

**The College of the Humanities**  
**Bachelor of Humanities Program: HUMS 1000A Fall/Winter 2025/26**  
**Foundational Myths and Histories**

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

**Discussion Seminars (mandatory):**

Group A1: Thu. 1:05 – 2:25  
Group A2: Thu. 16:35 – 17:55  
Group A4: Thu. 10:05 – 11:25

**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.

**NOTE: HUMS 1000 lectures and seminars are electronics-free environments.** In order to maximize learning potentials for everyone, all laptops, phones, ipads, tablets, and other electronic devices must be stowed away and not accessed during the entire period from 10:05-11:25 on Wednesdays and Fridays, and during the entire period of your seminar as scheduled for Groups A1, A2, and A4.

## 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, and how changing contexts shape new interpretations of older texts
- Differentiate between historical-critical readings and religious/theological interpretations
- Compare different approaches to major humanistic themes (such as death, love, and suffering) expressed in the texts
- Demonstrate a general understanding of the foundational stories (myths) covered in this course and their impact on their respective cultures
- Identify key passages that demonstrate important ideas and themes from texts covered in the course
- Listen actively to peer discussion of texts and ideas
- 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
- Understand the basics of how scholars construct arguments rooted in textual analysis; be able to reverse engineer an argument; be able to construct original arguments rooted in textual evidence, and demonstrate their significance

## How does this course work?

- Bachelor of Humanities core courses require attendance at two lectures per week (Wed/Fri 10:05-11:25) and at one seminar discussion per week (A1, A2, or A4 on Thursdays).
- Seminar discussions are meetings of smaller groups of the class to discuss the week's readings and lecture materials in an informal conversation primarily among students, based on the questions and ideas that the students bring with them to the seminar room.
- Bachelor of Humanities core courses are team-taught by two professors (for HUMS 1000: Dolansky & Salmond) who are each experts in different texts and cultures in the time period on which the course focuses (for HUMS 1000: the ancient world of the "axial age"). This means that some weeks Prof Salmond will be lecturing on Wednesdays and Fridays, and other weeks Prof Dolansky will be lecturing on those days. Whichever professor teaches the lecture on the Wednesday of each week will also meet with the seminar groups on Thursday and supervise those smaller group discussions.
- 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 all announcements made in class, as well as for completing in-class assignments. Attendance is mandatory. If you know that you will need to miss a class, it is your responsibility to notify the professor who will be teaching it (see the schedule) as soon as possible and the onus is on you to catch up on material or make up any assignments missed.
- All assigned reading should be completed *before* the lecture date on which the reading is noted on the syllabus below.

## Required Texts:

Available for purchase at the Carleton University Bookstore.

**We stress the importance of getting these particular editions and translations: we accept term work (including passports, see below) that cites these translations and not others.**

## FALL TERM:

- HUMS 1000 2025-26 CoursePack (for Fall and Winter terms) [Price TBA]
- *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. (for Fall and Winter terms) \$49.50 (or, paper, \$43.41)
- Stephanie Dalley, *Myths from Mesopotamia*. Oxford: OUP, 2009. \$15.50

## WINTER TERM:

- Patrick Olivelle, *Upaniṣads*. Oxford: OUP, 2008. \$10.95
- Barbara Stoler Miller, *The Bhagavad-Gita*. New York: Bantam, 2004. \$10.50
- *Confucius Analects: With Selections from Traditional Commentaries*. trans. Edward Slingerland, Indianapolis: Hackett, 2010. \$23.42
- *The Daodejing of Laozi*. trans. Philip J. Ivanhoe, New York: Seven Bridges, 2002. \$20.66

*Prices indicated are from Amazon.ca, but CU bookstore prices may be better. Finding used copies is also fine.*

**ALSO:** We strongly encourage you to purchase a notebook and/or a binder with looseleaf paper, that can be dedicated to your HUMS 1000 coursework: for your lecture notes, your passports, your seminar notes, and to keep your writing assignments when they are returned to you with feedback.

