

**The College of the Humanities
Religion Program: RELI 3840**

Topics in Religion:
THE 'HOLY' LAND IN TEXT & CONTEXT

Professor Shawna Dolansky
shawna.dolansky@carleton.ca

Office hours: by appointment only

Course Description

This course explores the complex religio-political history of the region known as “the Holy Land.” From a religious-studies perspective, we examine how political and social movements are often inseparable from religious ideas, and how politics, culture, historical narrative, and religion continually shape one another.

Across the term we trace the rich history of the land between the Mediterranean and the Jordan — the concept, the place, and the peoples; the relationships of Jews, Muslims, Christians, and others to it; and the many conquests, claims, and counter-claims that have made this ground contested for three thousand years. Throughout, the course highlights the role of history-writing and cultural memory in the formation of group identity. It assumes no previous knowledge.

How This Course Approaches a Challenging Subject:

Our approach is historical and academic. The aim is to educate — to equip you to think deeply, weigh evidence, and hold complexity — not to move you toward any particular political conclusion. Your job is to keep an open mind and be able to consider multiple perspectives; my job is to show you the method and the evidence and let you do your own thinking.

To make this work, we will use two distinct registers, and I will tell you at the start of each class which one we are in:

- *Analytic mode.* We examine claims, evidence, and where a narrative comes from. Personal conviction is set aside; the question is what the sources can and cannot support.
- *Testimony mode.* We speak from experience. The obligation here is to listen, not to rebut. No one is required to speak, and no one's views are to be assumed from their background.

This course will likely complicate framings that some of you will arrive with, on more than one side of the subject. That is what a history-of-religions approach does: it puts present-day certainties in a much longer and stranger context. Where the course makes an argument, I will show you the evidence it rests on and name the scholars who see it differently, so you can weigh it yourself rather than take it on my say-so.

Materials: printed course reader (for purchase, required) plus classroom handouts. **Please bring a binder** — handouts are three-hole-punched and are meant to be filed with your journal.

Learning Objectives:

By completing this course, you will better understand:

Content:

- The historical development of the Abrahamic religions and their ideas about sacred space, and how such space has been determined historically and politically.
- How various Judaism, Christianities, and Islam are expressed within, and in connection with the idea of, “the Holy Land.”
- The influence of culture, geography, politics, and especially history on religious ideas and ideologies.
- The history of nationalism in the region, and of Zionism and its counter-movements, in many different forms.

Method:

- “Doing history” as making an argument from incomplete data — recognizing that what counts as evidence, and how it is read, often depends on the storyteller and the audience as much as on the record.
- Reading religious histories at arm’s length, as inseparable from political and cultural histories, so that academic conversation becomes possible.

Skills:

- Clear writing — plain, direct prose as evidence of clear thinking.
- Analysis — thinking past slogans through careful, engaged reading and the synthesis of sources.
- Open-minded evaluation — holding several truths in mind at once and telling opinion apart from argument built on evidence.
- Constructive disagreement — listening to and weighing ideas you dislike, rather than dismissing them; and reconstructing a position you reject in its strongest form.

Course Structure

We meet twice a week. A typical unit runs across two sessions: one is mostly lecture and framing; the other is discussion, an in-class exercise, or a guest. You are expected to do the reading and viewing before class and the class activity will assume that you have. Assigned texts are collected in a printed course reader (available for purchase; details on Brightspace); required a/v media are posted to Brightspace.

The reader is printed on purpose. It is yours to mark up — to annotate by hand as you read — and reading on paper rather than a screen is part of how this course is meant to be done.

On Doing the Work Yourself

The point of this course is that you read the assigned material, watch the films, think the questions through, and — where the material moves you — add to your knowledge, modify the ideas you came in with, and develop deeper understanding of the issues, the histories, the ideologies, and the people of the region. That is the learning, and it is not something anyone or anything can do for you.

Because of this, most of your grade is earned in analog and in the room: handwritten annotations, a handwritten journal, in-class quizzes, and in-class exercises. I am not trying to police your writing tools. If you use AI to tidy up prose on a take-home piece, that is your business. What I care about is that you are learning; i.e. that the reading, the viewing, and the thinking are your own — and the course is built so that they have to be. (See the note on AI, below.)

