

The College of the Humanities
Bachelor of Humanities Program: HUMS 1000; Fall/Winter
Myth and Symbol

Prof. Shawna Dolansky
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 Office hours: Fall – Tues. 10:00-12:00
 Winter – Wed. 11:00-13:00
 (or by appointment)

Prof. Christopher Jensen
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 Office hours: F/W – Wed. 14:30-16:30
 (or by appointment)

This course engages primary sources -- primarily religious and primarily from the “axial age” civilizations of the ancient world. In examining these texts we probe the function of the mythic and symbolic in human thought, imagination, and ritual practice. Themes include mortality, morality, cosmogony, theogony, theophany, theodicy, and sacrifice, as well as sacred and profane love.

We examine dynamics in religious traditions such as polytheistic versus monotheistic perspectives, and changes over time in the evaluation of sacrifice and ritual. We consider the continuities and ruptures between the Hebrew Bible and its Near Eastern environment. We probe, in India, the tension between religion geared towards reinforcement of social life and duty and religion aimed at total transcendence or liberation, as well as the evolution of religious ideals and practices between early Buddhism and the later Mahayana traditions. In China we examine differing Confucian and Daoist conceptions of the Way.

Contrasts and comparisons across cultures will be made on these themes and tensions. At all times, however, the aim will be to think through what is distinct and perhaps ultimately irreconcilable among these differing visions of human experience, rather than an imposed synthesis of superficial resemblances. Guided by a close reading of primary texts (with reference to a few select secondary sources and resources), the main aim of the course is to inspire reflection on these complex and divergent sources of human spirituality, virtue, and wisdom.

Lectures: Mondays and Wednesdays 13:05 – 14:25 (PA 303)

Discussion Groups:

Group 1: Tues. 13:05-14:25 (PA 302)

Group 3: Tues. 8:35 – 9:55 (PA 302)

Group 4: Tues. 14:35 – 15:55 (PA 2A46)

Required Texts:

(available at the University Bookstore)

New Oxford Annotated Bible with the Apocrypha. College Edition. 4th Edition.
 New Revised Standard Version. Oxford: OUP, 2010. (Hardback)

Dalley, Stephanie. *Myths from Mesopotamia.* Oxford: OUP, 2000.

Miller, Barbara Stoller. *The Bhagavad Gita.* New York: Bantam, 1988.

Lao Tzu: Tao Te Ching, trans. D.C. Lau, London: Penguin, 1963.

Confucius Analects: With Selections from Traditional Commentaries, trans. Edward Slingerland, Indianapolis: Hackett, 2003.

The Lotus Sutra. Translated by Burton Watson. New York: Columbia UP, 1994.

Humanities 1000 Course Pack (2019-2020)

Grades for the course will be based on:

1) Participation in the discussion groups (“seminars”), which includes attending, contributing, and bringing your “passport” to every session for a total of 15% (details under “Seminars” below). Please note that the primary text of the week and your “passport” are your tickets of admission to the seminars.

2) Leading two discussions (one each term) in the seminars. 5%

3) Four written assignments, due in the electronic dropbox on CuLearn by 16:00pm on dates below, worth a total of 50%, distributed as follows (*note: due dates are subject to change but will be finalized by first week of classes):

First Semester:

- (1) 1 page in length (5%) – Due Fri. Sept. 20, 2019
- (2) 2-3 pages in length (10%) – Due Fri. Nov 1, 2019
- (3) 5-6 pages in length (15%) – Due Fri. Nov 29, 2019

Second Semester:

- (4) 8-10 pages in length (20%) – Due Fri. March 20, 2020
- 4) A three-hour examination during the formal examination period, December 9-21, worth 15%
- 5) A three-hour final examination during the formal examination period, April 13-25, worth 15%.

SEMINARS

Seminars are an electronics free environment. No screens: no laptops, tablets, or phones. PERIOD.¹

Come with the hardcopy text of the reading for the week, along with your “passport” (details below). Treat these as your tickets of admission.

Make sure we are in a real circle with no one behind the pillar or in a second row.

These groups are as good as you make them. If you have not attended the lecture and not done the reading then you are just a spectator and not a participant. That’s like being at a party where there is a heated discussion going on about a film that you haven’t seen.

Each seminar will be led by 2-3 facilitators who will sign up for their sessions at the beginning of the semester. They should prepare questions they would like us to collectively address. A very poor question generally to be

¹ See: Shalini Misra, Lulu Cheng, Jamie Genevie, and Miao Yuan, “The iPhone Effect: The Quality of In-Person Social Interactions in the Presence of Mobile Devices,” *Environment and Behavior* 48, no. 2 (February 2016): 275–98. doi:10.1177/0013916514539755. Their conclusions are helpfully summarized in Tom Jacobs’ article, “Even Just the Presence of a Smartphone Lowers the Quality of In-Person Conversations,” *Pacific Standard* (July 14, 2014), <https://psmag.com/social-justice/presence-smart-phone-lowers-quality-person-conversations-85805>.

avoided is “what did you all think of this text?” Better questions are open-ended and will rely on textual analysis to determine the best answers.

The role of the signed-up discussion leaders is to get the conversation going by bringing their questions to the group and recognizing who wants to speak. They will also deflect attention from the professor who may otherwise inadvertently drift into dominating the discussion.

The seminar is for student discussion and is not intended as a forum for the professor to give another lecture. However, it is completely legitimate to use some of the time to ask questions of the instructor and get clarifications or elaborations on any of the points made in the previous lectures.

The instructor reserves the right to take a proportion, perhaps up to a third, of each seminar to ensure that all groups address certain fundamental questions and key elements of the text. This maintains a modicum of uniformity among the groups regarding what is discussed.

Discussion can link our ancient texts with current events or contemporary controversies; after all, these “Great Books” are not just of antiquarian interest. However, this should be in moderation. Conversation must always be returned to the text, or a passage in the text, and its historical context.

An important and excellent practice is for the leader(s) to turn us to a particular passage (a sentence, a verse, a paragraph, a page) that we all focus on and analyse. It is important to ground our discussions in the text and not in vague ahistorical generalities.

While we want the groups to remain stable and to avoid having students move from one to another, you are encouraged to attend a different group for the week if an appointment or sickness prevented you from attending your own session.

The discussion seminars are at the core of the Bachelor of Humanities program; to be absent from them is to be absent from the program. Please take note of our policy on attendance and participation marks above.

PASSPORT INSTRUCTIONS

Format and content

The Passport will contain three sections:

- Summary: One paragraph (~ 3-5 lines) summary of the assigned reading;
- Key Points: (Minimum two) key points - citations of a line or two from the article / chapter (including page #s) that you found particularly puzzling, instructive, provocative, or surprising, plus brief (one line) explanations of why you selected them;
- Discussion Questions: two open-ended discussion questions.

It must also include your name and student number.

Submission

To receive credit, a hard copy of your typed Passport must be printed out and brought with you to your weekly Discussion Group sessions. They will be handed in at the end of the class. Neither hand-written copies, nor electronic copies sent to the professors either before class, or after the class has ended, will be accepted.

Assessment

Passports are being used to help you to participate more productively in our course’s weekly discussion groups. As such, they will be used to track your participation in the class and to require everyone to come to class prepared. They will be graded on a pass/fail basis and will not be returned.

HUMS 1000: THE FINE PRINT

To pass, students must attend the lectures and discussion sections/seminars, complete *all* the written assignments, and sit both the examinations, all unless formally excused by the Instructors because of illness or some other legitimate reason. Formal requests to be excused from classes, deadlines, or exams must be accompanied by medical or other documentation.

Attendance: We will not take attendance in lectures; however, students are responsible for all material covered, announcements made, course documents distributed, and assignments returned, whether they are present in class or not. We will take attendance in discussion sections/seminars, and more than 2 absences from discussions per semester will result in a minimum 10% reduction of your final course grade; numerous unexcused absences will jeopardize your ability to pass the course.

Late Assignments: Assignments are to be submitted electronically on cuLearn by time listed on the course outline on the day they are due. Assignments will be docked 3% (or one third of a letter grade) for each calendar day after their due-date. Late penalties on assignments accompanied by a medical certificate or other proof of a legitimate reason for lateness will be adjusted accordingly.

Late assignments will very quickly sink to a grade of 'F'. Hand in your assignments on time.

Completion of all assignments is a course requirement. Even an assignment that is so late that it will merit a grade of 0% (F) **must be completed** or you will fail the course.

Note: once the papers submitted on time are graded and returned, *no further papers will be graded except for very compelling reasons* (but as noted above must still be completed in order to pass the course). No work can be accepted for any reason after the Senate's deadline published in the current *Calendar*.

Plagiarism: The University Senate defines plagiarism as "*to use and pass off as one's own idea or product the work of another without expressly giving credit to another*" (*Calendar*). This can include:

- Copying from another's work without indicating this through *both* the appropriate use of quotation marks *and* citations in footnotes;
- Lengthy and close paraphrasing of another's work (i.e., extensive copying interspersed with a few phrases or sentences of your own); and
- Submitting written work produced by someone else as your own work (e.g., another student's term paper, a paper purchased from a commercial term-paper factory, or materials or term papers downloaded from the Internet).

Plagiarism is a serious offence, and it cannot be dealt with by the Instructors alone. In all cases where plagiarism is suspected, Instructors are now *required* to notify their Chair or Director, who in turn is *required* to report the matter to the Associate Deans of the Faculty. The Associate Deans then conduct a formal investigation, including an interview with the student. Penalties can range from a mark of zero for the plagiarized work, a final grade of F for the course, suspension from all studies, to expulsion from the University.

The Senate also considers an instructional offence the submission of "*substantially the same piece of work to two or more courses without the prior written permission of the instructors . . . involved*" (*Calendar*).

Passages copied word-for-word without quotation marks, whether the source is cited or not, constitute plagiarism.

Plagiarism from internet sources is ridiculously easy to detect. Plagiarism from print sources, given your professors' familiarity with material in their areas of expertise, is also easier to detect than you may realize. Please, please, please don't do it. If you're struggling, choose instead to come and speak to your professors; we are nice people who are here to help you.

**HUMS 1000 Myth and Symbol
Lectures Fall, 2019**

Seminars

Wed. Sept. 4 Intro (Profs. Dolansky and Jensen)

(No seminars)

Mon. Sept. 9 What is Myth? (Profs. Dolansky and Jensen)
READ: Paden "Myth" (Coursepack)

Wed. Sept. 11 Indigenous Creation Myths: Guest lecture by Dr. Kahente Horn-Miller
READ: Lincoln "Myth, Sentiment . . ." (Coursepack)

Introductions

Mon. Sept. 16 Intro to Mesopotamian Creation Stories (Prof. Dolansky)
READ: Dalley Introduction, pp. 1-8 and pp. 228-232

Wed. Sept. 18 Enuma Elish (Prof. Dolansky)
READ: Dalley pp. 233-277

Enuma Elish

First assignment due on cuLearn Friday Sept 20 by 4:00pm

Mon Sept. 23 The Epic of Gilgamesh (Prof. Dolansky)
READ: Dalley pp. 39-109

Wed. Sept. 25 Gilgamesh (Prof. Dolansky)
READ: Dalley pp. 110-153

Gilgamesh

Mon. Sept. 30 Intro: China (Prof. Jensen)
READ: Birrell, "Origins," 23-39 (cuLearn)

Wed. Oct. 2 Chinese Histories and the *Huainanzi* (Prof. Jensen)
READ: Major (trans.), *Huainanzi*, 109-126, 490-498 (Coursepack)

**Chinese Cosmogonies &
Cosmologies**

Mon. Oct. 7 Intro: Japan (Prof. Jensen)
READ: "Earliest Records of Japan," *Sources of Japanese Tradition* I, 3-13 (cuLearn).

Wed. Oct. 9 Creation in the *Kōjiki* (Prof. Jensen)
READ: Phillippi (trans.), *Kōjiki*, 47-87.

**Japanese Cosmogonies &
Cosmologies**

Mon. Oct 14 THANKSGIVING – NO CLASS

Wed. Oct. 16 Intro to Bible (Prof. Dolansky)
 READ: Oxford Annotated Bible “Introduction to the
 Pentateuch”; “Introduction to Genesis”; “Canons of the Bible”

Constructing Arguments

Mon. Oct. 21 BREAK WEEK

Wed. Oct. 23 BREAK WEEK

Mon. Oct. 28 Genesis 1 (Prof. Dolansky)
 READ: Genesis 1

Wed. Oct. 30 Genesis 2 and 3 (Prof. Dolansky)
 READ: Genesis 2 and 3

Assignment 2 due Fri. Nov. 1 by 4:00pm in cuLearn dropbox

Biblical Cosmogony & Cosmology

Mon. Nov. 4 Primeval History (Prof. Dolansky)
 READ: Gen 4-11 and pbs.org/wgbh/nova/bible/flood.html

