

The College of the Humanities
Bachelor of Humanities Program: HUMS 1000 Fall/Winter 2020/21
Myth and Symbol

Prof. Noel Salmond
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Office hours: 1:30-3 pm Mon.

This course engages primary sources -- primarily religious and primarily from the “axial age” civilizations of the ancient world, both East and West. In examining these texts we probe the function of the mythic and symbolic in human thought, imagination, and ritual practice. Themes include mortality, morality, cosmogony, theogony, theophany, theodicy, sacrifice, social duty, as well as sacred and profane love.

We examine dynamics in religious traditions such as polytheistic versus monotheistic perspectives, and changes over time in the evaluation of sacrifice and ritual. We consider the continuities and ruptures between the Hebrew Bible and its Near Eastern environment. We probe, in India, the tension between religion geared towards reinforcement of social life and duty, and religion aimed at total transcendence or liberation. In China we examine differing Confucian and Daoist conceptions of the Way.

Contrasts and comparisons across cultures will be made on these themes and tensions. At all times, however, the aim will be to think through what is distinct and perhaps ultimately irreconcilable among these differing visions of human experience, rather than synthesize superficial resemblances. Guided by a close reading of primary texts (with reference to a few select secondary sources and resources), the main aim of the course is to inspire reflection on complex and divergent sources of human spirituality, virtue, and wisdom.

Note: For 2020/21 HUMS 1000 Myth and Symbol, while being delivered in an online environment, seeks to emulate its normal in-class delivery to the greatest extent possible. Lectures will be “synchronous,” that is, delivered live via web-conferencing (Zoom) as will discussion seminars. To adapt to this year’s virtual reality, the live lectures will be recorded to accommodate any students in a radically different time zone and lectures may incorporate quizzes and exercises to facilitate engagement. Please also note these lectures are not to be uploaded to a file-sharing platform or shared in any way. Recording of the discussion group sessions is strictly forbidden as participants have a right to privacy that has not been waived.

Lectures: Wednesday and Friday 10:05 – 11:25

Discussion Seminars:

Group A2: Thur. 16:35 – 17:55

Group A3: Thur. 14:35 – 15:55

Group A4: Thur. 10:05 – 11:25

Required Texts:

(Available for order through Amazon, Abebooks, Alibris etc.) We stress the importance of getting these particular editions and translations and also strongly encourage owning these in the development of a personal hardcopy library.

New Oxford Annotated Bible with the Apocrypha. College Edition. 3rd, 4th, or 5th Edition. New Revised Standard Version. Oxford: OUP, 2018.

Stephanie Dalley, *Myths from Mesopotamia*. Oxford: OUP, 2000.

Patrick Olivelle, *Upanisads*. Oxford: OUP, 1998.

William Strunk and E.B. White. *The Elements of Style*. 4th Edition. Pearson, 1999.

Barbara Stoler Miller, *The Bhagavad Gita*. New York: Bantam, 1988.

Confucius Analects: With Selections from Traditional Commentaries. trans. Edward Slingerland, Indianapolis: Hackett, 2003.

Lao Tzu: Tao Te Ching. trans. D.C. Lau, London: Penguin, 1963.

Other readings will be uploaded to cuLearn

Grades for the course will be based on

1) Participation in the discussion groups (“seminars”) (15%) – Includes attendance, contributing to discussion, and uploading your “passport” for every session – please note that having the primary text of the week at hand and your “passport” are required for these sessions (see below for details on the passport). You are also required to lead one discussions each term. This involves preparing a list of questions to facilitate discussion and then moderating the conversation during class.

2) “Learning Checkups” (10%)

3) Four written assignments (to be uploaded in MS Word format), worth a total of 50%, distributed as follows:

First Semester:

- (1) 1 page in length (5%) – Due Fri. Sept. 25, 2020
- (2) 2-3 pages in length (10%) – Due Fri. Nov. 6, 2020
- (3) 5-6 pages in length (15%) – Due Fri. Dec. 11, 2020

Second Semester:

- (4) 8-10 pages in length (20%) – Due Fri. April 9, 2021

4) A Midterm exam during the formal examination period, December 12-23, worth 10%

5) A Final exam during the formal examination period, April 11-23, worth 15%.

