

CARLETON UNIVERSITY

Winter Term 2019

College of the Humanities, Religion Program
RELI 4850B/5850X; EURR 5201W

Religion, Migration, Identity

Tuesdays 11:35 am-2:25 pm; Richcraft Hall 3302

Prof. James Casteel, Richcraft Hall 3306

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Email: james.casteel@carleton.ca (best way to reach me)

Office hours: Mondays, 1:00 pm-2:30 pm or by appointment.

COURSE DESCRIPTION:

In our contemporary globally interconnected world, religion, migration, diaspora and identity have become prominent issues in shaping social, cultural, economic, and political relations. Yet, the scholarly literature that addresses each of these themes often remains compartmentalized and has yet to sufficiently explore the intersections between them. In this course, we will examine the intersections of religion, migration, diaspora, and identity, conceptually and empirically, drawing on historical and contemporary examples.

Questions that we will explore include: What role does religion play in processes of migration and in what ways are religious categories used (or not used) by migrants or other actors to make sense of their experience? When does religion become salient in the process of migration? How do we conceptualize diaspora? What is the relationship between diaspora, religion, and nationhood? What is the significance of transnational networks and connections in maintaining diasporic identities? How are ties to real and imagined homelands used to construct diasporic identities and what role does memory and heritage work play in sustaining them?

Geographically, the course readings will focus on Europe including Russia and the enduring transnational connections with regions of the world that were formerly colonized by European powers. For their research projects, students may choose to write on traditions and regions other than those represented here as long as the topic relates to the broader themes of the course.

COURSE OBJECTIVES AND OUTCOMES:

- Upon successful completion of this course, you will have gained knowledge of key concepts in the study of religion, migration, diaspora, and identity and the ability to apply these concepts in the analysis of particular cases.
- You will have acquired knowledge and the ability to apply analytical concepts related to the study of religious and ethnic diversity and the socio-cultural construction of identities, in both historical and contemporary contexts.
- You will have gained practice in analyzing and interpreting the scholarly literature on religion, migration, and diaspora.
- Through your written work, classroom discussions, and oral presentations, you will gain practice in applying theories and concepts learned to particular cases. You will also have further developed your writing, editing, and analytical skills.
- You will have gained experience in the conduct of research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources) in your proposal and research paper assignment.

- In oral presentations and in participation in class discussions you will have honed public speaking skills and your ability to present and debate arguments and opinions that are supported by evidence. Work-in-progress presentations will also provide opportunities to gain experience fielding queries and feedback from your peers, an important component of the peer-review process.

REQUIRED COURSE READINGS:

Course readings will be made available via the Ares Course Reserves system (link from CU Learn page or directly at <http://libares01.carleton.ca/>). In some cases or where last minute changes to readings are made, readings may also be made available in electronic format on CU Learn (<https://www.carleton.ca/culearn/>). *If you find that a required reading is not available for a given week, please notify the instructor **immediately**.* Students are expected to come to class having prepared **all** of the required readings for a particular week.

Course Requirements and Grading Scheme:

Undergraduates (RELI 4850)

| <u>Assignments:</u> | <u>Percentage</u> | <u>Due Date</u> |
|---|-------------------|--|
| Attendance and Participation | 20% | |
| Oral Presentation | 7.5% | |
| Work-in-Progress Presentation | 7.5% | |
| 2 Reading Analysis papers, 3 pages (15% each) | 30% | Week of class meeting with #1 due by Feb. 5 (Wk 5) #2 due by Mar. 19 (Wk 10) |
| Proposal and Bibliography for Major Written assignment (1-2 pages) | 5% | Jan 29 (Wk. 4) |
| Major Written Assignment (10 Pages) | 30% | Apr. 9, 11:55 pm (Wk 13) |

Graduates (RELI 5850/EURR 5201)

| <u>Assignments:</u> | <u>Percentage</u> | <u>Due Date</u> |
|---|-------------------|--|
| Attendance and Participation | 20% | |
| Oral Presentation | 7.5% | |
| Work-in-Progress Presentation | 7.5% | |
| 2 Reading Analysis papers (4 pages) (15% each) | 30% | Week of class meeting, with #1 due by Feb. 5 (Wk 5) #2 due by Mar 19 (Wk 10) |
| Proposal and Bibliography for Major Written assignment (1-2 pages) | 5% | Jan. 29 (Wk 4) |
| Major Written Assignment (12 pages) | 30% | Apr. 9, 11:59 pm (Wk 13) |

Note: Page lengths do not include notes and bibliography and assume 250 words/page.

Attendance and Participation:

This course is a reading intensive course (approximately 100-120 pages per week) held in seminar format. Active participation in classroom discussions is vital to students' success in the course. Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings (iv) offers critical analysis of the readings and subject. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

Oral Presentation:

Students are expected to give one **5-10 minute** oral presentation analyzing one of the assigned readings for the week. Students should also prepare 2-3 questions on the reading to facilitate classroom discussion. We will discuss the dates of the presentations during the first class.