## FALL TERM Assignments/Assessments:

**(NOTE: these Fall term assessments total 100%, but will make up *half* the full-course total for Fall/Winter, i.e. Winter assessments will equal a second 100% and your total course grade for HUMS 1000 at the end of the year will be comprised of both your Fall and Winter totals)**

### 1) Seminar participation (discussion groups), 4% per week x 11 weeks = **44%**

Includes bringing a hard copy of the text under discussion, your “passport” (see below), and actively participating in the discussion by engaging with the text and your classmates. Each week you can earn up to 4% of your term grade by bringing a thoughtful and complete passport (2%) and by actively discussing the week’s text and lecture material (2%).

### 2) In-class assignments/exercises, 5% each x 7 assignments = **35%**

Over the course of the semester, we will occasionally assign hand-written exercises (short reflections, argument outlines, reading comprehension/analysis/commentary, etc.) during class time (in a Wednesday or Friday lecture period), to be handed in at the end of class. We will not announce these in advance, as the only preparation required for them is your attendance in class and your completing the required reading for each class ahead of time.

These will be graded on quality of engagement with the material (reading and lecture, as well as

seminar discussions), depth of thought, and your ability to reflect on and apply what you've learned so far to the assignment prompt.

If you are absent for one of these exercises, you will need to make an appointment with the professor whose class you missed within one week of the missed class to do a make-up assignment under that professor's supervision, or forfeit 5% of your grade.

3) **December exam = 20%**

A 3 hour exam during the formal exam period, scheduled by the university's exam services sometime between December 8 and 20.

4) One mandatory office hour meeting with either Dolansky or Salmond during Week 9 = 1%.

**\*NOTE: to receive credit for the course, the formal exam must be written and a minimum of 5 in-class exercises must be completed; additionally, you must not be absent from more than 3 seminars over the course of the semester. Failure to write the exam or to submit at least 5 papers or to attend a minimum of 9 seminars will result in a grade of F.\***

**WINTER TERM Assignments/Assessments: TBA but will be worth half the full course grade and include a formally scheduled examination at the end of the semester.**

## 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 hard copy of the text scheduled for discussion that day. Your "passport" into the seminar room will be a demonstrated, written engagement with the assigned reading in the form of:

- (a) Annotations and marginalia – written into the text or on sticky notes – within the hard copy of the text itself;
- (b) A hand-written page that contains the following preparation for group discussion:
  - i. A list of at least 3 key quotes from the reading; **very importantly:** *include the page # or chapter and verse reference* of these quotes that you found particularly puzzling, instructive, provocative, or surprising.
  - ii. Thoughtful notes about what makes these "key quotes" – i.e. why they are interesting / central / shocking / troubling / uplifting, etc. (just a few lines of notes).
  - iii. A minimum of two discussion questions that you would like to pose to the members of your seminar group. These must be questions with multiple possible answers that bring about thoughtful

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<sup>1</sup> 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>. A separate but related issue: Evidence for the superior efficacy of reading in hardcopy is found, for example, at: <https://www.sciencedirect.com/science/article/pii/S1364661323001985?via%3Dihub>

engagement with the text: for example, questions that point to themes you'd like to explore; that prompt comparison with other characters or events in other texts you are reading; that probe the worldview of the authors and their ancient audiences; etc. (i.e. NOT a question like "what is the name of the main character?"). 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.

**Two (2) percent of your grade out of the 4% assigned weekly for your seminar participation will depend on you bringing the hard copy text and your passport with you to seminar. The professor will check these at the beginning of the seminar period.**

**The other 2 percent out of the 4% that makes up your seminar grade each week will be earned by active and *informed* participation in the seminar discussion. These discussions depend on you having done the reading and having attended the lectures in order to be able to contribute meaningfully to the conversation.**

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.

Although the discussions will – as much as possible – be run according to the questions that you bring, 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.**

NOTE: 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.