Bonus TBA: In addition to the above assessments, opportunities to achieve Bonus marks may arise during the course, including summarizing supplemental readings, watching and commenting on a film, attending an academic talk online, etc. In the online teaching environment, lectures may include brief quizzes and exercises. In total, these in-class or out of class exercises may earn you up to a total of 3 bonus marks per semester.

SEMINARS

Come to our Zoom sessions with a copy of the reading for the week, along with your “passport” (details below). Treat these as your tickets of admission.

These groups are as good as you make them; collective debate and interrogation of the texts as well as your own interpretations of them make the discussion seminars successful—both for you and for everyone else. Each person has a responsibility to help foster and advance the discussion. Granted, some of you are comfortable with public speaking and are confident in your opinions. Others of you are not. Participating actively in these seminars is one of the single most important things you will do during your time in the Humanities program. Every month of every year, you will improve your public speaking and at the end of this degree, you will graduate and enter the work force or graduate school with more poise, confidence, and ability to articulate and defend your point of view than virtually any student anywhere. This is the gift of your Hums degree, but only if you choose to accept it by actively participating. In the online format, you will be doubly challenged by speaking publically in a virtual online “meeting.” Virtual web-conferencing is likely going to be the new normal for your generation, even after the pandemic is resolved. Virtual job interviews, conference presentations, and business meetings are certain to lie in your future. Embrace them now.

Each seminar will be led by 2-3 facilitators. We will set up those assignments at the beginning of the semester by creating groups in cuLearn that you can join for each topic. The facilitators should prepare a substantial list of discussion questions (longer than you might expect since not every question generates a lot of discussion). Good discussion questions open up an opportunity for debate or engagement with a specific problem, idea, or passage. Overly broad questions (i.e., “what did you all think of this text?”) rarely succeed.

In addition to forcing everyone to take an active role in the discussion group at least once per semester, facilitating also helps you think more deeply about the questions and problems posed by these texts. Also, importantly, your leadership discourages us, professors, from dominating the conversation with “expert” knowledge. Lectures are our platform to do that. Seminars are for your active engagement. We are, however, happy to use the seminars to answer questions and clarify points that come up either in the text or in our lectures.

The instructor reserves the right to take a proportion, perhaps up to a third, of each seminar to ensure that all groups address certain fundamental questions and key elements

of the text. This maintains a modicum of consistency among the groups regarding what is discussed.

While the discussions will almost certainly digress to cover current events or contemporary controversies -- after all, these “Great Books” are not just of antiquarian interest, but continue to carry authority and influence today, we should always base our arguments and interpretations on close and careful readings of the texts themselves. For this reason, we require you to bring a copy of the day’s text to the seminar so we are able to verify, clarify, and situate an interpretation in the precise wording of the actual text and not, as often happens, in a preconceived idea about what the text says.

An important and excellent practice is for the leader(s) to turn us to a particular passage (a sentence, a verse, a paragraph, a page) that we all focus on and analyse. It is important to ground our discussions in the text and not in vague ahistorical generalities.

While we want the groups to remain stable and to avoid having students move from one to another, you are encouraged to attend a different group for the week if an appointment or sickness prevents you from attending your own session.

The discussion seminars are at the core of the Bachelor of Humanities program; to be absent from them is to be absent from the program. Please take note of our policy on attendance and participation marks above.

PASSPORT INSTRUCTIONS

Format and content

The Passport will contain three sections:

- Summary: One paragraph (~ 3-5 lines) summary of the assigned reading;
- Key Points: (Minimum two) key points - citations of a line or two from the article / chapter (including page #s) that you found particularly puzzling, instructive, provocative, or surprising, plus brief (one line) explanations of why you selected them
- Discussion Questions: two open-ended discussion questions.

It must also include your name and student number.

Submission

To receive credit, you must upload a copy of your typed Passport to cuLearn by *10am on Thursday* (i.e., before the discussion groups happen). Late Passports will not be accepted except in extraordinary circumstances.

Assessment

Passports are intended to help you participate more productively in our course's weekly discussion groups and ensure that everyone comes prepared. They will be graded on a pass/fail basis and will not be returned.

HUMS 1000: THE FINE PRINT

To pass, students must attend the lectures and discussion sections/seminars, complete *all* the written assignments, and submit both the examinations, all unless formally excused by the Instructors because of illness or some other legitimate reason. Formal requests to be excused from classes, deadlines, or exams must be accompanied by medical or other documentation.

Attendance: Bachelor of Humanities core courses are based on primary sources; there is no textbook for the course. In effect, the lectures delivered by the faculty are the "textbook". This means that it is essential to keep up with the lectures: if you are unable to attend the live zoom sessions, please make sure to watch the recorded Zoom session each week according to the class schedule. It will not be possible to "catch up" at the end of term. Students are responsible for all material covered and announcements made in the lecture. We will monitor attendance in discussion sections/seminars, and more than 2 absences from discussions per semester will result in a minimum 10% reduction of your final course grade; numerous unexcused absences will jeopardize your ability to pass the course and remain in the program.

Late Assignments: Assignments are to be submitted electronically on cuLearn by 11:59 pm on the due date listed on the course outline. Assignments will be docked 3% (or one third of a letter grade) for each calendar day after their due-date. Late penalties on assignments accompanied by a medical certificate or other proof of a legitimate reason for lateness will be adjusted accordingly.

Late assignments can very quickly sink to a grade of 'F'. Hand in your assignments on time.

Completion of all four written assignments is a course requirement. Even an assignment that is so late that it will merit a grade of 0% (F) **must be completed** or you will fail the course.

Note: once the papers submitted on time are graded and returned, *no further papers will be graded except for very compelling reasons* (but as noted above all papers must still be completed in order to pass the course). No work can be accepted for any reason after the Senate's deadline published in the current *Calendar*.

Plagiarism: The University Senate defines plagiarism as "*to use and pass off as one's own idea or product the work of another without expressly giving credit to another*" (*Calendar*). This can include:

- Copying from another's work without indicating this through *both* the appropriate use of quotation marks *and* citations in footnotes;
- Lengthy and close paraphrasing of another's work (i.e., extensive copying interspersed with a few phrases or sentences of your own); and
- Submitting written work produced by someone else as your own work (e.g., another student's term paper, a paper purchased from a commercial term-paper factory, or materials or term papers downloaded from the Internet).

Plagiarism is a serious offence, that is referred to the Dean's office. In all cases where plagiarism is suspected, Instructors are now *required* to notify their Chair or Director, who in turn is *required* to report the matter to the Associate Deans of the Faculty. The Associate Deans then conducts a formal investigation, including an interview with the student. Penalties can range from a mark of zero for the plagiarized work, a final grade of F for the course, suspension from all studies, to expulsion from the University.

The Senate also considers an instructional offence the submission of "*substantially the same piece of work to two or more courses without the prior written permission of the instructors . . . involved*" (*Calendar*).

Passages copied word-for-word without quotation marks, whether the source is cited or not, constitute plagiarism.

Plagiarism from internet sources is ridiculously easy to detect. Plagiarism from print sources, given your professors' familiarity with material in their areas of expertise, is also easier to detect than you may realize. Please, please, please don't do it. If you're struggling, choose instead to speak to your professors; we are nice people who are here to help you.

HUMS 1000 Myth and Symbol Lectures Fall, 2020

Wed. Sept. 9	Intro to the course (Profs. Salmond and Stratton) Read: Syllabus
Thurs. Sept. 10	Discussion Groups, who we are (Profs. Salmond and Stratton)
Fri. Sept. 11	Meet and Greet (Profs. Salmond and Stratton)