Work in Progress Presentation:

Students will give a **5-10 minute** presentation based on the topic for their Major Written Assignment (see below). The presentation should provide an introduction to some of the major issues or debates in the scholarly literature surrounding the topic and of the student's approach to the topic and how his or her work will make a contribution to the literature. **Students also submit a 1-2 page outline of their project that includes a short abstract of the paper and a preliminary thesis statement.** This should be submitted on CU Learn. This is an opportunity for students to gain valuable feedback from their peers on their ideas for their major written paper. Students should be prepared to answer questions that emerge in the discussion of their presentation. We will discuss the dates of the presentations during the first class.

Reading Analysis Papers:

The reading analysis papers will analyze all the readings for the week, discussing the authors' arguments and pinpointing major issues within the selected theme. Papers should not be merely descriptive, but analytical. Papers should critically engage with arguments in the literature and must develop an overall thesis argument. They should elaborate on and illuminate common themes that connect the readings while also attending to differences in an author's methodology or disciplinary approach. **Papers are due on or before the beginning of the class** in which the week's readings are discussed. Please note the due dates above by which you must hand your papers.

Major Written Assignment:

The major written assignment may take two forms: 1) Students may write a "traditional" research paper. This can be a paper that focuses in depth on an issue employing close analysis of primary sources and engaging with the secondary literature on the topic. 2) A second variant is to write a critical literature review paper based on secondary sources that engages in a critical discussion of the current scholarship on a particular issue. Further details on the major written assignments will be discussed in class.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. I encourage students to consult with me while preparing their essays.

Submission of Coursework:

All written assignments must be submitted using the electronic drop box in cuLearn. Unless a specific exception has been arranged, hardcopies of assignments or assignments sent per email will not be accepted. Comments and grades on assignments will be provided in the cuLearn grade book. Unless a medical (or equivalent) excuse is provided, late assignments will be penalized by two (2) percentage points per day (including weekends); assignments more than a week late will receive a mark of 0%.

The preferred citation format is Turabian/Chicago Manual of Style. Please use footnotes or endnotes rather than parenthetical citation.

IMPORTANT INFORMATION:

Considerate Use of Technology:

Laptops, tablets, and phones may only be used in the classroom for course-related activities, i.e. taking/consulting notes, viewing course readings or notes/powerpoint for oral presentations. Other uses (facebook, email, instagram, games, videos, writing grocery lists, doing your taxes, etc.) are distracting to everyone around you (and to you) and will not be tolerated. Students whose use of technology is distracting to other students or is having a negative impact on the classroom environment will be asked to turn off and put away their devices. If you don't think you will be able to resist other uses, give pen and paper a try. You may be surprised!

Email Communication:

Following university policy, the instructors will communicate by e-mail with students using university "cmail" e-mail addresses. If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to discuss matters with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or at the end of class.

Academic Integrity:

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research. Students are responsible for being aware of the University's Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy.

Any suspected violations of the academic integrity policy will be referred to the Director and then to the appropriate Dean for further investigation. Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University's Academic Integrity Policy is available at <https://carleton.ca/registrar/academic-integrity/> and the full policy at <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>.

Grading:

- To obtain credit in a course, students must complete all the course requirements for attendance, term work, and examinations.

- 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.

COURSE CALENDAR:

Please note that the instructor may make changes to the syllabus over the course of the semester.

Week 1, January 8 Introduction

Week 2, January 15 Approaching Migration, Religion, Identity

- Wimmer, Andreas and Nina Glick-Schiller, "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology." *The International Migration Review: IMR; New York* 37, no. 3 (Fall 2003): 576–610.
- Harzig, Cristiane and Dirk Hoerder, "Migrant Practices as a Challenge to Scholarship" in: *What is Migration History?* Cambridge: Polity 2009, 115-132.
- Malkki, Liisa H. "Refugees and Exile: From 'Refugee Studies' to the National Order of Things." *Annual Review of Anthropology* 24, no. 1 (October 1, 1995): 495–523.
- Levitt, Peggy. "'You Know, Abraham Was Really the First Immigrant': Religion and Transnational Migration." *The International Migration Review* 37, no. 3 (2003): 847–73.

Week 3, January 22 Conceptualizing Diasporas

- Safran, William. "Diasporas in Modern Societies." *Diaspora* 1, no. 1 (1991): 83-99.
- Clifford, James. "Diasporas." *Cultural Anthropology* 9, no. 3 (Aug. 1994): 302-344.
- Brubaker, Rogers. "The 'Diaspora' Diaspora." *Ethnic and Racial Studies* 28, no. 1 (Jan. 2005):1-19.
- Tölölyan, Khachig. "Diaspora Studies: Past, Present, and Promise." In *Routledge Handbook of Diaspora Studies*, edited by Robin Cohen and Carolin Fischer. London: Taylor and Francis, 2018, 22-30.

Week 4, January 29 Imperial and Post-Imperial Networks

*****Proposal Due*****

- Hansen, Thomas Blom. "Migration, Religion and Post-Imperial Formations." *Global Networks* 14, no. 3 (July 1, 2014): 273–90.
- Henig, David. "Crossing the Bosphorus: Connected Histories of 'Other' Muslims in the Post-Imperial Borderlands of Southeast Europe." *Comparative Studies in Society and History* 58, no. 4 (October 2016): 908–34.
- Davidson, Naomi. "'Brothers from South of the Mediterranean': Decolonizing the Jewish 'Family' during the Algerian War." *French Politics, Culture & Society* 33, no. 2 (June 1, 2015): 76–96.
- Buettner, Elizabeth. "'This Is Staffordshire Not Alabama': Racial Geographies of Commonwealth Immigration in Early 1960s Britain." *The Journal of Imperial and Commonwealth History* 42, no. 4 (August 8, 2014): 710–40.

Week 5, February 5 Diaspora between Religion and Nation

*****First Reading Analysis Due on or before this date*****

- Goossen, Benjamin W. *Chosen Nation: Mennonites and Germany in a Global Era*. Princeton: Princeton UP, 2017, 174-199.
- Pèrez, Michael Vicente. "Between Religion and Nationalism in the Palestinian Diaspora." *Nations and Nationalism* 20, no. 4 (2014): 801–20.
- Zerubavel, Yael. "Memory, the Rebirth of the Native, and the 'Hebrew Bedouin' Identity." *Social Research* 75, no. 1 (Spring 2008): 315–52.
- Roos, Julia. "An Afro-German Microhistory: Gender, Religion, and the Challenges of Diasporic Dwelling." *Central European History* 49, no. 2 (June 2016): 240–60.

Week 6, February 12 Reimagining Homelands

- Kobrin, Rebecca. "Rewriting the Diaspora: Images of Eastern Europe in the Bialystok Landsmanshaft Press, 1921–45." *Jewish Social Studies* 12, no. 3 (2006): 1-38.
- Mandel, Maud. "Diaspora, Nation, and Homeland among Survivors." In: *In The Aftermath of Genocide: Armenians and Jews in Twentieth-Century France*. Durham, NC: Duke University Press, 2003, 118-150.
- Auslander, Leora. "The Boundaries of Jewishness, or When Is a Cultural Practice Jewish?" *Journal of Modern Jewish Studies* 8, no. 1 (2009): 47–64.
- Sanders, Rita. *Staying at Home: Identities, Memories and Social Networks of Kazakhstani Germans*. New York: Berghahn Books, 2016, 1-4, 162-185, 225-234.

***** February 18-22 Winter Break *****

Week 7, February 26 Boundaries and Borders

- Zahra, Tara. "'Condemned to Rootlessness and Unable to Budge': Roma, Migration Panics, and Internment in the Habsburg Empire" *The American Historical Review* 122, no. 3 (June 1, 2017): 702–26.
- Mayblin, Lucy. "Colonialism, Decolonisation, and the Right to Be Human: Britain and the 1951 Geneva Convention on the Status of Refugees." *Journal of Historical Sociology* 27, no. 3 (September 1, 2014): 423–41.
- Bendixsen, Synnøve K. N. "The Refugee Crisis: Destabilizing and Restabilizing European Borders." *History and Anthropology* 27, no. 5 (October 19, 2016): 536–54.
- Rexhepi, Piro. "Arab Others at European Borders: Racializing Religion and Refugees along the Balkan Route." *Ethnic and Racial Studies* 41, no. 12 (September 26, 2018): 2215–34.

Week 8, March 5 Experiencing Displacement

- Liebelt, Claudia, Gabriele Shenar, and Pnina Werbner. "Migration, Diaspora, and Religious Pilgrimage in Comparative Perspective: Sacred Geographies and Ethical Landscapes." *Diaspora: A Journal of Transnational Studies* 19, no. 1 (December 4, 2016): 32–50.

- Mannik, Lynda. "Public and Private Photographs of Refugees: The Problem of Representation." *Visual Studies* 27, no. 3 (November 1, 2012): 262–76.
- Grossmann, Atina. "Remapping Relief and Rescue: Flight, Displacement, and International Aid for Jewish Refugees during World War II." *New German Critique* 39, no. 3 117 (September 21, 2012): 61–79.
- Geyer, Michael. "Virtue in Despair: A Family History from the Days of the Kindertransports." *History & Memory* 17, no. 1/2 (2005): 323–65.
- Miller, Jennifer A. "On Track for West Germany: Turkish 'Guest-Worker' Rail Transportation to West Germany in the Postwar Period." *German History* 30, no. 4 (2012): 550–73.

Week 9, March 12 Place-Making and Belonging

- Chin, Rita. "Muslim Women, Sexual Democracy, and the Defense of Freedom" in *The Crisis of Multiculturalism in Europe: A History*. Princeton: Princeton UP, 2017, 192-236
- Mandel, Ruth. "Reimagining Islams in Berlin," in *Cosmopolitan Anxieties: Turkish Challenges to Citizenship and Belonging in Germany* (Durham, NC: Duke UP, 2008), 248-292.
- Garbin, David. "Regrounding the Sacred: Transnational Religion, Place Making and the Politics of Diaspora among the Congolese in London and Atlanta." *Global Networks* 14, no. 3 (July 1, 2014): 363–82.
- Kranz, Dani. "Forget Israel—The Future Is in Berlin! Local Jews, Russian Immigrants, and Israeli Jews in Berlin and across Germany." *Shofar: An Interdisciplinary Journal of Jewish Studies* 34, no. 4 (October 7, 2016): 5–28
- Sahadeo, Jeff. "Soviet 'Blacks' and Place Making in Leningrad and Moscow." *Slavic Review* 71, no. 2 (2012): 331–58.

Week 10, March 19 Returns, Homecomings?

*****Second Reading Analysis Due on or before this date*****

- Buchanan, Ryan. "Transcending Return: The Experience of Making Home in the Republic of Georgia." In *Post-Soviet Migration and Diasporas: From Global Perspectives to Everyday Practices*, edited by Milana Nikolko and David Carment. Palgrave Macmillan, 2017, 97-110.
- King, Russell, and Anastasia Christou. "Cultural Geographies of Counter-Diasporic Migration: Perspectives from the Study of Second-Generation 'Returnees' to Greece." *Population, Space and Place* 16, no. 2 (March 1, 2010): 103–19.
- Rogozen-Soltar, Mikaela. "'We Suffered in Our Bones Just like Them': Comparing Migrations at the Margins of Europe." *Comparative Studies in Society and History* 58, no. 4 (October 2016): 880–907.
- Werbner, Prina. "Mothers and Daughters in Historical Perspective: Home, Identity and Double Consciousness in British Pakistanis' Migration and Return." *Journal of Historical Sociology* 26, no. 1 (March 1, 2013): 41–61.

Week 11, March 26 Intersections of Difficult Pasts

- Varnava, Andrekos, and Trevor Harris. "'It Is Quite Impossible to Receive Them': Saving the Musa Dagh Refugees and the Imperialism of European Humanitarianism," *The Journal of Modern History* 90 (December 2018): 834–862.

- Joskowicz, Ari. "Separate Suffering, Shared Archives: Jewish and Romani Histories of Nazi Persecution." *History & Memory* 28, no. 1 (March 16, 2016): 110–40.
- Himka, John-Paul. "A Central European Diaspora Under the Shadow of World War II: The Galician Ukrainians in North America." *Austrian History Yearbook* 37 (2006): 17–31.
- Rothberg, Michael, and Yasemin Yildiz. "Memory Citizenship: Migrant Archives of Holocaust Remembrance in Contemporary Germany." *Parallax* 17, no. 4 (November 1, 2011): 32–48.

Week 12, April 2 Heritage and Commemorative Work

- Demshuk, Andrew. "Reinscribing Schlesien as Śląsk: Memory and Mythology in a Postwar German-Polish Borderland." *History & Memory* 24, no. 1 (Spring/Summer 2012): 39–86.
- Khanenko-Friesen, Natalia. *Ukrainian Otherlands: Diaspora, Homeland, and Folk Imagination in the Twentieth Century*. Madison: University of Wisconsin Press, 2016, 155-183.
- Darieva, Tsypylma. "Rethinking Homecoming: Diasporic Cosmopolitanism in Post-Soviet Armenia." *Ethnic and Racial Studies* 34, no. 3 (March 1, 2011): 490–508.
- Ruethers, Monica. "Jewish Spaces and Gypsy Spaces in the Cultural Topographies of a New Europe: Heritage Re-Enactment as Political Folklore." *European Review of History: Revue Européenne d'histoire* 20, no. 4 (August 1, 2013): 671–95.

Week 13, April 9 * Final Paper Due *****



University Regulations for All Humanities Courses

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.

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found [here](#).

Academic Accommodation Policy

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System](#)

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).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and **in all cases this must occur no later than three (3.0) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. More information is available [in the calendar](#).

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online to the Registrar's Office no later than **three working days** after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the 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 [forms and fees page](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to the [Registrar's Office](#).

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [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. [More information](#)

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI and SAST Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)