## **HUMS 1000 Schedule – FALL 2025**

### **WEEK ONE**

Wed Sept 3 Introduction to the course, syllabus (Dolansky & Salmond)

*Thu Sept 4 seminar – introductions (D & S)*

Fri Sept 5 The Humanities: what, how, when, where, why? (D & S)

**DO this week: buy the books, a notebook and/or binder, sticky notes, pens, etc.**

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### **WEEK TWO**

Wed Sept 10 Paden & Lincoln on Myth (D & S)

**DO (before class): skim the Paden and Lincoln articles in the CoursePack**

*Thu Sept 11 seminar – What is Myth? (D & S)*

**DO: passports based on material from either Paden or Lincoln – students' choice)**

Fri Sept 12 Indigenous myth (NS)

**DO: CoursePack reading (page #s TBD)**

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### **WEEK THREE**

Wed Sept 17 Indigenous myth (NS)

**DO: CoursePack reading (page #s TBD)**

*Thu Sept 18 seminar -- Indigenous myth (NS)*

**DO: passports based on Indigenous material read and discussed to date**

Fri Sept 19 Indigenous myth (NS)

**DO: CoursePack reading (page #s TBD)**

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### **WEEK FOUR**

Wed Sept 24 Indigenous myth (NS)

**DO: CoursePack reading (page #s TBD)**

*Thu Sept 25 seminar – Indigenous myth (NS)*

**DO: passports based on Indigenous material read and discussed since Sept 18 seminar**

Fri Sept 26 Intro to Mesopotamia (SD)

DO: Read Dalley, Introduction pp. xv-xix, & pp. 228-232

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## WEEK FIVE

Wed Oct 1 The Epic of Creation: Enuma Elish (SD)

DO: watch **recorded lecture** (posted to Brightspace) *before* this class and bring Dalley to class: we will be close reading selected passages together

Thu Oct 2 seminar – Enuma Elish (SD)

DO: *passports based on the whole epic (pp. 233-277) but demonstrating close reading (annotations / marginalia / key passages) focused on only 5-6 pages of your choice (but different from the ones we covered together in class on Wednesday)*

Fri Oct 3 Enuma Elish (SD)

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## WEEK SIX

Wed Oct 8 The Epic of Gilgamesh (SD)

DO: read Dalley intro to Gilgamesh pp. 39-49, and Tablets 1-6 (pp. 50-83)

Thu Oct 9 seminar – Gilgamesh (SD)

DO: *passports focused on Tablets 7-11 (pp. 83-120)*

Fri Oct 10 Gilgamesh themes: gender, civilization, and mortality (SD)

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## WEEK SEVEN

Wed Oct 15 Intro to the Hebrew Bible (SD)

DO: read articles posted to Brightspace; read Genesis chapters 1 - 3

Th Oct 16 seminar – Genesis 1 (SD)

DO: *passports focused on reading Genesis 1 in the context of ancient Near Eastern myths*

Fri Oct 17 Eden (SD)

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## Oct 22-24 BREAK WEEK

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## WEEK EIGHT

Wed Oct 29 Myth & History in Genesis (SD)

DO: Read Genesis 4-22

Thu Oct 30 seminar – Genesis (SD)

DO: passports focused on the nature of God and of humans, and their relationship, as described in Genesis 1 through Genesis 22

Fri Oct 31 Myth & History in Genesis continued (SD)

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## WEEK NINE

**Mandatory office meetings with one of the professors: sign up through Brightspace link**

Wed Nov 5 Myth & Social Structure (SD)

DO: Read Genesis 23-34 (SD)

Thu Nov 6 seminar Genesis 12-50 (SD)

DO: passports focused on a particular set of stories/ following one of the patriarchs or matriarchs in Genesis 12 through 50 (read them all in preparation for other peoples' discussion questions, but you can choose which set of stories to focus your own passport & questions on)

Fri Nov 7 Genesis 35-50

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## WEEK TEN

Wed Nov 12 Intro to Ancient India & Rig Veda (NS)

DO: Read Olivelle, pp. xxiv -xxix and xli-xlix:

Thu Nov 13 seminar Rig Veda (NS)

DO: passports reflecting on hymns 1.1, 1.32, 10.72, 10.121 with a focus on hymn 10.90

Fri Nov 14 Vedas (NS)

DO: Read: see handout on Brightspace

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## WEEK ELEVEN

Wed Nov 19 Vedas (NS)

