

Carleton University
College of the Humanities: Religion Program

RELI 2110: Judaism

Fall 2026 Sept 9-Dec 11
Online and Asynchronous

Professor Deidre Butler

Email: deidre.butler@carleton.ca

Teaching Assistant: TBA

Weekly Online Office Hours with TA: TBD see Brightspace

Online Office Hours with Professor Butler: By appointment on Zoom

Course description: What makes a Jew a Jew? How do Jews practice their religion? What do Jews believe? This 2000-level online asynchronous course explores Judaism as a diverse and always developing living tradition. In Religious Studies we understand religion as a human phenomenon that we study from a critical, historical, and evidence-based perspective. We think about Judaism as lived by humans in specific times and places, in particular cultural, social, and political contexts, and as experienced in gendered bodies. As we do so, we want to understand what Jews have to say about themselves as a people, their own history, faith, and tradition. We will draw on sacred texts, art, film, and case-studies from Canada, Israel, and around the world to explore Judaism in contemporary and historical perspectives.

Key themes will include: the diversity of Jewish cultures and practices; modern Jewish identity; sacred texts and beliefs; human nature, ethics, and values; religious law and observance; lifecycle, holidays, and rituals; gender and sexuality; Antisemitism; the Holocaust; and Jewish religious and cultural perspectives on Israel (land, Zionism, and state).

There are no prerequisites for this course and no previous knowledge of Judaism or religious studies is required.

Learning Outcomes:

At the end of this course, students will be able to

1. Describe the historical development, key themes, and disciplinary vocabulary associated with the academic study of Judaism.
2. Distinguish and appropriately deploy scholarly versus insider approaches.
3. Conduct close readings of primary texts (including biblical and rabbinic sources) and scholarly secondary sources.
4. Marshal evidence by locating appropriate sources and data from scholarly religious studies journal articles and monographs, employ relevant paraphrases and quotations, and cite using the Chicago Manual of Style Notes and Bibliography style.

In order to be eligible to pass the course, all students must:

- Attend and pass the required online Check-In meeting discussing their Midterm.
- Complete and submit the Midterm Assignment and Final Take-Home Assignment, including all required parts and the required Process Appendix for each assignment.

Course Requirements Evaluation

See Brightspace for the Midterm and Final Take-Home Guides which include detailed instructions for each assignment, rubrics, Process Appendix template, group-work options, and AI-use instructions.

Required evaluation	Weight	Overview	Optional early-bird date	Due date
Early Feedback: Part 1 of the Midterm	50% of Midterm	Hand in Part 1 of your Midterm early for early feedback and a +2.5 point bonus. If you hand in Part 2 by October 11 you will get the whole early bird bonus for the whole Midterm (+5 points).	Sept 27	Final deadline: Oct. 18.
Midterm Assignment	35%	Two-part take-home assignment covering Units 1–2: Part 1 film analysis and Part 2 Living Judaism assignment. Submit the complete Midterm Guide, including the Process Appendix.	Oct. 11 for complete Midterm.	Final deadline: Oct. 18.
Required Online Check-In	15%	Required short individual online conversation after the Midterm Assignment is graded. Students discuss their work, learning process, feedback, and preparation for the Final Take-Home Assignment.	Students who submit the complete Midterm by Oct. 11 may be able to schedule an earlier Check-In; see Brightspace.	Book after Sept. 21; check-ins take place Nov. 2–14 after Midterm grading. Schedule your online Check-In on Brightspace.
Final Take-Home Assignment	50%	Three-part take-home assignment covering Units 3–4: material culture and Jewish life, Jewish spaces in public life, and a critical reflection on <i>The Ring</i> and a course theme. Submit the complete Final Take-Home, including the Process Appendix.	Dec. 10 for complete assignment.	Due during the exam period on the date scheduled by Exam Services; requested date: Dec. 16.
Total	100%	All required evaluations must be completed to be eligible to pass the course.		

+Optional bonus assignment: Up to 5 bonus points added to final grade for course. See Brightspace.

Optional in-person field trips / workshops: I am teaching two online Jewish courses this semester (RELI 2110 and 3110). I am organizing opportunities to learn about Jewish practices through in-person field trips that students from each course may participate in. There is no cost to participate, but you are responsible for your own travel. Space is limited, and you must sign up on Brightspace under Groups. A field trip or workshop may count as a bonus assignment and/or be integrated into your Midterm or Final assignments. Planned 2026 field trips, with some dates to be confirmed, include:

- Jewish Foodways Workshop (cooking class) October 7, afternoon.
- Mikveh Tour (Ritual Bath)
- Visit with Chevra Kadisha (Burial Society)

Other opportunities may be offered, see Brightspace other opportunities, requirements, and details.