Wed. Sept. 16	What is Myth (Prof. Stratton) Read: Lincoln “Myth, Sentiment, and the Construction of Society” (posted on cuLearn)
Thurs. Sept. 17	Discussion Groups: Lincoln (Prof. Salmond)
Fri. Sept. 18	What is Myth/Indigenous Myth (Prof. Salmond) Read: Paden “Myth” (posted on cuLearn)
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Wed. Sept. 23	Indigenous Myth (Prof. Salmond) Read: links on handout and cuLearn
Thurs. Sept. 24	Discussion Groups: Paden and Indigenous Myth (Prof. Salmond)
Fri. Sept. 25	Indigenous Myth (Prof. Salmond) (Paper Due) Read: cuLearn
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Wed. Sept. 30	Intro to Ancient Near East: Descent of Ishtar (Prof. Stratton) Read: “Descent of Ishtar” in Stephanie Dalley, trans. <i>Myths from Mesopotamia</i> (154-162).
Thur. Oct. 1	Discussion Groups: Descent of Ishtar (Prof. Stratton)
Fri. Oct. 2	Enuma Elish (Prof. Stratton) Read: “Epic of Creation,” in Stephanie Dalley, trans. <i>Myths from Mesopotamia</i> (228-277)
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Wed. Oct. 7	Gilgamesh (Prof. Stratton) Read: “Epic of Gilgamesh (standard version)” in Stephanie Dalley, trans. <i>Myths from Mesopotamia</i> (39-135)
Thur. Oct 8	Discussion Groups: Enuma Elish/Gilgamesh (Prof. Stratton)
Fri. Oct. 9	Theogony (Prof. Stratton) Read: Theogony (posted on cuLearn)
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Wed. Oct. 14	Intro to Ancient India (Prof. Salmond) Read: Olivelle, xxiii-xxix; xli-xlix, Rig Veda selected hymns on cuLearn
Thur. Oct 15	Discussion Groups: Rig Veda (Prof. Salmond)

Fri. Oct. 16 Rig Veda (Prof. Salmond)
Read: cuLearn

Wed. Oct. 21 Rig Veda (Prof. Salmond)
Read: cuLearn

Thur. Oct. 22 Discussion Groups: Rig Veda (Prof. Salmond)

Fri. Oct. 23 Rig Veda (Prof. Salmond)
Read: cuLearn

Wed. Oct. 28 BREAK WEEK

Fri. Oct. 30 BREAK WEEK

Wed. Nov. 4 Intro to the Bible/Biblical History (Prof. Stratton)
Read: Introduction to the Pentateuch and Genesis 1-6 in *The New Oxford Annotated Bible: NRSV with Apocrypha*

Thur. Nov. 5 Discussion Groups: Genesis 1- 6 (Prof. Stratton)

Fri. Nov. 6 Genesis 1-11 (Prof. Stratton)
Read: Gen 7-11 **(Paper Due)**

Wed. Nov. 11 Genesis 12 - 28 (Prof. Stratton)
Read: Gen 12-28

Thur. Nov. 12 Discussion Groups: Genesis 12 – 28 (Prof. Stratton)

Fri. Nov. 13 Genesis 29 - 50 (Prof. Stratton)
Read: Gen 29-50

Wed. Nov. 18 Upanishads (Prof. Salmond)
Read: Olivelle (detailed handout on selections will be posted on cuLearn)

Thur. Nov. 19 Discussion Group: Upanishads (Prof. Salmond)

Fri. Nov. 20 Upanishads (Prof. Salmond)

Read: (see handout)

Wed. Nov. 25 Upanishads (Prof. Salmond)
Read: (see handout)

Thurs. Nov. 26 Discussion Group: Upanishads (Prof. Salmond)

Fri. Nov. 27 Upanishads (Prof. Salmond)
Read: (see handout)

Wed. Dec. 2 Exodus (Prof. Stratton)
Read: 1-20

Thurs. Dec. 3 Discussion Group: Exodus (Prof. Stratton)

Fri. Dec. 4 Exodus (Prof. Stratton)
Read: 21-40

Wed. Dec. 9 Elements of Style (Prof. Stratton)
Read: entire book (it is short)

Thurs. Dec. 10 No Groups: Work on your papers

Fri. Dec. 11 Last Class Review (Profs. Salmond and Stratton) **(Paper Due)**

[December 12 – 23. Examination Period]

HUMS 1000 [Note: subject to possible revision]

Lectures, Winter 2021

Wed. Jan. 6 Bhagavad Gita (Prof. Salmond)
Read: Miller, Introduction and Gita chs. 1- 6

Thur. Jan. 7 Discussion Groups: Gita (Prof. Salmond)

Fri. Jan. 8 Bhagavad Gita (Prof. Salmond)
Read: Gita chs. 7 - 11

Wed. Jan. 13 Bhagavad Gita (Prof. Salmond)

	Read: Gita chs. 12 – 18
Thur. Jan. 14	Discussion Groups: Gita (Prof. Salmond)
Fri. Jan. 15	Bhagavad Gita (Prof. Salmond) Read: Eight Limbs of the Yoga Sutra, cuLearn
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Wed. Jan. 20	Joshua (Prof. Stratton) Read: Book of Joshua chs 1-12; Skim chs 13-24
Thur. Jan. 21	Discussion Groups: Joshua (Prof. Stratton)
Fri. Jan. 22	Judges (Prof. Stratton) Read: Book of Joshua chs 1-5, 10-11, 13-16, 19-21
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Wed. Jan. 27	1 Samuel (Prof. Stratton) Read: 1 Samuel (it's a bit long, but continuous story so hard to skip parts)
Thur. Jan. 28	Discussion Groups: 1 Samuel (Prof. Stratton)
Fri. Jan. 29	2 Samuel (Prof. Stratton) Read: 2 Samuel (entire)
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Wed. Feb. 3	Gita Govinda and Laws of Manu (Prof. Salmond) Read: selections on cuLearn
Thur. Feb. 4	Discussion Groups: Gita Govinda and Manu (Prof. Salmond)
Fri. Feb. 5	Hindu Pantheon (Prof. Salmond) Read: handout on cuLearn
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Wed. Feb. 10	Life of the Buddha, Buddhacarita (Prof. Salmond) Read: cuLearn
Thur. Feb. 11	Discussion Groups: Buddhacarita (Prof. Salmond)
Fri. Feb. 12	Buddhacarita (Prof. Salmond) Read: Buddha's First Sermon, cuLearn
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Wed. Feb. 17	BREAK WEEK

Fri. Feb. 19 BREAK WEEK

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Wed. Feb. 24 1 Kings (Prof. Stratton)
Read: 1 Kings (entire)

Thur. Feb. 25 Discussion Groups: 1 Kings (Prof. Stratton)

Fri. Feb. 26 2 Kings (Prof. Stratton)
Read: 2 Kings chs 1-10, 18-25; Skim chs 11-17

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Wed. Mar. 3 Jeremiah (Prof. Stratton)
Read: Jeremiah chs. 1, 3, 7, 11, 13, 16, 19-21, 23, 25-30, 36-45

Thur. Mar 4 Discussion Groups: Jeremiah (Prof. Stratton)

Fri. Mar. 5 Isaiah/Ezekiel (Prof. Stratton)
Read: Ezekiel 1-11, Isaiah 40-54

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Wed. Mar. 10 Intro to Ancient China (Prof. Salmond)
Read: Slingerland Introduction, Analects selections indicated on handout

Thur. Mar 11 Discussion Groups: Analects (Prof. Salmond)

Fri. Mar. 12 Analects (Prof. Salmond)
Read: see handout

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Wed. Mar. 17 Daodejing (Tao Te Ching) (Prof. Salmond)
Read: Lau, Tao Te Ching

Thur. Mar 18 Discussion Groups: Daodejing (Prof. Salmond)

Fri. Mar. 19 Daodejing and Western Inscription (Prof. Salmond)
Read: Western Inscription on cuLearn

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Wed. Mar. 24 Deuteronomy (Prof. Stratton)
Read: Deut 1-7, 10-14, 17-18, 22, 26-32
Recommended: Leviticus 17-26

Thur. Mar. 25 Discussion Groups: Deuteronomy (Prof. Stratton)

Fri. Mar. 26 Proverbs/Ecclesiastes (Prof. Stratton)
Read: Proverbs 1-10, 22-23; Ecclesiastes

Wed. Mar. 31 Book of Job (Prof. Stratton)
Read: Book of Job chs. 1-14, 29-42

Thur. Apr. 1 Discussion Groups: Book of Job (Prof. Stratton)

Fri. Apr. 2 Good Friday (no class)

Wed. Apr. 7 Song of Songs (Prof. Stratton)
Read: Song of Songs
Recommended: "Egyptian Love Songs" (ANET pp. 467-9, cuLearn)

Thurs. Apr. 8 No Groups: Work on your papers

Fri. Apr. 9 Last Class Review (Profs. Salmond and Stratton) **(Paper Due)**

[April 11 – 23. Examination Period]



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 of 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

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

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

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Religion@cunet.carleton.ca

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Digital Humanities (Undergraduate Minor) 300 Paterson Hall
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MEMS (Undergraduate Minor) 300 Paterson Hall
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