

The College of the Humanities  
**Religion Program: RELI 3231A (Winter Term 2022)**  
**Paul of Tarsus**

Instructor: Dr. Zeba Crook  
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Lecture: Tuesday 8:30-11:30

Office: Paterson Hall 2A43, ext. 7029  
Office hours: By Zoom Appt.

## **Course Objective**

The objective of this course is to introduce you both to the letters of Paul of Tarsus, as well as to his history and biography, and the social world in which he lived. The lectures and the presentations you make in class will prepare you well for understanding the letters in their historical and social context.

## **Course Learning Objectives**

By the end of this course, students should be able to:

- understand the history of the earliest spread of Christ-following communities;
- speak intelligently about the cultural inter-relationships among Judeans, Greeks, Romans, Christ-followers;
- understand the parameters of Pauline scholarship, especially as it relates to topics such as the Pauline mission, conversion, identity, scribalism, and pseudepigraphy/authorship;
- situate Pauline scholarship within the parameters of New Testament scholarship more broadly;
- explain how the question of authorship speaks to the spread and development of the Jesus movement.
- think critically about religion, and especially about the relationship between “sacred” texts and history.

## **Program Learning Objectives**

This course contributes to the Religion program Learning Objectives by helping students to:

- apply a theoretical perspective to a primary text
- formulate and defend a thesis based on advanced research
- engage with secondary sources and their peers in thoughtful informed discussion of topics related to the study of religion, orally and in writing.

- write a well-researched academic paper on a topic in religious studies that is free of grammatical and syntactical errors and uses proper citation and bibliographic style.

## Textbooks

- 1) Walter Taylor, *Paul: Apostle to the Nations. An Introduction* (Philadelphia: Fortress Press, 2017)
- 2) Harper-Collins Study Bible (or any version other than the King James Version or Good News Bible)

## Evaluation

Oral Report – 20% (see instructions below for topics and due date)

Course Essay – 30% (10 pages, due March 25)

- 5% Topic Declaration (due Feb 4, 10pm)
- 5% Detailed Outline (due Mar 4, 10pm)
- 20% Research Essay (due Mar 25, 10pm)

Participation – 20%

Take Home Final Exam – 30% (Due April 28, 10pm)

## Course Delivery

- This is a **blended class**: every week I will record a short lecture (~60mins) and post it in Brightspace for you to watch in the days prior to each Zoom session.
- Then, Tuesdays 9:30-11:30am, we will meet via Zoom for class, all of us together. The first hour will be spent discussing the lecture module and the assigned reading. The second hour will be spent on student presentations (and the conversations that evolve from them).
- A Zoom link for each meeting will be sent to your Carleton email account just before each session.

# Lecture, Topic, and Reading Schedule

<b>Meeting 1</b>	
<b>No Module – LIVE PRESENTATION</b>	
<b>Jan 11</b> – 9:30-11:30am: Mechanics of the Course	No Reading
<b>Meeting 2</b>	
<b>Watch Module 1 on Jan 14-17</b>	
<b>Jan 18</b> – 9:30am Sources and Biography	Reading: Taylor 2 + 3
<b>Meeting 3</b>	
<b>Watch Module 2 on Jan 21-24</b>	
<b>Jan 25</b> – 9:30am Greco-Roman and Jewish Context	Reading: Taylor 4
<b>Meeting 4</b>	
<b>Watch Module 3 on Jan 28-31</b>	
<b>Feb 1</b> – 9:30am Letter Writing and Rhetoric	Reading: Taylor 5
<b>Feb 4</b> (Friday; 10pm)	
DUE DATE: Research Essay Topic Declaration	
<b>Meeting 5</b>	
<b>Watch Module 4 on Feb 4-7</b>	

<b>Feb 8</b> – 9:30am The Mission Begins	Reading: 1 Thessalonians + Taylor 6
<b>Meeting 6</b>	
<b>Watch Module 5 on Feb 11-14</b>	
<b>Feb 15</b> – 9:30am Growing Pains	Reading: Galatians + Taylor 7
<b>Feb 20-25</b> <b>Winter Break</b>	
<b>Meeting 7</b>	
<b>Watch Module 6 on Feb 25-28</b>	
<b>Mar 1</b> – 9:30am Greek Culture	Reading: 1 Corinthians + Taylor 8
<b>Mar 4</b> (Friday; 10pm) DUE DATE: Research Essay Detailed Outline	
<b>Meeting 8</b>	
<b>Watch Module 7 on Mar 4-7</b>	
<b>Mar 8</b> – 9:30am The Trouble with Corinth	Reading: 2 Corinthians + Taylor 9
<b>Meeting 9</b>	
<b>Watch Module 8 on Mar 11-14</b>	
<b>Mar 15</b> – 9:30am Competition	Reading: Philippians + Taylor 11

<b>Research Essay Week (No Meeting)</b>	
<b>March 25</b> (Friday; 10pm)	
DUE DATE: Research Essay Final Version	
<b>Meeting 10</b>	
<b>Watch Module 10 on Mar 25-28</b>	
<b>Mar 29</b> – 9:30am Slavery	Reading: Philemon + Taylor 12
<b>Meeting 11</b>	
<b>Watch Module 11 on April 1-4</b>	
<b>Apr 5</b> – 9:30am The Heart of the Empire	Reading: Romans + Taylor 10
<b>Meeting 12</b>	
<b>Watch Module 12 on April 8-11</b>	
<b>Apr 12</b> – 9:30am Paul’s Interpreters and the Construction of the Historical Paul	Reading: Taylor 13

## Assignment Instructions and Guidelines

### Oral Report (20%)

- The second hour of each Zoom session (starting January 18) will be student-led. Each student will lead a presentation on a topic from the list below. The number of presentations per period will vary from year to year.
- Use the source given for each topic as your main source, but feel free to consult other sources if you feel it is necessary for your edification. Also, feel free to use the research you do here in your major essay.

## Directions for Topic Choice and Presentation Date

- 1) Choose any one of the following 30 topics:

**From:** J. Paul Sampley (ed), *Paul in the Greco-Roman World: A Handbook* (the library refuses to place this book on reserve, so I will scan your chapter and email it to you).

Adaptability, pp. 17-41  
Adoption and Inheritance, pp. 42-76  
Boasting, pp. 77-100  
Commendation, pp. 101-33  
Rhetorical Comparison, pp. 134-71  
Hardships and Suffering, pp. 172-97  
Greco-Roman Education, pp. 198-227  
Exemplification and Imitation, pp. 228-57  
Families and Households, pp. 258-92  
Frank Speech, pp. 292-318  
Friendship, pp. 319-43  
Games and the Military, pp. 344-83  
Indifferent Things, pp. 384-403  
Marriage and Divorce, pp. 404-28  
Maxims, pp. 429-56  
Pater Familias, pp. 457-87  
Patrons and Clients, pp. 489-523  
Self-Mastery, pp. 524-50  
Shame and Honor, pp. 551-74  
Slavery, pp. 575-607  
Virtues and Vices, pp. 608-33

**From:** D. Neufeld and R. DeMaris (eds), *Understanding the Social World of the New Testament* (available electronically through the library):

Collectivism in Mediterranean Culture (pp. 17-28)  
Constructions of Gender in the Roman Imperial World (pp. 44-56)<sup>4</sup>  
Ethnicity and Paul's Letter to the Romans (pp. 68-89)  
Altered States of Consciousness (pp. 126-46)  
Urban Structure and Patronage (pp. 178-93)  
Ancient Economy and the New Testament (pp. 194-206)  
Purity, Dirt, Anomalies, and Abominations (207-19)  
Ritual and Christian Origins (pp. 220-32)

- 2) Email me your top five topic choices, in order of your preference
- 3) I'll take the emails in the order they appear in my inbox; I'll give you your **first available choice**; one topic per student. If none of your five choices are available, I won't move to

the next email until you and I have arrived at a topic for you. Because of this, please watch your email in case I have to ask you for more options. That way those after you are not kept waiting to find out what their topic is.

- 4) Your presentation date will be assigned to you according to the order in which I receive the requests: I'll fill up the weeks starting with the first week as the requests come in. This means there is a trade-off: if you choose early, you have to present early, not leaving you as much time to prepare, but you get maximum choice of topics. If you choose late, you get more time to prepare, but maybe don't get a topic you really want.
- 5) I will post a schedule of presenters in Brightspace once there is one. Please check it to confirm your presentation date. If you need to change dates, you need to negotiate with a classmate to switch dates.

### **Oral Report Directions**

- Summarise your article in order to teach the class what is written in the article.
- Focus on the most important aspects of the article; avoid presentations that are overly focused on the details of the article.
- Balance your presentation between talking about the social-cultural-historical background AND talking about why the topic is interesting or important for Pauline studies. Sometimes the article does this for you; at other times you may have to do this for yourself. Either way, be sure to make explicit what we learn about Paul or the letters because of your topic.
- The length of presentations will vary from year to year, depending on how many presenters we have to squeeze into the available time. Either way, presenters should ensure to leave time for questions from the class (an important source of participation marks for everyone!).
- The oral presentations are what will be marked, not a written and submitted version.
- The more creative you can be in your style of presentation / teaching of the material the better (e.g., video, interpretive dance, haiku). Using Power Point slides or handouts is a useful way to help people follow along. Handouts can be sent to me, and I will create a space in Brightspace where students can access them as they wish.
- The more clear, smooth, and rehearsed you can be in your presentation of the material, and the better your summary of the important points, the higher your mark will be. But please know you are not being marked on your performance (being nervous does not lose you points!). The last time this course was taught, the average for this assignment was 86%, so there is no need to be afraid!

**Course Paper** (30%) Due March 25. 10 pages (not counting bibliography or title page, but including footnotes; no endnotes please)

- 5% Topic Declaration (due Feb 4, 10pm)
- 5% Detailed Outline (due Mar 4, 10pm)
- 20% Research Essay (due Mar 25, 10pm)

- Choose a topic from below. Regardless of the topic you choose, please chat with me as many times as you can: before choosing a topic, before starting research, before writing a full draft. Consultations with me can save you a lot of wasted effort and disappointment; students who come to me at least once to talk about their papers always do better than when they do it alone.

- 1) Paul's position on the role and status of women within his communities
- 2) The closest model for understanding the Pauline congregations: Synagogues, Voluntary Associations, or House Churches
- 3) The rhetorical structure of Galatians
- 4) The challenges in talking about Paul as a "convert"
- 5) What would it mean to acknowledge that Paul used secretaries to write his letters?
- 6) Did Paul write 1 Corinthians 13?
- 7) The challenges (textual, cultural, etc.) involved with assessing Paul's opinion on homosexuality
- 8) The relationship between Paul and Jerusalem, particularly with James the Brother of Jesus and Peter
- 9) Were there two brands of Christianity in Paul's day: one for the Gentiles and another for the Jews?
- 10) Did Paul write 2 Thessalonians, Ephesians, or Colossians (choose one only)?

If you wish to write on a topic not listed here, you **MUST** consult me first.

### **Other Instructions**

- Please consult the grading guide. It tells you a great deal about how you should be writing your paper. It, for instance, reminds you that adhering to Chicago Notes and Bibliography style is important, that writing clarity really counts, and so on.
- I will read as many versions of your outline and early full drafts as you want. I'll read outlines at any time (even the night before the essay is due) but I will not read full drafts of papers after March 18. Sending those to me by email is best.
- An historical treatment of any biblical passage requires you be aware of the social and historical setting – of the writer, of the recipients, of the city in which they lived, even of the passage in the context of other ancient religious writings or Paul's own writings. Different passages and topics will require the treatment of these issues in differing degrees.



- The most important feature of your paper is that **you must generate a thesis statement** which you strive to prove or defend by referring to the extensive research you have done. This is a research essay, not a mini-commentary; do not simply rephrase what the passage says; it is also not a “fishing expedition” to find out what something means. Argue a point and make that point very clear in your introduction. Do not attempt to assess the importance of the passage for you personally, or in the modern world/church.
- This is a historical class that presupposes a willingness to engage the material critically and dispassionately – statements of faith in this paper will seriously undermine your work as an historian (which is what you are aspiring to be in this class). Please be very clear that there are places for statements of faith and for approaching these texts in a way that is faithful to a religious tradition, but the university classroom is NOT that place.
- You are expected to consult a lot of material in order to draw a responsible conclusion, and one that is in dialogue with the research that has been done (this also means consulting material other than introductory encyclopedia entries, etc.). Writing research papers is about proving what you want to say, and doing research is how you get to do that, or by doing the research you find out that you cannot make the claim you were hoping to.
- You may not under any circumstances use information taken from the World Wide Web (WWW). You are required to use traditional articles, books, encyclopedias, etc. However, there is a difference between WWW material and electronic resources. Some sources (encyclopedias, journals, books) are available electronically because Carleton Library subscribes to them in electronic form. You access these on your computer from home or in the library. But just because you’re seeing them on your computer, or just because you downloaded them from/through the library website, does not make them WWW sources; it makes them electronic resources. Electronic resources are fine; WWW sources are not; feel free to ask me for clarification at any time.
- Back up what you say; you will be penalized for making unsubstantiated statements, especially if they are inaccurate, and even more so if they are inaccurate and theologically motivated. You are not, by any means, expected to know everything – that’s why we do research, so that we can learn.
- In terms of research, you are expected to **consult at least 10 items**. These items can include a variety of articles/essays, books and commentaries. You can also consult dictionary or encyclopedia entries to get you started and to introduce you to a topic, but these cannot form the backbone of your paper. Since commentaries only require you to read a few pages on your given passage, they count for less; be sure to include all the commentaries possible. Failure to consult adequate material will affect your mark.

### **General Rules for Course Papers**

- All written assignments must come close to the page limit, must be double spaced (not 1 or 1.5), must have default margins (usually 2.5cm), must not appear in a font size smaller than 12 point, and must include page numbers. The manipulation of any of these things in order to make a shorter paper appear longer or a longer paper appear shorter will be noticed. Efficiency of language and focus on a task are required for working within assigned page or word limitations.

- The Religion Program has adopted the Chicago Manual of Style (16th Ed) for all papers in Religious Studies. There is an on-line guide here: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). Please use the Notes and Bibliography style, not the Author-Date style. Your ability to reproduce this proper style will factor into the marking of your written work.
- Papers that venture too far from these requirements and limitations may be returned unread and ungraded for resubmission; late penalties are retroactive to the due date, regardless of when I discover the problem.
- Late Penalties: Written assignments are due on the specified date. There will be a penalty of 2% per day (including weekends) which builds until the penalty reaches 100%. Extensions will only be granted for personal medical and family emergencies; extensions are not granted because of essay conflicts, work schedules, or the like.
- Proofread your work several times carefully before handing it in or ask someone whose writing skills are strong to do it. Needless and countless errors of spelling, grammar, and syntax are a serious impediment to effective writing and communication, and these will affect your grade.
- Always keep a copy of your paper in multiple computers if you can (emailing it to yourself is an excellent way of backing something up that is almost totally secure)

### **Participation (20%)**

- Participation is based wholly on a qualitative assessment, not a quantitative assessment. In other words, though there is sometimes a relationship between frequent participation and a high participation mark, the high participation mark is really based on the quality of your participation not on the quantity (e.g., showing evidence you have read and thought critically about the readings, showing evidence that you listen to the answers given in class, asking fruitful questions, etc.).

### **Final Exam (30%)**

- There will be a final take home exam.
- Questions will be distributed immediately after our last meeting.
- The exam will be composed of two long answer/essay questions.



# Humanities

## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

[This schedule](#) contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the [Important Dates and Deadlines section](#) of the Registration Website.

### Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

### Copies of Written Work Submitted

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

### Academic Integrity Policy (updated June 2021)

**Plagiarism** is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

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

**Examples of plagiarism** include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

## Academic Accommodation Policy

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

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

### Addressing Human Rights Concerns

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

### Requests for Academic Accommodation

You may need special arrangements to meet your [academic obligations](#) during the term. For an accommodation request, the processes are as follows:

#### Religious Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation](#).

#### Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. . For more details, please review the [Student Guide to Academic Accommodation](#).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

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

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

## **Grading System at Carleton University**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

## **Course Sharing Websites and Copyright**

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

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).  
[More information](#)

## Student Rights and Responsibilities at Carleton

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

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

## Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

## Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals](#)  
[Registrar's Office "Defer an Exam" page](#)

## Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

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

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

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

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

## Department Contact Information

*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)