

Carleton University

Winter 2022

**College of the Humanities**  
**RELI 3840 – Who Wrote the Bible?**

**Instructor:** Sarah Cook**email:** [sarahcook@cunet.carleton.ca](mailto:sarahcook@cunet.carleton.ca)**Office Hours:** M 12:00 pm - 2:00 pm/by appointment via zoom**Meeting:** Thursdays 8:35-11:25 am Tory Building 340; synchronous Zoom meeting until January 27<sup>th</sup>**Course Description**

We have clues about who the authors of the Hebrew Bible may have been, and we have traditional suspects. The phrase “the Torah of Moses” suggests that the first five books of the Hebrew Bible might have been the work of history’s most put-upon prophet. Biblical books with names like “Joshua,” “Samuel,” and “Jeremiah” offer us even more suspects who were especially popular among the rabbis as well as Christian scholars throughout the ages. By the 17<sup>th</sup> century, European scholars, armed with Enlightenment Rationality, started to develop their own theories about the nature and origin of this foundational western text. In this course, we will explore the rich history of theories regarding biblical authorship and draw upon both material culture and literary evidence to form our own theories. We will consider questions including: how did authorship work in the ancient world? Why did people write? Where and how did they write? How can we effectively use the available literary evidence to theorize about the authorship of a text? By drawing on as many categories of evidence as possible and noticing where the evidence converges, we will attempt to answer the question of who wrote the Hebrew Bible.

**Learning Objectives**

Over the course of the term, students will learn:

- To translate some basic biblical Hebrew terms
- How to describe the history of the source critical study of the Hebrew Bible
- How to explain textual criticism of the Hebrew Bible
- To assess various pieces of material culture evidence and analyze them as evidence for writing in the ancient world
- An overview of ancient near eastern civilizations/history
- An introduction to the literature of the ancient near East
- How to read the Hebrew Bible through a historical/critical lens
- How to critically read secondary sources
- How to construct an argument about textual composition

**Course Procedure**

**On COVID-19 Health and Safety:** As per recent guidance from the university, this course will initially be offered online and synchronously via Zoom until January 27<sup>th</sup>. As of the week of January 31<sup>st</sup> (fingers crossed!), this course will be offered **face-to-face** on Carleton University campus. You will be expected to **maintain a distance of 2 metres** between yourself and your peers whenever possible and to **wear a mask/face covering that covers your nose, mouth, and chin** while we are in our classroom. Please wait for all students to exit the classroom before you enter and sit in designated seating that maintains a safe distance between students. **There will be a five-minute grace period at the beginning and end of our class meetings**

to allow everyone to enter and exit the room safely. If you have any concerns related to health and safety and COVID-19, please reach out to me via email.

Please complete the CUScreen check for symptoms survey before coming to campus. Do not come to campus if you feel sick.

**On Absences:** In light of the ongoing pandemic, please prioritize your health and do not come to campus if you feel sick. Any absence due to illness is excused.

**On Contacting me:** You can always reach me via my Carleton email (see first page of syllabus). I will respond to your emails within 24 hours Monday through Friday. If you have not received a response within that window, feel free to send me a second email to touch base. I may not check my email over the weekend, so please be careful to contact me in advance if you have a pressing question.

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

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

### **Grade Distribution**

**Attendance and Participation:** 20%

**Reading Response Assignments:** 20%

**Midterm Assignment:** 30%

**Final Research Paper:** 30%

### **Assessments**

**Attendance and Participation:** Students can earn excellent attendance and participation grades by showing up to class on time, having read the readings and being prepared to discuss them and ask meaningful questions about them. Good participation also involves posing questions or comments in a manner that is respectful to both me and your peers.

**Reading Response Assignments:** Students have 10 opportunities throughout the term to submit reading response assignments. Of these 10 opportunities, I require that you submit **5** reading response assignments. Reading responses should be 2 pages double-spaced in size 12 font. They should include a brief summary of **all of the assigned readings for that day** and some meaningful reflection on what you have learned from the readings and/or what questions the readings raise for you. Should you choose to submit more than 5 reading responses, I will count your top 5 grades towards your final grade.

**Midterm Assignment:** For the midterm assignment, students are invited to choose one Hebrew term from a list that I will provide. Using [Blue Letter Bible](#), students are asked to research where this term occurs within the first five books of the Hebrew Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy). Students should form an argument regarding the way in which various biblical sources use the term. Midterm assignments should be 5 pages double-spaced and

typed in a 12-point font. Assignments will be submitted to a Dropbox on our Brightspace page by **11:59 pm on Thursday, February 17<sup>th</sup>**.

**Final Research Paper:** The final research paper takes the place of a final exam and functions similarly to a take-home exam. For this assignment, students are asked to choose one biblical passage from a list and analyze the passage by drawing on the different source-critical approaches that we have learned this term. The goal of the final research paper is to advance a theory for the composition of a short passage based on the theories of biblical composition that we have studied thus far. The final research paper should be 10-12 pages long, written in a 12-point font, and double-spaced.

### Late Assignments

Late assignments will be penalized at a rate of 10% per day. If you anticipate struggling to submit an assignment on time, please contact me as early as possible so that we can discuss a possible accommodation.

### Letter Grade Scale

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

### Academic Integrity

Plagiarism is a serious offence that can jeopardize your future at this university. Carleton University defines plagiarism as “submitting work in whole or in part written by someone else” and “failing to acknowledge sources through the use of proper citations when using another author’s work.” Please see the link below for more information:

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

Plagiarism, however minor, will be taken very seriously by the instructor and a report filed with the Dean’s office, who handle all academic integrity allegations. Their response to plagiarism ranges from a zero on the assignment submitted, to expulsion from the university. If you find yourself panicking and tempted to cut and paste, **don’t!** Email me and we’ll work out an extension or other accommodation for you.

### Translation

Our schedule contains links to biblical texts on [Sefaria](#), a literal treasure trove of biblical and rabbinic texts. Sefaria uses the New Jewish Publication Society translation (NJPS). [Blue Letter Bible](#) offers the King James translation (KJV). You might also use the New Revised Standard

Version (NRSV) through [Bible Gateway](#). Please use one of these three translations for our class or contact me if you have questions about another translation.

### Resources

For an online resource that details source-critical divisions of the Torah, see [this site](#).

### Course Schedule

**\*This schedule is subject to change**

Winter Term Schedule			
Week #1			
Date	Module	Reading	Assignments
Thursday, January 13 <sup>th</sup>	Welcome	Syllabus	
Week #2			
Thursday, January 20 <sup>th</sup>	Writing in the Ancient World	<p>World History Encyclopedia, "Cuneiform: The Earliest Form of Writing," YouTube video, 6:13. <a href="#">Cuneiform Writing</a></p> <p>Religion for Breakfast, "The Origins of Hebrew," YouTube video, 10:59. <a href="#">The Origins of Hebrew</a></p> <p>Seth Sanders, "What Was the Alphabet For?" <i>The Invention of Hebrew</i> (Urbana: The University of Illinois Press, 2009), pp. 36-75.</p>	Reading Response #1
Week #3			

<p>Thursday, January 27<sup>th</sup></p>	<p>Literature of the Ancient Near East</p>	<p>Priscila Scoville, "Amarna Letters," <i>World History Encyclopedia</i> (2015).  <a href="#">The Amarna Letters</a></p> <p>Anson F. Rainey, "EA 26," <i>The El Amarna Correspondence</i> (Leiden: Brill, 2014), pp. 277-281. *Skip the Canaanite; just read the translation!</p> <p><i>The Epic of Gilgamesh</i>, trans. Maureen Gallery Kovacs (Stanford: Stanford University Press, 1989), tablet I.</p> <p>Peter Pringle, "Gilgamesh Lament for Enkidu," YouTube video., 6:57.  <a href="#">Gilgamesh's Lament for Enkidu</a></p> <p>Genesis 2-3 (NJPS)  <a href="#">Genesis 2-3</a></p> <p>Exodus 15 (NJPS)  <a href="#">Exodus 15</a></p>	<p>Reading Response #2</p>
<p>Week #4</p>			

Thursday, February 3 <sup>rd</sup>	There's Something Funny Going On	<p>Baruch Spinoza, <i>Tractatus Theologico- Politicus</i>, trans. R. H. M. Elwes (London: George Bell and Sons, 1891), vol. 1, chapters viii-x. <a href="#">Spinoza - Tractatus</a></p> <p>Thomas Hobbes, <i>Leviathan</i>, eds. G.A.J. Rogers and Karl Schuhmann (London: Continuum, 2005), pp. 296-307.</p> <p>Jeffrey L. Morrow, "The Acid of History," <i>The Heythrop Journal</i> 58 (2017), pp. 169- 180.</p>	Reading Response #3
Week #5			
Thursday, February 10 <sup>th</sup>	Documentary Sources and Ancient Israelite History	<p>John William Rogerson, "Germany from 1860: the Path to Wellhausen," <i>Old Testament Criticism in the Nineteenth Century</i> (London: SPCK, 1984), pp. 257- 272.</p> <p>Julius Wellhausen, <i>Prolegomena to the History of Israel</i>, trans. Menzies and Black,</p>	Reading Response #4

		introduction - chapter I. <a href="#">Wellhausen - Prolegomena</a>	
Week #6			
Thursday, February 17 <sup>th</sup>	Verse by Verse: Dividing the Torah	S. R. Driver, "Genesis," <i>An Introduction to the Literature of the Old Testament</i> (New York: Charles Scribner's Sons, 1891), pp. 4-19.  J. Estlin Carpenter and G. Harford-Battersby, <i>The Hexateuch According to the Revised Version</i> (New York: Longmans, 1900), pp. 1-29.	Midterm Assignment Due
Week #7			
Thursday, February 24 <sup>th</sup>	Happy Reading Week!		
Week #8			
Thursday, March 3 <sup>rd</sup>	The Deuteronomistic History	Martin Noth, "The Central Theological Ideas," <i>Reconsidering Israel and Judah</i> , eds. Gary N. Knoppers and J. Gordon McConville (Winona Lake: Eisenbrauns, 2000), pp. 20-30.	Reading Response #5

		<p>Alison L. Joseph, "The Deuteronomistic History and Israel's Kings," <i>The Bible and Interpretation</i> (2016).  <a href="#">The Deuteronomistic History</a></p> <p>Judges – 1 Kings  <a href="#">Judges 1</a></p>	
<b>Week #9</b>			
<b>Thursday, March 10<sup>th</sup></b>	<b>Reading Prophecy: The Case of Isaiah</b>	<p>J. Blake Couey, "Isaiah (Son of Amoz)," <i>Bible Odyssey</i> (2021).  <a href="#">Isaiah (son of Amoz)</a></p> <p>"Who Wrote the Book of Isaiah?" <i>Zondervan Academic</i> (2018).  <a href="#">Who Wrote Isaiah?</a></p> <p>Isaiah 1-66 (NJPS)  <a href="#">Isaiah</a></p>	Reading Response #6
<b>Week #10</b>			
<b>Thursday, March 17<sup>th</sup></b>	<b>Songs and Psalms</b>	<p>Sigmund Mowinckel, <i>The Psalms in Israel's Worship</i>, trans. D. R. Ap-Thomas (Grand Rapids: Eerdmans, 2004), pp. 1-41.</p>	Reading Response #7



		Psalms 21-22 (NJPS) <a href="#">Psalms 21-22</a>	
<b>Week #11</b>			
<b>Thursday, March 24<sup>th</sup></b>	<b>Poetry and Prose: The Book of Job</b>	Carol Newsom, "Job," <i>Bible Odyssey</i> (2021) <a href="#">Job</a>  Carol Newsom, "Re-Considering Job," <i>Currents in Biblical Research</i> 5.2 (2007), pp. 155-182.  Job 1-42 (NJPS) <a href="#">Job 1-42</a>	Reading Response #8
<b>Week #12</b>			
<b>Thursday, March 31<sup>st</sup></b>	<b>Canons and Community: Textual Criticism and Composition</b>	Shani Tzoref, "The Dead Sea Scrolls and the Hebrew Bible," <i>Bible Odyssey</i> (2021). <a href="#">The Dead Sea Scrolls</a>  Magnar Kartveit and Gary N. Knoppers, "Qumran, Mount Gerizim, and the Books of Moses," <i>The Bible, Qumran, and the Samaritans</i> , eds. Magnar Kartveit and Gary N. Knoppers (Berlin: De Gruyter, 2018),	Reading Response #9

		<p>pp. 1-15.</p> <p>Emanuel Tov, "The Writing of Early Scrolls," <i>Dead Sea Discoveries</i> 13.3 (2006), pp. 339-347.</p> <p>Jannes Smith, "What is the Septuagint?" <i>Bible Odyssey</i> (2021).  <a href="#">What is the Septuagint?</a></p>	
<b>Week #13</b>			
<b>Thursday, April 7<sup>th</sup></b>	<b>Source Criticism Today</b>	<p>Deuteronomy 34 (NJPS)  <a href="#">Deuteronomy 34</a></p> <p>Philip Y. Yoo, "The Four Moses Death Accounts," <i>JBL</i> 131.3 (2012), pp. 423-441.</p> <p>Serge Frolov, "The Death of Moses and the Fate of Source Criticism," <i>JBL</i> 133.3 (2014), pp. 648-660.</p> <p>Shawna Dolansky, "Deuteronomy 34: The Death of Moses, Not of Source Criticism," <i>JBL</i> 133.3 (2014), pp. 669-676.</p>	Reading Response #10
<b>Exam Period</b>			

<b>Thursday, April 28<sup>th</sup></b>	<b>Final Research Paper Due (11:59 PM)</b>
<b>Winter Term Ends</b>	



# 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)