

Carleton University

Fall 2023

## College of the Humanities

RELI 2710: Maccabees to Muhammad (Fall 2023)**Instructor:** Sarah Cook**Email:** [sarahcook@carleton.ca](mailto:sarahcook@carleton.ca)**Office Hours:** TBD**Class Meeting:** T/R 11:35 am – 12:55 pm**Course Description**

Welcome to Maccabees to Muhammad! This is the first part of a full-year Fall-Winter course that is designed to familiarize students with the intertwined histories of the Abrahamic religions. In particular, the course will examine key aspects of the social, literary, cultural, and intellectual development of these three interrelated traditions from the beginning of the Second Temple period (6<sup>th</sup> century BCE) to the Crusades (11<sup>th</sup> century CE). During the Fall term, students will learn about the journeys of various Jewish communities from the Babylonian exile to the destruction of the Jerusalem temple. We will contextualize the development of early Christian in its Jewish and Roman environment, exploring how this new sect emerged out of Jewish messianic and apocalyptic traditions. Finally, students will learn about the foundation of Rabbinic Judaism and the many different Christian communities and diverse doctrines that existed during the first and second centuries CE. Throughout, we will consider how imperialism has played a significant role in the development of both Jewish and Christian religious groups.

**Learning Outcomes**

Students who successfully complete this course will be able to:

- Critically read ancient texts from a variety of different time periods and genres.
- Conduct effective secondary source research using the Carleton University library.
- Integrate secondary source research in an analysis of primary source documents.
- Write an academic research paper using historical evidence.
- Analyze how historical forces like imperialism shape communities' religious/intellectual development.
- Articulate the historical relationship between Christian and Jewish communities.

**Course Procedures****Format**

This is an **in-person** class located on Carleton campus. **Carleton University has paused its mask mandate as of June 25<sup>th</sup>, 2022.** In light of this, masks are not required in our classroom. Carleton University continues to recommend, however, that students wear a mask that covers their nose, mouth, and chin when they are in a space

in which physical distancing is not possible. **I urge all students on campus to consider wearing a mask.** Masking is a form of community care that keeps those most vulnerable in our community safe.

**On Contacting me:** You can always reach me via my Carleton email (see first page of syllabus). I will respond to your emails within 24 hours Monday through Friday. If you have not received a response within that window, feel free to send me a second email to touch base. I do not check my email over the weekend, so please do not expect me to respond within a 24-hour window during that time.

### **Classroom Environment**

A classroom is a community of learning where we all help each other to come to a better understanding of the material that we encounter. To foster a happy and healthy community space, please use respectful language and be kind to your peers. I encourage us all to be patient with one another as we pursue our studies.

### **Absence**

Though the pandemic may be over, COVID-19 remains a threat to many members of our community. Please prioritize your health and **do not come to campus if you feel any symptoms of illness.** I will be happy to help you to catch up on any material that you miss. Any absence due to illness is **excused.** You do not require a doctor's note for absences due to illness, but please use Carleton University's [self declaration of illness form](#).

### **On Mental Health and Well-Being:**

Universities can be challenging, intimidating environments. I encourage all students to pay attention to their mental health and well-being in the midst of assignments and term papers. To this end, please be in contact with me if you experience any issues throughout the term that affect your academic performance. I'm very open to working out accommodations that will allow you to complete your work and maintain your overall well-being. **Any day that you need to miss class in order to look after your mental health qualifies as a missed class due to illness and is excused.** Please see the link below for mental health and well-being resources available to members of the Carleton community, which I encourage you to use as needed:

<https://carleton.ca/wellness/>

### **Grade Distribution**

**Participation:** 20%

**Reading Analyses:** (10 × 3%) 30%,

**Research Project Proposal:** 25%

**Final Research Project:** 25%

### **Assessments**

#### **Participation**

For this class, participation qualifies as attending the class lecture and completing the corresponding attendance quiz. Participation is a very important part of this course. I cannot stress enough how difficult it is to follow along with the material based on the PowerPoint slides alone. To this end, I encourage students to prioritize coming to class.

**Participation quizzes will be delivered on Brightspace.** The quiz will open on Thursday afternoons after our class and remain open until **Sunday evening at 11:59 PM**. Quizzes will involve 3-5 questions about our course material for the week. There will be a total of **12 quizzes** offered throughout the term, **of which you must complete at least 10**. By attending class and successfully completing the quiz, students can earn a high participation grade.

### **Reading Analyses**

Reading analyses are due each week and are worth 5% each. Students must complete all 10 reading analyses in order to earn full points. Reading analyses should be concise, 1-page analyses of a particular paragraph from an assigned reading. You should briefly summarize the particular paragraph and then write 1-2 paragraphs explaining the significance of your chosen paragraph in the context of both the assigned reading and the theme of the module. I will upload a sample reading analysis to Brightspace to demonstrate how you can best complete this assignment. An assignment rubric will also be available on Brightspace. Analyses are due on **Thursday of each week by 11:59 PM** by electronic submission.

### **Research Project Proposal**

Students should choose a particular text, time period, or theme from our class that interests them and plan a research project that addresses this topic. They should compose a research project proposal outlining their proposed topic of study. The proposal is due at mid-term and should include a 500-word abstract explaining the topic they have chosen to address. In addition to the abstract, student should include an annotated bibliography of at least 2 secondary sources that they have consulted thus far. Annotated bibliography entries should be approximately 150 words. The citation in the annotated bibliography should be in Chicago Style bibliography/endnote (not footnote) format. The research proposal helps students to prepare to successfully complete the final research project. Students should submit their proposal electronically by **Friday, October 20<sup>th</sup> at 11:59 PM**.

### **Final Research Project**

The final research project functions as a take-home final exam and is the culmination of students' research efforts over the course of the term. It is a 2500-3000-word research paper that makes an argument about the topic presented in the student's research proposal. Students should consult and cite at least 4 secondary sources in this project. They should cite all sources using Chicago Style format. Failure to cite sources is a form of plagiarism. Please see the **Academic Integrity** section below for more information on the consequences of plagiarism. The final research project is due on **Friday, December 22<sup>nd</sup> at 11:59 PM EST**.

### **Letter Grade Scale**

|           |        |           |       |
|-----------|--------|-----------|-------|
| <b>A+</b> | 90-100 | <b>C+</b> | 67-69 |
| <b>A</b>  | 85-89  | <b>C</b>  | 63-66 |
| <b>A-</b> | 80-84  | <b>C-</b> | 60-62 |
| <b>B+</b> | 77-79  | <b>D+</b> | 57-59 |
| <b>B</b>  | 73-76  | <b>D</b>  | 53-56 |
| <b>B-</b> | 70-72  | <b>D-</b> | 50-52 |

### **Academic Integrity**

Plagiarism is a serious offence that can jeopardize your future at this university. Carleton University defines plagiarism as “submitting work in whole or in part written by someone else” and “failing to acknowledge sources through the use of proper citations when using another author’s work.” Including in your assignment text from or submitting an entire assignment by Chat GPT or any other AI source qualifies as plagiarism under the first part of this definition. Please see the link below for more information:

<https://carleton.ca/registrar/academic-integrity/>

Plagiarism, however minor, will be taken very seriously by the instructor and a report filed with the Dean’s office, who handle all academic integrity allegations. Their response to plagiarism ranges from a zero on the assignment submitted, to expulsion from the university. If you find yourself panicking and are tempted to cut and paste, **don’t!** Email me and we’ll work out an extension or other accommodation for you.

### **Citation**

The citation method that we will use for all assignments in this course is Chicago Style (Turabian/Notes-Bibliography, NOT author-date). Please review Chicago Style using [this resource](#). I’m happy to help you to review citations on your first assignment or to answer questions regarding this format, as it may be unfamiliar to many of you. Getting your citations right is a great way to score points on your evaluation and to avoid plagiarism. **You should cite any information from an outside that you use in your assignments.** When you directly use the language of the source itself, please use double quotation marks to frame your quotation.

**Failure to use in-text citations in the form of Chicago style, MLA, or APA is a form of plagiarism and I am obliged to report all cases of plagiarism to the Dean’s Office.**

If you have any doubts or concerns about whether or not your work may involve unintentional plagiarism, please send me an email and I will be happy to help clarify the situation.

**Late Assignments**

Late assignments will be penalized at a rate of 5% per day. If you anticipate struggling to submit an assignment on time, please contact me as early as possible so that we can discuss a possible accommodation.

**Course Texts**

This course does not have an assigned textbook. I will post PDFs of our assigned readings and/or links to assigned readings to our Brightspace page.

For biblical readings, I recommend that you use the NRSV, NRSVUE, JPS, or King James. The translation that you need depends on which biblical book you are reading, so I'll be posting these recommendations (and links) to Brightspace for each assigned reading.

**Class Schedule**

\*This schedule is subject to change\*

| <b>Date</b>                                    | <b>Module</b>      | <b>Reading</b>   | <b>Assignments</b>   |
|--|--------------------|--|--|
| <b>Week #1</b>                                 |                    |  |  |
| <b>Thursday,<br/>September 7<sup>th</sup></b>  | Welcome            | Syllabus   | <b>Sunday,<br/>September 10<sup>th</sup><br/>11:59 PM –<br/>Participation Quiz<br/>#1 DUE</b>  |
| <b>Week #2</b>                                 |                    |  |  |
| <b>Tuesday,<br/>September 12<sup>th</sup></b>  | Theodicy and Exile | Isaiah 45-66<br><br>Jonah  |  |
| <b>Thursday,<br/>September 14<sup>th</sup></b> | Welcome to Yehud   | Nehemiah<br>Haggai<br><br><a href="#"><u>Josephus,<br/>Antiquities, XI. 1-5.</u></a> | <b>Thursday,<br/>September 14<sup>th</sup><br/>11:59 PM –<br/>Reading Analysis<br/>#1 DUE</b><br><br><b>Sunday,<br/>September 17<sup>th</sup><br/>11:59 PM –<br/>Participation Quiz<br/>#2 DUE</b> |
| <b>Week #3</b>                                 |                    |  |  |

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| <p><b>Tuesday,<br/>September 19<sup>th</sup></b></p>  | <p>Jewish Diaspora in the Persian Period</p> | <p><a href="#">Gard Granerød, "Worshipping Yahweh Outside the Province of Yehud"</a></p> <p>Ezra 9-10</p> <p>Esther</p>  |   |
| <p><b>Thursday,<br/>September 21<sup>st</sup></b></p> |  | <p><a href="#">Bezalel Porten, "Elephantine"</a></p> <p>Karel van der Toorn, <i>Becoming Diaspora Jews</i> (New Haven: Yale University Press, 2019), pp. 89-114</p>  | <p><b>Thursday,<br/>September 21<sup>st</sup><br/>11:59 PM –<br/>Reading Analysis<br/>#2 DUE</b></p> <p><b>Sunday,<br/>September 24<sup>th</sup><br/>11:59 PM –<br/>Participation Quiz<br/>#3 DUE</b></p> |
| <p><b>Week #4</b></p>                                 |  |  |   |
| <p><b>Tuesday,<br/>September 26<sup>th</sup></b></p>  | <p>Hellenism</p>                             | <p><a href="#">Josephus, <i>Antiquities</i>, XI.8; XII.1-5</a></p> <p><a href="#">Babylonian Talmud Yoma 69a:9-14</a></p> <p><a href="#">Jannes Smith, "What Is the Septuagint?"</a></p> <p>The Book of Sirach</p> |   |
| <p><b>Thursday,<br/>September 28<sup>th</sup></b></p> |  | <p>1 Maccabees</p> <p>2 Maccabees</p>  | <p><b>Thursday,<br/>September 28<sup>th</sup><br/>11:59 PM –<br/>Reading Analysis<br/>#3 DUE</b></p> <p><b>Sunday, October<br/>1<sup>st</sup> 11:59 PM –</b></p>  |

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|  |   |  | <b>Participation Quiz #4 DUE</b>   |
| <b>Week #5</b>                           |   |  |  |
| <b>Tuesday, October 3<sup>rd</sup></b>   | Under the Hasmonaeans                     | <a href="#"><u>Josephus, Antiquities, XIII.1-3</u></a><br><br>Judith   |  |
| <b>Thursday, October 5<sup>th</sup></b>  |   | <a href="#"><u>Josephus, The Wars of the Jews, II.7-8</u></a><br><br><a href="#"><u>Josephus, Antiquities, XVIII.1</u></a><br><br><a href="#"><u>Mishnah Yadayim 4:6-8</u></a> | <b>Thursday, October 5<sup>th</sup> 11:59 PM – Reading Analysis #4 DUE</b><br><br><b>Sunday, October 8<sup>th</sup> 11:59 PM – Participation Quiz #5 DUE</b>   |
| <b>Week #6</b>                           |   |  |  |
| <b>Tuesday, October 10<sup>th</sup></b>  | Apocrypha, Pseudepigrapha, and Apocalypse | <a href="#"><u>Jacob Cytryn, “Apocrypha and Pseudepigrapha”</u></a><br><br>Susanna<br><br>Tobit  |  |
| <b>Thursday, October 12<sup>th</sup></b> |   | 1 Enoch<br><br><a href="#"><u>The Digital Dead Sea Scrolls</u></a><br><br>The Damascus Document  | <b>Thursday, October 12<sup>th</sup> 11:59 PM – Reading Analysis #5 DUE</b><br><br><b>Sunday, October 15<sup>th</sup> 11:59 PM – Participation Quiz #6 DUE</b> |
| <b>Week #7</b>                           |   |  |  |
| <b>Tuesday, October 17<sup>th</sup></b>  | Roman Judea                               | <a href="#"><u>Josephus, The Wars of the Jews, I.6-20</u></a>  |  |

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|   |  | <a href="#">Tacitus, <i>Historiae</i>, V.1-13</a>   |  |
| <b>Thursday, October 19<sup>th</sup></b>                              | Roman Religion                           | Apuleius, <i>The Golden Ass</i>   | <b>Friday, October 20<sup>th</sup> 11:59 PM – Research project Proposal DUE</b><br><br><b>Sunday, October 22<sup>nd</sup> 11:59 PM – Participation Quiz #7 DUE</b> |
| <b>Fall Break</b><br><b>October 23<sup>rd</sup> – 27<sup>th</sup></b> |  |   |  |
| <b>Week #8</b>  |  |   |  |
| <b>Tuesday, October 31<sup>st</sup></b>                               | Messianic Judaism: The Jesus Movement(s) | <a href="#">Sarah E. Rollens, “Did the Authors of the Canonical Gospels Know Each Other?” <i>Bible Odyssey</i></a><br><br>Mark<br><br>Matthew |  |
| <b>Thursday, November 2<sup>nd</sup></b>                              |  | Luke<br><br>John  | <b>Thursday, November 2<sup>nd</sup> 11:59 PM – Reading Analysis #6 DUE</b><br><br><b>Sunday, November 5<sup>th</sup> 11:59 PM – Participation Quiz #8 DUE</b>     |
| <b>Week #9</b>  |  |   |  |
| <b>Tuesday, November 7<sup>th</sup></b>                               | Pauline Christianity                     | <a href="#">Steve Walton, “Corinth in Acts: Paul’s Financial</a>  |  |



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|   |                                  | <a href="#">Support,” Bible Odyssey</a>   |   |
|   |                                  | Acts  |   |
| <b>Thursday,<br/>November 9<sup>th</sup></b>  |                                  | <a href="#">Todd Penner, “Paul and Acts,” Bible Odyssey</a>                           | <b>Thursday,<br/>November 9<sup>th</sup><br/>11:59 PM –<br/>Reading Analysis<br/>#7 DUE</b>   |
|   |                                  | Romans 1-3  |   |
|   |                                  | Galatians 1-3   | <b>Sunday,<br/>November 12<sup>th</sup><br/>11:59 PM –<br/>Participation Quiz<br/>#9 DUE</b>  |
|   |                                  | 1 Corinthians   |   |
|   |                                  | James   |   |
| <b>Week #10</b>                               |                                  |   |   |
| <b>Tuesday,<br/>November 14<sup>th</sup></b>  | Pseudo-Paul                      | <a href="#">Cavan W. Concannon, “Paul and Authorship,” Bible Odyssey</a>              |   |
|   |                                  | Ephesians   |   |
| <b>Thursday,<br/>November 16<sup>th</sup></b> | Christian Apocalyptic Literature | <a href="#">David A. DeSilva, “The Sign of the Beast,” Bible Odyssey</a>              | <b>Thursday,<br/>November 16<sup>th</sup><br/>11:59 PM –<br/>Reading Analysis<br/>#8 DUE</b>  |
|   |                                  | The Revelation of John  | <b>Sunday,<br/>November 19<sup>th</sup><br/>11:59 PM –<br/>Participation Quiz<br/>#10 DUE</b> |
| <b>Week #11</b>                               |                                  |   |   |
| <b>Tuesday,<br/>November 21<sup>st</sup></b>  | Early Christianities             | <a href="#">The Nag Hammadi Codices and Gnostic Christianity, Bible History Daily</a> |   |

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|   |                         | <a href="#">Nicola Denzey Lewis, "Was the Gospel of Thomas Gnostic?" <i>Bible Odyssey</i></a><br><br><a href="#">The Gospel of Thomas</a><br><br><a href="#">The Gospel of Mary</a>                |   |
| <b>Thursday, November 23<sup>rd</sup></b> |                         | <a href="#">ReligionForBreakfast, "What Did Marcion Believe?"</a><br><br><a href="#">The Gospel of Marcion, sections I-V</a>   | <b>Thursday, November 23<sup>rd</sup></b><br><b>11:59 PM – Reading Analysis #9 DUE</b><br><br><b>Sunday, November 26<sup>th</sup></b><br><b>11:59 PM – Participation Quiz #11 DUE</b> |
| <b>Week #12</b>                           |                         |  |   |
| <b>Tuesday, November 28<sup>th</sup></b>  | <b>Rabbinic Judaism</b> | <a href="#">Joshua Ezra Burns, "Pharisees and Rabbinic Judaism"</a><br><br><a href="#">Josephus, <i>The Wars of the Jews</i>, II.17-22</a><br><br><a href="#">The Ancient Synagogue of Modi'in</a> |   |
| <b>Thursday, November 30<sup>th</sup></b> |                         | <a href="#">Lawrence H. Schiffman, "The Bar Kochba Revolt," <i>My Jewish Learning</i></a><br><br>Richard Elliott Friedman, <i>The Hidden Face of God</i>   | <b>Thursday, November 30<sup>th</sup></b><br><b>11:59 PM – Reading Analysis #10 DUE</b><br><br><b>Sunday, December 3<sup>rd</sup></b>   |

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|  |  | (New York: HarperSanFrancisco, 1995), pp. 118-126  | <b>11:59 PM – Participation Quiz #12 DUE</b> |
| <b>Week #13</b>                          |  |  |  |
| <b>Tuesday, December 5<sup>th</sup></b>  | Gender and Early Christianity                | Patricia Cox Miller, <i>Women in Early Christianity: Translations from Greek Texts</i> (Washington: The Catholic University of America Press, 2005), pp. 31-47 |  |
| <b>Thursday, December 7<sup>th</sup></b> | Final Research Project Writing Workshop      |  |  |
| <b><u>End of Fall Term</u></b>           |  |  |  |
| <b>Friday, December 22<sup>nd</sup></b>  | <b>11:59 PM – Final Research Project DUE</b> |  |  |

## University Regulations for All College of the Humanities Courses

Tuesday, July  
4, 2023

### 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

**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.

### 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.

The full Academic Integrity Policy can be found [here](#). More information on the process [here](#).

## 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:

**Pregnancy obligation:** write to me 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me 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 [click here](#).

**Academic Accommodations for Students with Disabilities:** [The Paul Menton Centre for Students with Disabilities \(PMC\)](#) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### 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: <https://carleton.ca/equity/sexual-assault-support-services>

### 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 will be provided to students who compete or perform at the national or international level. Write to me 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. <https://carleton.ca/senate/wp-content/uploads/SCCASP-Accommodation-for-Student-Activities-Cleancopy-final-Sept-2022-2.pdf>

## 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 short-term incapacitation (illness, injury, emergency, or other circumstances beyond their control) which forces them to delay submission of the work.

1. Students who claim incapacitation 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. 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.](#)

## Deferred Final Exams

Students who are unable to write a final examination because of incapacitation (illness, injury, emergency, or extraordinary circumstances beyond a student's 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 (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 incapacitation normally lasting no more than 10 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 incapacitation lasting longer than 10 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](#).

## 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

Discover the tools and resources Carleton offers to help understand, manage and improve your mental health and wellness while at university.

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

## Get Help Now

<https://wellness.carleton.ca/get-help-now/>

### If in crisis call:

Counselling Services: 613-520-6674 (press 2) *Monday-Friday, 8:30 a.m. – 4:30 p.m.*

### After Hours

If you need assistance with an urgent situation outside of our regular operating hours, contact:

- [Distress Centre of Ottawa and Region](#): Available 24/7-365 days/year and is bilingual (English/French).
  - **Distress:** 613-238-3311 ○ **Crisis:** 613-722-6914 ○ **Text:** 343-306-5550 (available 10:00 am – 11:00 pm, 7 days/week, 365 days/year) ○ Web Chat: blue chat icon at the bottom right corner of the website. ○ Text Service is available in English only to residents of Ottawa & the Ottawa Region.)
- [Good2Talk](#): Available 24/7-365 days/year and is available in English, French and Mandarin ○ **Call: 1-866-925-5454** ○ Text GOOD2TALKON to 686868 ○ [Facebook Messenger](#)
- [Empower Me](#): A 24/7 resource service for undergraduate students. 1-833-628-5589 (toll-free)



- International SOS's Emotional Support: Offers 24/7 access to mental health professionals in more than 60 languages through their dedicated line +1 215-942-8478. Students can call this number collect (the person being telephoned receives the charges) to access services.

## 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.

[More information and to book an appointment.](#)

## 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)