

**RELI 2230A “Global Christianity” (Winter Term)**

**Lecture Course** (“in-person” delivery): Tues/Thurs 10:05-11:25 in 417 Southam Hall

**Instructor:** Prof. Johannes C. Wolfart ([johannes\\_wolfart@carleton.ca](mailto:johannes_wolfart@carleton.ca))

**Course objectives:** to gain a basic understanding and overview of Christianity as a global religion. The basic approach is historical (since circa 1900 to the present) and humanistic (i.e., religion is approached as a human phenomenon). This approach is different from that commonly pursued via either the confessional paradigm of “church history” or the ecumenical theological paradigm of “world Christianity.” In this course, a shared understanding of global Christianity will be pursued via the themes of “scale” and “diversity” of experience, as well as the dynamics of distribution, especially “mobility.”

**Course requirements:** this course presupposes – in addition to the requirements of Carleton University, including advanced ability in our language of instruction – an attitude of intellectual openness towards all aspects of the subject. Attendance at lectures is also absolutely necessary for your success. Additionally, students should expect at least one hour of preparation and/or work time for every in-class hour (total time commitment: 6-10 hours per week). You will need inter-net access (to use Brightspace, Ares, and other online resources). Finally, you will need access to the course textbook (see below).

**Learning Outcomes** (including "religion course learning outcomes" common to 2000-level RELI courses):

Upon completion of this course, students should:

- 1.... be able to employ some of the methods of the academic study of religion, including methodological atheism and the ability to differentiate between advocacy and the critical study of religion.
- 2.... be able to describe key aspects of a major world religion in their local and global contexts.
- 3.... be able to examine characteristic features and experiences of religious people in a global environment.
- 4.... be able to describe the integral role of religion as a category helping to shape cultures, identities, political systems, and public life.
5. ... be able to understand terminology native to (in this case) Christianity as well as to the academic study of religions.
6. ...be able to understand the historical development, basic data, and disciplinary vocabulary associated with the religion(s) studied in this course.
7. ...be able to distinguish different methods of increasing knowledge in the field of the study of religion, including historical and social scientific.

**An important note:** 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 syllabus, PowerPoint presentations, materials available via Brightspace (discussion forums, quizzes, examination preparation guides) and any other materials made available to you through this course, 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. Reproduction or distribution of lecture notes and course materials for commercial or non-commercial purposes without express written consent from the copyright holder(s) is not permitted.

Finally, consider that this course will be managed in accordance with the Teaching Regulations and Procedures 2022-23 of the Faculty of Arts and Social Sciences and the Faculty of Public Affairs (<https://carleton.ca/FASS-FPA-teaching-regulations/>). Please see, especially, the guidelines on academic integrity (<https://carleton.ca/FASS-FPA-teaching-regulations/academic-integrity-and-academic-offences/>). Please note that the same rules apply to in-class quizzes and tests as for examinations: if I have any reasons to suspect cheating, you will be subjected to a very unpleasant process of investigation and discipline by the Office of the Dean.

**Textbook:** Douglas Jacobsen, *The World's Christians: Who they are, Where they are, and How They got There*, First Edition (Wiley-Blackwell, 2011) [ISBN 9781405188876]. This is a comprehensive introduction to the subject. For some topics we will rely on the textbook as required reading; for others, I would still recommend it as good preparation and as a companion book. Octopus Books (Third Avenue at Bank Street) still has copies of the first edition, which they are making available at a very reasonable price, but the book should be easily obtainable from a variety of other sources. N.B. there is now a second edition to this textbook, but it is not substantially different from the first and so is not worth the extra cost.

**Basic course schedule and evaluation:** This course is organized into 12 weekly modules and is scheduled for delivery in two meetings of the class. Normally, I will lecture on the Tuesdays and will invite less formal, interactive discussion on the Thursdays. Each module will conclude with a timed quiz at the end of each Thursday session. Your best 8 quiz marks will be worth 40% of your final mark in this course. A final exam (scheduled by examination services) will comprise the other 60%.

**Module 1 (10/12 January):**

“How the course will work...”

- describing Global Christianity...in terms of scale, diversity and mobility.
- defining “Global Christianity.” How is it different from confessional “Church History” and even from “World Christianity”?
- QUIZ on module 1 at 11:00am on 12 January.

