

# College of the Humanities

## HUMS 1300: Classical Literature and Its Reception

### Winter 2024

Class meets 8:35 am - 9:55 am, Tuesday and Thursday  
Instructor: Shane Hawkins  
Email: shanehawkins@cunet.carleton.ca  
Office hours: 10-11 T/Th and by appointment, 300 Paterson

In spite of what you will often hear and read, the syllabus is not an actual contract between the instructor and the students. Our relationship is not transactional; it is not based on an exchange of goods and services. The syllabus is certainly not a legally binding contract. It is more like a travel itinerary and it is aspirational and subject to minor changes.

**Course Description** This course is intended to cover 1) a wide selection of classical Greek and Latin literature in a variety of genres, and 2) the subsequent reception of classical literature, especially in sources that are typically neglected. This course is also intended to 3) further the essay-writing skills taught in HUMS 1200 and instruct students in writing a research essay.

**Readings** are listed in the calendar. The readings themselves will be sent to you via your Carleton email.

**Learning Outcomes** In my opinion, 'Learning Outcomes' are not necessarily good pedagogical practice but are implemented at the behest of education managers and are designed, in part, to make students feel as though they have received something quantifiable for the tuition they pay, when in fact much of the best part of what one gains from a course like this is not strictly quantifiable. My hope is that in addition to acquiring some skills in this course you also experience something ineffable—through a text, a thought, a conversation with another student, an insight from a reading—that remains with you for the rest of your life. Simply remember, please, as Robert Henri wrote, 'all education is self-education', so what you learn in this course is ultimately only as much as what you are willing to teach yourself. I will be leading you through a body of material I think is important in what I hope is a coherent manner. There are not 'Five Learning Outcomes' you are supposed to derive from this experience and to assert otherwise would be clownish, but I do hope you learn many things about Classical Literature, its reception, and how to construct a research paper.

**Brightspace** I will try valiantly not to use Brightspace because it is not a private platform, it can be monitored and controlled by the University administration, and it can be used to violate my rights as an instructor and your rights as a student, or so I assert. Even worse, it is inelegant.

#### Evaluation and Grading

25%	Attendance and participation
5%	The Dante Exercise: 1-pager of essay topic ideas generated from a randomly assigned canto of Dante's <i>Divine Comedy</i> . Method will be demonstrated in class. May work in pairs or trios.
10%	Journal assignment: an exercise in which you are asked to retrieve some journal articles and answer several questions about them that are designed to stimulate your thinking about how to construct your own research paper.
10%	Topic and Research Question: completion of a 1-page form answering questions about your research paper topic + any draft materials. Form is included in your reading packet.
15%	Midterm: February 8; essay format, in class.
15%	Final; date determined by university; essay format, in person.
20%	Research paper, due April 10, latest. The research paper should focus on one work of ancient literature and one work of reception. We will be talking in detail about what a research paper is during the first half of this course. All paper topics must be approved by me and I am happy to talk about topics you have found yourself. Some suggestions for authors follow below.

Requirements: between 10-20 pages, double-spaced, 12 point Times New Roman font, minimum 3 academic sources with arguments that you engage with at more than a surface level, Chicago style citation (but I don't care much about this as long as you pick a style and apply it consistently).

**Intellectual Property** I hereby confer to all students in this class all rights to all course materials (including any lectures, outlines, PowerPoint presentations, assignments, handouts, and similar materials) that are typically protected by copyright. Students may take notes and make copies of course materials for their own educational use, and they may reproduce or distribute lecture notes and/or course materials publicly for any purpose, commercial or otherwise, without my express written consent. I maintain the right to use these same materials in any way I see fit. Student work in this course remains the exclusive intellectual property of the student(s) who produced it, and will not be shared with anybody without their permission, except in accordance with Carleton University policies.

## Course Calendar

### **Week 1: What are we doing in this course?**

Tu Jan 9 An introduction to each other and to the course.

- Reading:
1. G. K. Pullum, *50 Years of Stupid Grammar Advice*. (3 pp.)
  2. M. A. Schwartz, *The importance of stupidity in scientific research*. (1 p.)
  3. J. Z. Smith, *The necessary lie. Duplicity in the disciplines*. (6 pp.)
  4. M. Beard and J. Henderson, *The Visit*. (8 pp.)

Th Jan 11 a. Beyond 'exegesis' and expository writing  
b. [Types of scholarly writing and the research essay](#).

- Reading:
1. T. Eagleton, 'What is Literature?', from *Literary Theory. An Introduction*. (14 pp.)
  2. S. Fish, 'What Makes an Interpretation Acceptable?', from *Is there a Text in this Class?* (18 pp.)
  3. Types of Research Papers (1 p.)

### **Week 2: The personal voice**

Tu Jan 16 a. Reading, re-reading, close reading, over reading  
b. [Research questions and thesis statements; a demonstration with Dante](#).

- Reading:
1. Lionardo D'Arezzo, *Concerning the Study of Literature,—A Letter Addressed to the Illustrious Lady, Baptista Malatesta* (11 pp.)
  2. Virginia Woolf, *On not knowing Greek*  
<https://antigonejournal.com/2023/01/on-not-knowing-greek/> (about 20 pp.)
  3. Italo Calvino, *Why Read the Classics?* (5 pp.)

Th Jan 18 a. Lyric poetry, ancient and modern  
b. [Some ways to think about reception; a demonstration with Icarus](#)

- Reading:
1. Sappho 1, 16, 31, 47, 102, 130, 168B, from Anne Carson, *If not, Winter* (about 5 pp.)
  2. 'The Trees', 'This Be The Verse', 'Cut Grass', from Philip Larkin's *High Windows* (3 pp.)
  3. 'Talking in Bed', 'An Arundel Tomb', from Larkin's *The Whitsun Weddings* (2 pp.)
  4. Giacomo Leopardi, 'Alla luna' and 'L'infinito' (2 pp.)
  5. Clive James, 'Gianfranco Contini' in *Cultural Amnesia* (12 pp.)



Due: The Dante exercise

### **Week 3: Greek Drama**

Tu Jan 23 a. Aeschylus, *Agamemnon*  
b. [Some ways to organize a research paper](#).

Reading: 1. Aeschylus, *Agamemnon* (55 pp.)  
2. Peradotto, *Patterns of Nature Imagery in the Oresteia* (16 pp.)

Th Jan 25 a. Sophocles, *Oedipus Tyrannus*  
b. [Secondary literature and where to find it.](#)


Reading: 1. Sophocles, *Oedipus Tyrannus* (65 pp.)  
2. E. R. Dodds, "On Misunderstanding the 'Oedipus Rex'" (12 pp.)

**Week 4: Greek Drama**

Tu Jan 30 a. Sophocles, *Antigone*  
b. [Putting the research paper together and troubleshooting](#)

 Reading: Sophocles, *Antigone* (46 pp.)  
Due: journal assignment

Th Feb 1 Euripides, *Medea*

 Reading: Euripides, *Medea* (50 pp.)  
Due: topic and research question form

**Week 5: Rhetoric**

Tu Feb 6 a. Rhetoric

Reading: 1. Thucydides, Pericles' Funeral Oration (6 pp.)  
2. Demosthenes, *Against Meidias* (TBD)  
3. Cicero, *First Catilinarian*; Caesar, *Speech on Catiline* (10 pp.)  
4. The Typographic Mind' from N. Postman, *Amusing ourselves to Death* (20 pp.)

 Th Feb 8 Mid-term test, in class.

**Week 6: Comedy**

Tu Feb 13 Aristophanes, *Lysistrata*.

Reading: 1. Aristophanes, *Lysistrata* (52 pp.)  
2. A. D. Irvine, *Aristophanes' Lysistrata: A Fair and Honest Peace* (about 8 pp.),  
<https://antigonejournal.com/2021/04/aristophanes-lysistrata/>

Th Feb 15 Plautus, *Pseudolus*.  
'A Funny Thing Happened on the Way to the Forum' (in class).

Reading: 1. Plautus, *Pseudolus* (50 pp.)  
2. O. Gibbs, *No Laughing Matter? What the Romans Found Funny* (about 8 pp.),  
<https://antigonejournal.com/2021/08/what-romans-found-funny/>

.....oooooooo)))))) **Feb 19-23 Winter Break. No classes** (((((oooooooo.....

**Week 7: Historical Writing**

Tu Feb 27 Herodotus, Thucydides

Reading: 1. Herodotus, intro. to book 1 (3 pp.)  
2. Thucydides, intro. to book 1 (9 pp.)  
3. C. Lehnen, *Herodotus, Pirate Amazons, and How to Write About the Past* (about 8 pp.), <https://antigonejournal.com/2022/01/herodotus-pirate-amazons/>

4. M. Węcowski, *War, Imperialism, and Democracy: Thucydides' Ukrainian War* (about 15 pp.), <https://antigonejournal.com/2023/07/thucydides-ukrainian-war/>
5. E. Stewart, *Thucydides' Trap: Are the USA and China Today's Athens and Sparta?* (about 7 pp.), <https://antigonejournal.com/2021/12/thucydides-trap-usa-china/>
6. Betteridge's Law of Headlines:  
[https://en.wikipedia.org/wiki/Betteridge%27s\\_law\\_of\\_headlines](https://en.wikipedia.org/wiki/Betteridge%27s_law_of_headlines)

**Th Feb 29** Livy, Tacitus, Suetonius

- Reading:
1. Livy, intro to book 1 (2 pp.)
  2. Tacitus, intros to *Histories* and *Annals* (6 pp.)
  3. Suetonius, chapter on Julius Caesar (pp. TBD).
  4. J. S. Boparai, *Tacitus on the Thrill of Writing* (about 5 pp.),  
<https://antigonejournal.com/2021/05/tacitus-on-thrill-of-writing/>
  5. T. Holland, *Caesars and Sopranos: The Shadow of Suetonius* (about 4 pp.),  
<https://antigonejournal.com/2021/03/caesars-and-sopranos/>

**Week 8: Lyric, Bucolic & Georgic**

**Tu Mar 5** a. Roman lyric poetry  
b. Some thoughts on style: concision, coherence, elegance

- Reading:
1. Catullus 1, 50, 51, 63, 85 (7 pp.)
  2. Horace, *Ars Poetica* (17 pp.)
  3. Calvino, *Quickness* (29 pp.)

**Th Mar 7** Bucolic & Georgic

- Reading:
1. Theocritus, *Idylls* 6 and 11 on Polyphemus and Galatea (5 pp.)
  2. Vergil, *Eclogue* 2 and 4 (6 pp.)
  3. Vergil, *Georgic* 1 (12 pp.)

**Week 9: Lucretius**

**Tu Mar 12** Epicurus and Lucretius

- Reading: Epicurus, *Leading Doctrines and Aphorisms* (10 pp).  
Lucretius, *De rerum natura* book 1 (on nothing, atoms, the infinite universe) (32 pp.)

**Th Mar 14** Lucretius

- Readings: Lucretius, *De rerum natura* book 2 (atoms and swerve) (34 pp.), 3.830-1094 (8 pp.)

**Week 10: Virgil**

**Tu Mar 19** Virgil

- Reading: *Aeneid* books 1 & 2 (David West trans., 45 pp).

**Th Mar 21** Virgil

- Reading: *Aeneid* books 4 (Sarah Rudens trans., 21 pp.) & 6 (Robert Fagles, trans., 30 pp.)

**Week 11: Virgil & Ovid**

**Tu Mar 26** Virgil

- Reading:
1. *Aeneid*, book 12 (Robert Fitzgerald trans., 36 pp.)
  2. D. Mendelsohn, *Is the Aeneid a Celebration of Empire—or a Critique?* from *The New Yorker*, October 18, 2018 (11 pp.)

**Th Mar 28** Ovid, *Metamorphoses*

Reading: Ovid, *Metamorphoses*, Book 1; sections on Jupiter and Europa, Cadmus, Diana and Actaeon, Semele and the Birth of Bacchus, Tiresias, Narcissus and Echo, Pentheus and Bacchus. (46 pp.)

**Week 12: Ovid**

**Tu Apr 2** Ovid, *Metamorphoses*

Reading: Ovid, *Metamorphoses*, Perseus and Andromeda; Rape of Proserpine; Arachne; Tereus, Procne, Philomela; Minotaur-Daedalus and Icarus; Orpheus and Eurydice; Pygmalion; Doctrines of Pythagoras; Epilogue (48 pp.)

**Th Apr 4** Closure

Reading: Don Fowler, *Postmodernism, Romantic Irony, and Classical Closure* (25 pp.)

**Week 13: The end of laughter and soft lies**

**Tu Apr 9** On Endinglessness.

Reading: Jorge Luis Borges, *The Immortal* (12 pp.)  
Jorge Luis Borges, *The Library of Babel* (7 pp.)  
Jorge Luis Borges, *The Book of Sand* (4 pp.)  
Italo Calvino, *Jorge Luis Borges* (7 pp.)

 **April 10** **Research paper due**

Final exam, date set by university scheduling.

### Research Papers

I am not interested in most Hollywood or Disney adaptations of Greek or Roman stories (e.g., *Troy*, *Gladiator*, Disney's *Hercules*) or anything Percy Jackson related or adjacent. Here are some suggestions, but there are many other possibilities:

Aristophanes, *Lysistrata*

- *Lysistrata*, as performed in 1937 in Seattle by the Negro Repertory Company.
  - *Chi-Raq*, 2015 musical/drama directed and produced by Spike Lee (127 min.).
- Euripides, *Medea*
- Wesley Enoch, *Black Medea* (adaptation of Euripides from Aboriginal and mixed-race perspective)
- Iliad*
- Pat Barker, *The Silence of the Girls* (retelling from POV of Briseis, Achilles' captive woman).
  - Derek Walcott, *Omeros* (1990 epic poem set in St. Lucia and West Indies).
- Longus, *Daphnis and Chloe*
- Yukio Mishima, *The Sound of Waves* (retelling of Longus, set in a Japanese fishing village).
- Myth of Orpheus
- Salman Rushdie, *The Ground Beneath Her Feet*.
- Myth of Theseus and/or Apuleius, *The Golden Ass*
- Fran Ross, *Oreo* (very funny picaresque novel on the Black experience in Philadelphia, based on myth of Theseus).
- Odyssey*
- Margaret Atwood, *The Penelopiad*.
  - Chigozie Obioma, *An Orchestra of Minorities* (reinterpretation of the *Odyssey* set in Nigeria)
- Plautus, *Pseudolus* and/or *Miles Gloriosus*
- *A Funny Thing Happened on the Way to the Forum* (Tony Award winning Broadway musical, filmed in 1966 and directed by Richard Lester. Music by Stephen Sondheim).
- Petronius, *Satyricon*
- *Satyricon*, 1969 film directed by Federico Fellini. Italian, 129 minutes. Not for the faint of heart.
- Sophocles, *Antigone*
- Kamila Shamsie, *Home Fire* (retelling of Sophocles' *Antigone* set among British Muslims).
- Sophocles, *Oedipus at Colonus*
- *The Gospel at Colonus* (musical, includes Morgan Freeman). Available online (87 min.) [https://www.youtube.com/watch?v=8ZyQP\\_zrD2U](https://www.youtube.com/watch?v=8ZyQP_zrD2U)
- Sophocles, *Oedipus Tyrannus*
- *Chinatown*, 1974 film directed by Roman Polanski, written by Robert Towne, starring Jack Nicholson, Faye Dunaway. Available online through MacOdrum Library. 131 minutes.
- Vergil, *Aeneid*
- Ursula K. Le Guin, *Lavinia* (retelling of last half of *Aeneid* from perspective of Lavinia, Aeneas' bride).
- Louise Glück (2020 winner of the Nobel Prize in literature)
- *The Triumph of Achilles* (1985), a poetry collection on the acceptance of one's mortality, with frequent references to Greek mythology. In MacOdrum.
  - *Meadowlands* (1997), short poetry collection on the subject of love and the deterioration of a marriage, via a retelling of the *Odyssey*. In MacOdrum.
  - *Averno* (2006), a short collection of poetry in which the myth of Persephone is a recurring topic.

# University Regulations for All College of the Humanities Courses (Updated December 12<sup>th</sup> 2023)

## Academic Dates and Deadlines

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

## Copies of Written Work Submitted

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

## Online Learning Resources

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

## Academic Integrity Policy

The University Academic Integrity Policy defines **plagiarism** as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, 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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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.

### **Co-operation or Collaboration**

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

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

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

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

## **Academic Accommodation Policy**

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

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

### **Addressing Human Rights Concerns**

The University and all members of the University community share responsibility for ensuring that the University’s educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

### **Requests for Academic Accommodation**

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

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

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



**Academic Accommodations for Students with Disabilities:** [The Paul Menton Centre for Students with Disabilities \(PMC\)](#) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](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).

### **Survivors of Sexual Violence**

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

### **Accommodation for Student Activities**

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

## **Grading System at Carleton University**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

## **Course Sharing Websites and Copyright**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

## Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

## Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

1. Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.
  - a. 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 extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), 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 consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the Academic Consideration Policy.
4. If academic consideration 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: [Undergraduate](#) | [Graduate](#)).

## Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In

specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

## Financial vs. Academic Withdrawal

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

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

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

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

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

## Mental Health and Wellness at Carleton

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

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

**Get Help Now** **If in crisis call:** Counselling Services: 613-520-6674 (press 2)  
Monday-Friday, 8:30 a.m. – 4:30 p.m.

### After Hours

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

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

## The Centre for Indigenous Support and Community Engagement

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

## Department Contact Information

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