

Carleton University

Fall, 2022

**College of the Humanities  
Religion Program: RELI 2840A**

**Astronomies and Cosmologies of the Ancient Near East**

**Professor:** Dr. Andrea D. Lobel

**Email:** Andrea.Lobel@carleton.ca

**Class times:** Mon/Wed, 18:05-19:25pm

**Class location:** Online synchronous, Zoom

**Office hours:** TBA

(link to be provided on Brightspace)

**Course Description**

The skies and related natural phenomena such as the weather and astronomical events were of critical importance throughout the ancient world. Indeed, we note the importance of the skies in texts from the ancient Near East, dealing with matters such as timekeeping and calendar (e.g., the marking of the agricultural seasons), as well as celestial divination and deities associated with the sun, moon, planets and stars.

This course will first introduce students to the field of cultural astronomy, as well as ancient Near Eastern astronomies, and basic astronomical concepts. Next, we will survey the astronomies, religious cosmologies, calendrics, cosmogonies (creation myths), and astral deities of ancient Egypt, Babylonia and Ugarit. Finally, we will turn to the examination of creation, and related celestial motifs in the Hebrew Bible, and to the scholarly debate regarding the existence and nature of celestial imagery in ancient Israel. All readings will be in their English translations. No knowledge of ancient languages is necessary. Scientific and mathematical preparation are not required to be successful in this course.

**REQUIRED TEXTS**

- 1) All texts available on ARES, via the Carleton University Library

**EVALUATION**

1. Short reflective paper on the following topic (please answer all questions): *What do you already know about astronomy and cosmology (ancient and/or contemporary)? Have you had any notable experiences viewing the night sky? If so, what were they like for you? What are you most hoping to learn in this class?* (700-1000 words; no citations or bibliography required unless the work of another is referred to.): **Due: September 28, 5 pm on Brightspace (10%)**

2. Final synthetic term paper or creative assignment (1800-2000 words; TBA for creative assignment). **Due: December 7, 5 pm, via Brightspace.** Details TBA. **(40%)**
3. December final exam on Brightspace: **Date TBA, to be set by Exam Services (30%)**
4. In-class presentation (~9-10 minutes, with time for questions and discussion) summarizing one of the readings on this course outline for the class (details TBA)\* **(10%)**
5. Attendance in synchronous Zoom classes **(10%)**

## **ON KEEPING UP WITH READINGS AND ASSIGNMENTS**

This is a synchronous course. The lectures will be given on Zoom.

To be successful in this course, regular attendance, and keeping up with the assigned readings, viewing, and listening are critical.

## **POLICY ON LATE ASSIGNMENTS**

- All work is due on the stated due dates.
- Extensions will be granted in serious circumstances (e.g., illness, family illness or emergency)
- The late penalty is 2% of the assignment mark per day of lateness.

## **WHAT SHOULD YOU DO IF YOU FIND YOURSELF MISSING DEADLINES OR FALLING BEHIND**

Send me an email as soon as you can, and we can arrange an office hour/time to talk via Zoom or phone. I'll always do what I can to help you catch up.

## **ACCOMMODATIONS AND THE PAUL MENTON CENTRE**

Should you require accommodations for a disability or other health condition, and have not already made arrangements with the Paul Menton Centre for Students with Disabilities, please be sure to contact them as soon as possible at 613-520-6608 or via email at [pmc@carleton.ca](mailto:pmc@carleton.ca). (Visit their web site at: <https://carleton.ca/pmc/>) I will work with them to ensure that you receive the accommodations you require throughout the academic year.

## **A NOTE ON STUDENT WELL-BEING**

As my student, your well-being is important to me. University can be stressful, and part of the job of being your professor is responding to you as a whole person, not just as a student working to earn marks. And of course, the current coronavirus pandemic has been stressful and isolating for many, adding to these difficulties to varying degrees.

Here are some recommendations to help you make the academic year a smoother one:

Take care of yourself. Do what you can to maintain a healthy lifestyle this semester by eating well and exercising, avoiding illegal drugs, avoiding or minimizing alcohol, getting enough sleep, and taking some time to relax.

Meditation and yoga may also be useful. This will help you better achieve your academic goals, and to cope with stress.

None of us is immune to life's challenges. If you find yourself feeling stressed, you are far from alone! There are many useful resources available on campus, and an important part of the university experience is learning how to ask for help. If you or anyone you know experiences academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support sooner rather than later. Visit <https://carleton.ca/wellness/> to access useful resources both here at Carleton University and off-campus. As well, please consider reaching out to a friend, faculty or family member you trust for additional support.

## **COVID PRECAUTIONS**

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 must follow Carleton's symptom reporting protocols.

Masks: Carleton has paused the COVID-19 Mask Policy, but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, 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.

## LEARNING OUTCOMES

By the completion of this course, students will

- Have gained an appreciation for ancient perceptions of the sky and astronomical objects, and their associations with astral mythologies, celestial imagery, themes, and deities, in the Near East in religious texts, and an awareness of their mythological and cultural contexts
- Understand basic astronomical concepts that were relevant to ancient sky watchers, including solar eclipses, the seasons, moon phases, and the heliacal rising and setting of various heavenly bodies
- Be familiar with a number of cosmogonic (creation) myths from the ancient Near East
- Think, reflect, and write critically, at a second-year university level, about the topics and themes examined in the lectures and assigned materials
- Summarize a long article in a coherent synopsis or abstract
- Construct an argument and support it with evidence
- Work well with primary and secondary sources, and be able to recognize and properly cite acceptable academic sources for the study of religion
- Demonstrate second-year undergraduate-level research skills and the use of Chicago style
- Recognize personal situated-ness and personal bias in confronting religious phenomena
- Understand and discuss the theoretical frameworks taught in the course
- Recognize and use key theoretical religion and archaeoastronomy concepts and terminology covered in the lectures and readings
- Present orally on a topic in front of an audience (online)

## CLASS DATES AND ASSIGNED READINGS

### Course Schedule

Class	Date	Topic
1	September 7	<u>Introduction: Overview and Goals</u>

Please view before the first lecture:

<https://bit.ly/3AuvaIx>

*Cultural Astronomy: The Importance of Starry Night Skies for People Across Time & Place*

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September 12

Cultural AstronomyReadings

Krupp, E.C. 2000. "Sky Tales and Why We Tell Them". In Helaine Selin, Ed. *Astronomy Across Cultures: The History of Non-Western Astronomy*. Dordrecht, Boston and London: Kluwer Academic Publishers, 1-30.

North, John. 1995. "Prehistory". In *The Norton History of Astronomy and Cosmology*. New York and Leiden: W.W. Norton & Company, 1-6.

Robbins, Lawrence H. 2000. "Astronomy and Prehistory". In Helaine Selin, Ed. *Astronomy Across Cultures: The History of Non-Western Astronomy*. Dordrecht, Boston and London: Kluwer Academic Publishers, 31-52.

Ruggles, Clive L.N. and Saunders, Nicholas J. 1993. "The Study of Cultural Astronomy". In *Astronomies and Cultures*. Niwot, Colorado: The University Press of Colorado, 1-31.

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September 14

Cultural Astronomy; Ancient Near Eastern AstronomyReadings

Evans, James. 1998. "The Birth of Astronomy". In *The History and Practice of Ancient Astronomy*. New York & Oxford: Oxford University Press, 3-17.

Schaefer, Bradley E. 2005. "Astronomical Omens". In John W. Fountain and Rolf M. Sinclair, Eds. *Current Studies in Archaeoastronomy: Conversations Across Time and Space*. Durham, North Carolina: Carolina Academic Press, 37-45.

Whitehouse, David. 2005. "The Shape of Truth". In *The Sun: A Biography*. Chichester, England: John Wiley & Sons, Ltd., 25-32.

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September 19

Introduction to naked-eye astronomy and astronomical conceptsReadings (Please read 3 of these prior to class):

Bennett, Jeffrey. 2001. "What Does the Universe Look Like?" In *On The Cosmic Horizon: Ten Great Mysteries for Third Millennium Astronomy*. United States: Addison Wesley Longman, 37-57.

Comins, Neil F. and Kaufmann, William J III. 2000. "Discovering the Night Sky". In *Discovering the Universe*. Fifth Edition. New York: W.H. Freeman and Company, 14-37.

Cornelius, Geoffrey. 1997. *The Starlore Handbook: An Essential Guide to the Night Sky*. San Francisco: Chronicle Books, 9-35.

Harrington, Philip S. 2003. "Your Passport to the Stars". In *Star Watch: The Amateur Astronomer's Guide to Finding, Observing, and Learning about Over 125 Celestial Objects*. New Jersey: John Wiley & Sons, 1-22.

Ridpath, Ian. 1998. "Introducing the Night Sky". In *The Pocket Guide to Astronomy*. Hong Kong: Parkgate Books, 7-21.

