The College of the Humanities: Religion

RELI 3722: Religion and Violence
Thurs. 2:30-5:30
(location posted on Brightspace)

Instructor Information   **TA Information**

Professor: Kimberly Stratton   Victoria Hawco
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No Screens Zone
- Use of phones and laptops is *not* permitted during class except to submit the in-class exercises
  - o Please use a notebook for recording class notes
  - o Exceptions for students with PMC accommodations

Course Description

What are the differences between a "holy war" or a "righteous crusade" on the one hand, and "fanaticism" or "religious terrorism" on the other? Or, between "spiritual" self-mortification and "psychopathological" self-injury? Or, between a "martyr" and a "maniac"? Who gets to decide? On what basis? The links between religion and violence arise from long and complicated histories, with many religions both justifying violence and condemning it. Moreover, the ascription of violent tendencies to religion has long characterized the perspectives of both the non-religious and the "other religious." This course examines examples of so-called "religious violence" from past and present, and on scales ranging from the very large (e.g. state violence) to the very small (e.g. self-harm), as well as in between (e.g. from communal violence to interpersonal or intimate partner violence).

Course Objectives

This course seeks to inculcate a better understanding of the complex and dynamic relationship between religion and violence. Eschewing dichotomies that either blame religion for violence or present religion as a prophylactic against violence, this course examines a series of topoi where religion and violence intersect, ranging from gender to genocide, terrorism to self-sacrifice. Part and parcel of this investigation is an attempt to complicate the very categories that most often define conversations about religion and violence. For example, this course will question what differentiates holy war, or "just war," from an act of terrorism, and how/why violence is precipitated by religious beliefs or against religious communities. Additionally we will ask: How are responses to and interpretations of violence shaped by religious narratives and beliefs? What makes a death martyrdom? Who defines an

act of violence and controls the narrative? In the process of answering these questions the very definitions of Religion and Violence will be reconsidered.

Students in this course will gain not only a sensitive theoretical understanding of the complex interrelationship of religions and forms of violence, but through an experiential project will have an opportunity to engage this theoretical knowledge and nuanced awareness to resolve real-world problems where violence impacts people in concrete ways.

Learning Outcomes

By the end of the course successful students should be able to:
- explain various ways that religion and violence intersect in different contexts, historical periods, and cultures
- identify religious beliefs or narratives that have *legitimized* violence in different cultures and contexts
- explain how religions have helped make *sense* of and *respond* to violence in specific cases
- critically discuss and explain various theories about Religion and Violence
- understand academic debates over the definitions of "Religion" and "Violence"
- differentiate between an etic, scientific, academic approach to religious studies and insider, theological, faith-based approach by demonstrating the former in this class
- apply knowledge gained in the course to solving a real-world social problem involving violence and religion
- work collaboratively with others to solve a real-world problem involving violence and religion

Texts and Course Materials
All required readings for this course are available *free of charge* on ARES (follow the link on Brightspace or log into the ARES site for this course on the MacOdrum Library's website)
For a detailed list of readings please see the course Bibliography at the end of this Outline.

Experiential Learning (EL)

Experiential learning is the application of theory and academic content to real-world experiences that advance program (i.e., Religion) or course-based (i.e., RELI 3722) learning outcomes that are specifically focused on employability skills. Experiential learning requires the student not only to engage in the experience activity, but also requires them to reflect upon their learning and how their skills learned through their academic studies can be applied beyond the classroom (https://carleton.ca/experientialeducation/).

EL components of this course include:
- Applying critical thinking and application of theory in reading summaries and in-class exercises
- Role play and work-place simulation in EL Project
- Problem-based learning and use of Case studies in in-class exercises and EL Project

- building and curating an ePortfolio that charts learning and self-reflection about the learning process

Experiential-Learning Project Options:
1) Work for UN commission or NGO on ending religiously motivated genocide
2) Work for (religious) organization on ending religiously sanctioned gender-based violence (or violence against LGBQT)
3) Develop school curriculum to prevent religious radicalization
4) Work for organization to help traumatized populations develop religious resources to recover
5) Participate in task force on the rise of religious fundamentalism and violence (alt-right, Islamicist, Zionist, Hindu, or other)
6) Develop policy to mitigate religiously inflected violent discourse on social-media
7) Work for governmental or non-governmental agency to curtail violence against cultural heritage
8) For those with an academic career in mind, you can pursue a traditional research paper, but must submit a proposal to me first
9) Other suggestions are welcome!

Evaluation

- Weekly Reading Reflection: 25%
    - Work shall be submitted in cuPortfolio *during* first 10 min of class in response to a prompt.
    - Lowest 2 marks will be dropped
    - Rubric:

0 pts	1 pt (50%)	2 pts (100%)
Absent, not submitted, or demonstrates lack of familiarity with assigned reading(s)	Submitted, demonstrates cursory level of familiarity with the assigned reading(s)	Submitted, demonstrates reasonably good understanding of the reading(s) and offers reflection on it/them.

