

College of Humanities HUMS 3000A

**CULTURE AND IMAGINATION: RENAISSANCE TO ROMANTICISM
2023-2024, Fall and Winter**

Prof. Micheline White

Paterson Hall 2A 45

Micheline.white@carleton.ca I do not reply to email between Friday 4:30PM and Mon 9:00 am

Office hours on zoom or phone: Wed. 1:30–2:30 or by appointment. You can schedule an appointment with me on Youcanbookme

Prof. Geoffrey Kellow

Paterson Hall 2A 59 Phone 529-2600 ext. 2473

Geoffrey.Kellow@carleton.ca

Office Hours: In person, Wednesdays 1-3pm

Students can also book an appointment (either on line or in person) to meet with me outside of these hours.

Lectures: Tuesday / Thursday: 10:05-11:25.

Discussion: Group 1: Wed. 11:35-12:55; Group 2: Wed. 17:35-18:55.

I: Course Content: What will you learn?

In this course we will examine major literary, educational, and cultural developments from the late fourteenth to the early nineteenth century. In the first semester, we will examine scholars, literary writers, and religious reformers who sought to return “ad fontes” (back to the sources) and to contribute to the “rebirth” of European culture and religious practices via the recovery and reanimation of classical genres, texts, styles, and ideals. As we shall see, these thinkers struggled to put these new aesthetic and cultural ideals into practice in a range of challenging and shifting socio-political environments. In the second term, we will explore how Enlightenment and Counter-Enlightenment thinkers challenged the received ideas of the past (“sapere aude!”) and how they responded to the notion that humans could build a better world through a focus on reason, the development of global capitalism, a robust bourgeois public sphere, and new political institutions.

In sum, over the course of the year students will develop a deep understanding of the way early modern thinkers described the essence, function, and challenges of the artist, scholar, or cultural critic and the way these concepts developed in response to economic, religious, political, and technological changes.

II: Learning Outcomes

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

- define and explain key concepts and genres that ground the study of the Renaissance, the Reformation, the Enlightenment, and the Counter-Enlightenment.

- describe the key changes brought about by educational, literary, religious, economic, and cultural developments from the late fourteenth to the early nineteenth century.
- read, analyze, and discuss primary texts written by European and non-European men and women in a range of early modern genres including: letters, poems, plays, mirror for Princes, religious polemic, autobiography, novels, slave narratives, newspapers, political and economic essays and manifestos.
- develop a research topic, undertake secondary research, produce an annotated bibliography, and produce a research paper.
- deliver ten-minute oral presentations on primary texts of your choice and write an abstract.
- provide productive oral feedback to your peers and engage in respectful academic discussion

III: Time required to complete the work.

You need to devote 7.5 hours of work per week to this course in order to complete the assigned work and achieve the learning outcomes.

Preparing for lectures/meetings: reading, listening to pre-recorded materials, and completing on-line activities = 3 hours per week

Lecture = 3 hours per week

Discussion group on = 1.5 hours per week

IV: Required Texts: Students should buy those texts that are not on BrightSpace from their preferred On-Line Retailer

Fall term:

Petrarch, *Letters*. On-line.

Laura Cereta, selected letters from *Laura Cereta: Collected Letters of a Renaissance Feminist*, ed. Diana Robin. Chicago: University of Chicago Press, 1997. Pdf provided.

Machiavelli, *The Prince* (Chicago UP)

Erasmus, *The Education of a Christian Prince* (Cambridge UP)

Petrarch, *Selections from The Canzoniere*, ed. Mark Musa (Oxford UP)

Sonnets by Shakespeare and Lady Mary Wroth, on-line.

Luther, *Freedom of a Christian* (Ares link).

Luther, "To the Councilmen of all Cities in Germany" (Ares link)

iconoclasm

Shakespeare, *The Tempest* (Signet Classic) or any other edition.

Wahunsenacha, Leader of the Powhatan, and John Smith "On War and Peace." Virtual Jamestown, on-line resource.

Winter Term)

Nicholas Barbon, Discourse on Trade (BrightSpace)

Adam Smith, Selections from *Wealth of Nations* (BrightSpace)

Bernard de Mandeville, *The Fable of the Bees*, (BrightSpace)

David Hume, Selections from *Essays Moral, Political and Literary* (BrightSpace)

Montesquieu, *Persian Letters*, (Oxford University Press)

Selections from *The Spectator* provided on-line in a pdf.

Benjamin Franklin, *The Autobiography and Other Writings on Politics, Economics, and Virtue*, ed. Alan Houston (Cambridge). You must have this edition.

Diderot, *Rameau's Nephew* (Penguin)

Rousseau, "Politics and the Arts: Letter to M. D'Alembert on the Theatre" (Cornell UP)

American Declaration of Independence (BrightSpace)

Frederick Douglass, *Selected Writings* (BrightSpace)

Venture Smith, *A Narrative* (BrightSpace/UNC)

George Washington, *Farewell Address*, (BrightSpace/UChicago)

Federalist Papers, Selections, (BrightSpace/ U Chicago)

Mercy Otis Warren (Brightspace/University of Michigan)

VI: Assignments:

1) Two written papers, each of 2500 words including footnotes. They are each worth 20% for a total of 40% of the final grade. You must include the word-count somewhere on the paper.

One paper is due in the fall term and one in the winter term. You will submit them on-line. There are deadlines for topics and for annotated bibliographies. Please see the outline for details.

For all due dates, see the schedule below.

If you are participating in the workshop, you will exchange papers with one of your peers. You will use a template provided by the professors to evaluate the paper and provide feedback. You can write your name on your draft or submit it anonymously.

Students are expected to research and develop theses of their own devising. Research and thesis expectations will be outlined in lectures and at the library research session.

2) Two seminar presentations. You will be required to make one presentation (10 min) in each term and this presentation should contain a clear argument about the primary text. **An abstract (150-200 words) of the presentation must be submitted on the day of the presentation** (Through Brightspace). Late abstracts will not be accepted and you will receive a grade of F for your presentation. **10% (5% each)**.

3) in-class Fall mid-Term 15 %. Passage identification.

4) Final examination 20%. Only on the material from the second term. Passage identification and essay question.

5) Participation based on participation in discussion groups, responding to assigned discussion questions and lectures. 15% (7.5% each term).

VII: Evaluation:

In evaluating your work, we will look for evidence of careful reading of the primary text; a clear, cogent argument; and elegant prose. Both MLA and the Univ. of Chicago style are acceptable.

Late assignments (except with medical documentation) are docked one grade point a day.

Attendance in the seminars and lectures is a required component of the course.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Grading

A+ Extraordinary work that greatly exceeds the requirements of a third year paper. This grade is rarely awarded.

A Excellent work: very insightful analysis; clear and persuasive thesis that goes beyond the ideas presented in lecture; free of any typographical or grammatical errors. If you get an "A" on an assignment, we will NOT be providing feedback on what you did "wrong." If you got an "A," you did excellent work. We will not tell you where you "lost" points because you didn't lose points, you "got" points!

A-/ B+ Very strong work: insightful and clear, but in need of a bit of clarification, revision, or proofreading.

B/B- Good work. Demonstrates a solid understanding of the text and lectures, but requires more significant revision, clarification, or proofreading

C+ /C/C- Average to poor work. Lacks a clear or insightful thesis and requires extensive revision, clarification, or proofreading

F Unacceptable or non-existent work.

VIII: LECTURE SCHEDULE (subject to changes as the term proceeds)

Fall term

Week 1: Introduction

TH 7 Sept: Read syllabus before class. Introduction to the course. (MW and GK)

No seminar on Wed. 6

Week 2: Ad Fontes: The Rebirth of the Classical Liberal Arts: theory and practice

T 12 Sept: Renaissance Social order and the Introduction to Renaissance Humanism. Petrarch, "Letters" (on-line); MW

TH 14 Sept: Did Women Have a Renaissance? The early modern sex-gender system, education for women. (MW); Laura Cereta, "Letters" (c. 1488). MW
Seminar: Petrarch and Cereta MW

Week 3: Mirror For Princes

T 19 Sept: Erasmus, *The Education of a Christian Prince* (GK)
TH 21 Sept: Erasmus, *The Education of a Christian Prince* (GK)
Seminars: Erasmus GK

Week 4: Mirror For Princes

T 26: Machiavelli, *The Prince* (GK)
TH 28 Machiavelli, *The Prince* (GK)
Seminars: Machiavelli GK

Week 5: The Lyric: the Song of the Self

T 3 Oct: Petrarch, *The Canzoniere* (especially poems: 1, 2, 3, 5, 13, 16, 50, 52, 61,70, 90, 126, 129,141,189, 190, 264, 319, 365). (MW)
TH 5 Oct: Petrarch, *The Canzoniere* (MW)
Seminars: Petrarch and reading poetry (MW)

Week 6: The Lyric: the Song of the Self

T 10 Oct: Queering the Renaissance: Shakespeare's sonnets (MW)
TH 12 Oct: Queering the Renaissance: Shakespeare's sonnets (MW)
Seminars: Shakespeare's sonnets

Week 7: The Idea of the Artist

T 17 Oct: Vasari on Da Vinci (GK)
TH 19: mid-term exam GK
Seminars: Vasari and exam prep

FALL break: Oct 23-27.

Week 8: The Reformation: Ad Fontes, the Individual, and Religious Revolution

T 31 Oct: Introduction to the Reformation and Humanism; MW
TH 2 Nov: Martin Luther, *Freedom of a Christian* (1520) MW
Seminar: Luther, *FC*.

