

CARLETON UNIVERSITY

Fall Term 2017

College of the Humanities, Religion Program  
RELI 4850A/5850F; EURR 5201A  
**Religion, Migration, Diaspora**  
Thursdays 8:35-11:25 am; Richcraft Hall 3302

Prof. James Casteel, Richcraft Hall 3306

Tel.: 613-520-2600, ext. 1934

Email: [james.casteel@carleton.ca](mailto:james.casteel@carleton.ca) (best way to reach me)

Office hours: Thursdays, 11:45 am-1:15 pm or by appointment.

#### COURSE DESCRIPTION:

In our contemporary globally interconnected world, religion, migration and diaspora have become prominent issues in shaping social, cultural, economic, and political relations. Yet, the scholarly literature that addresses each of these themes often remains compartmentalized and has yet to sufficiently explore the intersections between them. In this course, we will examine the intersections of religion, migration, and diaspora, conceptually and empirically, drawing on historical and contemporary examples.

Questions that we will explore include: What role does religion play in processes of migration and in what ways are religious categories used (or not used) by migrants or other actors to make sense of their experience? When does religion become salient in the process of migration? How do we conceptualize diaspora? What is the relationship between diaspora, religion, and nationhood? What is the significance of transnational networks and connections in maintaining diasporic identities? How are ties to real and imagined homelands used to construct diasporic identities and what role does memory and heritage work play in sustaining them?

Geographically, the course readings will focus on Europe including Russia and the enduring transnational connections with regions of the world that were formerly colonized by European powers. For their research projects, students may choose to write on traditions and regions other than those represented here as long as the topic relates to the broader themes of the course.

#### COURSE OBJECTIVES AND OUTCOMES:

- Upon successful completion of this course, you will have gained knowledge of key concepts in the study of religion, migration, and diaspora and the ability to apply these concepts in the analysis of particular cases.
- You will have acquired knowledge and the ability to apply analytical concepts related to the study of religious and ethnic diversity and the socio-cultural construction of identities, in both historical and contemporary contexts.
- You will have gained practice in analyzing and interpreting the scholarly literature on religion, migration and diaspora.
- Through your written work, classroom discussions, and oral presentations, you will gain practice in applying theories and concepts learned to particular cases. You will also have further developed your writing, editing, and analytical skills.
- You will have gained experience in the conduct of research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources) in your proposal and research paper assignment.

- In oral presentations and in participation in class discussions you will have honed public speaking skills and your ability to present and debate arguments and opinions that are supported by evidence. Work-in-progress presentations will also provide opportunities to gain experience fielding queries and feedback from your peers, an important component of the peer-review process.

### REQUIRED COURSE READINGS:

Course readings will be made available via the Ares Course Reserves system (link from CU Learn page or directly at <http://libares01.carleton.ca/>). In some cases or where last minute changes to readings are made, readings may also be made available in electronic format on CU Learn (<https://www.carleton.ca/culearn/>). *If you find that a required reading is not available for a given week, please notify the instructor **immediately**.* Students are expected to come to class having prepared **all** of the required readings for a particular week.

### Course Requirements and Grading Scheme:

#### Undergraduates (RELI 4850)

<u>Assignments:</u>	<u>Percentage</u>	<u>Due Date</u>
Attendance and Participation	20%	
Oral Presentation	7.5%	
Work-in-Progress Presentation	7.5%	
2 Reading Analysis papers, 3-4 pages (15% each)	30%	Week of class meeting with #1 due by Oct. 5 (Wk 5) #2 due by Dec 7 (Wk 13)
Proposal and Bibliography for Major Written assignment (1-2 pages)	5%	Sept. 28 (Wk 4)
Major Written Assignment (10 Pages)	30%	11:59 pm Dec 8, 2017

#### Graduates (RELI 5850/EURR 5201)

<u>Assignments:</u>	<u>Percentage</u>	<u>Due Date</u>
Attendance and Participation	20%	
Oral Presentation	7.5%	
Work-in-Progress Presentation	7.5%	
3 Reading Analysis papers (3-4 pages) (10% each)	30%	Week of class meeting, with #1 due by Oct. 5 (Wk 5) #2 due by Nov. 9 (Wk 9) #3 due by Dec 7 (Wk 13)
Proposal and Bibliography for Major Written assignment (1-2 pages)	5%	Sept 28 (Wk 4)
Major Written Assignment (12 pages)	30%	11:59 pm Dec 8, 2017

Note: Page lengths do not include notes and bibliography and assume 250 words/page.

### Attendance and Participation:

This course is a reading intensive course (approximately 100-120 pages per week) held in seminar format. Active participation in classroom discussions is vital to students' success in the course. Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings (iv) offers critical analysis of the readings and subject. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

### Oral Presentation:

Students are expected to give one **5-10 minute** oral presentation analyzing one of the assigned readings for the week. After their presentation, students will lead a classroom discussion of the reading and should prepare 3-4 questions to pose for the class. We will discuss the dates of the presentations during the first class.

### Work in Progress Presentation:

Students will give a **5-10 minute** presentation based on the topic for their Major Written Assignment (see below). The presentation should provide an introduction to some of the major issues or debates in the scholarly literature surrounding their topic and also a sense of how the student will be approaching the topic and how his or her work will make a contribution to the literature. **Students should also submit a 1-2 page outline of their project that includes a short abstract of the paper and a preliminary thesis statement.** This is an opportunity for students to gain valuable feedback from their peers on their ideas for their major written paper. Students should be prepared to answer questions that emerge in the discussion of their presentation. We will discuss the dates of the presentations during the first class.

### Reading Analysis Papers:

The reading analysis papers will analyze all the readings for the week, discussing the authors' arguments and pinpointing major issues within the selected theme. Papers should not be merely descriptive, but analytical. Papers should critically engage with arguments in the literature and must develop an overall thesis argument. They should elaborate on and illuminate common themes that connect the readings while also attending to methodological, disciplinary differences in how the author approaches the topic. **Papers are due on or before the beginning of the class** in which the week's readings are discussed. Please note the due dates above by which you must hand your papers.

### Major Written Assignment:

The major written assignment may take two forms: 1) Students may write a "traditional" research paper. This can be a paper that focuses in depth on an issue employing close analysis of primary sources and engaging with the secondary literature on the topic. 2) A second variant is to write a critical literature review paper based on secondary sources that engages in a critical discussion of the current scholarship on a particular issue. Further details on the major written assignments will be discussed in class.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of

evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. I encourage students to consult with me while preparing their essays.

#### Submission of Coursework:

All written assignments must be submitted using the electronic drop box in cuLearn. Unless a specific exception has been arranged, hardcopies of assignments or assignments sent per email will not be accepted. Comments and grades on assignments will be provided in the cuLearn grade book. Unless a medical (or equivalent) excuse is provided, late assignments will be penalized by two (2) percentage points per day (including weekends); assignments more than a week late will receive a mark of 0%.

The preferred citation format is Turabian/Chicago Manual of Style. Please use footnotes or endnotes rather than parenthetical citation.

#### **IMPORTANT INFORMATION:**

#### Considerate Use of Technology:

Laptops, tablets, and phones may only be used in the classroom for course-related activities, i.e. taking/consulting notes, viewing course readings or notes/powerpoint for oral presentations. Other uses (facebook, email, instagram, games, videos, writing grocery lists, doing your taxes, etc.) are distracting to everyone around you (and to you) and will not be tolerated. Students whose use of technology is distracting to other students or is having a negative impact on the classroom environment will be asked to turn off and put away their devices. If you don't think you will be able to resist other uses, give pen and paper a try. You may be surprised!

#### Email Communication:

Following university policy, the instructors will communicate by e-mail with students using university "cmail" e-mail addresses. If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to discuss matters with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or at the end of class.

#### Academic Integrity:

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research. Students are responsible for being aware of the University's Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy.

**Any suspected violations of the academic integrity policy will be referred to the Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University's Academic Integrity Policy is available at <https://carleton.ca/registrar/academic-integrity/> and the full policy at <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>.

### Grading:

- To obtain credit in a course, students must complete all the course requirements for attendance, term work, and examinations.
- 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.

### **COURSE CALENDAR:**

Please note that the instructor may make changes to the syllabus over the course of the semester.

#### **Week 1, Sept. 7      Introduction**

#### **Week 2, Sept. 14      Approaching Migration and Religion**

- Wimmer, Andreas and Nina Glick-Schiller, "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology." *The International Migration Review: IMR; New York* 37, no. 3 (Fall 2003): 576–610.
- Levitt, Peggy. "'You Know, Abraham Was Really the First Immigrant': Religion and Transnational Migration." *The International Migration Review* 37, no. 3 (2003): 847–73.
- Cristiane Harzig and Dirk Hoerder, "Migrant Practices as a Challenge to Scholarship" in: *What is Migration History?* (Polity 2009), 115-132.
- Saunders, Jennifer B., Elena Fiddian-Qasmiyeh, and Susanna Snyder. "Introduction: Articulating Intersections at the Global Crossroads of Religion and Migration," *Intersections of Religion and Migration: Issues at the Global Crossroads*. Palgrave Macmillan, 2016, 1-46.

#### **Week 3, Sept. 21      \*\* No Class Meeting for Rosh Hashanah \*\***

Please work on your proposal and bibliography assignment. I will be available for individual consultation on proposal topics this week (please sign up for an appointment via CU Learn)

#### **Week 4, Sept. 28      Conceptualizing Diasporas**

- William Safran, "Diasporas in Modern Societies." *Diaspora* 1.1(1991): 83-99.
- James Clifford, "Diasporas." *Cultural Anthropology* 9.3(Aug. 1994): 302-344.
- Rogers Brubaker, "The 'Diaspora' Diaspora." *Ethnic and Racial Studies* 28-1(Jan. 2005): 1-19.
- Ellen Posman, "Home and Away: Exile and Diaspora as Religious Concepts," in: *Intersections of Religion and Migration: Issues at the Global Crossroads*, ed. Saunders, Jennifer B., Elena Fiddian-Qasmiyeh, and Susanna Snyder. Palgrave Macmillan, 2016, 175-194.

#### **Week 5, Oct. 5      Imperial and Post-Imperial Networks**

- Hansen, Thomas Blom. "Migration, Religion and Post-Imperial Formations." *Global Networks* 14, no. 3 (July 1, 2014): 273–90.
- Henig, David. "Crossing the Bosphorus: Connected Histories of 'Other' Muslims in the Post-Imperial Borderlands of Southeast Europe." *Comparative Studies in Society and History* 58, no. 4 (October 2016): 908–34.

- Davidson, Naomi. “‘Brothers from South of the Mediterranean’: Decolonizing the Jewish ‘Family’ during the Algerian War.” *French Politics, Culture & Society* 33, no. 2 (June 1, 2015): 76–96.
- Buettner, Elizabeth. “‘This Is Staffordshire Not Alabama’: Racial Geographies of Commonwealth Immigration in Early 1960s Britain.” *The Journal of Imperial and Commonwealth History* 42, no. 4 (August 8, 2014): 710–40.

### **Week 6, Oct. 12      Diaspora between Religion and Nation**

- Green, Abigail. “Nationalism and the ‘Jewish International’: Religious Internationalism in Europe and the Middle East c. 1840-c. 1880.” *Comparative Studies in Society and History* 50, no. 2 (2008): 535–58.
- Benjamin W. Goossen, *Chosen Nation: Mennonites and Germany in a Global Era* (Princeton: Princeton UP, 2017), 174-199.
- Pèrez, Michael Vicente. “Between Religion and Nationalism in the Palestinian Diaspora.” *Nations and Nationalism* 20, no. 4 (2014): 801–20.
- Zerubavel, Yael. “Memory, the Rebirth of the Native, and the ‘Hebrew Bedouin’ Identity.” *Social Research* 75, no. 1 (Spring 2008): 315–52.

### **Week 7, Oct. 19      Reimagining Homelands**

- Rebecca Kobrin, “Rewriting the Diaspora: Images of Eastern Europe in the Bialystok Landsmanshaft Press, 1921–45,” *Jewish Social Studies* 12, no. 3 (2006): 1-38.
- Mandel, Maud. “Diaspora, Nation, and Homeland among Survivors,” in: *In The Aftermath of Genocide: Armenians and Jews in Twentieth-Century France*. Duke University Press, 2003, 118-150.
- Hansen-Glucklich, Jennifer. “Father, Goethe, Kant, and Rilke: The Ideal of Bildung, the Fifth Aliyah, and German-Jewish Integration into the Yishuv.” *Shofar: An Interdisciplinary Journal of Jewish Studies* 35, no. 2 (May 23, 2017): 21–53
- Sanders, Rita. *Staying at Home: Identities, Memories and Social Networks of Kazakhstani Germans*. New York: Berghahn Books, 2016, 1-4, 162-185, 225-234.

\*\*\* NO CLASS Oct 23-27 Fall Break \*\*\*

### **Week 8, Nov. 2      Boundaries and Borders**

- Zahra, Tara. “‘Condemned to Rootlessness and Unable to Budge’: Roma, Migration Panics, and Internment in the Habsburg Empire” *The American Historical Review* 122, no. 3 (June 1, 2017): 702–26.
- Panagiotidis, Jannis. “Germanizing Germans: Co-Ethnic Immigration and Name Change in West Germany, 1953–93.” *Journal of Contemporary History* 50, no. 4 (October 1, 2015): 854–74
- Salzbrunn, Monika. “Performing Gender and Religion: The Veil’s Impact on Boundary-Making Processes in France.” *Women’s Studies* 41, no. 6 (September 2012): 682–705.

- Bendixsen, Synnøve K. N. "The Refugee Crisis: Destabilizing and Restabilizing European Borders." *History and Anthropology* 27, no. 5 (October 19, 2016): 536–54.

### **Week 9, Nov 9      Experiencing Displacement**

- Liebelt, Claudia, Gabriele Shenar, and Prina Werbner. "Migration, Diaspora, and Religious Pilgrimage in Comparative Perspective: Sacred Geographies and Ethical Landscapes." *Diaspora: A Journal of Transnational Studies* 19, no. 1 (December 4, 2016): 32–50.
- Mannik, Lynda. "Public and Private Photographs of Refugees: The Problem of Representation." *Visual Studies* 27, no. 3 (November 1, 2012): 262–76.
- Grossmann, Atina. "Remapping Relief and Rescue: Flight, Displacement, and International Aid for Jewish Refugees during World War II." *New German Critique* 39, no. 3 117 (September 21, 2012): 61–79.
- Geyer, Michael. "Virtue in Despair: A Family History from the Days of the Kindertransports." *History & Memory* 17, no. 1/2 (2005): 323–65.

### **Week 10, Nov. 16      Place-Making and Belonging**

- Ruth Mandel, "Reimagining Muslims in Berlin," in *Cosmopolitan Anxieties: Turkish Challenges to Citizenship and Belonging in Germany* (Durham, NC: Duke UP, 2008), 248-292.
- Roos, Julia. "An Afro-German Microhistory: Gender, Religion, and the Challenges of Diasporic Dwelling." *Central European History* 49, no. 2 (June 2016): 240–60.
- Garbin, David. "Regrounding the Sacred: Transnational Religion, Place Making and the Politics of Diaspora among the Congolese in London and Atlanta." *Global Networks* 14, no. 3 (July 1, 2014): 363–82.
- Kranz, Dani. "Forget Israel—The Future Is in Berlin! Local Jews, Russian Immigrants, and Israeli Jews in Berlin and across Germany." *Shofar: An Interdisciplinary Journal of Jewish Studies* 34, no. 4 (October 7, 2016): 5–28

### **Week 11, Nov. 23      Difficult Pasts Intersecting**

- Joskowicz, Ari. "Separate Suffering, Shared Archives: Jewish and Romani Histories of Nazi Persecution." *History & Memory* 28, no. 1 (March 16, 2016): 110–40.
- Himka, John-Paul. "A Central European Diaspora Under the Shadow of World War II: The Galician Ukrainians in North America." *Austrian History Yearbook* 37 (2006): 17–31.
- Bal, Ellen, and Kathinka Sinha-Kerkhoff. "Religious Identity, Territory, and Partition: India And Its Muslim Diaspora in Surinam and the Netherlands." *Nationalism and Ethnic Politics* 14, no. 2 (May 6, 2008): 155–88.
- Demshuk, Andrew. "Reinscribing Schlesien as Śląsk: Memory and Mythology in a Postwar German-Polish Borderland." *History & Memory* 24, no. 1 (Spring/Summer 2012): 39–86.

### **Week 12, Nov 30      Returns, Homecomings?**

- Ryan Buchanan, "Transcending Return: The Experience of Making Home in the Republic of Georgia" in Nikolko, Milana and David Carment, eds. *Post-Soviet Migration and Diasporas: From Global Perspectives to Everyday Practices*. Palgrave Macmillan, 2017, 97-110.

- King, Russell, and Anastasia Christou. "Cultural Geographies of Counter-Diasporic Migration: Perspectives from the Study of Second-Generation 'Returnees' to Greece." *Population, Space and Place* 16, no. 2 (March 1, 2010): 103–19.
- Rogozen-Soltar, Mikaela. "'We Suffered in Our Bones Just like Them': Comparing Migrations at the Margins of Europe." *Comparative Studies in Society and History* 58, no. 4 (October 2016): 880–907.
- Werbner, Pnina. "Mothers and Daughters in Historical Perspective: Home, Identity and Double Consciousness in British Pakistanis' Migration and Return." *Journal of Historical Sociology* 26, no. 1 (March 1, 2013): 41–61.

### **Week 13, Dec. 7      Heritage and Commemorative Work**

- Natalia Khanenko-Friesen, *Ukrainian Otherlands: Diaspora, Homeland, and Folk Imagination in the Twentieth Century* (Madison: University of Wisconsin Press, 2016), 155-183.
- Roberman, Sveta. "Commemorative Activities in the Great War and the Empowerment of Elderly Immigrant Soviet Jewish Veterans in Israel." *Anthropological Quarterly* 80, no. 4 (2007): 1035–64.
- Darieva, Tsypylma. "Rethinking Homecoming: Diasporic Cosmopolitanism in Post-Soviet Armenia." *Ethnic and Racial Studies* 34, no. 3 (March 1, 2011): 490–508.
- Ruethers, Monica. "Jewish Spaces and Gypsy Spaces in the Cultural Topographies of a New Europe: Heritage Re-Enactment as Political Folklore." *European Review of History: Revue Européenne d'histoire* 20, no. 4 (August 1, 2013): 671–95.





## University Regulations for All Humanities Courses

### Copies of Written Work Submitted

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

### Academic Integrity at Carleton

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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, and material on the internet. More information can be found on <https://carleton.ca/registrar/academic-integrity/#AIatCU>.

### Academic Accommodation Policy

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#### **Academic Accommodation**

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

**Pregnancy obligation:** write to the 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 [Student Guide](#)

**Religious obligation:** write to the 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 [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## Grading System at Carleton University

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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 is below. 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.

[Grading System Chart](#)

## Course Sharing Websites and Copyright

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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).

## Statement on Class Conduct

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The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and

preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

## Deferred Term Work

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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.

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 (3.0) 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. More information is available [in the calendar](#).

## Deferred Exams

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Students who do not write/attend a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination.

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 [forms and fees page](#).

The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance.

More information can be found [in the calendar](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to: [Registrar's Office](#)

## Withdrawal From Courses

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Withdrawn. No academic credit, no impact on the CGPA.

**NEW FALL 2017:** WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term. Students may withdraw on or before the last day of classes.

**Dates can be found here:** <http://calendar.carleton.ca/academicyear/>

## Department Contact Information

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**College of the Humanities** 300 Paterson Hall (613)520-2809

[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

**Greek and Roman Studies** 300 Paterson Hall (613)520-2809

[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

Drop Box is outside of 300 P.A.

**Religion** 2A39 Paterson Hall (613)520-2100

[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

Drop box for RELI Term Papers and assignments is outside of 2A39 P.A.

**Registrar's Office** 300 Tory (613)520-3500

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

## Student Resources on Campus

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[CUKnowHow Website](#)