- Weekly In-Class Exercises: 25%
    - Work shall be recorded in cuPortfolio *during* class time in response to a prompt
    - Lowest 2 marks will be dropped
    - Rubric:

0 pts	1 pt (50%)	2 pts (100%)
Absent, not submitted, or demonstrates lack of familiarity with lecture content for the class.	Submitted, demonstrates cursory level engagement with the content for the day's class:	Submitted, demonstrates critical and self-reflective engagement with class content that goes beyond personal

including lecture, discussion, and multi-media presentations.	opinion. Integrates reading(s), lecture, and class discussion in analysis or response to the prompt. Demonstrates ability to consider other perspectives and points of view.

- EL project (5-7pp submitted in Word.docx on Brightspace; Due: April 8th)   20%

50-59%	60-69%	70-79%	80-89%	90-100%
D	C	B	A	A+
The work is sloppy and/or incomplete; reflects minimal effort.	Work reflects some effort, but does not include sufficient detail or evidence of thorough research. Problem solving is weak. Tends toward oversimplification.	Work is good; demonstrates an effort to research the project and attempt to solve the selected problem. It includes sufficient detail, but does not adequately attempt to connect the project to material covered in class.	Work is very good to excellent. It demonstrates careful and thorough research and a serious attempt to solve the selected problem. It engages with themes and ideas that arose during the course, either in the readings, lectures (including videos), and discussions.	Work is exceptional. It demonstrates a very high level of engagement with the learning process evident in thorough research, critical analysis, independent thinking, and creative problem solving. The work is thoughtful in its attempt to apply the theoretical and academic learning of the classroom (readings, lectures, videos, and discussions) to a real-world problem. The work may reveal new insight and creative thinking toward some aspect of the course content, closing the learning circle

				from classroom to project and back.

- Research Blog (in cuPortfolio)   20%

50-59%	60-69%	70-79%	80-99%	90-100%
D	C	B	A	A+
Incomplete. Information for each stage/step of the project is not recorded.	Complete but lacks much detail or evidence of effort.	Complete and includes some detail and evidence of effort.	Complete; includes evidence of research progress including discussion of setbacks or changes in direction, lessons learned, etc. Includes evidence of problem-solving thought process. In other words, demonstrates your thinking at each step/stage of your project.	Complete; includes evidence of research and documentation of the decisions taken and avenues of inquiry pursued as well as the challenges and difficulties encountered. Records problem-solving and critical thinking at each stage/step of the project. Reveals engagement with the project and reflection on the learning process.

- Final class workshop and write up (recorded in cuPortfolio)   10%
    - This class will consist of course review, discussion, and reflection

50-59%	60-69%	70-79%	80-89%	90-100%
D	C	B	A	A+
The reflection is sloppy and/or incomplete; reflects minimal effort and understanding of	Reflection demonstrates some effort, but does not include sufficient detail or evidence of	The reflection is good; demonstrates a good understanding of course material	The reflection is very good to excellent. It demonstrates careful and thorough	The reflection is exceptional. It demonstrates a very high level of engagement with the learning

material covered in the term.	learning. Tends toward oversimplification.	and the ability to critically reflect upon it. It includes sufficient detail to show learning of concepts covered in class.	engagement with themes and ideas that arose during the course, either in the readings, lectures (including videos), and discussions.	process evident in critical analysis, independent thinking, and ability to synthesize theoretical concepts with examples and case studies. The work may reveal new insight and creative thinking toward some aspect of the course content.

Assignments

All assignments (except the EL project) will be recorded in your cuPortfolio during specified times. Your eportfolio will provide a clear chronicle of your work and a space for reflection on your learning.

I will use Brightspace to provide comments, evaluations and grades in a secure and private format.

Policy on AI use: AI is a powerful research tool. It is not intelligent, however, but uses algorithms to scan the internet and consolidate information. AI is unable to produce genuinely new information or insights and for this reason, relying on AI to think for you is a detriment. In order to foster an environment where students may develop reading, writing, and critical thinking skills, most of the assessments in this class occur in person. For the EL Project, students may engage with AI to assist with research, refine their questions, and identify sources. The final submission must represent the student's own thinking and ideas in the student's own words.

Course Calendar

Jan 8   **What is *Religion* and How to Study it Academically**
                   Read: Zeba Crook, *Religions of a Single God*, Ch. 1

Jan 15   **What is Violence: Theories of Violence and Religious Violence**
                   Read: 1) Bruce Lincoln "Violence" in CCAMR; *and* 2) René Girard "Sacrifice" and 3) Walter Burkert "Homo Necans" in PRRV

Jan 22   **Holy War**

Read: 1) "Bhagavad Gita" (excerpt in PRRV); 2) book of Joshua (Chs. 1-8; if you don't have a bible follow link on cuLearn)

Jan 29   **Holy War**
Read: 1) Kennedy, Caroline, "The Manichean temptation: Moralising rhetoric and the invocation of evil in US foreign policy;" 2) "Last Instructions of 9/11" in PRRV
--Decide on your EL project--

Feb 5   **Martyrdom**
Read: 1) "Martyrs of Lyon" in ACM; and 2) "Collective Martyrdom: Branch Davidians and Heavens Gate" In MSS

