

The College of the Humanities
Bachelor of Humanities Program: HUMS 1000 Fall/Winter 2024/25
Foundational Myths and Histories

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

Discussion Seminars (mandatory):

Group A1: Tue. 1:05 – 2:25

Group A2: Tue. 14:35 – 15:55

Group A4: Tue. 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.

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
- Write an essay that demonstrates an argument based on close reading of a text and uses evidence from the text (i.e., quotations, paraphrases, and accurate synopses) 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
- 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

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. 3rd, 4th, or 5th Edition. New Revised Standard Version. Oxford: OUP, 2018.
- Stephanie Dalley, *Myths from Mesopotamia*. Oxford: OUP, 2000.
- Patrick Olivelle, *Upaniṣads*. 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.

Recommended but not required:

- William Strunk and E.B. White, *The Elements of Style*. 4th Edition. Pearson, 1999.
- Barbara Stoler Miller, *Love Song of the Dark Lord: Jayadeva's Gitagovinda*. 20th Anniversary Edition. New York: Columbia University Press, 1998.

Assignments/Assessments:

1) **Participation in the discussion groups** (“seminars”) (20%) – Includes attendance, contributing to discussion, and completing your “passport” before 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 discussion 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 5 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.

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

First Semester:

- (1) 1 page in length (5%) – Due Fri. Sept. 27 (by 11:59 pm on Brightspace) ***style corrections on resubmissions due by Mon Nov. 4**
- (2) 2-3 pages in length (10%) – Due Fri. Nov. 22 (11:59 pm on Brightspace) ***style corrections on resubmissions due by Mon. Jan. 13**
 - Outline due for in-person feedback in office hours by appointment Nov. 4-8

Second Semester:

- (3) 5-6 pages in length (15%) – Due Fri. Feb. 7 (11:59pm on Brightspace) ***style corrections on resubmissions due by Mon. Mar. 17**
 - Outline due for in-person feedback in office hours by appointment Jan. 20-24
 - ***NOTE:** if you write on a “Dolansky” text this time, you will need to write on a “Salmond” text for assignment #4, and vice versa*
- (4) 8-10 pages in length (20%) – Due Mon. Mar. 31 (11:59pm on Brightspace)
 - Outline due for in-person feedback in office hours by appointment March 17-21
 - ***NOTE:** if you wrote on a “Dolansky” text for assignment #3, you **MUST** write on a “Salmond” text for this assignment, and vice versa*

4) **Midterm exam** during the formal examination period, Dec. 9 – 21, worth 10%

5) **Final exam** during the formal examination period, April 11- 26, worth 10%.

NOTE: to receive credit for the course, both exams must be written and all four papers submitted. Failure to write an exam or to submit all papers will result in a grade of F.

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.

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>.

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 take time in 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;
- Key Points: (Minimum two) key points - citations of a line or two from the article / chapter (**very importantly**: *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 should 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. You can keep your paper copy, along with notes on it that you might make during the discussion. The version on Brightspace will be graded on a pass/fail basis.

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 8, 2025.

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 2024

Wed. Sept. 4	Intro to the course (Profs. Dolansky and Salmond) Read: Syllabus
Fri. Sept. 6	What is Myth? (Dolansky & Salmond) READ: start reading Lincoln & Paden (Brightspace)
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Tues. Sept. 10	Discussion groups – introductions (Dolansky & Salmond)
Wed. Sept. 11	Indigenous Myth (Salmond) Read: A detailed handout on what to read in Indigenous myths will be provided (Brightspace)
Fri. Sept. 13	Indigenous Myth (Salmond) Read: (Brightspace)
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Tues. Sept. 17	Discussion – Indigenous Myth I (Salmond)
Wed. Sept. 18	Indigenous Myth (Salmond) Read: (Brightspace)

Fri. Sept. 20 Indigenous Myth (Salmond)

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Learning Checkup on Indigenous Myth due by 11:59pm Monday Sept. 23

Tues. Sept. 24 Discussion – Indigenous Myth II (Salmond)

Wed. Sept. 25 Intro to Mesopotamia (Dolansky)
Read: Dalley, Introduction pp. 1-8 & pp. 228-232

Fri. Sept. 27 Enuma Elish as Theogony & Cosmogony (Dolansky)
Read: Enuma Elish “Epic of Creation” in Dalley, pp. 233-277

Assignment #1 due by 11:59pm Friday September 27

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Tues. Oct. 1 Discussion – Enuma Elish (Dolansky)

Wed. Oct. 2 Gilgamesh (Dolansky)
Read: “Epic of Gilgamesh” (standard version) in Dalley pp. 39-109

Fri. Oct. 4 Gilgamesh (Dolansky)
Read: “Gilgamesh” (continued) in Dalley pp. 110-153

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Learning Checkup on Mesopotamian myths due by 11:59pm Monday Oct. 7

Tues. Oct. 8 Discussion – Gilgamesh (Dolansky)

Wed. Oct. 9 Intro to Ancient India (Salmond)
Read: Olivelle, xxiii-xxix; xli-xlix, Rig Veda selected hymns on
Brightspace with reading guide handout

Fri. Oct. 11 Rig Veda (Salmond)
Read: posted on Brightspace

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Tues. Oct. 15 Discussion – Rig Veda I (Salmond)

Wed. Oct.16 Rig Veda (Salmond)
Read: posted on Brightspace

Fri. Oct. 18 Vedas and Vedanta (Salmond)
Read: posted on Brightspace

Learning Checkup on Vedas due by 11:59pm Friday Oct. 18

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Tues. Oct. 22 Break
Wed. Oct. 23 Break
Fri. Oct. 25 Break

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Tues. Oct. 29 Discussion – Rig Veda II (Salmond)
Wed. Oct. 30 Intro to Bible (Dolansky)
 READ: Oxford Annotated Bible “Introduction to the Pentateuch”;
 “Introduction to Genesis”; <https://bibleodyssey.com/articles/how-do-biblical-scholars-read-the-hebrew-bible/>

Fri. Nov. 1 Genesis 1 (Dolansky)
 READ: Genesis 1-11
 & pbs.org/wgbh/nova/bible/flood.html;
 <https://bibleodyssey.com/articles/who-wrote-the-bible/>

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Tues. Nov. 5 Discussion – Genesis 1-11
Wed. Nov. 6 Genesis 2-3 (Dolansky)
Fri. Nov. 8 Myth, History, & Identity (Dolansky)
 Read: Read: Gen 12-34

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Tue. Nov. 12 Discussion – Genesis 4-34 (Dolansky)
Wed. Nov. 13 Myth & Social Structure (Dolansky)
 Read: Gen 35-50

*Learning Checkup on Genesis due by 11:59pm *Thursday Nov 14**

Fri. Nov. 15 Myth, History, & Identity Revisited (Dolansky)
 Read: Exodus 1-19

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Tues. Nov. 19 Discussion – Genesis wrap-up + Exodus 1-19 (Dolansky)
Wed. Nov. 20 Upanishads (Salmond)
 Read: Olivelle, *Upanishads* (detailed handout on selections posted on
 Brightspace)

Fri. Nov. 22 Upanishads (Salmond)
 Read: see handout

Assignment #2 due by 11:59pm Friday November 22

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Tues. Nov. 26 Discussion – Upanishads I (Salmond)

Wed. Nov. 27 Upanishads (Salmond)
Read: see handout

*Learning Checkup on Upanishads due by 11:59pm *Thursday Nov 28**

Fri. Nov. 29 Myth & Covenant (Dolansky)
Read: Exodus 20-40

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Tues. Dec. 3 Discussion -- Upanishads II (Salmond)

Wed. Dec. 4 Last Class Review (Dolansky & Salmond)

Dec. 9 – 21 Examination Period

Do not make travel plans within these dates

WINTER 2025

Tues. Jan. 7 Discussion – Constructing Arguments (Dolansky)

Wed. Jan. 8 Biblical Religion: Leviticus (Dolansky)
Read: Lev 1, 6-7, 10-20, 22, 25

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

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Tues. Jan. 14 Discussion – Biblical Laws (Dolansky)

Wed. Jan. 15 Archaeology & the Bible (Dolansky)
READ: “Pagan Yahwism” (Brightspace) + TBD

Learning Checkup on Exodus, Leviticus, Deuteronomy, & archaeology readings due by 11:59pm Thursday Jan 16