**Preparatory Resources:**

- Charles and Ray Eames, “Powers of Ten”  
<https://www.eamesoffice.com/the-work/powers-of-ten/>
- “Core Principles” of Harvard Divinity School’s program in “Religion and Public Life”  
<https://rpl.hds.harvard.edu/what-we-do/our-approach/core-principles>
- Interview with Dana Robert on World Christianity and Global Christianities

<https://www.bu.edu/cgcm/files/2019/07/Ecumenical-Trends-June-2019-1.pdf>

**Module 2 (17/19 January):**

“A quantitative approach to the whole...”

- gross numbers, basic distribution, recent trends.
- data for global Christianity--why it is difficult to obtain.
- some advantages to the Pew data and its presentation.
- Quiz on module 2 at 11:00am on Thursday 19 January.

Preparatory Resources:

• Pew Research Centre “Global Christianity: A Report on the Size and Distribution of the World’s Christians” (December 2011)

<https://www.pewforum.org/2011/12/19/global-christianity-exec/>

Take the Quiz! <https://www.pewforum.org/quiz/global-christianity/>

**Module 3 (24/26 January):**

“Varieties of Christianity I: Orthodox and Catholic Christianity”

- schism and the tendency towards exclusive self-definition
- creeds and confessions; the problem of “belief” in scholarship
- “confessionalism”, “denominationalism”, “voluntarism”
- some basic criteria for the classification of Christianities: ecclesiology and soteriology
- Quiz on module 3 at 11:00am on Thursday 26 January

Preparatory Resources:

• Jacobsen, Chs.1 and 2 (pp. 13-37)

• Pew Research Center, “Orthodox Christianity in the 21<sup>st</sup> Century” (November 2017)

<https://www.pewforum.org/2017/11/08/orthodox-christianity-in-the-21st-century/>

• Interview with a 21<sup>st</sup> century icon painter.

<https://orthodoxartsjournal.org/contemporary-byzantine-painting/>

**Module 4 (31 January/2 February):**

“Varieties of Christianity II: “mainline” Protestant Christianity”

- ecclesiology and soteriological similarities and differences
- the Christian sense of “history” and “tradition”
- some global numbers
- Quiz on module 4 at 11:00am on Thursday 2 February

Preparatory Resources:

• Jacobsen, Ch. 3 (pp. 38-49)

• Pew Research Center, “500 Years After the Reformation, 5 Facts about Protestants around the World”

<https://www.pewresearch.org/fact-tank/2017/10/27/500-years-after-the-reformation-5-facts-about-protestants-around-the-world/>

**Module 5 (7/9 February):**

“Varieties of Christianity III: Pentecostal-Charismatic Christianity”

- historical overview; basic ecclesiology and soteriology
- one movement or many?
- the persistence of stereotypes; the concept of sub-culture
- Quiz on module 5 at 11am on Thursday 9 February

Preparatory Resources:

- Jacobsen, Ch. 4 (pp. 50-66)
- “Holy Ghost People” (Peter Adair, dir.)  
[https://archive.org/details/HolyGhostPeople\\_201403](https://archive.org/details/HolyGhostPeople_201403)

**Module 6 (14/16 February):**

“A Different Approach to the Varieties of Christianity: Continental patterns”

- Africa (especially Sub-Saharan Africa)
- Latin America (historical and recent developments)
- Asia (the examples of the Philippines and India)
- “indigenization”; Christian minorities and majorities
- Quiz on module 6 at 11:00am on Thursday 16 February

Preparatory Resources:

- Jacobsen, Ch. 9 (pp. 155-179)
- <https://prayertoweronline.org>
- compare: <https://www.gfa.ca/about/kpyohannan/>
- <https://www.catholicsandcultures.org/philippines-holy-week-takes-penitential-tone>
- compare: <https://www.youtube.com/watch?v=Ai21Dqm5jZI>

**Module 7 (28 February/2 March):**

“Christian global mobility I: The case of the Mennonites”

- Anabaptist history and identity
- Persecution and diaspora
- rethinking “minority” Christianity; “sub-culture” redux
- Where are they now? (Globally speaking)
- Quiz on module 7 at 11:00am on Thursday 9 March

