

**The College of the Humanities**  
**Bachelor of Humanities Program**  
**HUMS 1000A: Foundational Myths and Histories**  
**Fall/Winter 2023-24**

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Office hours: Wed. 1 - 2:30 & by appointment  
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Office hours: Wed. 13:30 - 15:00  
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appointment

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

**Discussion Seminars:**

Group A1: Tue. 11:35-12:55

Group A2: Tue. 16:05-17:25

Group A3: Tue. 10:05-11:25

**Course Description: What does this course cover?**

As the keystone course for the first year of the BHUM program, HUMS1000 introduces students to core themes and concepts that have shaped some of the world's great civilizations—both eastern and western—and helps illuminate the cultural values and beliefs of major players in world history, including the Indigenous peoples of North America, societies of the Middle East, China, India, and Mediterranean. This course provides a foundation for the entire BHUM program and offers an entry point for understanding world history, including the rise of monotheism, European colonialism, Enlightenment, post-modernism, and challenges to post-modernity that culminate in major questions and movements of the contemporary period. These literatures and ideas also nourish artistic expressions from antiquity to modernity.

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 some of the most fundamental questions and concerns that humans face and consider the answers different groups of people at different times have provided to questions such as: what is the origin of the world and the purpose of human life; what happens after death and how does one live a good life; what role does the divine play in directing human society and how is violence sometimes authorized or sacralized by religious texts? Themes such as mortality, morality, cosmogony, theogony, theophany, theodicy, sacrifice, social duty, as well as sacred and profane love figure in the various texts we read this year.

The purpose of this course is not only to engage with profound humanistic questions about the cosmos and humans' place in it, but to understand the role that social context and historical exigency have played in shaping the answers provided by different cultures at different times. Beliefs change. Beliefs also endure surprisingly long periods of time and sometimes through seismic cultural upheavals. 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. These ideas, although ancient, continue to influence modern life in India, China, and across the world for Jews, Christians, and Muslims. Understanding their origin and history illuminates many contemporary social practices as well as conflicts and concerns.

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 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.

### **Learning Objectives: What does this course help me learn to do?**

- Read and interpret primary sources from a variety of historical and cultural contexts
- Explain how the historical contexts of a text helped shape its composition
- Differentiate between historical readings and religious/theological interpretations
- Compare different approaches to major themes (such as death, love, and suffering) expressed in the texts
- Demonstrate a general understanding of the different cultures covered in this course (N. America, China, India, Middle East) and their distinct histories
- Write an essay that demonstrates an argument based on close reading of a text and uses evidence from the text (i.e., quotations) to support the argument
- Identify key passages that demonstrate important ideas and themes from texts covered in the course
- Listen actively to peer discussion of texts and ideas
- Formulate ideas about texts and verbally present them in small group discussions
- Identify key ideas and questions about a text and lead a peer discussion of it
- Actively listen to class lectures and record key information in notes

### **Transferable Skills: How do these skills apply beyond the classroom?**

- Textual analysis/interpretation → lawyer, academic, policy analyst
- Cultural and Religious literacy → Human Resource manager, CEO, politician, public servant, teacher
- Active listening, paying attention → doctor, psychologist, journalist, politician
- Oral argument → lawyer, politician, business consultant, advocate/activist, podcaster
- Persuasive writing → journalist, policy analyst, content creator, grant writer
- Recording information accurately for later reference → journalist, CEO, entrepreneur, business consultant, academic
- Seeing the big picture and connecting the dots → business analyst, CEO, journalist, curator

## Assignments/Assessments:

### 1) Participation in the discussion groups (“seminars”) (25%)

- attendance (10%)
- contributing to discussion (10%)
- lead one discussion each term (2 x 2.5% = 5%). This involves preparing a list of questions to facilitate discussion and then moderating the conversation during class.
- NB: the primary text of the week and your “passport” are *required* for these sessions (see below for details on the passport)

### 2) Five written assignments

#### First Semester:

- (1) 2 paragraph *in-class* essay – Due Fri. Sept. 8 (in class) (5%)
- (2) 1 page in length (5%) – Due Wed. Sept. 20 (11:59 pm on Brightspace)
- (3) 2-3 pages in length (10%) – Due Wed. Nov. 8 (11:59 pm on Brightspace)
- (4) 5 pages in length (15%) – complete draft due week of Nov 27- Dec 1 in meeting with instructors

– Edited Version due Fri. Dec. 8 (11:59 pm on Brightspace)

#### Second Semester:

- (5) 8 pages in length (20%) –
  - Outline (5%) due for in-person feedback in office hours by appointment March 6-10
  - Final Paper (15%) due Fri Apr 5 (11:59 pm on Brightspace)

3) **Midterm exam** (10%) during the formal examination period, December 10-22

4) **Final exam** (10%) during the formal examination period, April 13-25

**Note: all five written assignments and both exams must be written to obtain credit for the course.**

5) “**Learning Checkups**” (optional self-evaluations) there are 6 of these per term, one at the conclusion of each content module. You can complete them anytime you want; these are optional self-assessments designed to reinforce and check your understanding of the material covered in readings and lectures.

## Required Texts:

Available for purchase at the Carleton University Bookstore.

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

- *New Oxford Annotated Bible with the Apocrypha*. College Edition. 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> Edition. New Revised Standard Version. Oxford: OUP, 2018.
- Stephanie Dalley, *Myths from Mesopotamia*. Oxford: OUP, 2000.
- Patrick Olivelle, *Upanisads*. Oxford: OUP, 1998.
- Barbara Stoler Miller, *The Bhagavad Gita*. New York: Bantam, 1988.  
*Confucius Analects: With Selections from Traditional Commentaries*. trans. Edward Slingerland, Indianapolis: Hackett, 2003.
- *The Daodejing of Laozi*. trans. Philip J. Ivanhoe, Indianapolis: Hackett, 2003.
- \*\*Additional readings either on Brightspace or in coursepack

## COURSE REGULATIONS:

### Seminars:

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

Come to the discussion sessions with a PRINT copy of the reading for the week, along with your PRINTED “passport” (hand-written is fine too; 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. 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.

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<sup>1</sup> See: Shalini Misra, Lulu Cheng, Jamie Genevieve, 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>.

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 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
- Discussion Questions: two open-ended discussion questions
- 1 quotation of a line or two from the article / chapter that you found particularly puzzling, instructive, provocative, or surprising, plus brief (one line) explanation of why you selected it. *Very importantly, always remember to provide page number or chapter and verse.*

It must also include your name and student number.

### **Submission**

You must bring a **hardcopy** of your Passport to the discussion seminar—it is your entrance ticket—seminars are an electronics-free environment (see note above). Hand-written passports are acceptable.

### **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 (toward participation credit) 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 10, 2024.

**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 2023**

Wed Sept 6	Intro to the course (Profs. Stratton and Salmond) READ: Syllabus
Fri Sept 8	What is Myth? (Stratton) <b>1<sup>st</sup> Paper: bring pencil and paper for in-class essay</b>
Tue Sept 12	Seminar – Introductions
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Wed Sept 13	Academic Approach to Myth I (Stratton) READ: Bruce Lincoln “Myth, Sentiment, and the Construction of Society” (posted on Brightspace or in Coursepack)
Fri Sept 15	Academic Approach to Myth II (Salmond) READ: William Paden “Myth” (posted on Brightspace or in Coursepack)
Tue Sept 19	Seminar – Lincoln & Paden
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Wed Sept 20	Indigenous Myth (Salmond) READ: (Brightspace or Coursepack) <b>2<sup>nd</sup> paper due by 11:59 pm Wed (upload on Brightspace)</b>
Fri Sept 22	Indigenous Myth (Salmond) READ: (Brightspace or Coursepack)
Tues Sept 26	Seminar – Indigenous Myth <b>Learning Checkup on Indigenous myths available on Brightspace</b>
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Wed Sept 27	Intro to Mesopotamian Myth (Stratton) READ: “Descent of Ishtar” (pp. 154-162) and Introduction (pp. 1-8) in Stephanie Dalley, trans. <i>Myths from Mesopotamia</i>
Fri Sept 29	Enuma Elish (Stratton)

READ: “Epic of Creation” (pp. 228-277) in Stephanie Dalley, trans. *Myths from Mesopotamia*

- Tue Oct 3 Seminar – Descent of Ishtar and Enuma Elish
- Wed Oct 4 Gilgamesh (Stratton)  
READ: “Epic of Gilgamesh (standard version)” in Dalley pp. 39-109
- Fri Oct 6 Gilgamesh (Stratton)  
READ: “Gilgamesh” (continued) in Dalley pp. 110-153
- Tue Oct 10 Seminar - Gilgamesh

**Learning Checkup on Mesopotamian myths available on Brightspace**

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- Wed Oct 11 Intro to Ancient India (Salmond)  
READ: Olivelle, xxiii-xxix; xli-xlix, Rig Veda selected hymns  
(Brightspace or Coursepack)
- Fri Oct 13 Rig Veda (Salmond)  
READ: (Brightspace or Coursepack)
- Tue Oct 17 Seminar – Rig Veda I
- Wed Oct 18 Rig Veda (Salmond)  
READ: (Brightspace or Coursepack)
- Fri Oct 20 Vedas and Vedanta (Salmond)  
READ: (Brightspace or Coursepack)
- Tue Oct 24 BREAK WEEK  
Wed Oct 25 BREAK WEEK  
Fri Oct 27 BREAK WEEK
- Tue Oct 31 Seminar – Rig Veda II  
**Learning Checkup on Vedas available on Brightspace**
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- Wed Nov 1 Intro to Bible (Prof. Stratton)  
READ: “Introduction to the Pentateuch” in *The New Oxford Annotated Bible: NRSV with Apocrypha*
- Fri Nov 3 Creation Story (Stratton)

READ: Genesis 1-11 & pbs.org/wgbh/nova/bible/flood.html

Tue Nov 7

Seminar – Genesis 1-11

Wed Nov 8

Covenant (Stratton)

READ: Gen 12-28

**3rd paper due by 11:59 pm Wed (upload on Brightspace)**

Fri Nov 10

Myth, History, & Identity (Stratton)

READ: Gen 29-50

Tue Nov 14

Seminar – Genesis 12-50

**Learning Checkup on Genesis available on Brightspace**

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Wed Nov 15

Upanishads (Salmond)

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

Fri Nov 17

Upanishads (Salmond)

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

Tue Nov 21

Seminar - Upanishads

Wed Nov 22

Upanishads (Salmond)

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

Fri Nov 24

Upanishads (Salmond)

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

Tue Nov 28

Seminar – Upanishads II

**Learning Checkup on Upanishads available on Brightspace**

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***\*Paper drafts due this week in office appointments by sign-up – see Brightspace [paper due by 11:59 pm Dec 8]***

Wed Nov 29

Myth, History, & Identity Revisited (Stratton)

READ: Exodus 1-19

Fri Dec 1

Myth & Covenant (Stratton)

READ: Exodus 20-40

Tue Dec 5

Seminar - Exodus

**Learning Checkup on Exodus available on Brightspace**

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Wed Dec 6                      Last Class Review (Salmond & Stratton)  
Dec 10 -22                      Examination Period - *do not make travel plans within these dates*

### **Winter 2024**

Tue Jan 9                      Seminar – exam review  
Wed Jan 10                      Conquest Narrative (Stratton)  
    READ: Book of Joshua chs. 1-12; Skim chs. 13-24  
Fri Jan 12                      Origins of Israel & Israelite Religion (Stratton)  
    READ: book of Judges chs. 1-5, 10-11, 13-16, 19-21  
Tue Jan 16                      Seminar- Joshua and Judges  
Wed Jan 17                      Rise of David (Stratton)  
    READ: 1 Samuel (it's a bit long, but continuous story so hard to skip parts)  
Fri Jan 19                      Fall of David (Stratton)  
    READ: 2 Samuel (entire book)  
Tue Jan 23                      Seminar – 1-2 Samuel  
    **Learning Checkup on Josh, Judg, 1-2 Sam available on Brightspace**

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Wed Jan 24                      Bhagavad Gita (Salmond)  
    READ Gita ch 1-6  
Fri Jan 26                      Bhagavad Gita (Salmond)  
    READ: Gita ch 7-10  
Tue Jan 30                      Seminar – Bhagavad Gita  
Wed Jan 31                      Bhagavad Gita (Salmond)  
    READ: Gita ch 11-18  
Fri Feb 2                      Krishna bhakti (Salmond)

READ: Gitagovinda selections (Brightspace)

Tue Feb 6 Seminar – Bhagavad Gita II and Gitagovinda

**Learning Checkup on Bhagavad Gita available on Brightspace**

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Wed Feb 7 Kingdoms (Stratton)  
READ: 1 Kings (TBA) & 2 Kings chs. 1-10, 18-25

Fri Feb 9 Deuteronomy (Stratton)  
READ: : Deut 1-7, 10-14, 17-18, 22, 26-32  
Recommended: Leviticus 17-26

Tue Feb 13 Seminar –Kings and Deuteronomy

Wed Feb 14 Prophets (Stratton)  
Read: Jer 1, 3, 7, 11, 13, 16, 19-21, 23, 25-30, 36-45

Fri Feb 16 Prophets (Stratton)  
READ: Ezekiel 1-11, Isaiah 40-54

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Tue Feb 20 BREAK WEEK

Wed Feb 21 BREAK WEEK

Fri Feb 23 BREAK WEEK

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Tue Feb 27 Seminar – Prophets  
**Learning Checkup on Kings & Prophets available**

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Wed Feb 28 Life of the Buddha, Buddhacarita (Salmond)  
READ: see Brightspace

Fri Mar 1 Buddhacarita (Salmond)  
READ: Buddha's first sermon (Brightspace)

Tue Mar 5 Seminar – Life of the Buddha

**Learning Checkup on Buddha readings available**

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Wed Mar 6 Intro to Ancient China (Salmond)

READ: Slingerland Introduction, Analects selections (handout)

Fri Mar 8            Analects (Salmond)  
READ: see handout

Tue Mar 12         Seminar – Analects

Wed Mar 13         Analects (Salmond)  
READ: (See handout)

Fri Mar 15           Analects (Salmond)

Tue Mar 19         Seminar – Analects II

Wed Mar 20         Daodejing (Salmond)  
READ: Ivanhoe, Daodejing, Introduction and chs 1-37,

Fri Mar 22           Daodejing (Salmond)  
READ: Ivanhoe, Daodejing, chs 38-81

Tue Mar 26         Seminar – Daodejing

### **Learning Checkup on China readings available**

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Wed Mar 27         Intro to Wisdom Literature (Stratton)  
READ: Proverbs 1-10, 22-23 & Ecclesiastes

Fri Mar 29           Good Friday (no class)

***\*Paper drafts due this week in office appointments by sign-up – see Brightspace [paper due by 11:59 pm April 10]***

Tue Apr 2           Seminar – Proverbs/Ecclesiastes

Wed April 3         Book of Job (Stratton)  
READ: Book of Job chs. 1-14, 29-42

Fri Apr 5           Song of Songs (Stratton)  
READ: Song of Songs  
Recommended: “Egyptian Love Songs” (ANET pp. 467-9 posted on Brightspace)

Tue Apr 9           Seminar – Job and Song of Songs

Wed April 10       Last Class Review (Salmond & Stratton)  
**4<sup>th</sup> paper due by 11:59 pm on Brightspace**

**Learning Checkup on Love & Wisdom readings available**

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[April 13 – 25 Examination Period - *do not make travel plans within these dates*]

# 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-Clean-copy-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)