

RELI 2710 Winter Term
The College of the Humanities

RELI 2710 Maccabees to Muhammad

Wednesdays and Fridays 11.35—12:55 *in-person only

Dr. Timothy Pettipiece

Course Email: Timothy.Pettipiece@carleton.ca

COURSE DESCRIPTION

Building on material learned during the Fall term, this continuation of RELI 2710 will trace the development of diverse forms of early Christianity within both the Roman and Persian empires, paying special attention to the Christological controversies and the rise of monasticism. Following this, we will examine the 7th century emergence of Islam and the complex interactions between the Abrahamic traditions leading up to the Crusades. This course will be taught from a non-confessional, **historical-critical** perspective, that will seek to understand and interpret the development and interrelationship of Judaism, Christianity, and Islam during the late antique and early medieval periods. As with the Fall term, students will be expected to engage with primary texts critically, to appreciate the diversity of opinions within and across traditions, and to situate them in the broad socio-historical context that shaped them. *NB: We will not shy away from asking difficult and sometimes controversial questions about the historical development of these very influential religious traditions, as many issues are still fiercely debated by scholars.*

LEARNING OUTCOMES

- Students will hone their ability to read primary sources closely and critically
- Students will place textual sources in broad historical and cultural context
- Students will engage with current trends in research
- Students will write a research paper on a clearly defined topic

EVALUATION

Reader Reports	10%	(see below)
Midterm	25%	(Brightspace March 1 st -8 th)
Term Paper	40%	(due April 12 / see guidelines below)
Final Exam	25%	(TBD)

COMMUNICATION

You can contact me about course related issues or subject matter via email (see above), and I will do my best to respond within 24 hours during weekdays, 48 hours during weekends. I am also available for regular office hours (Wednesdays and Fridays 10:00-11:30) or by appointment.

HOW TO SUCCEED IN THIS CLASS

There is no formula to earn an A, but university courses require students to be self-motivated without artificial incentives that reward simple class attendance. If you want to get the most out of this class and succeed, then you must make a serious effort to keep up with the weekly readings, attend as much as possible, and engage with course material. This is not an independent reading course or self-directed study.

LECTURES TOPICS		READINGS (*on Brightspace)	DATE *approximate
Jan 11	Course Intro: Religion in Late Antiquity*	n/a	
Jan 13	Reason and Revelation I: Clement and Tertullian	Tertullian, <i>Letter to Scapula</i>	3 rd cent.
Jan 18	Pagans and Christians I: Origen and Plotinus	Origen, <i>On First Principles (preface)</i>	3 rd cent.
Jan 20	Religion and Empire I: Sassanian Persia	<i>Acts of the Persian Martyrs</i>	3 rd cent.
Jan 25	Religion and Empire II: Imperial Rome	Julian, <i>Letters on Religion</i>	4 th cent.
Jan 27	Pagans and Christians II: Symmachus and Ambrose	Jerome, <i>Life of Paul the First Hermit</i>	4 th cent.
Feb 1	Spirit and Flesh: Ascetic Movement	Jerome, <i>Letter to Eustochium</i>	4 th cent.
Feb 3	Controversies and Creeds I: The Road to Nicaea	Arius and Alexander	4 th cent.
Feb 8	Controversies and Creeds II: Crisis at Chalcedon	Nestorius and Cyril	5 th cent.
Feb 10	Churches of the East	Ephrem / Jacob of Serugh	5 th cent.
Feb 15	Churches of the West	Paulinus of Nola, <i>Poem 10</i>	5 th cent.
Feb 17	Babylonian Talmud (*Prof. Kim Stratton)	Talmud (selections)	6 th cent.
<u>break</u>			
Mar 1	Historical Background: Sixth Century	<i>Legend of Mar Qardagh</i>	6 th cent.
Mar 3	Life of Muhammad	<i>Sirat Rasul Allah (selection)</i>	7 th cent.
Mar 8	Call of the Qur'an I:	<i>Surah I (Opening) / Surah II (The Cow)</i>	7 th cent.
Mar 10	Call of the Qur'an II:	<i>Surah III (House of Imran)</i>	7 th cent.
Mar 15	Religion and Empire III: Islamic Conquests	Apocalypse of Pseudo-Methodius	7 th cent.
Mar 17	Religion and Empire IV: Abbasid Revolution	Masudi, <i>Meadows of Gold (selection)</i>	8 th cent.
Mar 22	Scripture and Tradition: Tafsir	Tabari, <i>Histories (On Adam and Iblis)</i>	9 th cent.
Mar 24	Mystical Traditions I: Early Sufism	'Attar, <i>Life of Rabia</i>	9 th cent.
Mar 29	Reason and Revelation II: Saadia	Saadia, <i>Book of Doctrines and Beliefs</i>	10 th cent.
Mar 31	Crusades: Christian and Muslim Perspectives	Selected Documents	11 th cent.
Apr 5	Mystical Traditions II: Bernard of Clairvaux	Bernard of Clairvaux, <i>On the Love of God</i>	11 th cent.
Apr 12	Reason and Revelation III: Ghazali and Ibn Rushd	Ghazali, <i>On the 99 Names of God</i>	12 th cent.

*Like most religious literature, the assigned primary source readings are often unfamiliar and difficult. Analyzing them can be challenging and rewarding. You are strongly advised to read the assigned text before class, so that you might get the most out of the context and commentary presented. Any slides used during lecture will be posted on Brightspace, but lecture notes will not be shared.

READER REPORT INSTRUCTIONS (10%)

You may submit up to 10 “Reader Reports” on assigned readings (each worth 1%). Each Reader Report should be no longer than 1 page (single-spaced) and must contain the following elements:

- Summary: a brief 1-2 paragraph summary of the assigned reading;
- Key Points / Passages: (Minimum two) key points - citations of a line or two from the reading (including page #s) that you found particularly puzzling, instructive, provocative, or surprising
- Questions: two questions you have about the reading
- Name and student number.

To receive credit, a hard copy of your typed Reader Report must be printed out and brought with you to class. They will be handed in at the end of the class. Neither hand-written copies, nor electronic copies submitted either before class, or after the class has ended, will be accepted.

TERM PAPER (Due Dec 12 / 10 pages / 40%)

Students are required to submit a 10-page research paper on a clearly defined topic of their choosing, based on the following guidelines.

How to choose your topic?

This can be difficult, but it's important to select a topic that is going to sustain your interest over the course of your research and writing process. Start by thinking of the sorts of things you're normally interested in (academically or otherwise)—history, philosophy, poetry, music, economics, warfare, people, politics, religion, sexuality, art, languages, communication? Then brainstorm about any aspects of the course material that might intersect with these issues. Once you have a vague or specific idea, let me know so I can help you move forward to the research stage. Please note that you are beginning the assignment by selecting a research topic or question, not by formulating a thesis or argument.

Finding Sources

Fortunately, there are 3 university libraries in Ottawa (Carleton, Ottawa, and Saint Paul) (Note: Saint Paul doesn't allow books to be checked out so plan to do your reading on-site). Added to these are the many databases of academic journal articles, such as JSTOR. You also have the ability to request material through inter-library loan—a wonderful and underused resource. Encyclopaedias and generic websites such as Wikipedia may help get you started, but they should never be cited as sources for your paper!

Taking Notes

The key to a good paper is a good note-taking strategy. As you read through your source material, make note of anything that might be useful or interesting for your paper. You'll likely have more than you need, but that's okay. Make sure you clearly indicate the author and page number. I tend to number my notes for easy reference later. Once you've gone through all your books/articles, etc., you can organize your notes into categories and begin structuring your paper. Avoid doing simultaneous research and writing. Research first, then write!

Time Management

Time management is one of the most important skills in university and in life! When you are in the work-world your supervisor or manager won't respond favorably to missed deadlines. Plus, saying you had too many other tasks or personal issues may not help. Regardless of what you're studying, a good work ethic and the ability to submit work on-time will prove invaluable. You know from the start of term how many papers and assignments you have. So plan your research and writing time accordingly!

Thesis or Synthesis?

Your paper doesn't necessarily have to “prove” or “disprove” anything, although you do have to think critically and examine your source material carefully. Your paper should show that you've understood the material, reflected upon it, and can discuss it in a clear and coherent manner. At the undergraduate level, no one is expecting you to do ground-breaking or original research. Most scholars toil for years before they have something truly original to say. Besides, this is what graduate students are supposed to do. Your job

is take a large and unfamiliar chunk of information and synthesize it. Given the massive amounts of information being produced on a daily basis, this too is a very important and transferable skill.

Not all information is created equal

We live in an age with unprecedented access to massive amounts of information, especially by means of the web. Most of this information, however, has not been filtered through the informed opinion of trained experts. Much of it does not need to be, but if you are writing an academic paper, information from an amateur blog or YouTube video is (for the most part) not even remotely as credible as information from a peer-reviewed journal or academic publisher. Now more than ever we require critical thinking skills to sift through this avalanche of information.

Proof-Reading Makes Perfect

Even a single proof-read of your paper will help you avoid making simple grammatical, spelling, and punctuation mistakes that will otherwise seriously damage the credibility of your paper. By the way, if you didn't flinch at reading the previous heading, proof-read your paper twice!

EVALUATION CRITERIA AND DEFINITIONS

**The following criteria will be used to evaluate written assignments*

Length: at least 10 pages of essay text (double spaced), not including title page or works cited

Presentation: typed, double-spaced, 12-point font, standard margins

Style: proper grammar, spelling, and syntax

Documentation: required number of academic sources consulted (at least 10 books and/or articles!)

Referencing: *consistent* use of an accepted referencing style (Chicago)

Organization: information is structured and presented in clear and readable manner

Comprehension / Analysis: source material has been understood and reflection upon

NB: Papers must be submitted in .pdf format via Brightspace by the end of day on Dec 12. Late papers will receive a 5% deduction per day. No work will be accepted after the examination period unless a deferral has been granted.

GRADING RUBRIC

A+ Extraordinary work: greatly exceeds the requirements of a second-year paper. Rarely awarded.

A Excellent work: very insightful analysis; clear and highly structured; moves beyond the ideas and topics presented in lecture; free of any typographical or grammatical errors.

A-/ B+ Very strong work: insightful and clear, but in need of clarification, revision, or proofreading.

B/B- Good work: a solid understanding of the course material, but requires more significant revision, clarification, or proofreading

C+/C/C- Average to poor work: lacks a clear focus and requires extensive revision, clarification, or proofreading

D/F Unacceptable or non-existent work.

GRADING POLICY

Grades in the course are earned, not negotiated, and are based on the criteria articulated above. As a rule, I do not "curve" grades, although grades of .5 are rounded up. Also, I do not offer extra credit or "do-over" assignments. Calculation errors do occasionally occur and can be easily corrected. Feel free to bring these to my attention. However, please do not try to pressure or guilt me into increasing your grade based on your scholarship status or future plans.

PLAGIARISM

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.

OTHER INFORMATION

Statement on 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.

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 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>



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.

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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.

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[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

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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 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.

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<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:

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Carleton Resources:

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- 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/>
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- 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.

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