Preparatory Resources:

- Mennonite Historical Society of Canada.  
<https://mhsc.ca/index.php?content=https://mhsc.ca/mennos/history.html>
- Mennonite World Conference statistics  
<https://mwc-cmm.org/world-map-and-statistics>
- DW documentary on Old Order Mennonites.  
[https://www.youtube.com/watch?v=Pt\\_XU4W4DBA](https://www.youtube.com/watch?v=Pt_XU4W4DBA)

**Module 8 (7/9 March):**

“Christian mobility II: Ethno-Christian diaspora groups in Ottawa”

- Coptic history and identity
- Egypt and Ethiopia–recent political developments
- the situation in Ottawa
- Quiz on module 8 at 11:00am on Thursday 9 March

Preparatory Resources:

- Saad Michael Saad, “The Modern Period: An Era of Trials, Tribulations and Triumphs” in: Lois M. Farag, ed., *The Coptic Christian Heritage* (Routledge, 2014), 87-102.

**Module 9(14/16 March):**

“Christian mobility III: ‘Reverse Missionaries’!?”

- what does it mean?
- how is it significant (especially from the point of view of “Global Christianity”)?
- how significant is it? (Including as an ideologically "loaded" term)
- Quiz on module 9 at 11:00am on Thursday 16 March.

Preparatory Resources:

• J. Kwabena Asamoah-Gyadu, “African Initiated Christianity in Eastern Europe: Church of ‘The Embassy of God’ in Ukraine,” *International Bulletin of Missionary Research* 30.2 (2006), 73-75.

- <http://www.pbs.org/wnet/religionandethics/2010/01/08/january-8-2010-reverse-missionaries/5359/>

**Module 10(21/23 March):**

“Christian Institutions with Global Intent and Reach”

- Example 1: The World Council of Churches
- Example 2: The World Anglican Communion
- Example 3: The Mennonite Central Committee
- Quiz on module 10 at 11:00am on Wednesday 23 March.

Preparatory Resources:

- <http://www.oikoumene.org/en/>
- <http://www.anglicancommunion.org/>
- <http://mcccanada.ca/>
- Andrew P. Klager, “From Victimization to Empathetic Solidarity: Peace-building and Human Rights in Anabaptist-Mennonite Origins,” *Journal of Mennonite Studies* 32 (2014), 51-64.

**Module 11(28/30 March):**

“Global Christianity and global pandemic”

- historical antecedents for the transformation of Christianity via disease
- some large-scale responses and official positions (e.g., the Vatican)
- some small-scale responses (e.g., here in Ottawa)
- Christianity and “anti-vaxxing” (e.g., in the USA and Brazil...and in Ottawa).

- Quiz on module 11 at 11:00am on Thursday 30 March.

Preparatory Resources: TBA

**Module 12(4/6 April):**

“The Next Christianity?”

- global trends and shifts
- prediction, “future history,” and theological hope
- Quiz on module 12 at 11am on Thursday 6 April

Preparatory Resource:

- Philip Jenkins, “The Next Christianity,” *The Atlantic Monthly* (October 2002), n.p. see at <https://www.theatlantic.com/magazine/archive/2002/10/the-next-christianity/302591/F>

**Final Scheduled Class Meeting (11 April) Exam Prep Session**



# Humanities

## University Regulations for All College of the Humanities Courses

### 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.

### Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [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.

### 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 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;
- 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.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

[Academic Integrity Process](#)

## Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

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.

### 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](#).

### Requests for 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 me 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me 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 [click here](#).

**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](mailto: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 where 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:

<https://carleton.ca/equity/sexual-assault-support-services>

### **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 will be provided to students who compete or perform at the national or international level. Write to me 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 can be found [here](#). 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.

## **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 illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. 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) 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. 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 illness or injury for a significant period of time/or long term, 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 accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation 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 of deferred Term Work](#)

## 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.

The application for a deferral must:

1. be made in writing 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 [here](#).

[More information on Final Exam Deferrals](#)  
[Registrar's Office "Defer an Exam" page](#)

## 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.

## Student Mental Health

As a University 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. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

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

## **Statement on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

## Department Contact Information

*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)