Guest Speakers

Several sessions will feature guests joining us — in person or by video — including Israelis and Palestinians available for “ask me anything” Q&A. Guests appear only after we have built shared vocabulary and practiced the skills; questions are submitted in writing ahead of time. Dates are tentative and depend on availability; I will confirm them in class and on Brightspace.

Our Electronics-Free Classroom

This class runs without personal screens, so that we are actually present with each other and with the material. *Laptops are stowed* — you will take notes by hand in your course journals (if you have an accommodation with the PMC, let me know and we’ll work with it). *Phones are stowed* — out of sight, not on the desk — for the whole session, every session. We work from the printed Course Reader and by hand. Phones stay stowed for everyone; if you have your phone out or are typing on your watch, I’ll ask you to leave the class. A room full of present, undistracted people is what makes the discussions in this course possible, and what lets our guests and your classmates speak freely.

Classroom Norms

We will finalize our norms together in the first week. The underlying principle of these norms is that sharing ideas, listening to others, hearing things with which we disagree, and feeling comfortable enough to disagree

thoughtfully and respectfully are the most valuable things about being in a university classroom space, and we as a group won't allow this foundation of university learning to be compromised.

Here is the starting draft:

- Speak from your own experience; don't speak for a whole group, and don't assume anyone else does either.
- Distinguish "I believe" from "it is true that."
- "Tell me more" before you rebut. Understand a view before you assess it.
- No one is obliged to disclose anything about their identity, and no one's views are to be inferred from their background, name, or appearance.
- *Disagree without being disagreeable.* We criticize ideas without dismissing the people who hold them.

NOTE: This course studies movements, ideologies, and acts that many of us find abhorrent — that is part of the work, and no idea is off-limits for analysis. But advocating, celebrating, or calling for violence against any group of people is not analysis, and it has no place in this room. That applies in every direction. Where speech crosses from inquiry into intimidation or harassment, the University's policies on human rights and student conduct apply, and I will act on them.

Privacy, Recording, & Social Media

So that people can speak and think freely, what is said in discussion stays in the room. Specifically:

- No recording, photography, or streaming of class — lectures, discussions, or guests — without my explicit permission.
- Nothing said by a classmate or guest in discussion is to be posted, quoted, or attributed on social media or anywhere else. Anyone who violates this policy will be dismissed from the classroom and will be asked to withdraw from the course.
- Guest sessions are not to be recorded or circulated in any form.

These rules protect you, your classmates, and our guests, and they are covered by the University's policy on the intellectual property of classroom activity (below). Breaches will be treated seriously.

A Note on Generative AI

Writing, reading closely, and thinking critically are among the things this course exists to develop, so the graded work is designed to reflect your own engagement. My policy is practical:

- **You must do the assigned reading and viewing yourself**, and your own thinking about it. Summaries generated by a machine are not a substitute, and the in-class quizzes and exercises are built to tell the difference.
- **Your annotations are done by hand in the printed reader**, and the handwritten journal, in-class quizzes, in-class exercises, and final exam are likewise entirely your own work, produced without AI. Together these are the great majority of your grade.
- **You may prepare for the final exam however you like** — including with AI, if you find it useful — but the exam itself is written in the room, unaided, from your own preparation. What you can reproduce there is your own thinking and learning across the term (which is exactly the point).
- **Submitting AI-generated ideas, arguments, or analysis as your own** — as opposed to using AI for tidying your own writing — is a form of plagiarism under University policy and will be treated as such.

Assessments

Weights are shown below and may be fine-tuned at the start of term (any change will be announced in class and on Brightspace). Most of the grade is earned in analog and in class, by design.

In-class quizzes: 18% — Short-answer, written in class, worth 3% each; drawn from lecture material and assigned readings and films. No make-up quizzes will be provided; only the best 6 out of 8 of these will count toward your final grade. Note: these reward having done the reading and attended lectures; they are not about memorizing trivia.

Hand-written reading annotations: 16% — You will annotate (I'll show you how) the assigned readings by hand and I'll check these periodically (8 times, for 2% each time) throughout the term. The annotations are

evidence that you engaged the sources directly; they will also help you formulate your thoughts for your journal entries (below).

Reflective journal (handwritten): 15% + 6% = **21%** — This is where you take your notes in class and also write down your thinking as the course unfolds, including for each unit: at least one entry on something that surprised you, changed your mind, or that you want to argue with. I'll check your journals periodically throughout the term for completion and quality and keep a record; if your journal entries are consistently complete, you'll earn an easy 15%. Your journal will form the basis of your final exam preparations.

You must also watch and write about at least 3 sets of Ask Project videos (see list and details on Brightspace); these are worth 2 points each for the remaining 6% of your journal grade. You must upload one reflection on a set of videos on a minimum of 3 out of these 6 dates: Sept 16; Sept 30; Oct 14; Nov 4; Nov 23; Dec 7. If you do more than 3, you can earn up to 3% in bonus marks (above the 15% for your journal).

In-class analytical exercises: **15%** — 5 of these, worth 3% each; completed in class, individually or in small groups: details TBA. Graded on the quality of the reasoning and the depth of your understanding of the material to date, not on the positions you hold. NOTE: each of these exercises is required; if you miss one, you must arrange with me to make it up during office hours.

Dialogue preparation: **10%** — Written questions that you submit to the professor ahead of guest sessions and discussion days. Assessed on the preparation and your demonstrated understanding of the issues based on course material to date, not on how much you speak in class. Due dates TBD once guests are confirmed.

Final Exam (scheduled by the university): **20%** — Written during the formal examination period; this is a synthesis, not a recall test. You prepare by reviewing your own journal and annotations, and the assigned pre-exam reading. The point is to track your thinking and learning over the course of the term and reflect on it in light of what you have learned by the end of the term. Exam instructions will be reviewed and discussed during the final class period of the term.

ACCOMMODATIONS: If you have arrangements with the PMC for accommodations that affect your ability to complete the work as detailed above, email or speak to the professor about arrangements.

Email Communication

Outside of class, email is my only way to contact you, and Carleton's Connect e-mail (cmail) is the official mode of email communication for all matters having to do with the university and with this course. Therefore, you must check your Carleton email regularly. All communications sent to your Carleton address are official, and you are expected to receive them. *It is not an option to claim you did not get an announcement or request because you have another email address or took a break from email.* You can configure your Connect account to forward university emails to another address, but you must be reachable through your Connect account. Also, any communication between you and the professor involving your personal information (like grades) must originate from a Connect account (FIPPA).

Course Schedule:

Readings listed below are the assigned text for that meeting (full citations in the course reader); films and other media are on Brightspace. Do the reading before the meeting it's listed under. "In-class" items are done together in class, not beforehand. Bunton, *The Palestinian-Israeli Conflict: A Very Short Introduction*, chs. 5–6, will be assigned as background for the final examination and will be distributed in late November. *The schedule is a plan, not a contract — I may adjust pacing as the term unfolds, and guest dates depend on availability.*

Date Unit Session

Wed Sep 9	1	How this course works. Two registers (analytic vs. testimony); drafting norms together; how to annotate and why. <i>Read: syllabus.</i>
Mon Sep 14	1	Sacred space & beginnings. Artifact exercise (testimony mode). <i>Reader: Eliade, pp. 21–32.</i>
Wed Sep 16	2	How the land became holy. Definitions; timeline & maps. <i>Read: biblical passages handouts.</i> Ask-Project journal reflection (upload a photo to Brightspace). <u>In-class assignment:</u> Klein interview excerpts + written response.

<u>Date</u>	<u>Unit</u>	<u>Session</u>
Mon Sep 21	3	Judaism I: foundations. <i>Read: Unit 3 source set #1-4 (handouts).</i> <u>In class: quiz.</u>
Wed Sep 23	3	Judaism II: history & the land. <i>Read: Unit 3 source set #5-9; Israel's Declaration of Independence (Reader); Watch (Brightspace): Pew "Israel's Religiously Divided Society" (20 min).</i>
Mon Sep 28	3	Judaism III: categories & contested origins. <i>Reader: Klawans.</i> <u>In-class reading/writing exercise.</u>
Wed Sep 30	4	Christianity I: foundations. <i>Read: Unit 4 Source Set, part 1 (New Testament passages).</i> <u>In-class: quiz.</u> Ask-Project journal reflection (upload a photo to Brightspace).
Mon Oct 5	4	Christianity II: Rome, destruction, pilgrimage. <i>Reader: Josephus, Jewish War VI.4.5–5.2; and Unit 4 Source Set part 2, the Bordeaux Pilgrim.</i>
Wed Oct 7	4	Christianity III: the land as Christian sacred space; Palestinian Christians. <i>Read: Unit 4 Source Set, Part 2 cont (Egeria, Jerome); Reader: Haiduc-Dale, Intro, pp. 1–18. Guest TBD;</i> questions to be submitted before class.
Mon Oct 12	—	<i>Thanksgiving — no class.</i>
Wed Oct 14	5	Islam I: foundations. <i>Read: Unit 5 Source Set, Part 1, "Pre-Islamic Arabia."</i> Ask-Project journal reflection (upload a photo to Brightspace). <u>In-class: quiz</u>
Mon Oct 19	5	Islam II: Qur'an & Jerusalem. <i>Read: Unit 5 Source Set, Part 2.</i>
Wed Oct 21	5	Islam III: the construction of sanctity. <i>Reader: Grabar, Ch. 1 (pp. 35–48, 56–58).</i> <u>In-class: quiz.</u>
Oct 26–30	—	<i>Fall Break — no classes.</i>
Mon Nov 2	6	Case Study: Temple Mount / al-Haram al-Sharif I. <i>Reader: Reiter, pp. 115–132.</i>
Wed Nov 4	6	Temple Mount II. <i>Before class, watch and journal one Ask Project video on Jerusalem's holy sites.</i> <u>In-class: tracing one contested claim through its sources.</u>
Mon Nov 9	7	Medieval clashes & the Crusades. <i>Reader: the four First Crusade accounts (Geary, pp. 352–373).</i> <u>In-class: quiz.</u>
Wed Nov 11	7	Medieval II. <u>In-class: the convivencia debate.</u> <i>Reader: Menocal & Fernández-Morera excerpts.</i>

<u>Date</u>	<u>Unit</u>	<u>Session</u>
Mon Nov 16	8	Modernity & invented tradition. <i>Reader: Campos, Ottoman Brothers, Intro (excerpt); Hobsbawm, "Inventing Traditions," pp. 1–14.</i>
Wed Nov 18	9	Nationalism & Zionism I. <i>Reader: Penslar, GUEST TBD</i> ; questions to be submitted before class. <u>In-class quiz.</u>
Mon Nov 23	Film	<i>Instructor away.</i> Film screening + written response to be handed in on the spot. Attendance & response required. Ask-Project journal reflection (upload a photo to Brightspace).
Wed Nov 25	9	Zionism & anti-Zionism II. <i>Reader: Herzl (excerpt); Bartal & Moss, "Politics, Culture, and Religion at the Turn of the Twentieth Century"; "Di shvue" and "Tikvatenu."</i> (OER readings recommended but optional.) <u>In-class quiz.</u>
Mon Nov 30	10	Mandate Palestine I. <i>Reader: Hermann, pp. 133–140; Balfour Declaration.</i> GUEST TBD ; listen to https://www.econtalk.org/what-palestinians-are-thinking-with-dahlia-scheindlin/ and questions to be submitted before class.
Wed Dec 2	10	Mandate II. <i>Reader: R. Khalidi, Palestinian Identity, intro.</i> In-class: <i>What is Zionism?</i> <u>In-class reading & writing exercise</u>
Mon Dec 7	11	1948 I. <i>Reader: Hermann, pp. 140–147; USHMM "The Farhud" & "Protocols."</i> Listen to https://www.econtalk.org/voices-from-gaza-with-ahmed-alkhatib/ and GUEST TBD ; questions to be submitted before class. Ask-Project journal reflection (upload a photo to Brightspace).
Wed Dec 9	11	1948 II — and after. <i>Reader: Morris, "1948 Refugees"; Shamash, Memories of Eden (excerpt);</i> <u>In-class: quiz.</u>
Fri Dec 11	12	<i>Monday schedule.</i> Capstone: the City of David / Silwan. Competing narratives in the same soil; synthesis & exam prep. <i>Reader: ELAD & Emek Shaveh materials.</i>

Exam Prep: Bunton chapter 5 ("Occupation, 1967-1987") and chapter 6 ("Peace Process, 1987-2007").

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