

RELI 3850: Religion & Culture in Place: Jerusalem Connections

RELI 5850: Religion and Public Life in Place: Jerusalem Connections

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Carleton University: College of the Humanities: Religion Program

Dates: May 2-23 2023

Learn more about the course (costs and how to apply) by visiting <https://carleton.ca/studyisrael/>

COURSE DESCRIPTION:

Description **3850:**

This third-year travel course invites students to explore the rich history of Jerusalem and its environs and connect that history to the diverse contemporary religious and cultural communities in these places. We will travel throughout Israel with excursions into East Jerusalem and the West Bank.

Our traveling classroom will investigate a variety of examples of Religion and Public Life from ancient to modern, from traditional to secular. We will take seriously what it means to think about religion and culture in a particular place. How is Jerusalem, and particular sites in its environs, understood by different groups? How are diaspora identities connected to Jerusalem and its environs? How are they imagined, remembered and experienced in these places?

The course highlights the extraordinary cultural and religious diversity of this place with students encountering Bedouins in the Negev, Christian pilgrims at the Jordan river, Druze in Isfiya, Ethiopian Jews in Northern Israel, visiting the Baha'i Temple in Haifa, staying at a kibbutz in the Galilee, and by meeting and interacting with local students. Our travels will include exploring biblical Israel by participating in archeological day digs at Tel Maresha and at the Temple Mount; tracing the origins of Christianity out of Judaism in the Galilee and in Jerusalem, Bethlehem and the Galilee; historical and contemporary Islam at the Temple Mount, in Jaffa, and Nazareth; Second Temple Judaism at Qumran and Masada; the history of the Crusades at the ruins of a Crusader fortress in Acre and Herzliya; Jewish mysticism in 17th century Safed, and the significance of the Holocaust at Yad Vashem. Students will explore modern Israel through civil legal questions about religious status and identity at the Knesset and the Supreme Court; learn from activists fighting for gendered religious equality at the Western Wall; hear from LGBTQ, environmental, interfaith, and peace activists in Israeli and Palestinian contexts. This course involves experiential learning.

Description **5850:**

This MA level travel course invites students to explore Religion and Public Life through the rich history of Jerusalem and its environs and connect that history to the diverse contemporary religious and cultural communities in these places. We will travel throughout Israel with excursions into East Jerusalem and the West Bank.

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COURSE EVALUATION: 3850/5850

Participation (good traveller/academic participation, 5850 includes personalized reading list).....30%

Choose from 2/4 options:

- | | |
|---|-----|
| A. Journal (due after travel) | 35% |
| B. Teaching (complete any 2: presentations while traveling and/or pre-travel web site) | 35% |
| C. Research Paper (pre-travel project proposal and annotated bibliography, paper due post-travel) | 35% |
| D. Public Scholar (complete any 4: blogs and/or podcasts, minimum 2 completed during travel) | 35% |

Total:100%

Bonus Marks: (see below).....5%

see details below for level specific expectations

REQUIRED TEXTS: 3850/5850

Required readings prepare you for class lectures, discussions and site visits. Always read the required text prior to the site visit. It is very hard to keep up with readings while traveling, try to read in advance wherever possible.

- Troen, S. Ilan, and Rachel Fish. *Essential Israel essays for the 21st century*. Bloomington: Indiana University Press. 2017. * This should be read in advance of travel and reviewed as necessary while traveling.
- Additional online readings linked through the Brightspace and are marked as “recommended”. These are recommended in the sense that they are a curated list of resources provided to you for assignments. Assignments cannot be completed with only the *Essential Israel* textbook and attending the course. Students must use the textbook, their experience of site visits and lectures, and additional relevant sources (either from their own research or the recommended readings) to complete their assignments.

5850 MA students must read all required readings and must develop their own customized required readings according to their areas of interest and submit in advance of travel. Please speak to the professor well in advance of travel to confirm personalized reading list.

LEARNING OUTCOMES: 3850

At the end of this course, students will be able to:

1. Demonstrate the characteristics of a junior scholar within a working group by being collegial, respectful, present, thoughtful, and prepared to make a positive contribution to group learning.
2. Apply core religious studies concepts and methods. Specifically, students will distinguish between theological (faith based) and evidence-based claims in popular and public narratives about religion in the modern state of Israel.
3. Describe and appraise religious narratives about the land of Israel by integrating relevant primary sources and current scholarship
4. Explain religious diversity in Israel in its historical and contemporary contexts especially in light of questions of secularism, religious pluralism, and religion and public life.
5. Formulate and execute strategies for engaging and educating various types of audiences by explaining relevant public discourses and locating, selecting, and evaluating key issues and major arguments from current scholarly research.
6. Reflect on the ways in which study through travel permits a more nuanced understanding of public discourse, other cultures, and current events.

LEARNING OUTCOMES: 5850

At the end of this course, students will be able to:

1. Demonstrate leadership within a working group-member by exhibiting best collegial and scholarly practice
2. Mentoring and educating others in areas of expertise, and facilitating group learning and discussion.

3. Justify and defend the use of core religious studies theories and methods to better interrogate the phenomenon of religion and public life.
4. Analyse the conjunction and disjunction of public, legal, political, theological, and scholarly narratives around questions of secularism, religious pluralism, memory, indigeneity, and identity in Israel.
5. Formulate specific research strategies that richly integrate and interrogate religious primary sources, religious narratives, contemporary public understandings, as well as scholarly debates (and their intellectual history).
6. Produce audience-appropriate written and oral presentations.
7. Reflect on the role of scholar / professional in public discourse.

DETAILED COURSE REQUIREMENTS

Attendance Pre-Course Meetings in Ottawa: including

- **Israeli Culture Night:** meet your fellow travelers and join us for Israeli food with representatives of the Israeli Embassy. Best safety and travel practices, go over course requirements, sign up for presentations
- **Bahai Lecture**
- **Israel Film Night**
- **Pre-Travel Meeting:** Final travel discussions, last chance to sign up for presentations (late April TBD)
If you absolutely cannot attend, please contact Professor Butler to make other arrangements to fulfill these requirements that count towards your participation grade.

30% PARTICIPATION: 3850/5850: Participation in this travel course includes pre-course activities, being helpful and responsive to pre-course requests, meeting deadlines, as well as your participation while we travel.

- a) 10% Course travel participation includes being a good travel companion and keeping an eye out for your fellow travellers: positive attitude while traveling, arriving at meeting points on time, not delaying the group, being helpful with others and assisting with ensuring others' safety, being responsible for your own safety and maintaining good communications with the group and your professors. If you miss a group departure it is your responsibility to get yourself to the group by whatever means necessary.
 - **3850** students will be assigned to a graduate student "captain" to report to if you are going out without the group.
 - **5850** students will serve as "captains" to assist in keeping 3850 students in contact with the group.
- b) 20% Course academic participation includes being a positive and engaged student: enthusiastically and fully participating in lectures, discussions, site visits, being attentive and contributing thoughtfully during student presentations, preparation for course discussions by preparing readings in advance. Demonstrating that you have read required readings by referencing these in discussion.
 - **5850** students are expected to informally assist in leading course discussions especially in areas related to their own research expertise.

70% Choose from 2/4 options: 3850/585

1. 35% Journaling: Critical reflections on course travel with insights from course readings.
 - Due 10 days after we return. Submit online on Brightspace OR as hardcopy in notebook. Include self-addressed envelope with pre-paid postage if you would like it mailed back to you.
 - **3850** 8 Journal entries at 150-250 words each, 5 must address required readings
 - **5850** 8 Journal entries at 250-400 words each, 6 must address readings, religion and public life should be an ongoing theme in your reflections)

Tips for a great critical travel journal: In critical journals, students critically engage with relevant readings and the sites we are visiting.

Better to write more than less: The word count guidelines are the minimums for a succinct and concise writer. Most students need more space to get their thoughts across. Feel free to write more if you need to. You may want to come back to a journal entry and add to it as we proceed through the course. You may also want to write a supplementary entry after thinking about things. This is 35% of your final grade. Take this journal seriously. **Write in the first person.**

Give references (I do not expect you to properly cite sources here, but clearly indicate what reading you are referring to in some way).

Read your readings: Read carefully, take notes.

What is your prof looking for?

Understanding: understanding of the readings and their significance for the course, understanding the site we are visiting, what you have heard about the site from profs, guide and presentations and its significance for the course.

Critical Thinking: Do more than simply summarize the reading and the site. What can you say that is insightful? Why is this site important? What does it add to our thinking about the topic of Religion in Israel (or a narrower topic or theme we are looking at)? Can you compare this site with another? What does that comparison suggest to you? Do you disagree with a scholarly argument about the site? Why? Critical thinking or some original insight is necessary for a B or higher grade for 3850 students and is required to pass for 5850 students. 5850 students should be thinking about the sites/readings in terms of questions of Religion and Public Life.

Personal Insight: You may have knowledge of scholarship or a personal experience that enhances your understanding of the site. Did something surprise you, make you think about the site or some aspect of the course differently? You will probably need all your word count to demonstrate your understanding and critical thinking, but if you have time, take it to add your personal insight to your journal entries. This element will certainly count towards your participation mark and may contribute to critical thinking as well.

Audio Visual elements: Consider including a sketch, photo, sound clip or video clip to enhance your journal entry. It can be a springboard for a rich and critical discussion. If you are likely to want to sketch consider handing in a physical notebook. If you are likely to want to include digital elements plan for a digital journal that you can hand in on Brightspace.

2. **35% Teaching:** choose any two in any combination: presentation while traveling (on bus, on site, at hotels, as schedule permits) or pre-course website on site we will visit or topic relevant to course. Topic must be approved by prof in advance, presentations must be booked pre-travel. Must address relevant course readings and include outside research. Remember that this is a Religious studies course so I expect a strong focus on some aspect of religion (secularism is still a religious studies category).
 - Presentation should be 10 minutes plus research handout including bibliography, key facts. Due: Handout must be available to students the night before the presentation on Brightspace or must be provided as hardcopy at the presentation.
 - Web site should include 5-7 pages of text, plus images, videos, relevant links etc to help students learn about topic pre-travel). Due: web site must be live one week before travel so that students can access it in advance of travel.
3. **35% Research paper: See below for topics.** (project proposal and annotated bibliography due before travel)
 - **3850** 1 page project proposal includes research question, what you expect to argue, how your project addresses course themes; annotated bibliography includes minimum of 10 sources including outside research, relevant primary sources AND relevant course readings. Annotations explain why helpful for your project; final paper is 10-12 pages.
 - **5850** 1 page project proposal includes research question, what you expect to argue, how your project addresses religion and public life; annotated bibliography includes minimum of 10 sources including outside research, relevant primary sources AND relevant course readings. Annotations explain why helpful for your project; final paper is 15-18 pages.
 - Project proposal & Annotated bibliography due: 2 weeks before travel April 22, 2020.
 - Final paper due: TBD after we return from travel, approximately mid-June.

Suggested Topics for Research Papers

1. Religion and Public Life in Israel (i.e. Pluralism, the Military, Constitutional issues etc.)
2. Jerusalem
3. Gender or LGBTQ issues and their religious dimensions among Israelis and/or Palestinians
- The religious significance of the land of Israel in two religious traditions
4. Food and Religion in Israel
5. Religious Dimensions of Palestinian Identity
6. Religion and the Environment in the "Holy Land"

7. Politics of Archeology
8. The Holocaust in Israeli Life and Thought
9. Zionism
10. Religion and the Arts (Literature, Visual Art, Film, any religion, etc) in Israel

2. 35% Public Scholar (blogs, podcasts during and after travel) **Minimum 4 blogs or podcasts in any combination. See below for topics**

- **Blog:** You should complete 2-4 blogs while traveling and may hand in up to 2 after travel without penalty. A strong blog will connect several sites/events/experiences with the themes, questions and issues raised in required readings. The blog should be about a day (or at least most of a day) of travel OR consider focusing on a theme and pull together several course elements (i.e. Holocaust, LGBTQ issues, Archaeology and contemporary politics, cultural diversity in Israel, Religion and public life). DUE: Blogs should be completed while you travel and are due roughly 72 hours after we visit the last site you discuss. Try your best to complete blogs on time, speak to professor if you are having a problem. Grading & Content: Half of the content should be based on the readings relevant to the sites for that day and any outside research (part of this can and should be prepared in advance). Half of your evaluation will be based on your discussion about actually visiting the site and seeing it for yourself. This will allow you to discuss details you hadn't known and integrate your discussion within what you are learning throughout the course. You will be graded on comprehension, clear, well organized writing, critical reading and writing skills, original analysis, integrating your discussion within the context of course materials, lectures, outside research, travel, course questions/themes. Tone: An academic blog may be somewhat less formal, but you still must demonstrate real critical thinking, seriously addressing the material, illustrate your ability to integrate readings, lectures, what you are seeing. Show how you are thinking about the site or sites in terms of the course materials, questions and themes. Work before you fly: You are strongly advised to prep your blogs (video or text) before you leave. Choose the sites you are most interested in. Prepare the relevant required readings and any necessary outside research. Write the first few pages of the blog or script for your video so that all you need to do while traveling is respond to what you are seeing that day. **Please include relevant photos and or short videos.**
- Podcast: You may also choose to complete podcasts. A podcast may be in audio or video format. It is expected that podcasts will be edited and produced after you return. If you are planning to do this option be sure to record audio and video for your podcasts. Due: TBD Mid-June

Suggested themes for blogs and podcasts:

Remember that this is a Religious studies course so I expect a strong focus on some aspect of religion (secularism is still a religious studies category). You may also want to refer to the syllabus for topics from the research papers. Some would be excellent blog topics.

- Archeology & Religion
- Food and Religion
- Environmental Issues & Religion
- Gender and Sexuality & Religion
- The Holocaust and Israeli Identity
- Christianity & The Holy Land
- Religious Minorities
- Religion and the military
- Secularism in the "Holy Land"
- Religion and the Land (environmental)
- Religion and Civil Religion / Public Life
- Religion and Peace
- Religion and Zionism
- Feel free to be creative in connecting sites / topics / lectures / readings in constructing your blogs. They are likely to be more interesting, critical, and original than simply covering a day's travel.

3. **Bonus Marks:** You may complete extra blogs, journal entries, event or film reviews, for bonus marks. Max 10% added to final grade. You may also use this option if you miss a required pre-trip event.

Late Penalty, Format, Citation Style, Sources, Rough Drafts

1. Late Penalty: Please speak to me if you are having problems meeting a deadline. The deadlines are set to allow you timely feedback, balance the workload over the course, and ensure I can hand in my grades on time. A travel course can make it more challenging to meet deadlines and I am generally willing to be accommodating if possible when requests are timely, reasonable, show you have a plan, are taking responsibility, and are polite. The normal late penalty is 10% per day including weekends.
2. Style: **REQUIRED: The Religion program uses the Chicago Manual of Style (humanities or footnote and bibliography style)** as its standard style for citations. Use it for all citations. Always include footnotes and a bibliography at the end of the assignment (including non-traditional assignments like blogs or web sites). I also strongly recommend using citation management software/sites/apps for your citations. See Brightspace for resources on citations and ask for help if needed.
4. Sources: Assignments specify what types of sources are appropriate and expected for a given task. These guidelines are aimed at detecting plagiarism, preventing students from exclusively relying on faulty and/or suspect Internet research, and promoting the use of the range of types of scholarly sources that are standard for university level research. Any assignment which does not use the required sources does not meet the requirements of the assignment and will receive a failing grade.
5. Rough drafts: I am happy to review and comment on rough drafts that are submitted by email a minimum of 7 days before an assignment is due. I will return it to you with comments. In order to receive credit for the effort of doing a rough draft, always submit the rough draft (print if necessary) with my comments.

Academic Integrity

I care about academic integrity as a matter of ethics and professionalism: as scholars (yes you are a scholar!) it is our professional responsibility to follow the norms and guidelines of our profession which includes ethically giving credit for other people's work and not claiming it as your own.

Equally important, by citing your sources you are making sure that **others can verify your data and evidence**. Being able to verify sources (and reproduce them), allows other scholars can keep building on our work and extend human knowledge and the academic project.

As a professor, I want a full citation so I can go find it and follow your line of argument that depends on these sources: What are you citing? Does it support your argument? Do you understand it? Have you misrepresented it? Have you taken the data or idea out of context? Best of all, sometimes your research teaches me something new!

Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site.

Check for plagiarism in your own work: Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one. When in doubt, cite. **Failure to cite sources is a form of plagiarism. Please see the University regulations below.**



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 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

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca