

**Carleton University**  
2017-2018  
The College of the Humanities  
**South Asian Studies I: SAST 1001**  
**Fall Term**

Instructor: Ishara Mahat

Class hours: 2.35 – 3.55 PM  
Wednesday and Friday

Office:

Classroom: TB 238

Office Hours:

Tel:

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**OFFICIAL COURSE DESCRIPTION**

General introduction to the South Asia: includes history, literature, religion, philosophy and the arts.

**Course Description and Objectives**

In this course of an interdisciplinary in nature, we will explore the connection between the civilization, religion, arts and literature based on the historical artifacts and scriptures of South Asia. While this course will introduce the interconnected facets of civilization, it will also examine the philosophical and religious debates that have made the identity of South Asia in the contemporary world. The course will progress chronologically discussing the Indus valley civilization, the complex ritual universe of the Hindu *Vedas*, and the early philosophical speculation of the *Upanishads*. At this point, we will also examine the early religious traditions originating in South Asia: Buddhism and Jainism. We will then focus on texts on Hinduism dealing with *dharma* that seeks to order life, society and indeed the universe. The course at the end will be complemented by the literary work of Kalidasa: *Sakuntala*. On the whole, we will attempt to see how the ancient traditions and civilizations have resonated within the culture of South Asia.

**Learning Outcomes:**

- a) Students will be able to present the ideas on Indian philosophy from different perspectives,
- b) The students will be able to examine the socio-cultural and political trends of Ancient India,
- c) The students will be able to integrate the learning outcome of this course with their overall learning.

## TEACHING METHODS

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This course will consist of two weekly sessions to discuss the readings. The first sessions will be lectures combined with discussions. The discussions will focus on different aspects of texts reading. The second sessions will be in a seminar form to discuss on the different themes as assigned in the readings of articles and films.

This method of pedagogy is essential for learning this course as most of the article readings will be discussed in class, and the chapters from the books will be delivered as lecture sessions while encouraging for questions and discussions during the session.

It is the responsibility of the students to keep up with the readings throughout the semester and to engage scholarly. The students should read the weekly readings BEFORE the class discussions. It is expected that students will engage actively with the scholarly literature in a critical way. The ideas, opinions and thoughts of all students are to be respected and are all valid.

## ASSESSMENT METHODS

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**Quiz:** Two quizzes will be conducted in class, which will be of multiple choices and True and False statements.

**Participation and Discussion:** is based on attendance, summary on the readings, group presentation, and participating in class discussion. Group of students will be assigned to work on one of the required readings (with asterisk) and hand two pages summary that will be presented in the class.

**Written Assignment:** Students must select a topic that interests them in South Asian Studies. Broad topics for essays will be provided in class however, students are free to choose the topics of their particular interest. The guidelines for written assignment will be discussed in class and also posted in Cu Learn.

**Final exam:** A final exam will be during the exam week. The exam will include short answer questions and at least one essay question.

### Components of Final Mark

Evaluation format	Weight	Date
Quiz (two quizzes)	20%	Sept. 29, and Nov. 10
Participation and discussion	20%	
Written Assignment (Essay)	30 %	Nov.24
Final exam	30 %	During exam period,

**Note on the Preparation of Assignments:** All written work should be prepared in accord with the conventions of scholarly writing. Assignments should:

- Be properly formatted (1" margins, readable 12pt. font, double-spaced).
- be rigorously checked for spelling and grammar
- include a title page with the title, your name(s), student #, course # and the name of the professor
- include page numbers
- provide citations for all sources and quotations – see the departmental style guide for guidelines  
([http://www.carleton.ca/socanth/anthropology/undergraduate/style\\_guide.html](http://www.carleton.ca/socanth/anthropology/undergraduate/style_guide.html))
- include a bibliography at the end

**Late assignments are subject to a deduction of 10% of the total grade per week beginning the day after they are due.** Assignments are always due in-class. Should your absence from class on that day be unavoidable, you can submit your assignment through the departmental drop box. Consult the department's drop-box policies for more details.

<http://www.carleton.ca/socanth/Dropbox.html>). **It is your responsibility to confirm that assignments submitted to the drop-box have been received.**

**Policy on E-mail:** Please avoid asking questions on class topic by email and this will not be answered individually. Since most questions have the concerns for class, such questions will be answered in class for the benefits of all.

### **Required Text**

Burjor, A. (2016): *India: The Ancient Past: A History of Indian Subcontinent From C. 7000 BCE to CE 1200*, Routledge, London & NY. (Ebook)

De Bary Wm. Theodore, Embree, Ainslee Thomas, & Hay, Stephen, N. (1988) *Source of Indian Tradition*, Vol. I (on reserve)

Other reading materials and articles will be posted in CuLearn. The important web links will also be listed in Culearn that serve helpful reading to understand the different perspectives of South Asian Studies.

### **Recommended Readings: (on Reserve in Library)**

Cohn, Bernard (2000). *India: The Social Anthropology of Civilization*, OUP India.

Stephen A. Tyler (1973) *India: An Anthropological Perspective*, Good year Publishing Co. California.

Diana, L. Eck (2012), *India: A Sacred Geography*, NY, Three Rivers Press,

Clothey, W.F. (2006) *Religion in India: A Historical Introduction*, Routledge, London & NY.

## COURSE SCHEDULE

<b>September 6</b>	Introduction to the Course Outlines and General Introduction (SOUTH ASIAN STUDIES I)
<b>Part I: Pre Historic Civilization of India</b>	
<b>September 8</b> Lecture	Cohn, Bernard, (2000) <i>India: The Social Anthropology of Civilization</i> , pp. 8-30
<b>September 13</b> lecture	Tyler, Stephen (1986) <i>India: An Anthropological Perspective</i> , pp. 2-42 90 Indus Slides: <a href="http://www.harappa.com/indus/indus1.html">http://www.harappa.com/indus/indus1.html</a>
<b>September 15</b> Seminar	Fitzsimons, Matthew A. 1970) "The Indus Valley Civilization", <i>The History Teacher</i> , Vol. 4, No. 1, (Nov., 1970), pp. 9-22  Johnson G. Peter (2014) "The Politics of Spatial Renovation: Reconfiguring Ritual Places and Practice in Iron Age and Early Historic South India", <i>Journal of Social Anthropology</i> , Vol. 14 pp.59-86.
<b>Part II: Vedic Culture, language and people</b>	
<b>September 20:Lecture</b>	Burjor, Avari (2016) "The Indo-Aryans in the Vedic Age" In <i>India: the Ancient past: a history of Indian Subcontinent from c. 700 BCE to CE 1200</i> , Routledge, London, NY. "pp. 60-85 (Online access)
<b>September 22: Seminar</b>	Elby, Tristan (2014) "Contemporary Guide to Vedas: A critical Survey of Text and Literature", <i>Religion Compass</i> , Vol. 8 (4) 128-138*  Zysk, G. K. (1986) "The Evolution of Anatomical Knowledge in Ancient India, with Special Reference to Cross-Cultural Influences", <i>Journal of the American Oriental Society</i> , Vol. 106 (4) pp. 687-705.*
<b>September 27:Lecture</b>	Wm. Theodore de Bary (1988) "Brahmanism", <i>Sources of Indian Tradition</i> , Vol. I  Excerpts from Rig Vedas: <a href="http://www.sacred-texts.com/hin/vedaread.htm">http://www.sacred-texts.com/hin/vedaread.htm</a> (translated by Macdonnell) Excerpts from Upanishads: <a href="http://www.sacred-texts.com/hin/sbe15/sbe15053.htm">http://www.sacred-texts.com/hin/sbe15/sbe15053.htm</a> (translated by Muller)
<b>September 29</b>	<b>1st Quiz (30 minutes)</b> <b>Film: Altar of Fire (45 Minutes)</b> <a href="https://www.youtube.com/watch?v=UnbqnMhbB44">https://www.youtube.com/watch?v=UnbqnMhbB44</a> Discussion of Film
<b>Part III: Jainism and Buddhism</b>	
<b>October 4:</b> Lecture	Wm. Theodore de Bary (1988) "Jain Philosophy", <i>Sources of</i>

	<p><i>Indian Tradition</i>, Vol. 1.</p> <p>Wm. Theodore de Bary (1988) "Theravada and Mahayana Buddhism", <i>Sources of Indian Tradition</i>.</p> <p>Selection from Buddha teachings: Chapter XVII  <a href="http://www.wisdomlib.org/buddhism/book/the-buddha-and-his-teachings/index.html">http://www.wisdomlib.org/buddhism/book/the-buddha-and-his-teachings/index.html</a></p>
<b>October 6: Seminar</b>	<p>Guruge, Ananda W. P. (2013) "Hinayana, Sravakayana, Theravada or southern Buddhism? The need for clarification", <i>Middle Way</i>, Vol.87 (4), pp. 333-353*</p> <p>Goodman, Charles (2002) "Resentment and Reality: Buddhism on Moral Responsibility" <i>American Philosophical Quarterly</i>, Vol. 39, No. 4, pp. 359-372*</p>
<b>October 11 Lecture</b>	<p>Bhikku Pesala (2001) <i>Debate of King Melinda</i>, Inward Path, Penang. (Available online) <a href="http://www.buddhanet.net/pdf_file/milinda.pdf">http://www.buddhanet.net/pdf_file/milinda.pdf</a></p>
<b>October 13 Film</b>	<p><b>The Story of India: The Power of Ideas</b> (56 minutes)  Review and Discussion</p>
<b>Part IV: Empire and Chaos</b>	
<b>October 18 Lecture</b>	<p>Burjor, Avari (2016) "The Paradox of Mauryan Imperialism" In <i>India the Ancient Past: a History of Indian Subcontinent from c. 700 BCE to CE 1200</i>, Routledge, London, NY. pp. 157-172 (Online access)</p>
<b>October 20 Seminar</b>	<p>Thapar, Romalia, (2006) "The Mauryan Empire in Early India", <i>Historical Research</i>, vol. 79, no. 205 pp. 287-305*</p> <p>Chandrasekaran, Pravin (2006) "Kautilya: Politics, Ethics and Statecraft", in IDEAS working paper Series, Harvard University. pp.3-20*.</p>
<b>Oct. 23-27</b>	<b>Fall Break (No Class)</b>
<b>Part V: Hinduism</b>	
<b>Nov. 1: Lecture</b>	<p>Concepts of Gods, Beliefs and Rituals  <a href="http://www.hinduwebsite.com">www.hinduwebsite.com</a></p> <p>Trimbak Telano Kashinath (1882) <i>Bhagwat Gita: Excerpts from Mahabharat</i>.  <a href="http://www.usna.edu/Users/history/abels/hh205/Bhagavad%20Gita.html">http://www.usna.edu/Users/history/abels/hh205/Bhagavad%20Gita.html</a>  Geeta Sar: <a href="https://www.youtube.com/watch?v=fhgxpsgCKZ8">https://www.youtube.com/watch?v=fhgxpsgCKZ8</a> (Video)</p>
<b>Nov. 3 Seminar</b>	<p>Rao, P. Venugopala .(2001) "Science and Dharma (Hinduism and Science)", <i>World and I</i>, Vol. 16 (4) pp. 150- 155*</p> <p>Barua, Ankur (2011) "Metaphors of Temporality: revisiting the Timeless Hinduism" versus Historical Christianity" Antithesis, The</p>

	<i>Harvard Theological Review</i> , Vol. 104(2) pp. 147-169*.	
<b>Nov. 8</b>	Ramayana and Mahabharat (Epics) Campbell, John (2005) <i>The Great Indian epics: the stories of the Ramayana and the Mahabharata</i> , Vālmīki. Oman, (online access) <a href="https://archive.org/details/greatindianepics00oman">https://archive.org/details/greatindianepics00oman</a>	
<b>Nov. 10</b>	<b>(2<sup>nd</sup> Quiz: 30 minutes)</b>  <b>Documentary: Mahabharat</b>	
<b>Part VI: Historical Development of Caste and Class</b>		
<b>Nov. 15 Lecture</b>	Tyler, Stephen (1986) "The Caste System" in <i>India: An Anthropological Perspective</i> , pp. 147-170  Brown, Norman (1958) "Class and Cultural Traditions in India", <i>The Journal of American Folklore</i> Vol. 71 (281) pp. 241-245	
<b>November 17 Seminar</b>	Macdonnell A. (1914) "The Early History of Caste", <i>The American Historical Review</i> Vol. 19(2) 230-244*.  Milner, Murray (1993) "Hindu Eschatology and the Indian Caste System: An Example of Structural Reversal", in <i>The Journal of Asian Studies</i> , Vol. 52(2) pp. 298-319*.	
<b>Part VII: Ancient Arts, and Literature</b>		
<b>November 22: Lecture</b>	Rider, Arthur (1999) <i>Kalidasa Sakuntala</i> (online access) <a href="http://www.yorku.ca/inpar/shakuntala_ryder.pdf">http://www.yorku.ca/inpar/shakuntala_ryder.pdf</a>	
<b>November 24 Seminar Assignment Due</b>	Goodwin, R. (1989) "Aesthetic and Erotic Entracement" in Sakuntala, <i>Acta Orientalia Academiae Scientiarum Hungaricae</i> , Vol. 43, (1) (1989), pp. 99-123*	
<b>November 29: Lecture</b>	Miller, B. And Jayadeva (1971) "Songs from Gita Govinda", <i>MAHFIL</i> Vol. 7(3/4) <i>Sanskrit Issue</i> , pp. 187-196  Miller, B. (1975) Radha: Consort of Krishna's Vernal Passion, <i>Journal of American Oriental Society</i> , Vol. 95(4) 655-671	
<b>Dec.1 Seminar</b>	Pauwels, R.M. Heidi (1996) The Great Goddess and Fulfillment in Love: Radha Seen through a Sixteenth-Century Lens, <i>Bulletin of the School of Oriental and African Studies</i> , University of London, Vol. 59 (1) pp. 29-43*	
<b>Dec. 6</b>	<b>Film: Shree Krishna Leela</b>	
<b>Dec. 8</b>	<b>Review of Exam</b>	

\*Readings with asterisk represent the readings for discussion class.

## **Important Information:**

In accordance with the Carleton University Undergraduate Calendar (p 45), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B+ = 77-79 C+ = 67-69 D+ = 57-59

A = 85-89 B = 73-76 C = 63-66 D = 53-56

A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

F = Below 50 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed with no deferred final examination allowed ) = Student could not pass the course even with 100% on final exam

## **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 more details see the [Student Guide](#)

**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 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).

## **Plagiarism**

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

### *What are the Penalties for Plagiarism?*

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

### *What are the Procedures?*

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

**Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe.** Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

### Assistance for Students:

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: [www.carleton.ca/wts](http://www.carleton.ca/wts)

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

### Important Information:

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean’s approval.
  - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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## 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**

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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](#)