Fri. Jan. 17 Bhagavad Gita (Salmond)
Read: Gita ch 1-6

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**Paper outlines for Assignment 3 due this week in office appointments by sign-up – see Brightspace*

Tues. Jan. 21 Discussion – Bhagavad Gita I (Salmond)

Wed. Jan. 22 Bhagavad Gita (Salmond)
Read Gita ch 7-11

Fri. Jan. 24 Bhagavad Gita (Salmond)
Read: Gita ch 12-18

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Tues. Jan. 28 Discussion – Bhagavad Gita II (Salmond)

Wed. Jan. 29 Bhagavad Gita and *bhakti* (Salmond)
Read: *Gitagovinda* passages and Eight Limbs of the Yoga Sutra,
(Brightspace)

Learning Checkup on Bhagavad Gita & Gitagovinda due by 11:59pm Thursday Jan 30

Fri. Jan. 31 The Rise of David (Dolansky)
Read: 1 & 2 Samuel

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Tues. Feb. 4 Discussion -- David (Dolansky)

Wed. Feb. 5 Kings (Dolansky)
Read: 1 Kings (all); 2 Kings 1-10, 17-25

Fri. Feb. 7 Intro to the Prophets: Isaiah (Dolansky)
Read: Isa 1-11, 36-40, 42, 45, 48-53, 59-63, 65-66

Assignment #3 Due by 11:59pm Friday February 7

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Tues. Feb. 11 Discussion -- Kings (Dolansky)

Wed. Feb. 12 Jeremiah (Dolansky)
Read: Jer 1, 3, 7, 11, 13, 16, 19-21, 23, 25-30, 36-45

Fri. Feb. 14 Ezekiel & Jonah (Dolansky)
READ: Ezek 1-5, 18, 23, 37; Jonah (all)

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Tues. Feb. 18 Break

Wed. Feb. 19 Break

Fri. Feb. 21 Break

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Learning Checkup on Kings & Prophets due by 11:59pm Monday Feb 24

- Tues. Feb. 25 Discussion – Prophets (Dolansky)
- Wed. Feb. 26 Intro to Ancient China (Salmond)
Read: Slingerland Introduction, start on Analects selections (see handout)
- Fri. Feb. 28 Analects (Salmond)
Read: see handout

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- Tues. Mar. 4 Discussion – Analects I (Salmond)
- Wed. Mar. 5 Analects (Salmond)
- Fri. Mar. 7 Analects (Salmond)

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- Tue. Mar. 11 Discussion – Analects II (Salmond)
- Wed. Mar. 12 Daodejing (Salmond)
Read: Ivanhoe, Daodejing chs. 1-37
- Fri. Mar. 14 Daodejing (Salmond)
Read: Ivanhoe, Daodejing chs. 38-81

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Learning Checkup on Analects & Daodejing due by 11:59pm Monday March 17

****Paper outlines for Assignment 4 due this week in office appointments by sign-up – see Brightspace***

- Tues. Mar. 18 Discussion – Daodejing (Salmond)
- Wed. Mar. 19 Ancient Love Poetry, Sex & Gender (Dolansky)
Read: Song of Songs; also “Egyptian Love Songs” and “Sumerian Sacred Marriage Texts” (Brightspace)
- Fri. Mar. 21 Intro to Wisdom Literature (Dolansky)
Read: Proverbs 1-10, 22-33
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Tues. Mar. 25 Discussion – Love (Dolansky)

Wed. Mar. 26 The Meaning of Life I (Dolansky)
Read: Ecclesiastes (all)

Fri. Mar. 28 The Meaning of Life II (Salmond)
The Life of the Buddha
Read: Buddhacarita (Brightspace)

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4th Assignment due by 11:59 pm Monday March 31

Tues. Apr. 1 Discussion – Meaning and Suffering in the Buddhacarita and
Ecclesiastes (and Job) (Dolansky and Salmond)

Wed. Apr. 2 Meaning, Suffering, and the Question of Theodicy (Dolansky)
Read: Job (all)

Learning Checkup on Love & Wisdom due by 11:59pm Thursday April 3

Fri. Apr. 4 Last Class Review (Dolansky and Salmond)

April 11 – 26 Examination Period

Do not make travel plans within these dates

University Regulations for All College of the Humanities Courses (Updated August 19, 2024)

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.

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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