Week 9: Luther: Education and Iconoclasm

T 7 Nov: Luther, "To the Councilmen of all Cities in Germany" on reserve (GK).
TH 9 Nov: Reformation iconoclasm. GK
Seminars: Luther GK

Week 10: The Reformation on Film

T 14 Nov: Luther (Film 2003) Available streaming on Google Play and Itunes. GK

TH 16 Nov: Paper instructions. Research class: using sources and using Chicago Style. (GK)

Seminars: research papers

Week 11: Early Modern theatre, Ad Fontes, and the New World

T 21 Nov: Shakespeare, *The Tempest* (MW)

TH 23 Nov: *The Tempest*; **paper topic due in BS** (MW)

Seminars: *The Tempest*

Week 12: Early Modern Indigenous Cultures: The Powhatan and Wahunsenacha

T 28 Nov. *The Tempest*, Jamestown Colony, and Leader of the Powhatan; Readings from John Smith and “Virtual Jamestown,” on-line resource. MW; **list of three annotated sources is due in BS (one sentence per item).**

TH 30 Nov: Jamestown Colony and Wahunsenacha, Leader of the Powhatan MW

Seminars: The Powhatan

Week 13: The Research Paper

T 5 Dec: Essay: expectations and rubric. GK

Th 7 Dec: Writing Workshop (Paper due for non-participants). GK Paper due **Friday December 8 by noon**. Submit on-line.

no seminars

Semester two: The Early Modern Atlantic World:

T 9 Jan: Introduction to the Enlightenment (GK)

TH 11 No Class

T 16 Jan The Enlightened Economy/Nicholas Barbon *Discourse of Trade*

Th 18 Jan Bernard de Mandeville, *The Fable of the Bees*

T 23 Jan: Montesquieu, *Persian Letters* (GK)

TH 25 Jan: Montesquieu, *Persian Letters* (GK)

Seminar: Montesquieu GK

T 30 Jan: **The Periodical Paper** and the Rise of the Middle Class: *The Spectator*,

Th 1 Feb: Benjamin Franklin, *Apology for Printers*

Seminar: Franklin & Spectator

T 6: Hume: *Of Taste, Of Refinement in the Arts*

TH 8 Feb: Hume: *On The Rise and Progress of the Arts and Sciences*

Seminars: Hume

T 13 Feb: Adam Smith, *The Wealth of Nations* Book I, Chapters 1,2 & 3
 TH 15 Feb. Adam Smith, *The Wealth of Nations*, selections from Book V.
 Seminars: Smith
 READING WEEK: Feb 19-23

T 27 Feb: Benjamin Franklin, *The Autobiography and Other Writings*
 TH 29 Feb: Benjamin Franklin, *The Autobiography and Other Writings*
 Seminars: Franklin

Part 2: The Counter Enlightenment & The American Founding

T 5 March: The Counter-Enlightenment: J.J. Rousseau, *Letter on the Arts*
 TH 7 March: J.J. Rousseau, *Letter on the Arts*
 Seminar: Rousseau

T 12 March: Diderot, *Rameau's Nephew*
 TH 14 March: Diderot, *Rameau's Nephew*
 Seminar: Diderot

T 19 March April: *The Declaration of Independence* GK
 TH 21 March: Venture Smith & Frederick Douglass
 Seminar: Declaration, Smith & Douglass

T 26 Federalist # 10 (Founder's Constitution)
 Th 28 Washington's Farewell Address (Founder's Constitution)
 Seminar: Federalist & Washington

T 2 Alexander Hamilton, *Revolutionary Writings*, (Brightspace)
 Th 4 April Mercy Otis Warren, *Poems Dramatic and Miscellaneous* (Selections on Brightspace)
 Seminars: Hamilton & Warren

T 9 April: **Writing workshop.** Paper due if you do not participate in the workshop. If you participate your paper is due Wed. April 12 by midnight. On-line.

Statement on Free Expression

The lectures and seminars in this course will be conducted according to the principles identified in *The University of Chicago Statement on Free Expression* (<https://carleton.ca/bhum/academic-institutions/university-chicago-statement-freedom-expression/>) as endorsed by the Bachelor of

Humanities Program at the College of the Humanities. Participants should expect a seminar environment that welcomes and celebrates lively, respectful and collegial discussion.

PLAGIARISM

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;
- 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.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>

- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

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 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/Accommodation-for-Student-Activities-1.pdf>

The Academic Accommodation Policy can be found here:

<https://students.carleton.ca/course-outline/>

University Regulations for All College of the Humanities Courses

Tuesday, July 4, 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

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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.

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:

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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 short-term incapacitation (illness, injury, emergency, or other circumstances beyond their control) which forces them to delay submission of the work.

1. Students who claim incapacitation 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. 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.](#)

Deferred Final Exams

Students who are unable to write a final examination because of incapacitation (illness, injury, emergency, or extraordinary circumstances beyond a student's 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 (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 incapacitation normally lasting no more than 10 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 incapacitation lasting longer than 10 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

<https://wellness.carleton.ca/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.

[More information and to book an appointment.](#)

Department Contact Information

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