DO: Read: see handout on Brightspace

Thu Nov 20 seminar Vedas (NS)

DO: passports with a focus on Rig Veda hymn 10.129



Fri Nov 21 The later Vedic literature and transition to the Vedanta (NS)

DO: read Olivelle pp. 7-13

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## WEEK TWELVE

Wed Nov 26 Exodus (SD)

DO: Read Exodus 1-20 and articles linked on Brightspace

Thu Nov 27 seminar – Exodus (SD)

DO: passport that considers the nature of God & humans in the Exodus stories – reflect back on Genesis & compare

Fri Nov 28 The Ten Commandments as Covenant (SD)

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## WEEK THIRTEEN

Wed Dec 3 REVIEW (SD & NS)

Thu Dec 4 seminar: semester wrap-up (SD & NS)

Dec. 8 – 20 Examination Period

Do not make travel plans within these dates

## HUMS 1000 Schedule – WINTER 2026

Please note: While the texts are indicated and will not change, dates may be subject to revision.

Assessment details TBA.

## WEEK ONE

Wed Jan 7 Upanishads (NS)

Th Jan 8 seminar Upanishads

Fri Jan 9 Upanishads (NS)

## WEEK TWO

Wed Jan 14 Upanishads (NS)

Th Jan 15 seminar Upanishads

Fri Jan 16 Bhagavad Gita (NS)

## WEEK THREE

Wed Jan 21 Bhagavad Gita (NS)  
*Th Jan 22 seminar Bhagavad Gita*  
Fri Jan 23 Bhagavad Gita (NS)

#### **WEEK FOUR**

Wed Jan 28 Intro to Ancient China and Confucius (NS)  
*Th Jan 29 seminar Analects I*  
Fri Jan 30

#### **WEEK FIVE**

Wed Feb 4 Analects  
*Th Feb 5 seminar Analects II*  
Fri Feb 6 Analects

#### **WEEK SIX**

Wed Feb 11 Daodejing  
*Th Feb 12 seminar Daodejing*  
Fri Feb 13 Daodejing and ancient China review

Feb 18-20 BREAK WEEK

#### **WEEK SEVEN**

[Check-ins this week]  
Wed Feb 25 The Bible, Myth, & History (start reading Lev, Deut, Judges: selections)  
*Th Feb 26 seminar*  
Fri Feb 27 Leviticus & Deuteronomy /Law & Religion

#### **WEEK EIGHT**

Wed Mar 4 Samuel  
*Th Mar 5 seminar*  
Fri Mar 6 Kings

#### **WEEK NINE**

Wed Mar 11 Isaiah  
*Th Mar 12 seminar*  
Fri Mar 13 Jeremiah & Ezekiel

#### **WEEK TEN**

Wed Mar 18 Song of Songs (and excerpts from *Gitagovinda*)  
*Th Mar 19 seminar Love*  
Fri Mar 20 Wisdom: Proverbs

#### **WEEK ELEVEN**

Wed Mar 25 Ecclesiastes  
*Th Mar 26 seminar*  
Fri Mar 27 Job

**WEEK TWELVE**

Wed April 1 Buddhacarita

*Th April 2 seminar Buddhacarita & Job*

Fri April 3 Statutory Holiday (no classes)

**WEEK THIRTEEN**

Wed April 8 REVIEW

April 11-23 Examination Period

*Do not make travel plans within these dates*

# University Regulations for All College of the Humanities Courses (July 21 2025)

## 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

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, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- 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
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

## 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.

**More information on the process [here](#).**

## Academic Accommodations

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.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

### Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

### 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](#) at [equity@carleton.ca](mailto:equity@carleton.ca).

## Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. 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 can be found [here](#).

## 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 extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) 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.

1. 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 extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), 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 consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration 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: [Undergraduate](#) | [Graduate](#)).

## Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), 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 extenuating circumstances normally lasting no more than five (5) 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 extenuating circumstances lasting longer than five (5) 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](#).

## Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information 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

As a 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. For more information, please consult <https://wellness.carleton.ca/>

## Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

## 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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

## 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.](#)

## Department Contact Information

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