

Carleton University

Winter 2022

College of the Humanities

RELI 2535: Religion and Gender

Instructor: Sarah Cook

email: sarahcook@cunet.carleton.ca

Teaching Assistants: TBA

Office Hours: M 12:00 pm - 2:00 pm/by appointment via zoom

Course Delivery: Online asynchronous

Course Description

Religion and gender are both categories that have been central to human identities throughout history. From the creation of Adam and Eve in Genesis 1 to the practice of modest dress among modern Muslims, religious texts and traditions actively inform the way that people articulate their gender identities. Individuals, as in the case of the queer nuns known as “The Sisters of Perpetual Indulgence,” can also push back against traditional religious gender roles and change the narrative of gender within their communities. In this course, we will discuss contemporary gender theory and explore how religious communities all over the world throughout history have constructed gender for their adherents. We will also investigate where and how these religious constructions of gender have been disrupted.

Learning Objectives

Over the course of the term, students will learn:

- A brief introduction to gender theory
- An introduction to world religions including Judaism, Christianity, Islam, Hinduism, and North American Indigenous traditions
- How to read ancient sources critically
- How to engage with secondary sources in an academic context
- How to compare religious traditions
- How to organize their points in an academic paper
- How to assess the ways in which religions change over time
- How to analyze religious traditions in light of their geographic/cultural context
- How religion and concepts of gender and sexuality have interacted with one another throughout history

Course Procedure

On online asynchronous courses: Asynchronous courses offer us the opportunity to learn in our own homes and at our own convenience. Especially in light of the COVID-19 pandemic, they allow us to learn in safety. They do, however, require a considerable amount of discipline and time management. You are responsible for completing all course work in a timely manner and staying on top of our modules. Please plan accordingly and contact me if you require assistance.

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 touch base. I may not check my email over the weekend, so please be careful to contact me in advance if you have a pressing question.

On Mental Health and Well-Being: Universities can be challenging, intimidating environments, especially during an on-going global pandemic. 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. 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/>

Grade Distribution

Participation: 10%

Discussion Groups: 15%

Quizzes: 25%

Research Assignments: 30%

Final Research Assignment: 20%

Assessments

Participation

As this is an asynchronous class, participation consists of watching the assigned lectures and responding to a question in the discussion forum on Brightspace. For full points in this category, students must complete **10** posts over the course of the semester. Discussion posts should demonstrate a clear understanding of the assigned lecture and readings and a measure of critical reflection.

Discussion Groups

Students will be divided into cohorts based on their synchronous availability and invited to participate in 3 discussions throughout the semester with either myself or one of the teaching assistants. In these groups, students will discuss the readings for that week and be invited to share questions about some of our course themes and concepts. Students can earn full points in this category by attending 3 discussion groups and demonstrating that they are prepared to engage with their peers by asking thoughtful questions and sharing their insights with the group.

Quizzes

Students should complete one quiz per week. These quizzes ask simple comprehension questions about the week's lecture and readings. Students' top **10** quiz grades will count towards their final grade.

Research Assignments

There are five research assignment opportunities available throughout the term.

Students are asked to submit assignments for **three of the five opportunities**.

Research assignments deal with a particular question related to the issue of religion and gender and require that students consult 2-3 secondary sources of their own choosing to explore religion and gender within various historical/religious contexts. I will post a list of assignment questions to our Brightspace page. Research assignments should be 2-3 pages double-spaced and written in a 12-point font.

Final Documentary Film Assignment

The final documentary film assignment takes the place of a take-home exam. For this assignment, students are invited to choose one documentary from a list that I will provide. The assignment itself is a **4-5** page paper in which students will explain how the documentary film presents gender within a particular religious tradition. Students should apply knowledge of themes and traditions from our course in their analysis of the documentary. The assignment should be written in a 12-point font and double-spaced.

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 “submitting work in whole or in part written by someone else” and “failing to acknowledge sources through the use of proper citations when using another author’s work.” 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.

Course Schedule***This schedule is subject to change**

Week #1				
Date	Module	Reading	Lecture	Assignment
Monday, January 10 th	Welcome	Syllabus	Welcome	Quiz #1
Wednesday, January 12 th	Sex and Gender in Theory	Philosophy Tube, "What is Gender?" YouTube video. 8:58. What is Gender? Merry E. Wiesner-Hanks, <i>Gender in History: Global Perspectives</i> (Milwaukee: John Wiley and Sons, 2021), pp. 1-22. Gender in History	Religion and Gender	
Week #2				
Monday, January 17 th	Gender and Mythology I: The Hebrew Bible	Genesis 1-3 Genesis 1-3 David Bokovoy, "The Two Creations in Genesis," <i>Bible Odyssey</i> (2021). The Two Creations in Genesis Shawna Dolansky, "The Immortal Myth of Adam and Eve," <i>TheTorah.com</i> (2015). The Immortal Myth of Adam and Eve	The Hebrew Bible and the Ancient Near East	Quiz #2

