

College of the Humanities

RELI 2710: Maccabees to Muhammad (F2024-W2025)

Instructor: Sarah Cook

Email: sarahcook@cunet.carleton.ca

Office Hours: TBD

Class Meeting: T/R 11:35 am – 12:55 pm

Course Description

Welcome to Maccabees to Muhammad! This is the first part of a full-year Fall-Winter course that is designed to familiarize students with the intertwined histories of the Abrahamic religions. In particular, the course will examine key aspects of the social, literary, cultural, and intellectual development of these three interrelated traditions from the beginning of the Second Temple period (6th century BCE) to the Crusades (11th century CE). During the Fall term, students will learn about the journeys of various Jewish communities from the Babylonian exile to the destruction of the Jerusalem temple. We will contextualize the development of early Christianity in its Jewish and Roman environment, exploring how this new sect emerged out of Jewish messianic and apocalyptic traditions. Finally, students will learn about the foundation of Rabbinic Judaism and the many different Christian communities and diverse doctrines that existed during the first and second centuries CE. Throughout, we will consider how imperialism has played a significant role in the development of both Jewish and Christian religious communities. During the Winter term, we'll be exploring the continued growth of Christianity and the emergence of the religion of Islam. From the third century CE onwards, Christianity transformed from a set of scattered sects to a formidable imperial religion spanning the western and eastern Roman Empires. The influence of Christian myth and doctrines as well as rabbinic Judaism will also give rise to our third and final Abrahamic tradition: Islam.

Learning Outcomes

Students who successfully complete this course will be able to:

- Critically read ancient texts from a variety of different time periods and genres.
- Conduct effective secondary source research using the Carleton University library.
- Integrate secondary source research in an analysis of primary source documents.
- Write an academic research paper incorporating both primary and secondary source evidence.
- Analyze how historical forces like imperialism shape communities' religious/intellectual development.

- Articulate the historical relationship between Jewish, Christian, and Muslim religious traditions.

Course Procedures

On Course Format: This is an **in-person** class located on Carleton campus. **Carleton University has paused its mask mandate as of June 25th, 2022.** In light of this, masks are not required in our classroom. Carleton University continues to recommend, however, that students wear a mask that covers their nose, mouth, and chin when they are in a space in which physical distancing is not possible. **I urge all students on campus to consider wearing a mask.** Masking is a form of community care that keeps those most vulnerable in our community safe.

On Contacting me: You can always reach me via my Carleton email (see first page of syllabus). I will respond to your emails within 24 hours Monday through Friday. If you have not received a response within that window, feel free to send me a second email to check in. I do not check my email over the weekend, so please do not expect me to respond within a 24-hour window during that time.

On Maintaining a Positive Classroom Environment: A classroom is a community of learning where we all help each other to come to a better understanding of the material that we encounter. To foster a happy and healthy community space, please use respectful language and be kind to your peers. Please raise your hand before speaking in class and try to refrain from speaking while others are doing so. If you need to use the bathroom or leave class early, please try to do so in an unobtrusive manner. I encourage us all to be patient with one another as we pursue our studies.

On Missing Class: Please prioritize your health and **do not come to campus if you feel any symptoms of illness.** I will be happy to help you to catch up on any material that you miss. Any absence due to illness is **excused.** You do not require a doctor's note for absences due to illness, but please use Carleton University's [self declaration of illness form](#). You may also miss class for reasons other than your health (looming deadlines, family obligations, Taylor Swift tickets, etc.). Please send me an email with as much notice as possible to let me know that you are missing class and bear in mind that missing a significant number of classes in the term will affect your participation grade and will also impair your understanding of the course material.

On Mental Health and Well-Being: Universities can be challenging, intimidating environments. I encourage all students to pay attention to their mental health and well-being in the midst of assignments and term papers. To this end, please be in contact with me if you experience any issues throughout the term that affect your academic performance. I'm very open to working out accommodations that will allow you to complete your work and maintain your overall well-being. **Any day that you need to miss class in order to look after your mental health qualifies as a missed class due to illness and is excused.** Please see the link below for mental health and well-being resources available to members of the Carleton community, which I encourage you to use as needed:

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

Fall Term Grade Distribution

Participation: 20%

Quizzes: (10 × 2%) 20%

Research Assignments: (2 × 15%) 30%

Fall Term Research Project: 30%

Winter Term Grade Distribution

Participation: 20%

Quizzes: (10 × 2%) 20%

Research Assignments: (2 × 15%) 30%

Winter Term Research Project: 30%

Your final grade will be calculated as the average of your Fall and Winter term final grades

Assessments

Participation (Fall: 20% and Winter: 20%)

For this class, participation qualifies as attending the class lecture and participating respectfully. **For full participation points, you should aim to be in class on time so that you are there when I call your name on the class list.** If you do not arrive in time for me to go through the class list, you should be sure to check in with me at the end of class to ensure that I mark you down as having attended class. **I reserve the right to subtract participation points from this grade category if you are regularly late or if you frequently leave early.** Participation is a very important part of this course. I cannot stress enough how difficult it is to follow along with the material based on the PowerPoint slides alone. To this end, I encourage students to prioritize coming to class.

Quizzes (Fall: 20% and Winter: 20%)

Our weekly class quizzes will cover the assigned reading material for the week, asking basic comprehension questions to ensure that you have completed the reading.

Quizzes will be available on Brightspace starting at 2:00 pm on Thursdays and will remain open until 11:59 PM on Sundays. They will be completed outside of class time. Quizzes will involve 3-5 questions about our course material for the week. There will be a total of **11 quizzes** offered throughout the Fall term and I will drop your lowest quiz grade to grade this category out of a total of ten quizzes. If you are happy with your first ten quiz grades, this means you can skip your last quiz. There will be a total of **12 quizzes** offered throughout the Winter term and I will drop your two lowest grades from this set of quizzes.

Research Assignments (Fall: 30% and Winter: 30%)

We have two small research assignments due over the course of the Fall term and two due over the course of the Winter term. For each, you should choose one of the

assigned readings listed on the assignment outline and then conduct some research to find **3 secondary sources** about the reading or a topic addressed in it. When you have found your 3 sources, you should write a **short annotated bibliography (150-200 words) for each source** in which you summarize what you have learned from them and how they shed light on your chosen reading.

Research Project (Fall: 30% and Winter: 30%)

Each research project functions as a take-home final exam and draws upon the research skills that students have cultivated over the course of each term. It is a 1500-2000-word research paper that makes an argument about a topic of the student's choice. I encourage students to consider how the research that they conducted for their smaller research assignments in each term can be useful in this larger project. Students should consult and cite at least 4 secondary sources in their final paper. They should cite all sources using Chicago Style format. Failure to cite sources is a form of plagiarism. Please see the **Academic Integrity** section below for more information on the consequences of plagiarism. The Fall research project is due on **Saturday, December 21st at 11:59 PM EST** and the Winter research project is due on **Saturday, April 26th at 11:59 PM EST**.

Letter Grade Scale

A+	90-100	C+	67-69
A	85-89	C	63-66
A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52

Academic Integrity

Plagiarism is a serious offence that can jeopardize your future at this university. Carleton University defines plagiarism as “**failing to acknowledge sources through the use of proper citations when using another author's work**” and “**submitting work in whole or in part written by someone else.**” For our purposes, ChatGPT and other AI sources also count as “someone else” (as per the second part of this definition). Please see the link below for more information:

<https://carleton.ca/registrar/academic-integrity/>

Plagiarism, however minor, will be taken very seriously by the instructor and a report filed with the Dean's office, who handle all academic integrity allegations. Their

response to plagiarism ranges from a zero on the assignment submitted, to expulsion from the university. If you find yourself panicking and are tempted to cut and paste, **don't!** Email me and we'll work out an extension or other accommodation for you.

Citation

The citation method that we will use for all assignments in this course is Chicago Style (Turabian/Notes-Bibliography, NOT author-date). Please review Chicago Style using [this resource](#). I'm happy to help you to review citations on your first assignment or to answer questions regarding this format, as it may be unfamiliar to many of you. Getting your citations right is a great way to score points on your evaluation and to avoid plagiarism. **You should cite any information from any outside source that you use in your assignments.** When you directly use the language of the source itself, please use double quotation marks to frame your quotation.

Failure to use in-text citations in the form of Chicago style, MLA, or APA is a form of plagiarism; I am obliged to report all cases of plagiarism to the Dean's Office.

If you have any doubts or concerns about whether or not your work may involve unintentional plagiarism, please send me an email and I will be happy to help clarify the situation.

Late Assignments

Late assignments will be penalized at a rate of 5% per day. If you anticipate struggling to submit an assignment on time, please contact me as early as possible so that we can discuss a possible accommodation.

Course Texts

This course does not have an assigned textbook. I will post PDFs of our assigned readings and/or links to assigned readings to our Brightspace page.

For biblical readings, I recommend that you use the NRSV, NRSVUE, JPS, or King James. The translation that you need depends on which biblical book you are reading, so I'll be posting these recommendations (and links) to Brightspace for each assigned reading.

For reading the Qur'an, I recommend that you use quran.com and I have provided links to all of our readings on that site. A great feature of this site is that you can actually listen to the texts of the Qur'an recited.

Class Schedule

This schedule is subject to change

Date	Module	Reading	Assignments
Week #1			
Thursday, September 5th	Welcome	Syllabus	

Week #2			
Tuesday, September 10th	Theodicy and Exile	Isaiah 45-66 Jonah	
Thursday, September 12th	Welcome to Yehud	Nehemiah Haggai Josephus, Antiquities, XI. 1-5.	Sunday, September 15th 11:59 PM – Quiz #1 DUE
Week #3			
Tuesday, September 17th	Jewish Diaspora in the Persian Period	Gard Granerød, “Worshipping Yahweh Outside the Province of Yehud” Ezra 9-10 Esther	
Thursday, September 19th		Bezalel Porten, “Elephantine” Karel van der Toorn, <i>Becoming Diaspora Jews</i> (New Haven: Yale University Press, 2019), pp. 89-114	Sunday, September 22nd 11:59 PM – Quiz #2 DUE
Week #4			
Tuesday, September 24th	Hellenism	Josephus, Antiquities, XI.8; XII.1-5 Babylonian Talmud Yoma 69a:9-14 Jannes Smith, “What Is the Septuagint?”	

		The Book of Sirach	
Thursday, September 26th		The Book of Daniel	Friday, September 27th 11:59 PM – Research Assignment #1 DUE Sunday, September 29th 11:59 PM – Quiz #3 DUE
Week #5			
Tuesday, October 1st	Under the Hasmonaeans	1 Maccabees 2 Maccabees	
Thursday, October 3rd		Josephus, Antiquities, XIII.1-3 Judith	Sunday, October 6th 11:59 PM – Quiz #4 DUE
Week #6			
Tuesday, October 8th	Apocrypha, Pseudepigrapha, and Apocalypse	Jacob Cytryn, “Apocrypha and Pseudepigrapha” Susanna Tobit	
Thursday, October 10th		1 Enoch The Digital Dead Sea Scrolls The Damascus Document	Sunday, October 13th 11:59 PM – Quiz #5 DUE
Week #7			

Tuesday, October 15th	Roman Judea	<u>Josephus, <i>The Wars of the Jews</i>, I.6-20</u> <u>Tacitus, <i>Historiae</i>, V.1-13</u>	
Thursday, October 17th	Roman Religion	Apuleius, <i>The Golden Ass</i>	Sunday, October 20th 11:59 PM – Quiz #6 DUE
<u>Fall Break</u> October 21st – 27th			
Week #8			
Tuesday, October 29th	Messianic Judaism: The Jesus Movement(s)	<u>Sarah E. Rollens, "Did the Authors of the Canonical Gospels Know Each Other?" <i>Bible Odyssey</i></u> Mark Matthew	
Thursday, October 31st		Luke John	Friday, November 1st 11:59 PM – Research Assignment #2 DUE Sunday, November 3rd 11:59 PM – Quiz #7 DUE
Week #9			
Tuesday, November 5th	Pauline Christianity	<u>Steve Walton, "Corinth in Acts: Paul's Financial</u>	

		Support," Bible Odyssey Acts	
Thursday, November 7th		Todd Penner, "Paul and Acts," Bible Odyssey Romans 1-3 Galatians 1-3 1 Corinthians James	Sunday, November 10th 11:59 PM – Quiz #8 DUE
Week #10			
Tuesday, November 12th	Pseudo-Paul	Cavan W. Concannon, "Paul and Authorship," Bible Odyssey Ephesians	
Thursday, November 14th	Class cancelled	Sunday, November 17th 11:59 PM – Quiz #9 DUE	
Week #11			
Tuesday, November 19th	Christian Apocalyptic Literature	David A. DeSilva, "The Sign of the Beast," Bible Odyssey The Revelation of John	
Thursday, November 21st	Early Christianities	The Nag Hammadi Codices and Gnostic Christianity, Bible History Daily	Sunday, November 24th 11:59

		Nicola Denzey Lewis, "Was the Gospel of Thomas Gnostic?" <i>Bible Odyssey</i> The Gospel of Thomas The Gospel of Mary	PM – Quiz #10 DUE
Week #12			
Tuesday, November 26th	Rabbinic Judaism	Joshua Ezra Burns, "Pharisees and Rabbinic Judaism" Josephus, <i>The Wars of the Jews</i>, II.17-22 The Ancient Synagogue of Modi'in The Phanagoria Synagogue	
Thursday, November 28th		Lawrence H. Schiffman, "The Bar Kochba Revolt," <i>My Jewish Learning</i> Richard Elliott Friedman, <i>The Hidden Face of God</i> (New York: HarperSanFrancisco, 1995), pp. 118-126.	Sunday, December 1st 11:59 PM – Quiz #11 DUE
Week #13			
Tuesday, December 3rd	Early Christian Martyrs	Jan Willem van Henten, "Early Jewish and Christian	

		Martyrdom,” <i>The Wiley Blackwell Companion to Christian Martyrdom</i> (Malden: John Wiley & Sons, 2020), pp. 72-87.	
Thursday, December 5th	Final Research Project Writing Workshop		
<u>End of Fall Term</u>			
Saturday, December 21st	11:59 PM – Final Research Project DUE		
Date	Module	Reading	Assignments
Week #1			
Tuesday, January 7th	Welcome Back!	Syllabus	
Thursday, January 9th	Christian Perspectives on Martyrdom	“The Address of Q. Sept. Tertullian to Scapula Tertullus,” trans. Sir David Dalrymple (1790). Cyprian, <i>Exhortation to Martyrdom</i>	Sunday, January 12th 11:59 PM – Quiz #1 DUE
Week #2			
Tuesday, January 14th	Christian Identity and Greco-Roman Culture	M. Hyamson, <i>Mosaicarum et Romanarum Legum Collatio</i> (London: Oxford University Press, 1913), pp. 56-73.	
Thursday, January 16th		<i>Against the Christians</i> , ed. R. Joseph Hoffmann (Amherst:	Sunday, January 19th 11:59 PM – Quiz #2 DUE

		Prometheus Books, 1994), pp. 29-35. Origen, <i>On First Principles</i>, chapters 1-2	
Week #3			
Tuesday, January 21st	Religions of the Sasanian Persian Empire	The Inscription of Shapur I , trans. Jake Nabel. <i>The Cologne Mani Codex</i> , eds. Ron Cameron and Arthur J. Dewey (Missoula: Scholars Press, 1979), pp. 9-27.	
Thursday, January 23rd		<i>Three Persian Martyr Acts</i> , eds. Susan A. Harvey et al. (Piscataway: Gorgias Press, 2023).	Sunday, January 26th 11:59 PM – Quiz #3 DUE
Week #4			
Tuesday, January 28th	The Turning Tides	Eusebius, <i>The History of the Church</i>, book IX, chapters 9-11 Eusebius, <i>The Life of Constantine</i>, book I, chapters 3-7	
Thursday, January 30th		Elizabeth A. Clark, <i>Melania the Younger</i> , “Translation: The Life of Saint Melania the Younger” (New York: Oxford University Press, 2021), pp. 199-216.	Friday, January 31st 11:59 PM – Research Assignment #1 DUE Sunday, February 2nd 11:59 PM – Quiz #4 DUE

Week #5			
Tuesday, February 4th	Christians and Jews	<u>John Chrysostom, <i>Against the Jews</i></u> <i>Saint Jerome's Hebrew Questions on Genesis</i> , trans. C. T. R. Hayward (Oxford: Clarendon Press, 1995), pp. 28-33.	
Thursday, February 6th		<u>B. Yevamot 49b 6-12</u> Jeffrey L. Rubenstein, <i>The Stories of the Babylonian Talmud</i> , "The Shaming of Abdan" (Baltimore: Johns Hopkins University Press, 2010).	Sunday, February 9th 11:59 PM – Quiz #5 DUE
Week #6			
Tuesday, February 11th	Forging Orthodoxy	"Arius, Letters to Eusebius of Nicomedia and Alexander of Alexandria," <i>The Cambridge Edition of Early Christian Writings</i> , ed. Andrew Radde-Gallwitz (Cambridge: Cambridge University Press, 2017).	
Thursday, February 13th		<u>Cyril, Second Letter to Nestorius</u> <u>Nestorius, Second Letter to Cyril</u>	Sunday, February 16th 11:59 PM – Quiz #6 DUE

		Cyril, Third Letter to Nestorius	
Winter Break February 17 th – 21 st			
Week #7			
Tuesday, February 25th	Pre-Islamic Arabia	Central Qatabanic Text from Southern Arabia (CSAI I, 41) Ahmad Al-Jallad, <i>The Religion and Rituals of the Nomads of Pre-Islamic Arabia</i> (Leiden: Brill, 2022), pp. 1-16.	
Thursday, February 27th	The Life of Muhammad	Surat Al-Fatihah Surat Al-Baqarah Surat Ali 'Imran Surat An-Nisa Surat As-Saf Mi'raj: The Night Ascension	Sunday, March 2nd 11:59 PM – Quiz #7 DUE
Week #8			
Tuesday, March 4th	Qur'anic Texts in Context	Surat An-Nur Surat At-Tawbah Surat Al-Ahzab Surat Al-Tahrim	
Thursday, March 6th		Surat Al-Hijr Surat Al-Ar'raf Surat Al-Anbya Surat Al-Qasas	Friday, March 7th 11:59 PM – Research Assignment #2 DUE Sunday, March 9th 11:59 PM –

			Quiz #8 DUE
Week #9			
Tuesday, March 11th	After the Prophet	Mas'ūdī, <i>The Meadows of Gold</i> , trans. Caroline Stone and Paul Lunde (London: Kegan Paul International, 1999), pp. 21-48.	
Thursday, March 13th		The Apocalypse of Pseudo-Methodius	Sunday, March 16th 11:59 PM – Quiz #9 DUE
Week #10			
Tuesday, March 18th	Islamic Philosophy and Law: A Golden Age of Learning	Al-Kindī, <i>The Explanation of the Proximate Efficient Cause for Generation and Corruption</i> Al-Fārābī, <i>The Aims of Aristotle's Metaphysics</i>	
Thursday, March 20th		Al-Ghazālī, <i>The Incoherence of the Philosophers</i> (First Discussion) Ibn Rushd, <i>The Incoherence of the Incoherence</i> (First Discussion)	Sunday, March 23rd 11:59 PM – Quiz #10 DUE
Week #11			
Tuesday, March 25th	Engaging the Divine: Monotheism and Mysticism	Faris al-Din 'Attar, <i>Muslim Saints and Mystics</i> , trans. Arthur J. Arberry (Ames:	

		Omphaloskepsis, 2000), pp. 29-47.	
Thursday, March 27th		<i>Saint Bernard on the Love of God</i> , trans. Marianne Caroline and Coventry Patmore (London: C. Kegan Paul & Co., 1881), pp. 3-28.	Sunday, March 30th 11:59 PM – Quiz #11 DUE
Week #12			
Tuesday, April 1st	Next Year in Jerusalem: The Crusades	<i>The Song of Roland</i> , trans. Jessie Crosland (Cambridge, Ontario: In Parentheses, 1999), selected sections.	
Thursday, April 3rd		Francesco Gabrieli, <i>Arab Historians of the Crusades</i> , trans. E. J. Costello (New York: Routledge, 2010), pp. 53-68.	Sunday, April 6th 11:59 PM – Quiz #12 DUE
Week #13			
Tuesday, April 8th	Final Research Project Writing Workshop		
<u>End of Winter Term</u>			
Saturday, April 26th	11:59 PM: Final Research Project Due		

University Regulations for All College of the Humanities Courses (Updated November 22,2024)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or

charges will be published in the [Important Dates and Deadlines section](#) of the Registration Website.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate. **More information on the process [here](#).**

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the

University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](mailto:equity@carleton.ca) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own

educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made

in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's

self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The

University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal! Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week. •
For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/> • The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

[The Centre for Indigenous Support and Community Engagement](#)

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca