

RELI 2710 Winter Term  
The College of the Humanities**RELI 2710 Maccabees to Muhammad**Tuesdays and Thursdays 11.35—12:55 \*in-person only**Dr. Timothy Pettipiece**Course Email: [Timothy.Pettipiece@carleton.ca](mailto:Timothy.Pettipiece@carleton.ca)**COURSE DESCRIPTION**

Building on material learned during the Fall term, this continuation of RELI 2710 will trace the development of diverse forms of early Christianity within both the Roman and Persian empires, paying special attention to Christological controversies and the rise of monasticism. Following this, we will examine the 7<sup>th</sup> century emergence of Islam and the complex interactions between the Abrahamic traditions leading up to the Crusades. This course will be taught from a non-confessional, **historical-critical** perspective that will seek to understand and interpret the development and interrelationship of Judaism, Christianity, and Islam during the late antique and early medieval periods. As with the Fall term, students will be expected to engage with primary texts critically, to appreciate the diversity of opinions within and across traditions, and to situate them in the broad socio-historical context that shaped them.

*Please note: We will not shy away from asking difficult and sometimes controversial questions about the historical development of these very influential religious traditions, as many of these questions are still fiercely debated by scholars. At the same time, this is a course about their shared context during the first millennium, and while understanding that background can help us understand what is going on in the region today, **this is not** a course about modern conflicts in the Middle East. Efforts to disrupt or redirect the class toward those issues will not be indulged.*

**LEARNING OUTCOMES**

- Students will enhance their ability to read primary sources closely and critically
- Students will learn to place textual sources in broad historical and cultural context
- Students will become familiar with current trends in research
- Students will compose written analyses of select primary sources

**EVALUATION**

Source Analysis I	15%	(see below / due February 16)
Source Analysis II	15%	(see below / due March 15)
Source Analysis III	15%	(see below / due April 9)
Midterm	25%	(Brightspace March 1 <sup>st</sup> -8 <sup>th</sup> )
Final Exam	30%	(In-person written exam / date TBD)

**REQUIRED TEXTBOOK**F.E. Peters, [\*Children of Abraham: Judaism, Christianity, Islam\*](#) (Princeton, 2004).**COMMUNICATION**

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

**LECTURES TOPICS / THEMES****\*Approximate DATE**

Jan 9	Syllabus Review	
Jan 11	Introduction: Peoples of the Book	
Jan 16	Reason and Revelation I: Clement and Tertullian	2 <sup>nd</sup> cent.
Jan 18	Religion and Empire I: Athenagoras and Celsus	2 <sup>nd</sup> cent.
Jan 23	Scripture and Tradition I: Origen of Alexandria	3 <sup>rd</sup> cent.
Jan 25	Prophecy and Authority I: Montanus to Mani	3 <sup>rd</sup> cent.
Jan 30	Religion and Empire II: Sasanian Persia	3 <sup>rd</sup> cent.
Feb 1	Religion and Empire III: Imperial Rome	4 <sup>th</sup> cent.
Feb 6	Religious Rivalries I: Symmachus and Ambrose	4 <sup>th</sup> cent.
Feb 8	Body and Society: Emergent Monasticism	4 <sup>th</sup> cent.
Feb 13	Controversies and Creeds I: Nicaea to Constantinople	4 <sup>th</sup> cent.
Feb 15	Controversies and Creeds II: Ephesus to Chalcedon	5 <sup>th</sup> cent.
Feb 27	Churches of the East	5 <sup>th</sup> cent.
Feb 29	Churches of the West	5 <sup>th</sup> -6 <sup>th</sup> cent.
<u>break</u>		
Mar 5	Scripture and Tradition II: Mishna and Talmud	6 <sup>th</sup> cent.
Mar 7	Crisis and Convergence: 6 <sup>th</sup> Century Background	6 <sup>th</sup> cent.
Mar 12	Prophecy and Authority II: The Life of Muhammad	7 <sup>th</sup> cent.
Mar 14	Religious Rivalries II: The Qur'an and Its Context	7 <sup>th</sup> cent.
Mar 19	Religion and Empire III: Early Caliphate	7 <sup>th</sup> -8 <sup>th</sup> cent.
Mar 21	Scripture and Tradition III: Qur'anic Exegesis	8 <sup>th</sup> -9 <sup>th</sup> cent.
Mar 26	Religion and Empire IV: Abbasid Revolution	8 <sup>th</sup> cent.
Mar 28	Mystical Traditions: Early Sufism	9 <sup>th</sup> cent.
Apr 2	Crusades: Christian and Muslim Perspectives	11 <sup>th</sup> cent.
Apr 4	Reason and Revelation II: Ghazali and Ibn Rushd	12 <sup>th</sup> cent.
Apr 9	Medieval Christendom(s)	12 <sup>th</sup> cent.

\* Any slides used during lecture will be posted on Brightspace, but lecture notes will not be shared.

## SOURCE ANALYSIS I, II, III (25% x 3)

Our primary sources of information for the religions of this time-period are the written works left behind by various authors and communities. Since these texts are focused on religion, they don't necessarily tell us much about the social, cultural, and historical settings in which they were written, heard, and read. This means that we often have to read "between the lines," or through and behind the text, to place it in context. The purpose of this assignment is to help you develop "close reading" skills, in order to help you read and interpret primary texts and to uncover the rich array of information embedded within them. You are also expected to make specific connections with other course material.

### STEP 1: CHOOSE A TEXT

You must analyze a source from each of the three traditions. Choose one of the primary sources from the list provided below (*no substitutions*). The texts are available in .pdf form on Brightspace.

JEWISH	CHRISTIAN	MUSLIM
Saadia Gaon, <i>Book of Doctrines and Beliefs</i>	Jerome, <i>Letter to Eustochium</i>	Al-Tabari, <i>Commentary on the Qur'an (Intro)</i>
Maimonides, <i>Guide for the Perplexed (Intro)</i>	Augustine of Hippo, <i>7<sup>th</sup> Homily on John</i>	Ibn Sina (Avicenna), <i>Treatise on Love</i>
Isaac the Blind, <i>The Process of Emanation</i>	Bernard of Clairvaux, <i>On the Love of God</i>	Ibn Arabi, <i>Discourse on Unification</i>

### STEP 2: READ AND REFLECT

Once you've selected your text, read it carefully (more than once). You might even want to read it aloud, since this is how texts were often presented and encountered in the ancient and early medieval worlds.

### STEP 3: RESEARCH AND WRITING

Once you've read and reflected upon the text, you'll want to look more deeply at some specific aspects. Your paper should be at least 4 pages double spaced and contain the following 5 sections indicated by the headings provided:

#### Part I: Background

Religious texts are written and produced in a specific place and time, although scholars aren't always sure when or where. Do we know when this text was written, by whom, in what geographical and cultural setting, and in what language? You will need to do some basic research to find this information out, using library resources. *\*Any sources used should be referenced according to Chicago style.*

#### Part II: Rhetorical / Argumentative Structure

Ancient education, particularly in the Graeco-Roman world (and beyond), emphasized "rhetoric" as the art of speech and composition. Most texts during this period follow well-established templates based on genre, theme, or occasion. I'm not expecting you to familiarize yourself with those specific patterns, but try to discern a basic rhetorical / argumentative structure of the work. Is there an introduction/conclusion or narrative frame? What is the central argument or thematic focus of the text? Based on this create a discursive outline of the text using bullet-points.

#### Part III: Context and Audience

Religious texts don't exist in isolation and are written for a reason. They are composed for specific purposes and in response to concrete circumstances. This is not always obvious, but close reading can provide some clues. As such, who does the author appear to be addressing? Does the text seem to be responding to a particular event or set of events? Who appears to be the intended audience? Are there implied opponents or hostile interlocutors?

#### Part IV: Course Connections

As you read and study this text, what specific connections can be made to material learned in the course? How does it connect with the traditions and contexts presented in class. References can be to the textbook, lectures, or other course readings and must be referenced.

#### Part V: Questions

What questions does the text leave you with? What would you still like to know?

### **STEP 4: PROOFREAD, REVISE, SUBMIT**

Submit your completed paper in .pdf form through the Brightspace portal

### **EVALUATION CRITERIA AND DEFINITIONS**

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

**Length:** at least 4 pages of essay text (double spaced), not including title page or bibliography

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

**Style:** proper grammar, spelling, and syntax

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

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

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

### **PLEASE NOTE THE FOLLOWING:**

**\*Papers must be submitted in .pdf format via Brightspace by the end of day on the due date. Late papers will receive a 5% deduction per day. Requests for extensions will not be considered retroactively after the due date, and no work will be accepted after the examination period unless a deferral has been granted.**

**\*\*Use of AI text generation applications for any course component is not permitted. I reserve the right to request that a student discuss their paper in-person before assigning a final grade.**

### **GRADING RUBRIC**

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

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

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

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

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

D/F Unacceptable or non-existent work.

### **GRADING POLICY**

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

### **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and

presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

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

## **OTHER INFORMATION**

### **Statement on Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

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

### **Carleton Resources:**

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

### **Off Campus Resources:**

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

### **Statement on Pandemic Measures**

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

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or

exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

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

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

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

### **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable

accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## University Regulations for All College of the Humanities Courses (Updated December 12<sup>th</sup> 2023)

### 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

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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; 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.

#### **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.

**The full Academic Integrity Policy can be found [here](#). More information on the process [here](#).**

## **Academic Accommodation Policy**

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



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

### **Addressing Human Rights Concerns**

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

### **Requests for Academic Accommodation**

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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:

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## **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 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](#).

1. 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.
  - a. 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](#).

## 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

Discover the tools and resources Carleton offers to help understand, manage and improve your mental health and wellness while at university.

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

**[Get Help Now](#)** **If in crisis call:** Counselling Services: 613-520-6674 (press 2)

Monday-Friday, 8:30 a.m. – 4:30 p.m.

### After Hours

If you need assistance with an urgent situation outside of our regular operating hours, contact:

- [Distress Centre of Ottawa and Region](#): Available 24/7-365 days/year and is bilingual (English/French).
  - **Distress:** 613-238-3311 ◦ **Crisis:** 613-722-6914 ◦ **Text:** 343-306-5550 (available 10:00 am – 11:00 pm, 7 days/week, 365 days/year) ◦ Web Chat: blue chat icon at the bottom right corner of the website. ◦ Text Service is available in English only to residents of Ottawa & the Ottawa Region.)
- [Good2Talk](#): Available 24/7-365 days/year and is available in English, French and Mandarin ◦ Call: **1-866-925-5454** ◦ Text GOOD2TALKON to 686868 ◦ [Facebook Messenger](#)
- [Empower Me](#): A 24/7 resource service for undergraduate students. 1-833-628-5589 (toll-free)
- International SOS’s Emotional Support: Offers 24/7 access to mental health professionals in more than 60 languages through their dedicated line +1 215-942-8478. Students can call this number collect (the person being telephoned receives the charges) to access services.

## 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

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