sigmund Freud + Early Western Psychological Approaches <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 3) 	Oct. 7 th (4:30pm) → forum post + third reading analysis (Freud) Oct. 9 th (5pm) → forum replies

⁹ Note: students will be informed of any modifications to this reading list via cuLearn and in our weekly emails.

Oct. 14 th	<p>Emile Durkheim + Early Western Sociological Approaches</p> <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 4) 	<p>Oct. 14th (4:30pm) → forum post + fourth reading analysis (Durkheim)</p> <p>Oct. 16th (5pm) → forum replies Grading Deadline 2 (Reading Analyses)</p>
Oct. 21 st	<p>Karl Marx + Early Western Economic Approaches</p> <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 5) 	<p>Oct. 21st (4:30pm) → forum post + fifth reading analysis (Marx)</p> <p>Oct. 23rd (5pm) → forum replies</p>
Oct. 28 th	<i>Midterm Break</i>	Take some time for yourself!! You've earned it!
Nov. 4 th	<p>Japan: The Meiji Restoration, State Shinto and the Creation of "World Religions" (late 19th / early 20th c. CE)</p> <ul style="list-style-type: none"> • Reading: Hardacre, "Nationalism and Pan-Asianism," in <i>Sources of Japanese Tradition</i> (Vol. 2) 	<p>Nov. 4th (4:30pm) → forum post + sixth reading analysis (Tokutomi)</p> <p>Nov. 6th (5pm) → forum replies Grading Deadline 3 (Reading Analyses)</p>
Nov. 11 th	<p>China: The Fall of the Qing Dynasty, the May 4th Movement, and the Rejection of Chinese Religion</p> <ul style="list-style-type: none"> • Reading: Chan, "The New Culture Movement," in <i>Sources of Chinese Tradition: From 1600 to 2000</i> 	<p>Nov. 11th (4:30pm) → forum post + seventh reading analysis (Chen or Lu)</p> <p>Nov. 13th (5pm) → forum replies</p>
Nov. 18 th	<p>Max Weber + Later Western Sociological Approaches</p> <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 8) 	<p>Nov. 18th (4:30pm) → forum post + eighth reading analysis (Weber)</p> <p>Nov. 20th (5pm) → forum replies Grading Deadline 4 (Reading Analyses)</p>

Nov. 25 th	<p>Perspectives from Northern Canada: the Inuit, Arctic Sovereignty, “Shamanism,” and Christianity (20th c. CE)</p> <ul style="list-style-type: none"> • Guest Lecture by: Sharon Angnakak • Readings: Primary sources drawn from Coates, <i>Arctic Show Trial</i> • Oosten and Laugrand, “Qaujimajatuqangit and social problems in modern Inuit society,” <i>Etudes/Intuit/Studies</i> 26:1 (2002), 17-44. 	<p>Nov. 25th (4:30pm) → forum post</p> <p>Nov. 27th (5pm) → forum replies</p>
Dec. 2 nd	<p>Mircea Eliade + the Phenomenology of Religion</p> <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 9) 	<p>Dec. 2nd (4:30pm) → forum post + ninth reading analysis (Eliade)</p> <p>Dec. 4th (5pm) → forum replies</p>
Dec. 9 th	<p>Clifford Geertz + Later Western Anthropological Approaches</p> <ul style="list-style-type: none"> • Reading: Pals textbook (Ch. 11) 	<p>Dec. 9th (4:30pm) → forum post + tenth reading analysis (Geertz)</p> <p>Dec. 11th (5pm) → forum replies</p> <p>Grading Deadline 5 (Reading Analyses)</p>



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 at Carleton

The University Senate defines **plagiarism** as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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

Academic Accommodation

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

Parental Leave: The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

Religious obligation: Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

Academic Accommodations for Students with Disabilities:

Academic accommodation of students with disabilities is available through the [Paul Menton Centre](#) by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

Survivors of Sexual Violence

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.

[Supports and services available at the University to obtain information about sexual violence and/or support.](#)

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. [More information.](#)

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. 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, is listed below. Grade points indicated are for courses with 1.0 credit value.

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.

[7 Student Rights and 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 (3.0) 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.

[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](#)

Financial vs. Academic Withdrawal

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#). 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. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.

Department Contact Information

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