

College of Humanities HUMANITIES 3000A

**CULTURE AND IMAGINATION: RENAISSANCE TO ROMANTICISM
2024-2025, Fall and Winter**

Prof. Micheline White

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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: Tuesday 2:45-4:00 PM; after lecture; or by appointment. You can schedule an appointment with me on [Youcanbookme](#)

Prof. Geoffrey Kellow

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Office Hours: Thursdays, in person, 2:30-3:30; or by appointment either in person or via MSTeams.

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

Lectures: Wed / Friday 2:35-3:55

Discussion: Group 1: Friday 10:05-11:25 PA 302; **Group 2:** Friday. 11:35-12:55

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 received ideas (“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, political and economic essays and manifestos.
- develop a research topic, undertake secondary research, produce an annotated bibliography, and produce a research paper.
- deliver a ten-minute oral presentation on a primary text 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: All texts available at the CU Bookstore.

Fall term:

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

Sonnets by Shakespeare, on-line.

Machiavelli, *The Prince* (Chicago UP)

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

Readings on Female Education, ed. Kate Augterson, Ares Link.

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

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

Katherine Parr, excerpt from *The Lamentation of a Sinner*. Ares link.

Francis Bacon, "The New Atlantis" in *Three Early Modern Utopias*, Oxford World's Classics.

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

Winter term:

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

Adam Smith, Selections from *Wealth of Nations* (Liberty Fund)

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

Montesquieu, *Persian Letters*, (Oxford World's Classics)

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

Phillis Wheatley, *Complete Writings*, ed. Vicent Carretta (Penguin, 2001).

Diderot, *Rameau's Nephew* (Penguin)

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

Mary Shelley, *Frankenstein* (Penguin).

American Declaration of Independence (Liberty Fund)

Frederick Douglass, "What to the Slave is the Fourth of July" (U Chicago Press)

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.

You MAY NOT submit both papers to the same professor.

If you are participating in the workshop, you will exchange papers with one of your peers. The workshop will take place on-line. 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). You may not deliver your two presentations to the same professor.**

3) in-class Fall mid-Term 10 %. 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. 10% (5% each term).

6) In Class quizzes 10 %. Five five minute quizzes each semester. The timing of the quizzes is at the discretion of the instructor. On the selected dates the lecture will begin with the quiz. These

quizzes will be content based and conducted on line through Brightspace. **No prior notice of quiz dates will be given.**

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 third of one letter grade a day. (ie: A becomes an A-)

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+ Exceptional work: highly sophisticated thesis; astute treatment of and engagement with primary and secondary sources; requires no proof-reading or revision.

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;

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 W 4 Sept: Introduction to the course. (MW and GK)

Week 1 F 6 Sept: Introduction to the Renaissance and Reformation. (MW)

No groups

Week 2: The Lyric: the Song of the Self

W 11 Sept: 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)

F 13 Sept: Petrarch, *The Canzoniere* (MW)

Seminars: Petrarch and reading poetry (MW)

Week 3: The Lyric: the Song of the Self

W 18 Sept: Queering the Renaissance: Shakespeare's sonnets (MW)

F 20 Sept: Queering the Renaissance: Shakespeare's sonnets (MW)

Seminars: Shakespeare; recite sonnet to Prof. White. Counts as a quiz.

Week 4: Mirror For Princes

W 25 Sept: Erasmus, *The Education of a Christian Prince* (GK)

F 27 Sept: Erasmus, *The Education of a Christian Prince* (GK)

Seminars: Erasmus GK

Week 5 : Mirror For Princes

W 2 Oct: Machiavelli, *The Prince* (GK)

F 4 Oct: Machiavelli, *The Prince* (GK)

Seminars: Machiavelli GK

Week 6: Social Theory

W 9 Oct: Did Women Have a Renaissance or Reformation? The early modern sex-gender system, education for women. (MW)

F 11: Oct: **mid-term exam. GK**

Seminars: sex-gender system

Week 7: The Reformation: Martin Luther

W 16 Oct: Introduction to the Reformation and Humanism (MW)

F 18 Oct: Martin Luther, *Freedom of a Christian* (1520) MW

Seminars: Luther. MW

21-25 October: Reading week. No classes

Week 8: The Reformation: Martin Luther

W 30 Oct: Luther, "To the Councilmen of all Cities in Germany" on reserve (GK).

F 1 Nov: Paper instructions. Research class: using sources and using Chicago Style. (GK)

Seminars: Luther GK

Week 9: Reformation: Queen Katherine Parr

W 6 Nov: Katherine Parr, *Lamentation of a Sinner* (1547). MW

F 8 Nov: Katherine Parr

Seminars: Parr MW

Week 10: Francis Bacon

W 13 Nov: Francis Bacon, *The New Atlantis* GK

F 15 Nov: Francis Bacon, *The New Atlantis* GK

Seminar: Bacon

Week 11: Early Modern theatre and the New World

W 20 Nov: Intro to the Renaissance stage and Shakespeare, *The Tempest* (MW)

F 22 Nov: *The Tempest* (MW)

Seminars: *The Tempest*

Week 12: Early Modern theatre and the New World

W: 27 Nov. Shakespeare, *The Tempest* (MW)

F: 29 Nov. Essay: expectations and rubric. MW

Seminars: *The Tempest*

Week 13:

W 4 Dec: Writing Workshop (Paper due for non-participants). Paper due **Friday December 6 by 11:59 PM**. Submit on-line. GK.

Friday follows a Monday schedule. No seminars.

Part 2: The Early Modern Atlantic World: Capitalism, Slavery, and the Rise of the Middle Class

Week 13

W 8 Jan: Paper return (MW)

F 10 Jan: Introduction to the Enlightenment. GK

Seminars: rare book room visit. (MW)

Week 14: Early Modern Indigenous Cultures:

W 15 Jan: The Powhatan. Wahunsenacha, Leader of the Powhatan; (MW)

F 17 Jan: Readings from John Smith and "Virtual Jamestown," on-line resource. (MW)

Seminars: The Powhatan

Week 15

W 22 Jan: Montesquieu, *Persian Letters* (GK)

F 24 Jan: Montesquieu, *Persian Letters* (GK)

Seminar: Montesquieu GK

Week 16

W 29 Jan: Hume: *Of Taste, Of Refinement in the Arts* (GK)

F 31 Jan: Hume: *On The Rise and Progress of the Arts and Sciences* (GK)

Seminars: Hume GK

Week 17

W 5 Feb: Adam Smith, *The Wealth of Nations* Book I, Chapters 1 & 2 GK

F 7 Feb. Benjamin Franklin, *The Autobiography and Other Writings* GK

Seminar: Smith GK

Week 18

W 12 Feb: Benjamin Franklin, *The Autobiography and Other Writings* (GK)

F 14 Feb: Benjamin Franklin, *The Autobiography and Other Writings* (GK)

Seminars: Franklin GK

Reading Week: February 17-21

Week 19

W 26 Feb: Poetry and Slavery: Phillis Wheatley, Excerpts from *Poems On Various Subjects: Religious and Moral* (London, 1773). On-line and Pdf. (MW)

F 28 Feb: Wheatley

Seminar: Wheatley MW

Part 2: The Counter Enlightenment

Week 20

W 5: March: The Counter-Enlightenment: J.J. Rousseau, *Letter on the Arts* (GK)

F 7 March Feb: J.J. Rousseau, *Letter on the Arts* (GK)

Seminar: Rousseau GK

Week 21

W 12 March: Diderot *Rameau's Nephew* GK

F 14 March: Diderot, *Rameau's Nephew*; GK

Seminar: *Rameau's Nephew* GK

Week 22

W 19 March: *Declaration of Independence* (GK)

F 21 March: Douglass, *What to the Slave is the Fourth of July?* (GK)

Seminar: *Declaration* and *What to the Slave is the Fourth of July?* (GK)

Week 23

W 26 March: Mary Shelley, *Frankenstein* MW

F 28 March: Mary Shelley, *Frankenstein*; **paper topic due**

Seminar: *Frankenstein*

Week 24

W 2 April *Frankenstein*, (MW)

F 4 April **Writing workshop**. MW Paper due if you do not participate in the workshop. If you participate your paper is due Monday, April 9th before 9am (Submitted On-line.)

No Seminar

University Regulations for All College of the Humanities Courses (Updated August 19, 2024)

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
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may 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.

More information on the process [here](#).

Academic Accommodations

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.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

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](#) at equity@carleton.ca.

Grading System at Carleton University

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.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

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](#).

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.

1. 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](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information 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

As a 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. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

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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