Wednesday, January 19th		<p>Genesis 38 Genesis 38</p> <p>Alice Ogden Bellis, "The Women in Genesis," <i>Helpmates, Harlots, and Heroes</i> (Louisville: John Knox Press, 2007), pp. 57-82.</p>		
Week #3				
Monday, January 24th	Gender and Mythology II: Ancient Greece	<p>Hesiod, <i>Theogony</i>, trans. Hugh G. Evelyn-White (Cambridge: Harvard University Press, 1914). Theogony</p> <p>Arum Park, "Parthenogenesis in Hesiod's <i>Theogony</i>," <i>Critical and Historical Studies on the Preternatural</i> 3.2 (2014), pp. 261-283.</p>	Religion and Society in Ancient Greece	<p>Quiz #3</p> <p>Research Assignment #1</p>
Wednesday, January 26th		<p>Matthew Clark, "Boys in Dresses, Brides with Beards," <i>Exploring Greek Myths</i> (Malden: Blackwell, 2007), pp. 111-125.</p>		
Week #4				
Monday, January 31st	Gender and Mythology III: Hinduism	<p>Cogito, "What is Hinduism?" YouTube Video.</p>	A Brief History of Hinduism	Quiz #4

		<p>17:51. What is Hinduism?</p> <p>BBC Radio 4, "Hindu Creation Stories," YouTube video. 2:03. Hindu Creation Stories</p> <p>Wendy Doniger, "Prajāpati and Brahmā," <i>Hindu Myths</i> (Harmondsworth: Penguin, 1975), pp. 1-12.</p>		
Wednesday, February 2 nd		<p>Kavita Kane, "LGBT Themes in Hindu Mythology," <i>The Indian Express</i> (2020). LGBT Themes in Hindu Mythology</p> <p>Laurie L. Patton, "The Fate of the Female Ṛṣi: Portraits of Lopāmudrā," <i>Myth and Mythmaking</i>, ed. Julia Leslie (London: Routledge, 1996), pp. 21-36.</p>		
Week #5				
Monday, February 7 th	Gender and Mythology IV: Indigenous Traditions	<p>Hunter Crouse, "Indigenous Religions of Canada," YouTube Video. 32:15. Indigenous Religions of</p>	North American Indigenous Religions	Quiz #5

		Canada Anthony Aveni, “Gendering the Sky,” <i>Star Stories</i> (New Haven: Yale University Press, 2019), pp. 149- 162.		
Wednesday, February 9th		Franchot Ballinger, “Coyote: He/She Was Going There: Sex and Gender in Native American Trickster Stories,” <i>Studies in American Indian Literatures</i> 12.4 (2000), pp. 15-43.		
	Week #6			
Monday, February 14th	Religious Institutions I: Judaism	Matthias Morgenstern, “Images of the Feminine Jewish Man,” <i>God’s Own Gender</i> , eds. Daniel Gerster and Michael Krüggeler (Baden: Ergon Verlag, 2018), pp. 185-200.	Gender and Judaism	Quiz #6 Research Assignment #2
Wednesday, February 16th		Gail Labovitz, “The Scholarly Life – The Laboring Wife,” <i>Nashim</i> 13 (2007), pp. 8-41.		
	Week #7			
Monday, February 21st	Happy Spring Break!			

Wednesday, February 23rd				
	Week #8			
Monday, February 28th	Religious Institutions II: Christianity	<p>Crash Course, “Christianity from Judaism to Constantine,” YouTube Video. 11:36. Christianity from Judaism</p> <p>J. L. Welch, “Cross-Dressing and Cross- Purposes,” <i>Gender Reversals and Gender Cultures</i>, ed. S. P. Ramet (London: Routledge, 1996), pp. 66-78.</p>	Christianities and Genders	Quiz #7
Wednesday, March 2nd		<p>TrueTube, “Church History in Ten Minutes,” YouTube Video. 10:26. Church History</p> <p>Jacqueline Murray, “One Flesh, Two Sexes, Three Genders?” <i>Gender and Christianity in Medieval Europe</i>, eds. Lisa M. Bitel and Felice Lifshitz (Philadelphia: The University of Pennsylvania, 2010), pp. 34-51.</p>		
	Week #9			

Monday, March 7 th	Religious Institutions III: Islam	<p>Crash Course, “Islam, the Quran, and the Five Pillars,” YouTube Video. 12:52. Islam, the Quran, and the Five Pillars</p> <p>Step Back, “Aisha: the Most Important Woman in Islam,” YouTube Video. 10:16. Aisha</p> <p>Ash Geissinger, “Aisha bint Abi Bakr and her Contributions to the Formation of the Islamic Tradition,” <i>Religion Compass</i> 5.1 (2011), pp. 37-49.</p>	Women in Islam	Quiz #8
Wednesday, March 9 th		<p>Crash Course, “The Medieval Islamicate World,” YouTube Video. 13:03. The Medieval Islamicate World</p> <p>Leila Ahmed, “Medieval Islam.” <i>Women and Gender in Islam</i> (New Haven: Yale University Press, 2021), pp. 102- 126.</p>		
	Week #10			

Monday, March 14th	Religious Institutions IV: Hinduism	Eleanor Zelliot, “Women Saints in Medieval Maharashtra,” <i>Faces of the Feminine in Ancient, Medieval, and Modern India</i> , ed. Mandakranta Bose (New York: Oxford University Press, 2000), pp. 192-200.	History, Colonialism, and Gender in Hinduism	Quiz #9 Research Assignment #3
Wednesday, March 16th		Sikata Banerjee, “Nationalism,” <i>Make Me a Man: Masculinity, Hinduism, and Nationalism in India</i> (State University of New York Press, 2005), pp. 43-73.		
Week #11				
Monday, March 21st	Religious Institutions: Indigenous Traditions	<p>“History,” <i>Cherokee Nation</i>. Cherokee History</p> <p>Peter G. Ramsden, “Haudenosaunee (Iroquois),” <i>The Canadian Encyclopedia</i> (2006). Haudenosaunee (Iroquois)</p> <p>Emily Matta, “Rejecting Eve: Reconception of Christianity Among Cherokee and Iroquois Women,” <i>Journal</i></p>	Gender and Diversity in Indigenous Traditions	Quiz #10

		<i>of History</i> (2016), pp. 8-27.		
Wednesday, March 23rd		<p>"Inuit," <i>New World Encyclopedia</i>. Inuit</p> <p>Barbara A. Crass, "Gender in Inuit Burial Practices," <i>Reading the Body</i>, ed. Alison E. Rautman (Philadelphia: University of Pennsylvania Press, 1999), pp. 68-76.</p>		
Week #12				
Monday, March 28th	Contemporary Issues I	<p>"Becoming Abby Stein," <i>Can We Talk?</i> (2019). Becoming Abby Stein</p> <p>Forward. "Transgender in Judaism with Abby Stein." YouTube Video. 9:36. Transgender in Judaism</p>	Caught in the Crossfire: Individuals Navigate Religion and Gender	<p>Quiz #11</p> <p>Research Assignment #4</p>
Wednesday, March 30th		<p>Vox, "Why Poland is Having Huge Protests," YouTube Video. 8:15. Protests in Poland</p> <p>Anna Szwed and Katarzyna Zielińska, "A War on Gender? The Roman Catholic Church's</p>		

		Discourse on Gender in Poland,” <i>Religion, Politics, and Values in Poland</i> , eds. S. P. Ramet and Borowik (New York: Plagrave Macmillan, 2017), pp. 113-131.		
Week #13				
Monday, April 4th	Contemporary Issues II	<p>Lan Yao, “The Sisters of Perpetual Indulgence – Drag Queen Community,” YouTube Video. 14:49. The Sisters of Perpetual Indulgence</p> <p>Melissa M. Wilcox, “Spirituality, Activism, and the ‘Postsecular’ in the Sisters of Perpetual Indulgence,” <i>Religion, Gender, and Sexuality in Everyday Life</i>, eds. Peter Nynäs and Andrew Kam-Tuck Yip (London: Routledge, 2012), pp. 46-56.</p>	The Struggle and the Joy: Religion, Gender, and Self-Expression	Quiz #12
Wednesday, April 6th		TRT World, “Muslim Women Talk Hijab,” YouTube Video. 3:51.		

		Muslim Women Talk Hijab “Veiling and the Hijab,” <i>The Feminist Sexual Ethics Project. Veiling and the Hijab</i> Shahnaz Khan, “The Veil as a Site of Struggle,” <i>Canadian Women’s Studies</i> 15.2 (1995), pp. 146-151.		
	Week #14			
Monday, April 11th	Contemporary Issues III	Pamela Dickey-Young and Heather Shipley, “LGBTQI+ Sexuality and Religion,” <i>Identities Under Construction</i> (Montreal: McGill-Queens University Press, 2020), pp. 155-178.	A Spectrum of Gender and Religious Practice	Research Assignment #5
	END OF CLASSES			
Thursday, April 28th	Final Exam Due			
	Winter Term Ends			



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 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

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

Religion 2A39 Paterson Hall
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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
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