Wed. Nov. 6 Myth, History, & Identity (Prof. Dolansky)
 READ: Gen 12-34

Genesis

Mon. Nov. 11 Myth & Social Structure (Prof Dolansky)
 READ: Gen 35-50

Wed. Nov. 13 Intro to Ancient India (Prof. Jensen)
 READ: Olivelle, *Upanisads* pp. xxiii-xxix; xli-xlix

Review 2nd Assignment; Discuss 3rd

Mon. Nov. 18 Rig Veda (Prof. Jensen)
 READ: Doniger (trans.), Vedic hymns (Coursepack)

Wed. Nov. 20 Upanisads (Prof. Jensen)
 READ: *Upanisads* (Coursepack)

Rig Veda & The Upanishads

Mon. Nov. 25 Bhagavad-Gita (Prof. Jensen)
 READ: Miller (trans.), *Bhagavad-Gita*, CH. 1-7

Wed. Nov. 27 Bhagavad-Gita (Prof. Jensen)
 READ: Miller (trans.), *Bhagavad-Gita*, CH. 8-12, 18
Bhagavad-Gita

Assignment 3 due Friday Nov 29 in the cuLearn dropbox by 4:00pm

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Mon. Dec. 2 Myth, History, & Identity Re-Visited (Prof. Dolansky)
 READ: Exodus 1-19

Wed. Dec. 4 Exodus 20-40 (Prof. Dolansky)
 READ: Exodus 20-40

Exodus

Fri. Dec. 6 Exam Review (Profs. Jensen and Dolansky)
 (*Friday follows a Monday schedule)

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**HUMS 1000 Seminars
 Fall, 2019**

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| 1. | Sept. 10 | Intros |
| 2. | Sept. 17 | Myth/Enuma Elish |
| 3. | Sept. 24 | Gilgamesh |
| 4. | Oct. 1 | Chinese creation stories (<i>Huainanzi</i>) |
| 5. | Oct. 8 | Japanese creation stories (<i>Kōjiki</i>) |
| 6. | Oct. 15 | Constructing arguments |
| | Oct. 22 | BREAK WEEK |
| 7. | Oct. 29 | Cosmogony & cosmology in Genesis |
| 8. | Nov. 5 | Primeval history |
| 9. | Nov. 12 | Discussion of assignments 2 and 3 |
| 10. | Nov. 19 | Rig Veda |
| 11. | Nov. 26 | Bhagavad-Gita |
| 12. | Dec. 6 | Exodus |

**HUMS 1000
 Lectures Winter, 2020**

Seminars

Mon. Jan. 6 Biblical Religion: Leviticus (Prof. Dolansky)
 READ: Lev 1, 6-7, 10-20, 22, 25

Wed. Jan. 8 Biblical Religion: Deuteronomy (Prof. Dolansky)
 READ: Deut 1-7, 10-14, 17-18, 22, 26-32

Biblical Beliefs & Rituals

Mon. Jan. 13 Archaeology and the Bible (Prof. Dolansky)
 READ: "Pagan Yahwism" pdf; and 1 Samuel (Bible)

Wed. Jan. 15 I and II Samuel (Prof. Dolansky)
 READ: 2 Samuel

Kingship in Samuel

Mon. Jan. 20 Kings (Prof. Dolansky)
 READ: 1 Kings (all); 2 Kings 1-10, 17-25

Wed. Jan. 22 Introduction to Indian Buddhism (Prof. Jensen)
 READ: Ichimura (trans.), "Sutra of The Great Origin," 7-18 (cuLearn)

**Writing/Interpreting History in
 the Deuteronomistic History**

Mon. Jan. 27 Buddhacarita (Prof. Jensen)
 READ: Conze (trans.), "The Legend of the Buddha Shakyamuni," 34-66 (Coursepack)

Wed. Jan. 29 Lotus Sutra (Prof. Jensen)
 READ: Watson (trans.), *The Lotus Sutra*, CH. 1-2, 11

Buddhacarita

Mon. Feb. 3 Lotus Sutra (Prof. Jensen)
 READ: Watson (trans.), *The Lotus Sutra*, CH. 3, 10, 14, 19

Wed. Feb. 5 Lotus Sutra (Prof. Jensen)
 READ: Watson (trans.), *The Lotus Sutra*, CH. 15-16, 21

Lotus Sutra

Mon. Feb. 10 Lotus Sutra (Prof. Jensen)
 READ: Watson (trans.), *The Lotus Sutra*, CH. 20, 23, 25

Wed. Feb. 12 Intro to the Prophets: Isaiah (Prof. Dolansky)
 READ: Isa 1-11, 36-40, 42, 45, 48-53, 59-63, 65-66

Discuss Assignment 4

Mon. Feb. 17 BREAK

Wed. Feb. 19 BREAK

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Mon. Feb. 24 Jeremiah (Prof. Dolansky)
 READ: Jer 1, 3, 7, 11, 13, 16, 19-21, 23, 25-30, 36-45

Wed. Feb. 26 Ezekiel and Jonah (Prof. Dolansky)
 READ: Ezek 1-5, 18, 23, 37; Jonah (all)

Biblical Prophets/Prophecy

Sign up for 10 minute meetings with profs

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Mon. Mar. 2 Intro to the Confucian tradition (Prof. Jensen)
 READ: Slingerland (trans.), *Analects*, Introduction + CH. 1, 2

Wed. Mar. 4 Confucius and The *Analects* (Prof. Jensen)
 READ: *Analects* CH 3, 6, 7, 12

Analects

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Mon. Mar. 9 The *Analects* and Later Filial Piety Narratives (Prof. Jensen)
 READ: *Analects* CH 13 & 17; The Twenty-Four Filial Exemplars (cuLearn)

Wed. Mar. 11 Intro to the “Daoist” tradition (Prof. Jensen)
 READ: *Daodejing*,² CH. 1-37

Analects / 24 Filial Exemplars

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Mon. Mar. 16 Daodejing
 READ: *Daodejing*, CH. 38-81

Wed. Mar. 18 Zhuangzi
 READ: *Zhuangzi*, CH. 1-3 (cuLearn)

Daodejing

Fri. Mar. 20 Assignment 4 due in electronic dropbox by 4pm

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Mon. Mar. 23 Song of Songs and Intro to Wisdom Literature (Prof. Dolansky)
 READ: Bible: Song of Songs (all); Proverbs 1-10, 22-33; “Egyptian Love Songs” (ANET pp. 467-9) pdf; “Sumerian Sacred Marriage Texts” (ANET pp. 640-645) pdf on cuLearn

Wed. Mar. 25 Ecclesiastes (Prof. Dolansky)
 READ: Ecclesiastes (all); “A Dispute Over Suicide” (ANET 405-6) pdf

Song of Songs

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² Note: Given that Lau’s translation is rather old, it uses the outmoded Wade-Giles Romanization system instead of the (now standard) *pinyin*. Thus, *Daodejing* is written *Tao Te Ching*. These are the same text!

Mon. Mar. 30 Job (Prof. Dolansky)
 READ: Job (1-11)

Wed. Apr. 1 Job (Prof. Dolansky)
 READ: Job (12-42)

Job

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 Mon. Apr. 6 Review (Profs. Dolansky and Jensen)

[April 13 - 25 Examination Period] (*do not make travel plans within these dates*)

**HUMS 1000 Seminars
 Winter, 2020**

1. Jan. 7 Biblical Religion
2. Jan. 14 Kingship in Samuel
3. Jan. 21 Writing/Interpreting History
4. Jan. 28 Buddhacarita
5. Feb. 4 Lotus Sutra
6. Feb. 11 Discuss assignment #4
- Feb. 18 BREAK WEEK
7. Feb. 25 Prophets
8. Mar. 3 Analects
9. Mar. 10 Filial Exemplars
10. Mar. 17 Daodejing
11. Mar. 24 Song of Songs
12. Mar. 31 Job



University Regulations for All College of the Humanities Courses

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 at Carleton

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 [here](#).

Academic Accommodation Policy

Academic Accommodation

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

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

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

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

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

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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: carleton.ca/sexual-violence-support

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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion 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](#)

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).

Statement on Class Conduct

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

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 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. [More information](#).

The application for a [deferral](#) must:

1. be made in writing or online 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](#).

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

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#).

Financial vs. Academic Withdrawal

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

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. [More information](#)

Department Contact Information

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

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

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI and SAST 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

[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)