How This Online Course Works

Although this course is online, we acknowledge that for many of us the land on which we gather to meet for this course is the traditional unceded territory of the Algonquin Anishnaabeg people.

Required materials and technology: All required readings and videos are available through ARES or Brightspace links. You will need reliable internet access to stream videos. Course materials are best viewed on a laptop or desktop computer.

Some materials include difficult topics or images that are important for studying Jews and Judaism; review content notes carefully and contact Professor Butler if you have concerns.

Weekly rhythm: This is an asynchronous online course. Each week, complete the assigned module by watching the lectures and videos, completing the readings, *taking notes, and keeping track of examples or questions that may help with the assignments.*

Course organization: The course is organized into two major assessment blocks: Units 1–2 (Modules 1–5) prepare you for the Midterm Assignment. Units 3–4 (Modules 6–12) prepare you for the Final Take-Home Assignment.

How much time will this course take? University courses are normally designed around 3 hours of class or contact time per week. You should also budget 2–3 hours of study and preparation time for every contact hour.

Weekly Schedule of Topics and Course Materials

Module 0: Before you start the course:

Complete this module and the required “Getting Started” quiz with a 70% grade to gain access to the course on Brightspace.

Unit 1: Studying Jewish Identity And Peoplehood

Week 1: Sept. 9–Sept. 13: Module 1: How to Study Judaism at University

Weekly note: You will be learning about holidays throughout the course as examples of Jewish belief, practice, values, culture and diversity. Shabbat (the Jewish sabbath) begins at sundown on Friday and ends at sundown on Saturday. Jewish holidays this week: Rosh Hashanah begins at sundown on Friday, September 11 and ends at sundown on Sunday, September 13 in Canada. Reform and Reconstructionist Jews and Jews in the land of Israel observe only the first day; Orthodox and Conservative Jews observe two days outside Israel.

- Deidre Butler, “Lecture 01: How to Study Religion at University,” RELI 2110: Judaism, Module 1, Carleton University, Fall 2026.
- Andrew Mark Henry, “What Is Religion?,” *Religion for Breakfast*, 2016, 7:00, <https://www.youtube.com/watch?v=c5KHDR8jdbA>.
- Harvard Religious Literacy Project, “Misunderstandings About Religion,” *World Religions Through Their Scriptures*, 2016, 2:19, <https://www.youtube.com/watch?v=U-YQXRrNo70>.
- Unpacked, “The Truth About Why Jewish Identity Makes No Sense | Explained,” *YouTube* video, 7:57, February 19, 2025, <https://www.youtube.com/watch?v=qoRcccqMNM4>, executive producer Barry Skolnick.
- Nicholas de Lange, *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 1, “The Jews in the World,” 1–25.
- Nicholas de Lange, *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 6, “The Cycle of the Year,” 141–147. **Note:** Read the section on holidays for Rosh Hashanah context.
- BimBam, “What Is Rosh Hashanah? The Jewish New Year,” *YouTube* video, 4:18, September 1, 2017, <https://www.youtube.com/watch?v=1AuMXq5sHDw>. **Note:** Rosh Hashanah holiday resource.

Week 2: Sept. 14–Sept. 20

Module 2: Who Were the Jews? Who Are the Jews?

Weekly note: Jewish holidays this week: Yom Kippur begins at sundown on Sunday, September 20 and ends at sundown on Monday, September 21.

- Nicholas de Lange, *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 2, “The Jewish People and Its Past,” 26–44.
- BimBam, “How Did Judaism Get Its Name?,” *YouTube* video, 4:18, January 9, 2018, <https://www.youtube.com/watch?v=N0huH58nb0k>.
- Deidre Butler, “Lecture 01: What Is Judaism? Who Is a Jew?,” RELI 2110: Judaism, Module 2, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 02: Jewish Identity vs. Jewish Status,” RELI 2110: Judaism, Module 2, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 03: Jewish Communities: Israel, Canada, and USA,” RELI 2110: Judaism, Module 2, Carleton University, Fall 2026.
- Jonathan Sacks, “In Search of Jewish Identity (Kedoshim 5776),” *Rabbi Sacks*, May 12, 2016. **Note:** Audio blog with transcript.
- Gilad Goldschmidt, dir., *A Green Chariot* (Tel Aviv: Inosan Productions, 2005), Go2Films,

47:00. **Note:** Hebrew with subtitles.

- BimBam, “What Is Yom Kippur? The Jewish High Holiday,” *YouTube* video, 3:40, September 12, 2017, <https://www.youtube.com/watch?v=4oqBzg8wCUG>. **Note:** Yom Kippur holiday resource.

Unit 2: Text, Interpretation, and Practice — Modules 3–5

Week 3: Sept. 21–Sept. 27

Module 3: *Origins of Judaism: Hebrew Bible, Sacred Text, Sacred Story*

Weekly note: Jewish holidays this week: Yom Kippur continues until sundown on Monday, September 21. Sukkot begins at sundown on Friday, September 25 and continues through Friday, October 2 in Canada. Sukkot ends with two additional holidays: Simchat Torah and Shemini Atzeret

- Nicholas de Lange, “Introduction” and “The Bible,” in *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 3, 45–54.
- BimBam, “How to Say the Jewish Blessing over Children,” *YouTube* video, 2:15, September 18, 2015, <https://www.youtube.com/watch?v=VO3irwYbIjE>.
- Deidre Butler, “Lecture 02: Hebrew Bible and Jewish Tradition,” RELI 2110: Judaism, Module 3, Carleton University, Fall 2026.
- Simon Schama, “Part 1: The Story of the Jews: Sanctification of Words,” *The Story of the Jews with Simon Schama*, BBC Two, 2013, 58:45. **Note:** Link to video is found on ARES. Watch the assigned segment listed in the module.
- Deidre Butler, “Lecture 03: Humanity and Gender: Genesis 1–3,” RELI 2110: Judaism, Module 3, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 04: Biblical Covenant, Chosen People, and Circumcision,” RELI 2110: Judaism, Module 3, Carleton University, Fall 2026.
- Ruth Sohn, “Does Abraham’s Covenant Include Jewish Daughters? How Women Figure into the Male-Oriented Covenant That Begins with Abraham and Circumcision,” *My Jewish Learning*, reprinted with permission from *The Torah: A Women’s Commentary*, ed. Tamara Cohn Eskenazi and Andrea L. Weiss (New York: URJ Press and Women of Reform Judaism, 2008), <https://www.myjewishlearning.com/article/women-and-the-covenant/>.
- BimBam, “The LEGO Sukkot Movie: Jewish Holidays 101,” *YouTube* video, 4:14, September 20, 2017, <https://www.youtube.com/watch?v=SRHkgWGyn4Y>. **Note:** Sukkot holiday resource.
- Religion & Ethics NewsWeekly, “Simchat Torah,” PBS, October 14, 2011, 2:55, <https://www.pbs.org/video/religion-ethics-newsweekly-simchat-torah/>. **Note:** Simchat Torah holiday resource.

Week 4: Sept. 28–Oct. 4

Module 4: *Rabbis and Rabbinic Judaism*

Weekly note: You should be thinking ahead to the Midterm Assignment, planning for the 24-hour practice required to complete Part 2 Living Judaism Midterm. Jewish holidays this week: Sukkot continues until sundown on Friday, October 2. Shemini Atzeret begins at sundown on Friday, October 2 and ends at sundown on Saturday, October 3. Simchat Torah begins at sundown on Saturday, October 3 and ends at sundown on Sunday, October 4.

- Nicholas de Lange, “Jewish Books,” in *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 3, 54–66. **Note:** Read the sections “The Bible,” “The Prayer Book,” and “The Talmud.”
- Deidre Butler, “Lecture 01: From Exile to Second Temple Period,” RELI 2110: Judaism, Module 4, Carleton University, Fall 2026.
- Simon Schama, “Part 1: The Story of the Jews: Sanctification of Words,” *The Story of the Jews with Simon Schama*, BBC Two, 2013, 58:45. **Note:** Link to video is found on ARES. Watch the assigned segment listed in the module.
- Deidre Butler, “Lecture 02: Origins of the Talmud,” RELI 2110: Judaism, Module 4, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 03: Rabbinic Concepts,” RELI 2110: Judaism, Module 4, Carleton University, Fall 2026.
- Michael L. Satlow, “Rabbinic Concepts,” in *Creating Judaism: History, Tradition, Practice* (New York: Columbia University Press, 2006), 140–163.
- BimBam, “Crowns: Moses Visits Akiva’s Beit Midrash,” *YouTube* video, 3:37, November 20, 2012, <https://www.youtube.com/watch?v=lyn7xRH1ldk>. **Note:** Based on Babylonian Talmud, Menachot 29b.
- Jacob Rivkin and Muriel MacDonald, “Waiting for Ewe: Based on the Babylonian Talmud, Ketubot 62b–63a,” *BimBam*, *YouTube* video, 4:02, December 9, 2013, https://www.youtube.com/watch?v=Q-MDa28_J6Y.
- Deidre Butler, “Follow the Sources: Waiting for Ewe, Ketubot 62b–63a,” source sheet, RELI 2110: Judaism, Module 4, Carleton University, July 2026.
- Miriam Anzovin, “Jewish Lore Reactions: Death vs. the Bride, Part I,” *YouTube* video, 9:45, June 4, 2026, <https://www.youtube.com/watch?v=WmDZ8S2tOyI>.
- Deidre Butler, “Follow the Sources: Death vs. Bride, Part 1: Midrash Tanchuma Ha’Azinu 8,” source sheet, RELI 2110: Judaism, Module 4, Carleton University, July 2026.
- Jessica Tamar Deutsch, *The Illustrated Pirkei Avot: A Graphic Novel of Jewish Ethics* (Philadelphia, PA: Print-O-Craft Press, 2017), 8–14, 48, 53, 67.

Week 5: Oct. 5–Oct. 11

Module 5: *Living the Law*

Weekly note: *Early-Bird bonus if you complete the Midterm by Oct. 11.* This module is one of the heaviest modules of the course because it sets up the learning needed to complete Part 2 Living Judaism Midterm Assignment successfully. **Extra online office hours and citation workshop this week.**

- Deidre Butler, “Lecture 01: Getting Started,” RELI 2110: Judaism, Module 5, Carleton University, Fall 2026.
- Nicholas de Lange, “Objectives,” in *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 8, 187–212.
- BimBam, “What Is a Mitzvah? Intro to the Jewish Commandments,” *YouTube* video, 2:57, March 6, 2018, https://www.youtube.com/watch?v=61O_-sG2zsE.
- BimBam, “Lo Bashamayim Hi: The Oven of Achnai (Babylonian Talmud, Bava Metzia 59),” *YouTube* video, 4:16, November 8, 2012, <https://www.youtube.com/watch?v=al4FgjbUztI>. **Note:** BimBam page: <https://bimbam.com/achnai/>.
- Nicholas de Lange, “The Family,” in *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 5, 84–118.

- Deidre Butler, “Lecture 02: Keeping Shabbat,” RELI 2110: Judaism, Module 5, Carleton University, Fall 2026.
- MidrashaRio, “Lecha Dodi,” *YouTube* video, 4:42, March 5, 2012, <https://www.youtube.com/watch?v=J5WMPx1o2uM>.
- Katie Bauman, “How to Havdallah,” *YouTube* video, 2012, <https://www.youtube.com/watch?v=-LLWrKeh6tY>.
- Deidre Butler, “Lecture 03: Keeping Kosher,” RELI 2110: Judaism, Module 5, Carleton University, Fall 2026.
- My Jewish Learning, “Keeping Kosher: Kosher Food and What Makes Food Kosher or Not,” *My Jewish Learning*, <https://www.myjewishlearning.com/article/keeping-kosher/>.
- Deidre Butler, “Lecture 04: Niddah (Family Purity),” RELI 2110: Judaism, Module 5, Carleton University, Fall 2026.

Unit 3: Modules 6–10: Tradition and Change — From Medieval to Modern Judaism

Week 6: Oct. 12–Oct. 18

Module 6: *Jews in the Middle Ages*

Weekly note: *Midterm due this week on October 18. Submit on Brightspace. Extra online office hours and citation workshop early this week.*

- Deidre Butler, “Lecture 01: Getting Started,” RELI 2110: Judaism, Module 6, Carleton University, Fall 2026.
- Abba Eban, “Part 4: Crucible of Europe,” in *Heritage: Civilization and the Jews*, vol. 2, *The Shaping of Tradition* (New York: Home Vision Entertainment, 1984), 57:09.
- Deidre Butler, “Lecture 02: Jews in Christian Lands,” RELI 2110: Judaism, Module 6, Carleton University, Fall 2026.
- Simon Schama, “Part 2: Among Believers,” *The Story of the Jews with Simon Schama*, BBC Two, 2013, 59:10. **Note:** Link to video is found on ARES. Watch the section on Jews under Christianity.
- Deidre Butler, “Lecture 03: Anti-Jewish Narratives, Practices, and Violence,” RELI 2110: Judaism, Module 6, Carleton University, Fall 2026.
- Amy S. Kaufman, “Anti-Semitism Is Older Than You Think,” *The Public Medievalist*, May 23, 2017, <https://publicmedievalist.com/anti-semitism-older-think/>.
- Debra Higgs Strickland, “Antisemitism in Medieval Art,” in *The Cambridge Companion to Antisemitism*, ed. Steven Katz (Cambridge: Cambridge University Press, 2017), 248–270.
- Deidre Butler, “Lecture 04: Jews in Muslim Lands,” RELI 2110: Judaism, Module 6, Carleton University, Fall 2026.
- Mark R. Cohen, “Medieval Jewry in the World of Islam,” in *The Oxford Handbook of Jewish Studies*, ed. Martin Goodman, Jeremy Cohen, and David Sorkin (Oxford and New York: Oxford University Press, 2004), 193–218.
- Andrew Mark Henry, “Intro to Hanukkah,” *Religion for Breakfast*, *YouTube* video, 14:57, December 10, 2020, <https://www.youtube.com/watch?v=a-feLb8PbA4>. **Note:** Hanukkah holiday resource.

Week 7: Oct. 19–Oct. 25

Module 7: *Jews in the Modern World*

Weekly note: Sign up for your online Check-In on Brightspace.

- Nicholas de Lange, “The Jewish Religion,” in *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 4, 66–83.
- Deidre Butler, “Lecture 01: The Enlightenment and the Jews,” RELI 2110: Judaism, Module 7, Carleton University, Fall 2026.
- Simon Schama, “A Leap of Faith: Part 3,” *The Story of the Jews with Simon Schama*, BBC Two, 2013, 59:05. **Note:** Link to video is found on ARES.
- Deidre Butler, “Lecture 02: Jewish Responses to Modernity,” RELI 2110: Judaism, Module 7, Carleton University, Fall 2026.
- Simon Schama, “Over the Rainbow: Part 4,” *The Story of the Jews with Simon Schama*, BBC Two, 2013, 59:04. **Note:** Link to video is found on ARES.
- H. N. Bialik, “The City of Slaughter,” in *Complete Poetic Works of Hayyim Nahman Bialik*, ed. Israel Efros, vol. 1 (New York, 1948), 129–143.
- Monica Richarz, “The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries,” in *Discussion Papers Journal*, ed. Kimberley Mann (New York: United Nations Department of Public Information, The Holocaust and the United Nations Outreach Programme, 2009), 77–87.
- Deborah Newbrun and BimBam, “What Is Tu B’Shevat? The Jewish Tree Holiday,” *YouTube* video, 3:36, January 16, 2018, <https://www.youtube.com/watch?v=BRHLw9jr9lY>.
- Inside Edition, “What Is Purim?,” *YouTube* video, 4:16, February 24, 2021, <https://www.youtube.com/watch?v=sQbOoEBKfRw>.

October 26–30, 2026: Fall Reading Week — no classes

Week 8: Nov. 2–Nov. 8

Module 8: *Hasidism*

Weekly note: online Check-In meetings are happening this week. Sign up on Brightspace. November is Holocaust Education month in Ottawa with multiple events and programs across the city and here at Carleton University. See Brightspace for information.

- Nicholas de Lange, “Mystical Approaches,” in *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 7, “God and the Jewish People,” 169–174.
- BimBam, “What Is Hasidic Judaism? A Brief History of the Movement,” *YouTube* video, 5:39, November 8, 2018, https://www.youtube.com/watch?v=_SX_TjEG4i4.
- Jacob Katz, “The Transition to Hasidism,” in *Tradition and Crisis: Jewish Society at the End of the Middle Ages* (New York: Schocken Books, 1993), 202–213.
- Deidre Butler, “Lecture 01: Mysticism,” RELI 2110: Judaism, Module 8, Carleton University,

Fall 2026.

- Menachem Daum and Oren Rudavsky, dirs., *A Life Apart: Hasidism in America* (United States: Menemsha Films, 1997), documentary film, 96:00. **Note:** Link to video is found on ARES.
- Deidre Butler, “Lecture 02: Key Issues,” RELI 2110: Judaism, Module 8, Carleton University, Fall 2026.
- William Shaffir, “Hasidim in Canada,” in *Canada’s Jews: In Time, Space, and Spirit*, ed. Ira Robinson (Boston: Academic Studies Press, 2019), 282–293.
- Deidre Butler, “Lecture 03: Contemporary Issues,” RELI 2110: Judaism, Module 8, Carleton University, Fall 2026.

Week 9: Nov. 9–Nov. 15

Module 9: Denominations

Weekly note: Last week for required online Check-In meeting. Sign up on Brightspace.

- Nicholas de Lange, “The Jewish Religion,” in *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 4, 66–83. **Note:** Read the sections on traditional Judaism, modernist reform, and radical alternatives.
- Deidre Butler, “Lecture 01: Religious Reform,” RELI 2110: Judaism, Module 9, Carleton University, Fall 2026.
- Jeremy Shuback, “History of Jewish Movements: Reform, Conservative and Orthodox,” *BimBam*, YouTube video, 5:26, February 17, 2019, <https://www.youtube.com/watch?v=zUNpC9Vjftg>.
- Deidre Butler, “Lecture 02: Denominations Today,” RELI 2110: Judaism, Module 9, Carleton University, Fall 2026.
- David Bashevkin, “What Jewish Denominations Mean to Me,” *18Forty*, May 16, 2024, <https://18forty.org/articles/what-jewish-denominations-mean-to-me/>.
- Deidre Butler, “Lecture 03: ‘Ultra-Orthodox’ Haredi vs. Modern Orthodox Judaism,” RELI 2110: Judaism, Module 9, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 04: Jewish Spaces: Synagogues,” RELI 2110: Judaism, Module 9, Carleton University, Fall 2026.
- TrueTube, “Holy Cribs: The Synagogue,” *YouTube* video, 6:55, 2014, <https://www.youtube.com/watch?v=nwPt4ev2VY>.
- Nicholas de Lange, “The Jewish Religion,” in *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 6, 119–141. **Note:** Read the sections on community, synagogue, and services.
- Inside Edition, “What Is the Jewish Holiday of Passover?,” *Inside Edition*, video, 5:49, March 27, 2021, <https://www.insideedition.com/what-is-the-jewish-holiday-of-passover-65787>.

Week 10: Nov. 16–Nov. 22

Module 10: Case Study: Sexuality, Marriage and the Family

- Deidre Butler, “Lecture 01: Dating and Marriage,” RELI 2110: Judaism, Module 10, Carleton University, Fall 2026.
- Refinery29, “The Deep Meaning Behind an Orthodox Jewish Wedding | World Wide Wed | Refinery29,” *YouTube* video, 8:22, January 20, 2018,

<https://www.youtube.com/watch?v=oxsTbM67sH0>.

- Deidre Butler, “Lecture 02: Male Homosexuality and Practice,” RELI 2110: Judaism, Module 10, Carleton University, Fall 2026.
- Steven Greenberg, writing as Rabbi Yaakov Levado, “Gayness and God: Wrestlings of an Orthodox Rabbi,” *Tikkun Magazine*, 1993. **Note:** 10 pages.
- Deidre Butler, “Lecture 03: Lesbian Sexuality and Practice,” RELI 2110: Judaism, Module 10, Carleton University, Fall 2026.
- Elizabeth Sarah, “Judaism and Lesbianism: A Tale of Life on the Margins of the Text,” *Jewish Quarterly* 40 (1993): 20–23.
- Deidre Butler, “Lecture 04: Transgender Issues,” RELI 2110: Judaism, Module 10, Carleton University, Fall 2026.
- David Teutsch, “Understanding Transgender Issues in Jewish Ethics,” *Reconstructing Judaism*, April 18, 2016.
- NowThis, “How This Hasidic Rabbi Became a Trans Woman Activist,” *YouTube* video, 6:48, November 3, 2017, <https://www.youtube.com/watch?v=atT2CI8849M>.
- Dov Linzer, “Sex, Sexuality, and Gender Within Judaism,” in *The Routledge International Handbook of Sex Therapy and Religion*, 1st ed., ed. Caleb Jacobson (London: Routledge, 2022), 29–40.
- Moran Nakar, dir., *The Holy Closet [Aron Hakodesh]*, produced by Avigail Sperber (Israel, 2023), documentary film, 58:00 / 7 episodes × 8:00. **Note:** Link to video is found on ARES.

Unit 4: Modules 11–12: Memory, Israel, and Contemporary Jewish Life

Week 11: Nov. 23–Nov. 29

Module 11: Responses to the Holocaust

Weekly note: This week has a heavy workload both in terms of time and the difficulty of the material. The variety of sources are provided to prepare you to successfully complete the Final-Take home, and particularly the Part 3. The film *The Ring* will be used for this capstone reflection.

- Deidre Butler, “Lecture 01: From Christian Anti-Judaism to Modern Antisemitism to Genocide,” RELI 2110: Judaism, Module 11, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 02: Jewish Responses to the Shoah,” RELI 2110: Judaism, Module 11, Carleton University, Fall 2026.
- Nicholas de Lange, “God in the Twentieth Century” and “God and the Shoah,” in *An Introduction to Judaism*, 2nd ed. (Cambridge: Cambridge University Press, 2010), chap. 7, “God and the Jewish People,” 175–184.
- Ephraim Oshry, *Responsa from the Holocaust* (New York: Judaica Press, 1999). **Note:** Read selections: “Removing Numbers Branded by the Germans on Their Victims,” 1–4; “Women Prostituted by the Germans,” 9–10; “Endangering Yourself to Save Another”; and “A Kohein Who Was Forced to Convert,” 193–196.
- Elie Wiesel, “A Plea for the Dead,” in *A Holocaust Reader: Responses to the Nazi Extermination*, ed. Michael Morgan (New York: Oxford University Press, 2001), 67–78.
- Deidre Butler, *Hear Our Voices*, oral history excerpts by Pinchas Gutter, Esther Bernstein, Truda Rosenberg, and Cantor Moshe Kraus, RELI 2110: Judaism, Module 11, Carleton University, Fall 2026. **Note:** Shared directly on Brightspace.
- Michael Berenbaum, Peter Hayes, and John K. Roth, “Judaism,” in *The Oxford Handbook of Holocaust Studies* (Oxford: Oxford University Press, 2010), 608–618.

- Deidre Butler, “Lecture 03: The Holocaust and the State of Israel,” RELI 2110: Judaism, Module 11, Carleton University, Fall 2026.
- United States Holocaust Memorial Museum, “Postwar Refugee Crisis and the Establishment of the State of Israel,” *United States Holocaust Memorial Museum*, <https://encyclopedia.ushmm.org/content/en/article/postwar-refugee-crisis-and-the-establishment-of-the-state-of-israel>.
- Jewish Unity Through Diversity Institute, “An Ethiopian Jewish Holiday of Communal Repentance: Sigd,” *YouTube* video, 5:29, November 14, 2019, <https://www.youtube.com/watch?v=vRoQb-R8dpc>.
- Adir Miller, dir., *The Ring [HaTabaat]*, produced by Leon Edri and Moshe Edri (Israel: United King Films, 2024), film, 120:00. **Note:** Link to video is found on ARES.

Week 12: Nov. 30–Dec. 6

Module 12: *Israel: Traditional and Contemporary Jewish Perspectives*

Weekly note: Jewish holidays this week: Hanukkah begins at sundown on Friday, December 4 and ends at sundown on Saturday, December 12. **Extra online office hours and citation workshop to prepare for Final-Take Home this week.**

- Deidre Butler, “Lecture 01: The Land and Tradition,” RELI 2110: Judaism, Module 12, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 02: Zionism,” RELI 2110: Judaism, Module 12, Carleton University, Fall 2026.
- David Engel, “The Idea of a ‘Jewish State,’” in *Zionism*, 1st ed. (United Kingdom: Routledge, 2009), 1–26.
- Simon Schama, “Return: Part 5,” *The Story of the Jews with Simon Schama*, BBC Two, 2013, 59:20. **Note:** Link to video is found on ARES. Watch segments 1–11.
- Jeremy Shuback, “What Is Yom Ha’atzmaut: Israel Independence Day,” *BimBam*, *YouTube* video, 3:39, April 27, 2017, <https://www.youtube.com/watch?v=OqXg5e1sg5s>.
- Deidre Butler, “Lecture 03: Israeli Jews and the Diaspora,” RELI 2110: Judaism, Module 12, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 04: Israeli Jews, Contemporary Issues, and the Diaspora,” RELI 2110: Judaism, Module 12, Carleton University, Fall 2026.
- Ilan Troen, “Secular Judaism in Israel,” *Society* 53, no. 2 (2016): 153–162, <https://doi.org/10.1007/s12115-016-9991-x>.
- Robert Brym, Keith Neuman, and Rhonda Lenton, “Connection to Israel,” in *2018 Survey of Jews in Canada: Final Report* (Toronto: The Environics Institute, 2019), 57–61. **Note:** Chapter 7 excerpt.
- Frum it Up, “How Do We Celebrate Shavuot as Orthodox Sephardic Jews? What Are Our Traditions and Customs?,” *YouTube* video, 4:18, May 26, 2020, <https://www.youtube.com/watch?v=QPqS6jQ4QMo>.
- Deidre Butler, “Lecture 05: Final Thoughts,” RELI 2110: Judaism, Module 12, Carleton University, Fall 2026.

Important information for submitting course work

Early-bird bonus: Submission by the early-bird deadline earns +5 bonus points on each graded “part” of that assignment (each part is graded out of 100) if it includes all required parts and the completed Process Appendix.

Length expectations: Individual submissions are approximately 1,750–2,250 words for the Midterm and 2,500–3,250 words for the Final Take-Home Assignment, plus the Process Appendix. Group submissions are longer; see the assignment guides for group length rules.

Midterm Assignment: Full instructions are posted in the Midterm Assignment Guide on Brightspace. The Midterm covers Unit 1-2, Modules 1-5, and includes two parts: a critical film analysis, and the Living Judaism Assignment. This is an experiential learning reflection based on observing the Jewish practices of the sabbath and keeping kosher for 24 hours. The whole Midterm must be completed in one format: either individually or as one group of 2–4 students.

Final Take-Home Assignment: Full instructions are posted in the Final Take-Home Assignment Guide on Brightspace. The Final covers Units 3–4, Modules 6–12, and includes three parts: object/material culture analysis, Jewish space analysis, and a critical reflection on *The Ring* and a course theme. A creative public project option may be available by approval only; interested students should discuss this at the Check-In or via email to Professor Butler by Nov. 10. Full instructions will be posted on Brightspace.

Group work guidelines: Detailed group-work rules are included in each Take-Home Guide. In all group submissions, students must use the same group for the complete assignment, show visible contributions from each member, and complete the contribution statement in the Process Appendix. See the assignment Guides for minimum source-use, evidence, citation, Process Appendix, and group/AI documentation requirements.

Required Online Check-in and follow-up questions: The required online Check-in is designed to help you review your progress in an online course and prepare for the Final Take-Home. You can book this Check-in through Brightspace after Sept. 21. Check-ins take place after the Midterm Take-Home has been graded, during November 2–14. In the Check-in, you will discuss your work on Units 1 and 2, ask questions, receive feedback, and review your Process Appendix. Most Check-ins are about 15 minutes long.

The conversation will build on work you have already completed in the Process Appendix: your work-process notes, learning evidence, and AI-use documentation, if applicable. Constructive participation might include explaining an assignment choice, describing how a course source shaped your thinking, discussing how your ideas changed during drafting or revision, identifying a challenge, asking about feedback, or naming what you want to strengthen in the next unit. You do not need perfect answers; the goal is to talk honestly and thoughtfully about your own learning process.

The Check-in is graded as part of the midterm assessment process. If you come prepared, participate constructively, and can discuss your own work and learning process, you can expect to earn at least the same grade as your Midterm Assignment for this component. A strong Check-in can also improve your midterm grade by showing deeper understanding, thoughtful reflection, or clearer evidence of your

learning process than was visible in the submitted assignments alone.

If there are concerns about comprehension, academic skills, process documentation, or academic integrity, you may be asked to complete an additional Check-in for the Final Take-Home and/or provide additional evidence of your learning including orally explaining sources you have used and providing digital copies of any outside research.

Citations: Cite whenever you use someone else's ideas, words, data, images, or arguments. The Religion Program requires **Chicago Notes and Bibliography style**; do not use Chicago Author-Date or parenthetical citation. Work submitted in another citation style will lose 10% of the final grade. Work submitted without citations may be returned ungraded until proper documentation is provided.

Late policy: The late policy is assignment-specific and is intended to be fair to students who submit on time. Major assignments submitted after the due date will lose one grade step (for example, A to A-, B+ to B) per 24-hour period, beginning at midnight on the due date. Late work will be graded as my schedule allows.

Optional early feedback: You may submit a rough draft of part of a major assignment to the TA or Professor Butler for early feedback. Rough drafts must be submitted at least 10 days before the due date. Submit early-feedback requests by email. Early feedback is meant to help you strengthen your work, but it does not guarantee a particular grade.

Email and course questions: If your question is not private and may help others, please post it in the *Ask Your Teaching Team* discussion forum on Brightspace. I aim to respond to student emails within two working days, not including weekends. If you have not heard back after that time, please resend your message in case of a technical issue.

Academic integrity and the use of AI in this course.

Academic Integrity: In practical terms, always make clear which ideas, words, images, data, or arguments come from another source. 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, 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.

Academic integrity matters because it protects your learning and the value of everyone's work. If there is a concern about plagiarism, the Associate Dean's office reviews the case under university policy. Consequences can be serious, including a failing grade or further academic penalties, so please ask for help if you are unsure how to cite or document your process.

AI Use and Process Documentation:

Generative AI tools (Chat GPT, Co-Pilot, other) may be useful when used responsibly, but your submitted work must show your own reading, viewing, note-taking, interpretation, source use, and analysis.

- Follow assignment-specific AI-use rules first.
- You may use AI for brainstorming, organization, grammar, or revision.
- You may not use AI to replace your own course engagement, source interpretation, or submitted analysis.
- If you use AI, document it in the Process Appendix: name the tool, explain how you used it, and include relevant prompts and outputs.
- Save drafts, notes, process materials, and revision history until you receive your final grade.
- Undocumented or prohibited AI use will be treated as academic misconduct.

I reserve the right to request that you meet with me to discuss your work if I have any questions about your writing process. In addition to your submitted process document, and the check-in for Unit 1, you may be asked to show revision histories of early drafts and/or orally explain your process and the sources you have used. Save these until the end of the course and you have received your final grade.

Note on Intellectual Property and Privacy: Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are the intellectual property of their respective author(s). All course content and materials, whether derived from the instructor or fellow students, including shared materials, are protected by copyright and remain the intellectual property of their respective author(s). Infringement violates the law.

- Do not record the class (video, voice, photo or any other form) nor post any materials from the class in any form. To do so violates Canadian Privacy laws.
- Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes.
- 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)."

Students registered with the Paul Menton Centre will have guidelines particular to their own academic needs.

Final Grades: "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."

Support: Please reach out early if you have questions or want help getting started. You can attend online office hours with your TA or book an appointment with Professor Butler. Details are available on Brightspace. Please contact your professor or TA if:

- You are unsure what is expected.
- English is not your first language.

- You have an accommodation need or learning barrier.
- You want help strengthening your work.
- You don't understand the material.
- Something is affecting your ability to participate or complete course work.

University Regulations for All College of the Humanities Courses (Updated Aug 12,2026)

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
- 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

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

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

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca