

**Carleton University**  
**College of the Humanities: Religion Program**  
**RELI 4741: Contemporary Issues in the Study of Religion**  
**Fall 2021: Thurs. 8:35-11:25am (Online via Zoom)**

**Professor:** Kimberly Stratton

**Email:** [kim.stratton@carleton.ca](mailto:kim.stratton@carleton.ca)

**Office Hours:** Thurs 1:30-2:30pm (use Zoom link for Office Hours posted on Brightspace) or by appointment: please email me to set up a meeting either by phone or using Zoom.

**Zoom Link for Class and Office Hours:** available on Brightspace course page.

**Course Description:**

This course engages with the real-world implications of late twentieth and twenty-first century scholarship on religion with a focus on applied learning and developing employable skills that facilitate transition from academia to a career.

We will critically evaluate terminology pertinent to the academic study of Religion as well as engage with contemporary theories and theorists that bear upon questions and problems in the study of Religion. The goals of this course are twofold: 1) to develop literacy in modern theoretical debates that influence contemporary academic research on Religion and shape current conversations within the field of Religious Studies; 2) to connect academic/theoretical discourses from the Study of Religion to the real world, demonstrating the practical import of the academic study of Religion, while developing employable skills that can assist in the transition from the Bachelor's Degree to a career or to post-graduate study.

**Course Evaluation:**

- **Attendance and Participation in Zoom sessions:** 20%. Note: more than 3 missed classes (1/4 of course) without documented excuse = F.
  - Attend Zoom sessions fully prepared, having done the readings *before* class.
  - Respond thoughtfully to questions of facilitator.
  - Respond respectfully to your peers.
  - **Please make sure that you have the requisite equipment to participate in Zoom meetings: stable internet connection (connect with Ethernet cable rather than wifi if possible), microphone, headphones/speakers, ability to type in chat. Video camera is strongly recommended but not required.**

- **Short weekly Learning Checkups on the assigned readings:** 10%
  - Due *before* class each week, except for weeks with BN Workshop
  - Usually from *The Routledge Companion to the Study of Religion*, 2<sup>nd</sup> Edition
  
- **Forum Posts:** 10%
  - Due weekly before class (except on BN workshops)
  - Choose one of the academic articles to read
  - Select 3 quotations
  - Describe briefly in a sentence or two why you chose them
  - Pose 3 questions about the article for discussion
  - Post into online Forum
  - Note: more than 3 missed posts without documented excuse = F
  
- **2 Briefing Notes (BN):** 15% (2 x 7.5%)
  - Due October 7<sup>th</sup> and November 11<sup>th</sup>
  - Briefing Note is a specific business and governmental genre that requires the author to review literature related to the topic of the BN and summarize the key points of the literature into assertive and affective key arguments and considerations that clearly inform someone who has limited to no prior knowledge about the topic (e.g., imagine that you are briefing Justin Trudeau or another public figure on the assigned readings).
    - Your BN should summarize and synthesize the assigned reading and *one* of the other articles assigned for that week, demonstrating comprehension, insight, engagement, and an ability to relate the readings to each other and to the larger world.
    - Make the content and relevance of the readings clear to someone who has not read them. Explain why they matter and what actionable points may be derived from them.
    - See Brightspace for examples.
  - Submit online *before* class (8:30am Thurs.)
  - 500-750 words
  - **The BN workshops will be devoted to deeply engaging the readings and actively considering their real-world implications and applications.**
  - Marking Guide:
    - Demonstrate comprehension of assigned readings through a careful summary: 3/10pt
    - Demonstrate applied learning by relating ideas in the readings to a contemporary problem or situation: 6/10pt
    - Demonstrate professionalism through the care that you put into presentation: 1/10pt

- **Lead the discussion of an assigned academic article twice in the semester: 10%**  
(2 x 5%)
  - Briefly present background of the article and its author.
  - Summarize the article for those that did not read it (given that there is a choice).
  - Tie the article or chapter to the required reading for the week and to other topics/themes/questions that have arisen in the course.
  - Relate the article or chapter to the larger world, drawing out important themes for people to understand or consider.
  - Raise a few engaging discussion questions that:
    - Address difficulties in the text for comprehension
    - Consider problems/issues raised by the ideas expressed in the text
    - Consider relevance and application of ideas to current events, issues, debates, etc.
  - Marking Guide:
    - Summarize the argument and main ideas of the text clearly: 4/10
    - Provide some background to contextualize the article: 2/10
    - Demonstrate its significance for Religious Studies and/or larger world: 2/10
    - Pose engaging questions for discussion that help deepen other students understanding of the text and its relevance: 2/10
  
- **Final project: 30%** (project guidelines and marking guides can be found on Brightspace)
  - Complete major project (~20pp) on one of the topics/theories/thinkers covered in the course
  - Suggested projects (other ideas are welcome and encouraged!):
    - Curate exhibition
    - Write journalistic story/feature article
    - Design course syllabus and explain its rationale
    - Write academic research paper
    - Develop policy proposal for govt. body (federal or provincial), NGO or Human Rights Group
    - Write a Blog
    - Record Podcast
    - Map a religious phenomenon/expression in Ottawa and interpret
  - Implement project management skills
  - Proposal: 5% **DUE Oct 7**
  - Annotated Bibliography: 15% **DUE Oct 21** (for an example see the bibliography in Darlene Juschka's article, "Gender")
  - Outline: 20% **DUE Nov 4**
    - Lay-out the specific steps of your argument/story-line

- Demonstrate the logical link between those steps
- Describe how they build to support your argument/thesis/narrative
- Final submission: 45% **DUE Dec 10**
  - Professional presentation: clear writing, grammar, spelling, correct citation format (for academic papers, use *The Chicago Manual of Style*)
  - Content: original ideas, problem solving, application of theories from course, demonstration of relevance (i.e., why it matters), engaging presentation style
- In-Class Presentation: 15%
  - Clarity, evidence of preparation, delivery, explanation, thoughtfully addressing questions
- **Comment/Respond to Presentations by Colleagues: 5%**
  - Please attend each other's presentations and show respectful attention to colleagues
    - Post 2-3 sentences about each presentation on Brightspace Discussion Forum
      - Describe what you learned or found most interesting
      - Describe what you found most successful about the presentation

### **Required Texts:**

Available for purchase at the Campus Bookstore (located in the Uni-Centre):

- *The Routledge Companion to the Study of Religion*, 2<sup>nd</sup> edition, edited by John Hinnells. London: Routledge, 2010.

All other Readings are available on-line through our Library. Follow the link to ARES on our Brightspace page.

### **Learning Objectives:**

Students who complete this course successfully will be able to:

1. succinctly summarize complex theoretical articles, distill their main points, and explain their relevance for the contemporary study of Religion.
2. demonstrate awareness of the intellectual history and background of a theoretical idea or specialist term.
3. critically and constructively engage with the ideas of colleagues in the course.
4. facilitate the discussion of an academic article by explaining the article's intellectual background and importance, posing thoughtful and probing questions that help peers in the class deepen their understanding of the article

and relate the ideas in it to contemporary issues, current events, and social debates.

5. prepare and present an original piece of research in the form of a Final Project, which critically engages with theory encountered in the course and relates it to an aspect of Religious Studies (question/problem, ritual/practice, situation/event, belief/idea/narrative) of the student's choice.
6. demonstrate project management skills by working through the steps to create the Final Project, meeting all deadlines and avoiding a last-minute rush.
7. formulate cogent and theoretically nuanced arguments that are informed by the theories and thinkers covered in this course and apply them to a real-world problem, question, or situation of the student's choice.
8. make connections between theoretical approaches used in the academic study of religion and their real-world implications and applications.

### **Important Note on Intellectual Property and Privacy:**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are the intellectual property of their respective author(s). All course content and materials, whether deriving from the instructor or fellow students, including PowerPoint presentations, outlines, Briefing Notes, and other shared materials, are protected by copyright and remain the intellectual property of their respective author(s). Infringement violates the law! Please do not record the class without prior consent of all participants, nor post any recording of the class without consent of all participants. To do so violates Canadian Privacy laws.

Students registered in the course may take notes and make copies of course materials for their *personal 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). Please also make sure you read and understand the University guidelines on plagiarism (at the end of this document).

### **SCHEDULE:**

**Week 1 - Sept 9: Course Intro--Introductions, Review Syllabus, Decide presentation schedule (*Duration of this course 1.5 hrs*)**

READ (Please read *before* our first class):

- Lincoln, Bruce. "Theses on Method," *Method and Theory in the Study of Religion* 8 (1996), 225-227. Posted here:  
<https://carleton.ca/chum/religionpubliclife/admissions/method/>

**Week 2 - Sept. 16: Academic Study of "Religion"**

READ:

- *Routledge Companion to the Study of Religion: "The Study of Religions: Last 50 Years"*

CHOOSE:

Russell T. McCutcheon, "The Category Religion in Recent Scholarship." In *Manufacturing Religion: the Discourse on Sui Generis Religion and the Politics of Nostalgia*. New York: Oxford UP, 1997: 127-157.

- OR -

Talal Asad, "The Construction of Religion as an Anthropological Category," in *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam* (Baltimore and London: Johns Hopkins University Press, 1993), 27-54.

### **Week 3 – Sept. 23: The Post Modern Turn**

READ:

- *Routledge Companion to the Study of Religion: "Post-Structuralism and the Study of Religion"*

CHOOSE:

Michel Foucault, "The Subject and Power," *Critical Inquiry*, Vol 8, No 4 (1982): 777-795.

- OR -

Jacques Derrida, "Des Tour de Babel." In *Acts of Religion*, ed by Gil Anidjar. New York: Routledge, 2002: 102-134.

### **Week 4 – Sept 30 : Career Workshop:**

What can I do with my degree?  
Identifying Employability skills

### **Week 5 - Oct 7: Orientalism, Post-Colonialism, Racism (BN Workshop. 1.5 hrs.)**

READ:

- *Routledge Companion to the Study of Religion: "Orientalism and Study of Religions"*

CHOOSE:

Oludamini Ogunnaike, "From Theory to *Theoria* and Back Again and Beyond: Decolonizing the Study of Africana Religions" (*Journal of Africana Religions*, forthcoming, pre-print available on Brightspace)

- OR -

Gay Byron, "Interpreting Ethnic and Color Differences in Early Christian Writings." In *Symbolic Blackness and Ethnic Difference in Early Christian Literature*. London and New York: Routledge, 2002: 17-28.

- **1<sup>st</sup> Briefing Note Due**
- **Project proposal Due**

### **Week 6 - Oct 14: Embodiment and Performativity**

READ:

- Catherine Bell, "The Ritual Body and the Dynamics of Ritual Power." *Journal of Ritual Studies*: 4/2 (1990: 299-313)

CHOOSE:

Sarah Kathleen Johnson, "On our Knees: Christian Ritual in Residential Schools and the Truth and Reconciliation Commission of Canada." *Studies in Religion/Science Religieuses* 47/1 (2018: 3-24)

- OR -

Pierre Bourdieu, "Belief and the Body" in *The Logic of Practice* (Stanford: Stanford University Press, 1990 [1980]), 66-79.

### **Week 7 - Oct 21: Identity, Modernity and Change**

READ:

- *Routledge Companion to the Study of Religion: "Fundamentalism"*

CHOOSE:

Matthew Sutton, "Reading the Bible in War and Crisis to Know the Future." In *The Bible in American Life*, ed. Philip Goff, et al., OUP: 2017.

- OR -

Yasmin Moll, "Television is not Radio: Theologies of Mediation in the Egyptian Islamic Revival." *Cultural Anthropology*, Vol. 33, Issue 2, 2018: 233-265.

- **Annotated Bibliography Due**

### **Week 8 - Oct 28: Fall Break!**

### **Week 9 - Nov 4: Gender**

READ:

- *Routledge Companion to the Study of Religion: "Gender"*

CHOOSE:

Joan W. Scott, "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91/5 (1986): 1053-75.

- OR -

Judith Butler, "Subjects of Sex/Gender/Desire," in *Gender Trouble: Feminism and the Subversion of Identity* (New York and London: Routledge, 1999), 3-44.

- **Outline Due**

### **Week 10 - Nov 11: Space/Place and Religion (BN Workshop. 1.5 hrs.)**

READ:

- *Routledge Companion to the Study of Religion: "Geography, Space, and the Sacred"*

CHOOSE:

Micheline Pesantubbee. "Wounded Knee: Site of Resistance and Recovery," in *Religion, Violence, Memory and Place*, eds. Oren Baruch Stier and J. Shawn Landres (Bloomington: Indiana U. Press: 2006), 75-88.

- OR -

Amira Mittermaier, "Bread, Freedom, Social Justice: The Egyptian Uprising and a Sufi Khidma." *Cultural Anthropology*, 29/1 (2014: 54-79).

- **2nd Briefing Note Due**

### **Week 11 - Nov 18: Experiencing Religion**

READ:

- *Routledge Companion to the Study of Religion: "Religion, Media, and Cultures of Everyday Life"*

CHOOSE:

James Bieolo. "Experiential Design and Religious Publicity in DC's Museum of the Bible." *The Senses and Society*, 2020, Vol. 15, No. 1, 98-113.

- OR -

Brian Keith Axel, "Diasporic Sublime: Sikh Martyrs, Internet Mediations, and the Question of the Unimaginable." *Sikh Formations*, Vol. 1, No. 1, June 2005, pp. 127-154.

## **Week 12 – Nov 25: New Religious Movements**

READ:

- *Routledge Companion to the Study of Religion: “New Religious Movements”*

CHOOSE:

Shuck, Glenn, “The Myth of the Burning Times and the Politics of Resistance in Contemporary American Wicca.” *Journal of Religion and Society*, 2 (2000).

- OR -

Robertson, David. “Conspiracy Theories and the Study of Alternative and Emergent Religions.” *Nova Religio* 19, no. 2 (November 2015): 5-16.

## **Week 13 - Dec 2 Presentation of Student Projects**

- **Comment/Respond to Presentations by Colleagues – use Forum on Brightspace**

## **Week 14 – Dec 9: Presentation of Student Projects**

- **Comment/Respond to Presentations by Colleagues – use Forum on Brightspace**

**Dec 10: Final Project Due (11:59pm) – please submit using link on Brightspace**





# 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)