

The College of the Humanities
Bachelor of Humanities Program: HUMS 1000 Fall/Winter 2022/23
Myth and Symbol

Prof. Shawna Dolansky
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Office hours: Fri 11:30-1:00 & by appointment
Paterson 2a60 or Zoom*

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Office hours: Mon. 15:30 - 16:30

*some Fridays I will hold office hours on Zoom; see Brightspace for schedule

Lectures: Wednesday and Friday 10:05 – 11:25 (Paterson 303)

Discussion Seminars (Paterson 302):

Group A1: Thur. 16:05 – 17:25

Group A2: Thur. 14:35 – 15:55

Group A4: Thur. 11:35 – 12:55

Course Description:

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.

Required Texts:

Available for purchase at the Carleton University Bookstore in the UniCentre

We stress the importance of getting these particular editions and translations:

- *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.

**Humanities 1000 Course Pack (2022-23 edition)

Assignments/Assessments:

1) **Participation in the discussion groups** (“seminars”) (20%) – Includes attendance, contributing to discussion, and presenting your “passport” at 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%); there are 6 of these per term, one at the conclusion of each reading unit. Questions will be posted for 24 hours on Brightspace and you must complete them by the deadline. These are worth 1% each, and we’ll drop your lowest one per term.

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 Wed. Sept. 21 (11:59 pm on Brightspace)
- (2) 2-3 pages in length (10%) – Due Wed. Nov. 9 (11:59 pm on Brightspace)
- (3) 5-6 pages in length (15%) – Complete Draft due Thur. Dec 8 (bring to your seminar discussion)

– Edited Version due Fri. Dec. 9 (11:59 pm on Brightspace)

Second Semester:

- (4) 8-10 pages in length (20%) –
 - Outline due for in-person feedback in office hours by appointment March 6-10
 - Final Paper due Fri March 24 (11:59 pm on Brightspace)

4) **Midterm exam** during the formal examination period, December 10-22, worth 10%

5) **Final exam** during the formal examination period, April 15-27, worth 10%.

SEMINARS

Seminars are an electronics free environment. **No screens: no laptops, tablets, or phones. PERIOD.**¹

Come to the discussion sessions with a PRINTED copy of the reading for the week, along with your PRINTED “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.

Each seminar will be led by 2 student facilitators. We will set up those assignments at the beginning of the semester, during the first class. 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 instructors reserve the right to guide the discussions when necessary 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***

¹ See: Shalini Misra, Lulu Cheng, Jamie Genevie, and Miao Yuan, “The iPhone Effect: The Quality of In-Person Social Interactions in the Presence of Mobile Devices,” *Environment and Behavior* 48, no. 2 (February 2016): 275–98. doi:10.1177/0013916514539755. Their conclusions are helpfully summarized in Tom Jacobs’ article, “Even Just the Presence of a Smartphone Lowers the Quality of In-Person Conversations,” *Pacific Standard* (July 14, 2014), <https://psmag.com/social-justice/presence-smart-phone-lowers-quality-person-conversations-85805>.

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.

For the best outcome, we suggest that student facilitators direct the class 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 # or chapter and verse reference) 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

You must bring a hardcopy of your Passport to the discussion seminar, as seminars are an electronics-free environment (see note above). You must also upload an electronic copy of your passport to Brightspace **BEFORE** your seminar time in order to receive credit for having completed one. Late Passports (uploaded after the start time of your seminar) 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 sit both the examinations. (Allowances for illness or other emergencies will be considered. Please contact the Instructors as soon as possible. Deferred exams are arranged through the Registrar's office.)

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.** **Students are responsible for all material covered and announcements made in class.** *We will take attendance in discussion seminars: 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: Please submit Assignments electronically on Brightspace 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. (Legitimate reasons for lateness will be evaluated accordingly.)

Late assignments can very quickly sink to a grade of ‘F’. Hand in your assignments on time. **Note: once the papers submitted on time are graded and returned, no further papers will be graded except for very compelling reasons.** The deadline for all course work is set by the university Senate: written work cannot be accepted after that date. For full-year courses, it is April 12, 2023.

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). See the official university policy and explanation attached at the end of the course schedule. *If an Instructor suspects plagiarism in ANY part of ANY written assignment, they are required to file a report with the Dean's office and you will be summoned to a meeting at which penalties ranging from a zero on the assignment, to an F in the course, to suspension from the University, may be applied.*

HUMS 1000 Schedule **Fall 2022**

Wed Sept 7	Intro to the course (Profs. Dolansky and Salmond) Read: Syllabus
Thurs Sept 8	Discussion groups – introductions (Dolansky & Salmond)
Fri Sept 9	What is Myth? (Dolansky & Salmond) READ: Indigenous myths (Coursepack); start reading Lincoln & Paden (Coursepack)

Wed Sept 14 Indigenous Myth (Salmond)
Read: Paden "Myth" & Lincoln "Myth, Sentiment, and the Construction
of Society" (Coursepack)

Thurs Sept 15 Discussion – Lincoln & Paden, applied to Indigenous myths (Salmond)

Fri Sept 16 Indigenous Myth (Salmond)
Read: (Coursepack)

Wed Sept 21 Indigenous Myth (Salmond) **1st paper due by 11:59pm Wed**
Read: (Coursepack)

Thurs Sept 22 Discussion – Indigenous Myth (Salmond)

Fri Sept 23 Indigenous Myth (Salmond)

Learning Checkup on Indigenous Myth due by 11:59pm Friday

Wed Sept 28 Intro to Mesopotamian Creation Stories (Dolansky)
Read: Dalley, Introduction pp. 1-8 & pp. 228-232

Thurs Sept 29 Discussion – Enuma Elish (Dolansky)
*Read: Enuma Elish "Epic of Creation" in Dalley, pp. 233-277

Fri Sept 30 Enuma Elish as Theogony & Cosmogony (Dolansky)

Wed Oct 5 Gilgamesh (Dolansky)
Read: "Epic of Gilgamesh (standard version)" in Dalley pp. 39-109

Thurs Oct 6 Discussion – Gilgamesh (Dolansky)

Fri Oct 7 Gilgamesh (Dolansky)
Read: "Gilgamesh" (continued) in Dalley pp. 110-153

Learning Checkup on Mesopotamian myths due by 11:59pm Friday

Wed Oct 12 Intro to Ancient India (Salmond)
Read: Olivelle, xxiii-xxix; xli-xlix, Rig Veda selected hymns on
Brightspace

Thurs Oct 13 Discussion – Rig Veda (Salmond)

Fri Oct 14 Rig Veda (Salmond)
Read: posted on Brightspace

Wed Oct 19 Rig Veda (Salmond)
Read: posted on Brightspace

Thurs Oct 20 Discussion – Rig Veda II (Salmond)

Fri Oct 21 Vedas and Vedanta (Salmond)
Read: posted on Brightspace

Learning Checkup on Vedas due by 11:59pm Friday

Wed Oct 26 BREAK WEEK

Fri Oct 28 BREAK WEEK

Wed Nov 2 Intro to Bible (Prof. Dolansky)
READ: Oxford Annotated Bible “Introduction to the Pentateuch”;
“Introduction to Genesis”; “Canons of the Bible”

Thurs Nov 3 Discussion – Constructing arguments (Dolansky)

Fri Nov 4 Genesis 1 (Dolansky)
READ: Genesis 1-11 & pbs.org/wgbh/nova/bible/flood.html

Wed Nov 9 Genesis 2-3 (Dolansky)
(2nd Paper Due by 11:59 pm Wednesday)

Thurs Nov 10 Discussion – Genesis 4-11 (Dolansky)

Fri Nov 11 Myth, History, & Identity (Dolansky)
Read: Read: Gen 12-34

Wed Nov 16 Myth & Social Structure (Dolansky)
Read: Gen 35-50

Thurs Nov 17 Discussion – Genesis 12-50 (Dolansky)

Fri Nov 18 Upanishads (Salmond)

Read: Olivelle (detailed handout on selections posted on Brightspace)

Learning Checkup on Genesis due by 11:59pm Friday

Wed Nov 23 Upanishads (Salmond)
Read: see handout

Thurs Nov 24 Discussion – Upanishads (Salmond)

Fri Nov 25 Upanishads (Salmond)
Read: see handout

Learning Checkup on Upanishads due by 11:59pm Friday

**Paper outlines due this week in office appointments by sign-up – see Brightspace*

Wed Nov 30 Myth, History, & Identity Revisited (Dolansky)
Read: Exodus 1-19

Thurs Dec 1 Discussion – Genesis (Dolansky)

Fri Dec 2 Myth & Covenant (Dolansky)
Read: Exodus 20-40

Learning Checkup on Exodus due by 11:59pm Friday

Wed Dec 7 Last Class Review (Dolansky & Salmond)

Thurs Dec 8 Paper workshop **bring a draft of your paper to share for feedback**
(Salmond)

Fri Dec 9 NO CLASS [Classes follow a Monday Schedule]
(3rd Paper Due 11:59pm Friday)

Winter 2023

Wed Jan 11 Biblical Religion: Leviticus (Dolansky)
Read: Lev 1, 6-7, 10-20, 22, 25

Thurs Jan 12 Discussion – Leviticus (Dolansky)

Fri Jan 13 Biblical Religion: Deuteronomy (Dolansky)
Read: Deut 1-7, 10-14, 17-18, 22, 26-32

Wed Jan 18 Archaeology & the Bible (Dolansky)
Read: “Pagan Yahwism” (Coursepack) and 1 Samuel

Thurs Jan 19 Discussion - Ancient Israelite Religion (Dolansky)

Fri Jan 20 The Rise of David (Dolansky)
Read: 1 & 2 Samuel

Learning Checkup on Leviticus, Deuteronomy, & Samuel due by 11:59pm Friday

Wed Jan 25 Bhagavad Gita (Salmond)
Read: Gita ch 1-6

Thurs Jan 26 Discussion – Bhagavad Gita (Salmond)

Fri Jan 27 Bhagavad Gita (Salmond)
Read Gita ch 7-11

Wed Feb 1 Bhagavad Gita (Salmond)
Read: Gita ch 12-18

Thurs Feb 2 Discussion – Bhagavad Gita (Salmond)

Fri Feb 3 Bhagavad Gita (Salmond)
Read: *Gitagovinda* passages and Eight Limbs of the Yoga Sutra,
(Brightspace)

Learning Checkup on Bhagavad Gita & Gitagovinda due by 11:59pm Friday

Wed Feb 8 Kings (Dolansky)
Read: 1 Kings (all); 2 Kings 1-10, 17-25

Thurs Feb 9 Discussion – Kings (Dolansky)

Fri Feb 10 Intro to the Prophets: Isaiah (Dolansky)
Read: Isa 1-11, 36-40, 42, 45, 48-53, 59-63, 65-66

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Wed Feb 15 Jeremiah (Dolansky)
Read: Jer 1, 3, 7, 11, 13, 16, 19-21, 23, 25-30, 36-45

Thurs Feb 16 Discussion – Prophets (Dolansky)

Fri Feb 17 Ezekiel & Jonah (Dolansky)
READ: Ezek 1-5, 18, 23, 37; Jonah (all)

Learning Checkup on Kings & Prophets due by 11:59pm Friday

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Wed Feb 22 BREAK WEEK
Fri Feb 24 BREAK WEEK

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Wed Mar 1 Life of the Buddha, Buddhacarita (Salmond)
Read: see Brightspace

Thurs Mar 2 Discussion – Buddhacarita (Salmond)

Fri Mar 3 Buddhacarita (Salmond)
Read: Buddha's first sermon (Brightspace)

Learning Checkup on Buddha readings due by 11:59pm Friday

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Wed Mar 8 Intro to Ancient China (Salmond)
Read: Slingerland Introduction, Analects selections (handout)

Thurs Mar 9 Discussion – Analects (Salmond)

Fri Mar 10 Analects (Salmond)
Read: see handout

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Wed Mar 15 Analects (Salmond)
Read: handout

Thurs Mar 16 Discussion – Analects (Salmond)

Fri Mar 17 Daodejing (Tao Te Ching) (Salmond)
Read: Lau, Tao Te Ching

Learning Checkup on China readings due by 11:59pm Friday

Wed Mar 22 Daodejing and Western Inscription (Salmond)
Read: Western inscription (Brightspace)

Thurs Mar 23 Discussion – Daodejing (Salmond)

Fri Mar 24 Ancient Love Poetry, Sex & Gender (Dolansky)
Read: Song of Songs; also “Egyptian Love Songs” and “Sumerian Sacred Marriage Texts” (Coursepack)

4th paper due by 11:59 pm Friday

Wed Mar 29 Intro to Wisdom Literature (Dolansky)
Read: Proverbs 1-10, 22-33

Thurs Mar 30 Discussion – Love & Wisdom (Dolansky)

Fri Mar 31 The Meaning of Life (Dolansky)
Read: Ecclesiastes (all)

Wed April 5 Meaning & Suffering (Dolansky)
Read: Job (all)

Thurs April 6 Discussion – Theodicy (Dolansky)

Learning Checkup on Love & Wisdom readings due by 11:59pm Thursday

Fri April 7 GOOD FRIDAY – NO CLASS

Wed April 12 Last Class Review (Salmond & Dolansky)

[April 15 – 27 Examination Period - *do not make travel plans within these dates*]



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 hard 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](#)

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

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

Off Campus Resources:

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

Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes.

Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Academic Accommodation Policy

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 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/Accommodation-for-Student-Activities-1.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. 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](#)

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

Religion 2A39 Paterson Hall
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Digital Humanities (Graduate) 2A39 Paterson Hall
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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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Humanities

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

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

Online Learning Resources

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

Copies of Written Work Submitted

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

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;

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

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

Academic Integrity Process

Academic Accommodation Policy

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

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

Addressing Human Rights Concerns

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

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

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 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/Accommodation-for-Student-Activities-1.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 illness or other circumstances beyond their control, which forces them to delay submission of the work.

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

Deferred Final Exams

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

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,

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

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

Financial vs. Academic Withdrawal

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

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

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

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

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

Student Mental Health

It is not uncommon for students to experience a range of mental health challenges that significantly impact their academic success and overall well-being. Carleton has begun to address this problem by developing a [Mental Health Framework](#).

In addition, to help ease the stress and aid students' transition to university life, a new compassionate [First-Year Grading Policy](#) has come into effect, which will automatically convert all F grades in a student's first two terms to NR ("No Record") and allow students to convert any passing letter grade (up to 2.0 credits) to CR ("Credit"). Courses that receive an NR designation will not be included on a student transcript, and CR courses will not be factored into a student's CGPA.

A number of mental health resources are available to students, and can be found at the [Mental Health and Well-Being website](#).

Department Contact Information

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