Feb 12   **Martyrdom**
Read: Cynthia Mahmoud, "Playing the Game of Love," in *Fighting for Faith and Nation*
--EL project workshop—
--Research Blog Due--

Feb 19   **Winter Break**

Feb 26   **Gender/LGBQT**
Read: Thomas Dunn "Remembering Matthew Shepard"

Mar 5   **Gender**
Read: "The Roop Kanwar Case" in *Sati: the Blessing and the Curse*.
--EL project Workshop—
--Research Blog Due--

Mar 12   **Genocide:**
Read: Katherine Pettipas, *Severing the Ties that Bind*, Ch. 1 (pp. 17-41)

Mar 19   **Genocide**
Read: Jackie Feldman, "Nationalizing Personal Trauma, Personalizing National Redemption: Performing Testimony at Auschwitz-Birkenau," in RV (pp. 102-134)
--EL Project Workshop—
--Research Blog Due--

Mar 26   **Terrorism**
Read: 1) Juergensmeyer, "Religious Terrorism as Performance Violence" (Ch. 17 in OHRV); 2) Hafez, Mohammed, "Apologia for Suicide: Martyrdom in Contemporary Jihadist Discourse" in MSS (pp. 126-139)

April 2   **Terrorism**
Read: 1) Michael Bray, 2) Adb Al-Salam Faraj, and 3) Meir Kahane in PRRV

--Final Class Workshop and Write-Up—

April 8   **--EL Projects *and* Final Research Blog due—**

Course Bibliography

 Argenti, Nicholas, and Schramm, Katharina (eds.)*. Remembering Violence.* New York: Berghahn Books (2011) = RV

Cavanaugh, William T. *The Myth of Religious Violence.* New York: Oxford University Press (2009)

Crook, Zeba A. *Religions of a Single God: A Critical Introduction to Monotheisms from Judaism to Baha'i*. Sheffield: Equinox (2019)*.*

Dunn, Thomas R. "Remembering Matthew Shepard: Violence, Identity, and Queer Counterpublic Memories," *Rhetoric & Public Affairs*, Volume 13, Number 4, Winter 2010, pp. 611-652

Hawley, John Stratton (ed.). *Sati, the Blessing and the Curse: The Burning of Wives in India*. New York: Oxford University Press (1994)

Juergensmeyer, Mark et al (eds). *The Oxford Handbook of Religion and Violence*. New York: Oxford University Press (2013) = OHRV

Juergensmeyer, Mark and Kitts, Margo (ed.) *Princeton Readings in Religion and Violence*. Princeton: Princeton University Press (2011) = PRRV

Kennedy, Caroline, "The Manichean temptation: Moralising rhetoric and the invocation of evil in US foreign policy," *International Politics* (2013) 50, 623–638.

Kitts, Margo (ed.). *Martyrdom, Self-Sacrifice and Self-Immolation: Religious Perspectives on Suicide.* New York: Oxford University Press (2018) = MSS

Mahmoud, Cynthia Keppley. *Fighting for Faith and Nation*. Philadelphia: University of Pennsylvania Press (1996)

Musurillo, Herbert (ed.). *The Acts of the Christian Martyrs*. London: Oxford University Press (1972)

Spaeth, Barbette (ed.). *Cambridge Companion to Ancient Mediterranean Religion*. Cambridge University Press (2013) = CCAMR

University Regulations for All College of the Humanities Courses (Updated December 2025))

Academic Dates and Deadlines

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

Copies of Written Work Submitted

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

Online Learning Resources

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

Academic Integrity Policy

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

> Examples of plagiarism include, but are not limited to:
> - any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
> - using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
> - using another's data or research findings without appropriate acknowledgement
> - submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
> - failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks."

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

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

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a

result of interacting with other students. In struggling together to master similar concepts and problems

and in being exposed to each other's views and approaches, a group of students can enhance and

speed up the learning process. Carleton University encourages students to benefit from these activities

which will not generally be viewed as a violation of the Policy. With the exception of tests and

examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the

work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard

is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-

operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to

complete a course requirement. Normally, students are not responsible for violations of this policy

committed by other members of a group in which they participate.

More information on the process <u>here.</u>

Academic Accommodations

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

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

Requests for Academic Accommodation

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

Addressing Human Rights Concerns

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

Grading System at Carleton University

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

The system of grades used, with corresponding grade points and the percentage conversion can be found **here.**

Course Sharing Websites and Copyright

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

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

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

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances.](#)

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

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

Deferred Final Exams

Students who are unable to write a final examination because of extenuating

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

The application for a deferral must:

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

Academic Consideration Policy

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

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

Financial vs. Academic Withdrawal

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

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

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your

CGPA. It is your responsibility to drop the course via Carleton Central within the published deadlines (see Academic Withdrawal).

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

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

Mental Health and Wellness at Carleton

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

Emergency Resources (on and off campus)

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

Carleton Resources

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

Off Campus Resources

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

The Centre for Indigenous Support and Community Engagement

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

Department Contact Information

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

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

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

Digital Humanities (Graduate) 2A39 Paterson Hall
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Digital Humanities (Undergraduate Minor) 300 Paterson Hall
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