

CARLETON UNIVERSITY
College of the Humanities-Religion Program

SEMINAR IN “RELIGION AND PUBLIC LIFE”

RELI 5802F – (Fall 2023); Tuesdays 11:35-14:25, PA 2A46

Professor Johannes C. Wolfart

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COURSE OBJECTIVES

The seminar has as its official mandate to focus on “key thinkers and case studies [in order] to approach “religion and public life” from Religious Studies perspectives.” (<http://calendar.carleton.ca/grad/courses/RELI/>).

Currently, it is a commonplace observation that religion has made a remarkable recovery as a feature of public life in recent years (and especially since September 11, 2001). Whether this is true or not is highly debatable, especially because the observation is premised on the dubious assumption that religion was once in terminal decline, not only as a feature of public life, but also as a private undertaking. What is abundantly clear, however, is that rubrics linking “religion” with something else variously identified as “public life”, “the public sphere”, “the public square,” etc., have lately proliferated both in para-academic and *bona fide* academic settings. While the cultural conditions and political circumstances of the adoption of such rubrics may be obvious, their actual content-meaning and intellectual value remain – despite their presentation as transparently self-explanatory – rather obscure.

Therefore, it is the aim of the seminar to cast some light on the rubric “religion and public life” itself, to determine as clearly as possible what it means or could mean, and to establish such meaning as effectively as possible in relation to certain academic settings (the field of Religious Studies, the institution of Carleton University...) and social political contexts (Ottawa, Ontario, Canada...). To that end, the seminar will take as its point of departure three broad questions, as follows:

- 1) What is the scholarly utility (if any) of the rubric “religion and public life”?
- 2) What is the cultural or political salience of the rubric “religion and public life”?
- 3) Inasmuch as (2) may be exerting considerable influence on academic practice (1), how should emerging scholars of religion position themselves in relation to “religion and public life”?

Finally, the seminar presupposes your acceptance of the principles of the modern research university, and especially: **1) that a seminar differs fundamentally from a lecture course; 2) that the academic study of religion is not the same thing as confessional apologetic or pastoral theology.** Understanding and appreciation of such principles will hopefully develop further during over the course of the seminar.

EVALUATION

Performance in the seminar will be assessed cumulatively, using 5 distinct exercises over the course of the term, as follows (with further details to be communicated in class or via Brightspace):

- 1) Written reflection on “the field” (1500 words). What are the nature and function of the study of religion in a modern public university? Due at the beginning of class in week III.
- 2) Oral presentation on a constitutive “topic” in “the field” (20 minutes). Select any pair of articles assigned to establish a topic for the seminar and describe what space is located between them. Presentations will be scheduled in weeks VI-VII.
- 3) Response to #2. Each member of the seminar will write a response to a colleague’s presentation, in the manner of an “in-class” essay (40 minutes allotted).

- 4) Written reflection on scholarly publication in the field (1500 words). What is your favorite journal in Religious Studies...and why? Alternatively, what is your favorite article in Religious Studies...and why? Due at the beginning of class in week IX.
- 5) A written self-positioning in the sub-field of “religion and public life” (2000 words). Where do you stand in relation to...key questions, celebrated debates, current arguments, leading scholars? How might you “translate” your position into your MRE project? Due at the end of term, before the examination period begins.

Each exercise will be evaluated as 20% of your final grade in this course.

POLICY ON ATTENDANCE

Habitual non-attendance and/or non-participation is considered unacceptable performance in a seminar. Such a failure to contribute is simply un-collegial. Moreover, since it is impossible to make up a missed seminar, a member who does not attend regularly cannot really be said to have taken the course.

Therefore, any member who is absent from more than 3 meetings of the seminar will not receive course credit. In other words, all members of the seminar must be present (and active!) for (minimally!) three quarters of all meetings of the seminar. Period.

READINGS

All required readings are available to seminar members via the MacOdrum Library (electronic reserves). Please note that readings are a prerequisite for seminar participation. Your ability to contribute effectively will depend on keeping up with the reading. Furthermore, all members of the seminar are encouraged to “read around” the seminar topics as much as possible, and to share their scholarship with the seminar. The preparation of an essay proposal and term essay will also undoubtedly involve such further reading.

OFFICE HOURS

Office hours will be held Wednesdays from 11:00-12:00, or by appointment.

E-MAIL COMMUNICATION

Carleton communications policy states that faculty must conduct email communications with students only through their Carleton email accounts. Please be advised, further, that students can normally expect up to a 24hour turn-around time on e-mail communication, especially during high volume times (i.e., before examinations, at essay time, etc.).

ACADEMIC INTEGRITY

Please be advised that all policies pertaining to academic integrity (i.e., those of COH, FASS, FGPA, CU) will be strictly observed in this course. Some of these are (nearly) as old as the university itself (e.g., those pertaining to plagiarism); others are currently evolving, along with new situations and challenges (e.g., those pertaining to digital communications, including but not limited to social media or AI). It is your responsibility to know and respect these rules. On a related note, legal norms pertaining to intellectual property will be observed in this course. Thus, for example, you must acknowledge the work of your colleagues in seminar if you use it. Likewise, the contents of this syllabus (i.e., the course design) will remain the intellectual property of its creator. It is not department property, university property...nor has it been placed in the public domain.

SEMINAR MEETING SCHEDULE AND TOPICS

Week I (12 September) – **General introduction and discussion: what is a seminar...in ‘religion and public life’...and from a Religious Studies perspective...in a College of Humanities...at a modern, public university?**

- Bonnie Smith, “Gender and the Practices of Scientific History: The seminar and archival research in the nineteenth century,” *American Historical Review* 100 (1995), 1150-1176.
- Carleton University Act (<https://carleton.ca/secretariat/wp-content/uploads/University-Act1.pdf>)

NB: members of the seminar should also come prepared to articulate their interests and expectations for the MA.

UNIT 1: Making religion(s)/making public(s) (with apologies to Brian Cowan et al.)

Week II (19 September) – **The academic study of religion in recent history...**

(Optional “backgrounder”: Jonathan Z. Smith, Introduction to *Imagining Religion: From Babylon to Jonestown* (Chicago, University of Chicago Press, 1981).

- Donald Wiebe, “The Failure of Nerve in the Academic Study of Religion” *Studies in Religion* 13 (1984), 401-22.
- Russell T. McCutcheon, “A Default of Critical Intelligence? The Scholar of Religion as Public Intellectual” in: *idem, Critics Not Caretakers: Redefining the Public Study of Religion* (Albany: SUNY, 2001), 125-144. [see also *Journal of the American Academy of Religion* 66 (1997), 443-68.]

Week III (26 September) – **The academic study of religion in more distant history...**

- Tomoko Masuzawa, “Theology, the Fairy Queen” *Modern Intellectual History* 19 (2022), 1262-1285.
- Jean Jacques Rousseau, *The Social Contract or Principles of Political Right* translated by GDH Cole (London and Toronto: J.M. Dent, 1913), 113-123 [= Chapter VIII on “Civil Religion”]
- Some chips from my own workshop (via Brightspace...and with apologies to F. Max Müller)

Week IV (3 October) – **What is the ‘public sphere’ (re: either ‘religion’ or ‘public life’)?**

(Optional “backgrounder”: Matt Sheedy, “Habermas and Religion” *Religion Compass* 10 (2016), <https://doi.org/10.1111/rec3.12191>)

- Brian A. Hatcher, “From Court to Court: Religious Politics and the Modern South Asian Public” *Religion Compass* 14 (2020), <https://doi.org/10.1111/rec3.12367>.
- Harold Mah, “Phantasies of the Public Sphere: Rethinking the Habermas of Historians”, *Journal of Modern History* 72 (2000), 153-182.

UNIT 2: Orientation to Canadian Context(s)

Week V (10 October) – **Talking Religion with a Canadian accent?**

(Optional “backgrounder”: Roger O’Toole, “Religion in Canada: Its Development and Contemporary Situation” *Social Compass* 43 (1996), 119-134)

- Mark Noll, “Continental Divides: North American civil war and religion as at least three stories” in: Marguerite Van Die, ed., *Religion and Public Life in Canada: Historical and Comparative Perspectives* (Toronto: UTP, 2001), 153-173.
- Richard Allen, “The Social Gospel as the Religion of the Agrarian Revolt” in R.D. Francis and H. Palmer, eds., *The Prairie West: Historical Readings* (Edmonton: University of Alberta Press, 1992), 561-572.

Week VI (17 October) – **“Public” and “Private” Religions in Canada**

- David Seljak, “Resisting the No-Man’s Land of Private Religion: The Catholic Church and Public Politics in Quebec” in: D. Lyon and M. Van Die, eds., *Rethinking Church, State and Modernity* (Toronto, UTP, 2000), 11-48.
- Lori G. Beaman, “Between the Public and the Private: Governing Religious Expressions” in: S. Lefebvre and L. Beaman, eds., *Religion in the Public Sphere: Canadian Case Studies* (Toronto: UTP, 2014), 44-65.

FALL BREAK

Week VII (31 October) – Public Policy and Religion in Canada

(Optional “backgrounder”: Paul Bramadat, “Religion and Public Policy in Canada: An Itinerary” *Studies in Religion* 37 (2008), 121-143.)

- Lori Beaman, “Aboriginal Spirituality and the Legal Construction of Freedom of Religion” *Journal of Church and State* 44 (2002), 135-149.
- Johannes Wolfart, “‘Increased Religious Diversity’ in Canada: Some Questions and Suggestions” *Toronto Journal of Theology* 31 (2015), 159-169.

UNIT 3: Ongoing academic debates: on secularism/post-secularism

Week VIII (7 November) – Secularism...

- Talal Asad, “Thinking about Secularism” in: idem, *Formations of the Secular: Christianity, Islam Modernity* (Stanford: Stanford UP, 2003), 1-17.
- José Casanova, “Rethinking Secularization: A Global Comparative Perspective” *Hedgehog Review* 8 (2006), 7-22.

Week IX (14 November) – Postsecularism...

(Optional “backgrounder”: James A. Beckford, “Public Religions and the Postsecular: Critical Reflections” *Journal for the Scientific Study of Religion* 51 (2012), 1-15.)

- Amanda Porterfield, “Religious Pluralism, the Study of Religion and “Postsecular” Culture” in: Douglas Jacobsen and Rhonda Hustedt Jacobsen, eds., *The American University in a Postsecular Age* (Oxford and New York: OUP, 2008), 186-201.
- Ludger Viefhues-Bailey, “Can the post-colonial be post-religious? Reflections from the secular metropolis” *Critical Research on Religion* 3 (2015), 101-117.

Week X (21 November) – Workshop session

(Prof. Wolfart will be absent this week; the seminar will proceed w. workshopping self-positioning in ‘the field’.

UNIT 4: Special topic: Religious Studies and Public Life?

Week XI (28 November) – Ritual dimensions of scholarship in the public service?

(Optional ‘backgrounder’: Ed Muir, “Introduction: What is a Ritual?” in: idem, *Ritual in Early Modern Europe* (Cambridge: Cambridge University Press, 1997), 1-11.

- Jill Delaney, “Ritual Space in the Canadian Museum of Civilization: Consuming Canadian Identity” in: R. Shields, ed., *Lifestyle Shopping: The Subject of Consumption* (London: Routledge, 1992), 136-148.
- Nicholas Hudson, “In and Out of Hegemony: Academic Conferences and the ‘Public Sphere’” *Literature Compass* 1 (2004), <https://doi/pdf/10.1111/j.1741-4113.2004.00001.x>.

Week XII (5 December) – ‘Religious Literacy’ as a renewed public mandate for Religious Studies?

- Johannes Wolfart, “‘Religious Literacy’: Some considerations and reservations” *Method and Theory in the Study of Religion* 34 (2022), 407-434.

- Ilyse R. Morgenstein Fuerst, “Survivals: The stakes of religious literacy” *Method and Theory in the Study of Religion* 34 (2022), 435-445.

University Regulations for All College of the Humanities Courses

Tuesday, July
4, 2023

Academic Dates and Deadlines

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

Copies of Written Work Submitted

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

Online Learning Resources

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

Academic Integrity Policy

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.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

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

Academic Accommodation Policy

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

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

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the

University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital

status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

Requests for Academic Accommodation

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

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

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

Academic Accommodations for Students with Disabilities: [The Paul Menton Centre for Students with](#)

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

Survivors of Sexual Violence

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

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/SCCASP-Accommodation-for-Student-Activities-Cleancopy-final-Sept-2022-2.pdf>

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 short-term incapacitation (illness, injury, emergency, or other circumstances beyond their control) which forces them to delay submission of the work.

1. Students who claim incapacitation 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. 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](#).

Deferred Final Exams

Students who are unable to write a final examination because of incapacitation (illness, injury, emergency, or extraordinary circumstances beyond a student's 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 (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 incapacitation normally lasting no more than 10 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 incapacitation lasting longer than 10 days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Financial vs. Academic Withdrawal

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

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

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

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

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

Mental Health and Wellness at Carleton

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

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

Get Help Now

<https://wellness.carleton.ca/get-help-now/>

If in crisis call:

Counselling Services: 613-520-6674 (press 2) *Monday-Friday, 8:30 a.m. – 4:30 p.m.*

After Hours

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

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

The Centre for Indigenous Support and Community Engagement

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

[More information and to book an appointment.](#)

Department Contact Information

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