Pasachoff, Jay M. 2000. "Coordinates, Time, and Calendars". In *A Field Guide to the Stars and Planets*. Fourth Edition. Boston and New York: Houghton Mifflin Company, 495-502.

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September 21

Astronomy, cont'd; 3 questions due

Readings (Please read 3 of these prior to class):

Levy, David H. 2001. "Special Events: 'Solar Eclipses', 'Lunar Eclipses', and 'Lunar Occultations'". David Levy's Guide to the Night Sky. Cambridge: Cambridge University Press, 285-307.

Guillermier, Pierre and Koutchmy, Serge. 1999. "Historical Eclipses and Discoveries". (Selection). In *Total Eclipses: Science, Observations, Myths and Legends*. Chichester: Springer-Verlag/Praxis Publishing, 82-94.

Zirker, J.B. 1995. "Eclipses Explained". In *Total Eclipses of the Sun*. Princeton, New Jersey: Princeton University Press, 28-40.

Littmann, Mark, Willcox, Ken, and Espenak, Fred. 1999. "Eclipses in Mythology". In *Totality: Eclipses of the Sun*. New York and Oxford: Oxford University Press, 38-46.

Pasachoff, Jay M. 2000. "Meteors and Meteor Showers". In *A Field Guide to the Stars and Planets*. Fourth Edition. Boston and New York: Houghton Mifflin Company, 467-473.

Enright, Leo. 1999. *The Beginner's Observing Guide*. Toronto: The Royal Astronomical Society of Canada, 116-135. *Selections on Meteors and Meteor Showers, The Aurora, Comets, The Zodiacal Light, and Observing the Sun Safely*

**Monday, September 26, Rosh Hashanah – No class**

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September 28

Sacred spaces, Sacred Times:  
Cosmographies, cosmogonies,  
cosmologies, and calendars of the  
ancient Near East

Readings (Please read 3 of these prior to class):

Clifford, Richard J. 1994. "The Concept of Creation". In *Creation Accounts in the Ancient Near East and in the Bible*. Washington, D.C.: The Catholic Biblical Association of America, 1-10.

Collins, John J. 2004. "Cosmology: Time and History". In Sarah Iles Johnston, Ed. *Religions of the Ancient World: A Guide*. Cambridge and London: The Belknap Press of Harvard University Press, 59-70.

Johnston, Sarah Iles. 2004. Sacred Times and Spaces. In Sarah Iles Johnston, Ed. *Religions of the Ancient World: A Guide. (Selections)* Cambridge and London: The Belknap Press of Harvard University Press, 243-259.

Walton, John H. 1994. "Cosmology". In *Ancient Israelite Literature in Its Cultural Context*. Grand Rapids, Michigan: Regency Reference Library, 19-44.

Wyatt, Nicolas. 2001. "Mythic Shapings of the World". In *Space and Time in the Religious Life of the Near East*. Sheffield, England: Sheffield Academic Press, 53-94.

Krupp, E.C. 1983. "The Gods We Worship". In *Echoes of the Ancient Skies*. New York: Harper & Row, 62-81.

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October 3

Ancient Egyptian astronomy,  
cosmology, cosmography, and  
celestial mythologies

Readings (Please read 3 of these prior to class):

Thurston, Hugh. 1994. "The Egyptians". In *Early Astronomy*. New York: Springer-Verlag, 82-83.

North, John. 1995. "Ancient Egypt". In *The Norton History of Astronomy and Cosmology*. New York and Leiden: W.W. Norton & Company, 7-18.

DeYoung, Gregg. 2000. Astronomy in Ancient Egypt. In Helaine Selin, Ed. *Astronomy Across Cultures: The History of Non-Western Astronomy*. Dordrecht, Boston and London: Kluwer Academic Publishers, 475-508.

Wright, J. Edward. 2000. "Ancient Egyptian Traditions". In *The Early History of Heaven*. New York and Oxford: Oxford University Press, 3-25.

**Wednesday, October 5, Yom Kippur – No class**

**Monday, October 10, Sukkot – No class**

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October 12

Ancient Egypt: Cosmogonies and  
Cosmologies; The Amarna Period.;  
Term-paper topics due

Readings (Please read 3 of these prior to class):

Clifford, Richard J. 1994. "Creation Accounts in Egyptian Thought". In *Creation Accounts in the Ancient Near East and in the Bible*. Washington, D.C.: The Catholic Biblical Association of America, 99-116.

David, Rosalie. 2002. "The Rise of the Sun-Cult". (Selection) In *Religion and Magic in Ancient Egypt*. London: Penguin Books, 84-97.

Rundle Clark, R.T. 1978. (Selections: Chronology, Deities, Mythology). In *Myth and Symbol in Ancient Egypt*. London: Thames and Hudson, Ltd., 16-23.

Quirke, Stephen. 2001. "The Mythology of Ra". In *The Cult of Ra. Sun-Worship in Ancient Egypt*. New York: Thames and Hudson, 23-40.

Ritner, Robert K. 1997. "The Repulsing of the Dragon (1.21; Coffin Text 160)". In William W. Hallo, Ed. 1997. *The Context of Scripture, Volume I: Canonical Compositions From the Biblical World*. Leiden, New York and Koln: Brill, 32.

Lichtheim, Miriam. 1997. "The Destruction of Mankind (1.24)". In William W. Hallo, Ed. 1997. *The Context of Scripture, Volume I: Canonical Compositions From the Biblical World*. Leiden, New York and Koln: Brill, 36-37.

Ritner, Robert K. 1997. "The Great Cairo Hymn of Praise to Amun-Re". In William W. Hallo, Ed. 1997. *The Context of Scripture, Volume I: Canonical Compositions From the Biblical World*. Leiden, New York and Koln: Brill, 37-40.

Ray, John. 1990. "Akhenaten: Ancient Egypt's Prodigal Son?". *History Today* 40, 26-32. Foster,

John L. 1995. "The Hymn to Aten: Akhenaten Worships the Sole God". In Jack M. Sasson, Ed., *Civilizations of the Ancient Near East, Volumes III & IV*. Peabody, Massachusetts: Hendrickson Publishers, Inc., 1751-1761.

Hornung, Erik. 1999. "The Pure Teaching; The Great Hymn to the Aten". In *Akhenaten and the Religion of Light*. Ithaca and London: Cornell University Press, 72-86.

Hebrew Bible reading: Psalm 104\*

\*All Hebrew Bible readings excerpted from: *Tanakh: The Holy Scriptures*. 1988. New York: Jewish Publication Society.

**Monday, October 17, Shemini Atzeret (Jewish holiday) – No class**



9                                      October 19                                      Babylonian astronomy and celestial mythology; 3 questions due

Readings (Please read 3 of these prior to class):

North, John. 1995. "Mesopotamia". In *The Norton History of Astronomy and Cosmology*. New York and Leiden: W.W. Norton & Company, 19-58.

Thurston, Hugh. 1994. "The Babylonians". In *Early Astronomy*. New York: Springer-Verlag, 64-81.

Van De Mierop, Marc. 1999. "Cities as Centres of Religion and Learning". In *The Ancient Mesopotamian City*. Oxford: Oxford University Press, 215-228.

Foster, Benjamin R. 1997. "The Shamash Hymn (1.117)". In William W. Hallo, Ed. 1997. *The Context of Scripture, Volume I: Canonical Compositions From the Biblical World*. Leiden, New York and Koln: Brill, 418-419.

Livingstone, Alasdair. 1997. "An Assurbanipal Hymn for Shamash". In William W. Hallo, Ed. 1997. *The Context of Scripture, Volume I: Canonical Compositions From the Biblical World*. Leiden, New York and Koln: Brill, 474.

***October 24-28: Fall break – No class***

10                                      October 31                                      In-class presentations

11                                      November 2                                      Babylonian astronomy:  
Celestial Divination

Readings (Please read 3 of these prior to class):

Reiner, Erica. 1999. "Babylonian Celestial Divination". In N.M. Swerdlow. *Ancient Astronomy and Celestial Divination*. Cambridge and London: The MIT Press, 21-37.

Reiner, Erica. 1995. 'The Role of Stars'. In *Astral Magic in Babylonia*. Philadelphia: *The American Philosophical Society*, 15-24.

Reiner, Erica. 1995. 'Divination'. In *Astral Magic in Babylonia*. Philadelphia: *The American Philosophical Society*, 61-80.

Rochberg, Francesca. 2004. "Celestial Divination in Context". In *The Heavenly Writing: Divination, Horoscopy, and Astronomy in Mesopotamian Culture*. Cambridge: Cambridge University Press, 44-78.

Rochberg, Francesca. 2003. *Heaven and Earth. Divine-Human Relations in Mesopotamian Celestial Divination*. In Scott Noegel, Joel Walker, and Brannon Wheeler, editors. *Prayer, Magic, and The Stars in the Ancient and Late Antique World*. University Park, Pennsylvania: The Pennsylvania State University Press. pp 169-185.

12                                      November 7                                      In-class presentations

13                                      November 9                                      Babylonian astronomy and astrology

Readings (Please read 3 of these prior to class):

Campion, Nicholas. 2000. "Babylonian Astrology: Its Origin and Legacy in Europe". In Helaine Selin, Ed. *Astronomy Across Cultures: The History of Non-Western Astronomy*. Dordrecht, Boston and London: Kluwer Academic Publishers, 509-553.

Rochberg, F. 1999. "Babylonian Horoscopy: The Texts and Their Relations". In N.M. Swerdlow. *Ancient Astronomy and Celestial Divination*. Cambridge and London: The MIT Press, 39-59.

Rochberg, Francesca. 1998. "Nature and Cultural Context of the Babylonian Horoscopes". In *Babylonian Horoscopes*. Philadelphia: American Philosophical Society, 1-16.

Rochberg, Francesca. 1998. "Elements of a Babylonian Horoscope". In *Babylonian Horoscopes*. Philadelphia: American Philosophical Society, 28-50.

14                                      November 14                                      The astronomy and celestial mythology of Ugarit;

Readings (Please read 3 of these prior to class):

Wyatt, Nicolas. 1999. "The Religion of Ugarit: An Overview". In Wilfred G.E. Watson and Nicolas Wyatt, Eds. *Handbook of Ugaritic Studies*. Leiden and Boston: Brill, 529-585.

Korpel, Marjo. 1990. "Physiomorphic Descriptions of the Divine: Cosmology". In *A Rift In the Clouds: Ugaritic and Hebrew Descriptions of the Divine*. Munster: Ugarit-Verlag, 560-577.

Lete, G. del Olmo. 2004. "Diagrams: The Canaanite Pantheon of Ugarit". In *Canaanite Religion According to the Liturgical Texts of Ugarit*. Winona Lake, Indiana: Eisenbrauns, 56-57.

Lete, G. del Olmo. 2004. "Royal Rituals at Full Moon and New Moon". In *Canaanite Religion According to the Liturgical Texts of Ugarit*. Winona Lake, Indiana: Eisenbrauns, 271-282.

Pardee, Dennis. 1997. "Ugaritic Lunar Omens (1.91)". In William W. Hallo, Ed. 1997. *The Context of Scripture, Volume I: Canonical Compositions From the Biblical World*. Leiden, New York and Koln: Brill, 290-291.

Xella, Paolo. 1999. "The Omen Texts". In Wilfred G.E. Watson and Nicolas Wyatt, Eds. *Handbook of Ugaritic Studies*. Leiden and Boston: Brill, 353-358.

Lete, G. del Olmo. 2004. "Astrology – Omen Text KTU 1.163". In *Canaanite Religion According to the Liturgical Texts of Ugarit*. Winona Lake, Indiana: Eisenbrauns, 352.

Wyatt, N. 2002. "KTU 1.78: A Total Eclipse of the Sun". In *Religious Texts From Ugarit*. London and New York: Sheffield Academic Press, 366-367.

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November 16

Ugarit – Cosmogony, Cosmology,  
and Cosmography

Readings (Please read 3 of these prior to class):

Handy, Lowell K. 1994. "Authoritative Deities". In *Among the Host of Heaven: The Syro-Palestinian Pantheon as Bureaucracy*. Winona Lake, Indiana: Eisenbrauns, 64-95.

Smith, Mark S. 1994. "Preface" and "Introduction: Cosmogonic Interpretations". (Selections) *The Ugaritic Baal Cycle, Volume 1*. Leiden: E.J. Brill, xxii-xxvii; 75-87.

Pardee, Dennis. 1997. "The Ba'alu Myth (1.86)". In William W. Hallo, Ed. 1997. *The Context of Scripture, Volume I: Canonical Compositions From the Biblical World*. Leiden, New York and Koln: Brill, 241-274.

Smith, Mark S. 2001. "The Divine Council" and "The Divine Family". In *The Origins of Biblical Monotheism: Israel's Polytheistic Background and the Ugaritic Texts*. Oxford: Oxford University Press, 41-66.

Smith, Mark S. 2003. "Astral Religion and the Representation of Divinity: The Cases of Ugarit and Judah". In Scott Noegel, Joel Walker, and Brannon Wheeler, editors. *Prayer Magic, and The Stars in the Ancient and Late Antique World*. University Park Pennsylvania: The Pennsylvania State University Press, 187-206.

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November 21

Ancient Israel: Astronomy,  
astrology, solar eclipses,  
mythology, and calendar

Readings (Please read 3 of these, and all of the Hebrew Bible readings, prior to class):

Gardner, Sara L. 2005. "Scratching the Surface of Astronomy in the Land of the Bible: Archaeology, Texts, and Astronomy". In John W. Fountain and Rolf M. Sinclair, Eds. *Current*

*Studies in Archaeoastronomy: Conversations Across Time and Space*. Durham, North Carolina: Carolina Academic Press, 393-411.

Hallo, William W. 1991. 'New Moons and Sabbaths: A Case-Study in the Contrastive Approach'. In Frederick E. Greenspahn, Ed., *Essential Papers on Israel and the ancient Near East*, 313-332.

Jeffers, Ann. 1996. "Divinatory Techniques and Devices". (Selection) In *Magic and Divination in Ancient Palestine and Syria*. Leiden: E.J. Brill, 144-155.

McCarter, P. Kyle. 2000. "The Gezer Calendar". In William W. Hallo, Ed. *The Context of Scripture, Volume II: Monumental Inscriptions from the Biblical World*. Leiden, Boston and Koln: Brill, 222.

Sawyer, John F.A. 1972. "Joshua 10:12-14 and the Solar Eclipse of 30 September 1131 B.C." *Palestine Exploration Quarterly*: 139-146.

Stephenson, F.R. 1975. "Astronomical Verification and Dating of Old Testament Passages Referring to Solar Eclipses". *Palestine Exploration Quarterly*: 107-120.

**Please read all of the following:** Hebrew Bible readings: Exodus 12:1-2; Joshua 10:12-4; Job 38:12-15; Zechariah 14

17

November 23

Ancient Israel: Cosmology, cosmography, cosmogony; and celestial mythologies

Readings (Please read all of these prior to class):

Currid, John D. 1997. "The Egyptian and Genesis Cosmogonies". In *Ancient Egypt and the Old Testament*. Grand Rapids, Michigan: Baker Books, 53-73.

Niehr, Herbert. 1995. "The Rise of YHWH in Judahite and Israelite Religion". In Diana Vikander Edelman, Ed., *The Triumph of Elohim: From Yahwisms to Judaisms*. Grand Rapids: William B. Eerdmans Publishing Company, 45-72.

Chiang, Ted. 1991. "Tower of Babylon". In Gardner Dozois, Ed. *The Year's Best Science Fiction: Eighth Annual Collection*. New York: St. Martin's Press, 332-353.

**Please read all of these:** Hebrew Bible Readings: Genesis 1; 11; 15:1-6

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November 28

Ancient Israel: Solar imagery and iconography; 3 questions due

Readings (Please read 3 of these prior to class):

Sanders, Seth L. 2002. 'Old Light on Moses' Shining Face'. *Vetus Testamentum* 52/3, 400-406.

Smith, Mark S. 1990. The Near Eastern Background of Solar Language for Yahweh. *Journal of Biblical Literature* 109/1, 29-39.

Taylor, J. Glen. 1993. "Conclusions". *Yahweh and The Sun: Biblical and Archaeological Evidence for Sun Worship in Ancient Israel. Journal for the Study of the Old Testament Supplement Series 111*. Sheffield: JSOT Press, 257-265.

Taylor, J. Glen. 1996. A Response to Steve A. Wiggins, 'Yahweh: The God of Sun?' *Journal for the Study of the Old Testament* 71, 107-119.

Wiggins, Steve A. 1996. "Yahweh: The God of Sun?" *Journal for the Study of the Old Testament* 71, 89-106.

19

November 30

Conclusion; Astronomies and celestial mythologies in their cultural context; patterns; questions

Reading

Cornell, James. 1981. "The Past Is Future". In *The First Stargazers*. New York: Charles Scribner's Sons, 227-246.

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December 5

Exam review

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December 7

Final class – wrap-up and questions



# 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 (updated June 2021)

**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, 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 Policy](#)

[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:

#### Religious Accommodation

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. For more details, please review the [Student Guide to Academic Accommodation](#).

#### Pregnancy Accommodation

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. . For more details, please review the [Student Guide to Academic Accommodation](#).

### **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 the [Equity and Inclusive Communities website](#).

### **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. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

## **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.

## 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)