

College of Humanities HUMS 3000A

CULTURE AND IMAGINATION: RENAISSANCE TO ROMANTICISM
2025-2026, 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 4:00-5:30 PM. Or by appointment. You can schedule an appointment with me on [Youcanbookme](#)

Prof. Geoffrey Kellow

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Office Hours, Wednesdays in person, 12:30-1:30

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

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

Discussion: Group 1: Friday 8:30-10:00 ; **Group 2:** Friday. 10:00-11:30

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, travel narratives, autobiography, novels, political and economic essays and manifestos.
- 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.

Estimated Cost of Books: 150.00

Fall term:

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

Machiavelli, *The Prince* (Chicago UP) Petrarch, *Selections from The Canzoniere*, ed. Mark Musa (Oxford World's Classics) ISBN: 9780199540693

Sonnets by Shakespeare, on-line.

Queen Elizabeth's "On Monsieur's Departure," Mary Queen of Scots, "Sonnet to Queen Elizabeth,"; Lady Mary Wroth, "Pamphilia to Amphilanthus" sonnet 1. On-line.

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

Martin Luther, *Freedom of a Christian* (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* (Broadview Press). ISBN: 9781554814954 / 1554814952.

Winter term:

Wahunsenacha, Leader of the Powhatan, Virtual Jamestown, on-line resource. John Smith, *History of Virginia*.

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

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

Benjamin Franklin, The Autobiography (Oxford World Classics) **You must have this edition.**

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

American Declaration of Independence (Liberty Fund)
Frederick Douglass, "What to the Slave is the Fourth of July (Brightspace, U Chicago Press)
Mercy Otis Warren, *Revolutionary Writings* (Brightspace, Liberty Fund & University of Michigan Press)
George Washington, *Farewell Address* (Brightspace, U Chicago Press)
Phillis Wheatley, *Complete Writings*, ed. Vincent Carretta (Penguin, 2001). ISBN 978-0140424300
Mary Shelley, *Frankenstein* (Penguin). ISBN 978-0141439471

VI: Assignments & Tests

1. Two seminar presentations. **10%** (5% each). 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. **You may not deliver your two presentations to the same professor.** Seminar format: you will present for 10 minutes. The professor will ask you questions for 5 minutes and students will then ask questions for 10 minutes. This will be followed by an open discussion.
2. **Four** in-class tests or assignments, 2 in term 1 and 2 in term 2. **10% each for a total of 40%**
3. December exam = **10%**. Format TBD.
4. Final examination = **20 %**. Format: TBD
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. Four question on each quiz (with the exception of the sonnet memorization). $10 \times 1\% = 10\%$.

Bonus point option: **New vocab list.** Throughout the year, please compile a list of 20 words that you didn't know and memorize the definitions. We will meet with you to discuss your list in the last three weeks of class.

Artificial Intelligence Use Policy

AI use in this course: Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor).
- You can also use it doing your homework to explain/summarise passages from the texts that you find difficult, although you can do this via a variety of websites or resources. However, after using resources to help you understand the passage, you must read it again to be sure that you fully understand it.

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult us.

Limitations: Students may not use AI for the following tasks:

You may not type the presentation topics or any test prompts into an AI tool and either submit, rework, or edit the results. The whole point is to flex your brain, and you must do this on your own to gain any benefit. The in-class tests will assess your ability to analyse material on your own, so if you don't practice, you won't develop new skills or succeed on the tests.

Rationale:

Why have we adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without relying on AI support.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

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

Fall term

Week 1: Intro to the Renaissance and Early Modern World

W 3 Sept: Introduction to the course. (MW and GK)

F 5 Sept: Introduction to the Renaissance. (MW).

Seminars: Petrarch's letters to Cicero (on-line); Machiavelli's Letter to F. Vettori (in book); Cicero, Letters (On Line) (GK)

Week 2: Mirror For Princes: The Ancient World and the Christian World

W 10 Sept: Erasmus, *The Education of a Christian Prince* (GK);

F 12 Sept: Erasmus, *The Education of a Christian Prince* (GK)

Seminars: Erasmus GK

Week 3: Mirror For Princes

W 17 Sept: Machiavelli, *The Prince* (GK); **Quiz 1**

F 19 Sept: Machiavelli, *The Prince* (GK)

Seminars: Machiavelli GK

Week 4: The Lyric: the Song of the Self

W 24 Sept: Petrarch, *The Canzoniere* (selections). (MW)

F 26 Sept: Petrarch, *The Canzoniere* (MW).

Seminars: Petrarch and reading poetry (MW)

Week 5: The Lyric: Queering the Renaissance

W 1 Oct. Shakespeare, *The Sonnets* (MW)

F 3 Oct: Shakespeare, *The Sonnets*

Seminars: Shakespeare's sonnets (MW)

Week 6: Early Modern Patriarchy and Sonnets by Women

W 8 Oct: Did Women Have a Renaissance? Queen Elizabeth's "On Monsieur's Departure," Mary Queen of Scots, "Sonnet to Queen Elizabeth."; Lady Mary Wroth, "Pamphilia to Amphilanthus" sonnet 1 (MW).

F 10: Oct: **Test #1 on Mirror for Princes and Sonnets. GK**

Seminars: QE, MQS, LW.

Week 7: The Reformation: sola scriptura and sola fide

W 15 Oct: Introduction to the Reformation and Humanism (MW); Martin Luther, *Freedom of a Christian* (1520)

F 17 Oct: Martin Luther, *Freedom of a Christian* (1520) and the "Tower Experience" (1546) MW

Seminars: Luther (MW)

Quiz 2 and 3: memorize and recite a sonnet to Prof. White by Friday 24 Oct.

20-24 October: Reading week. No classes

Week 8: The Reformation: Luther and Queen Katherine Parr

W 29 Oct: film: *Martin Luther* (2003; with Joseph Fiennes) (GK)

F 31 Oct: Katherine Parr, *Lamentation of a Sinner* (1547)

Seminars: Katherine Parr

Week 9: Reformation and the Printing Revolution

W 5 Nov: Katherine Parr, *Lamentation of a Sinner* (1547)

F 7 Nov: Parr and the Printing "Revolution." Elizabeth Eisenstein's *The Printing Press as an Agent of Change* (1979). TBD.

Seminars: The Printing Press "Revolution." Rare book room visit to see early printed Bibles. MW

Week 10: Francis Bacon

W 12 Nov: Francis Bacon, *The New Atlantis* (GK). **Quiz #4.**

F 14 Nov: Francis Bacon, *The New Atlantis*

Seminars: Bacon

Week 11: Bacon and Early Modern theatre

W 19 Nov: Bacon, *The New Atlantis* (GK)

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

Seminars: *The Tempest*

Week 12: Shakespeare: The Tempest

W 26 Nov: Shakespeare, *The Tempest* (MW); **Quiz 5.**

F 28 Nov: *The Tempest* (MW)

Seminars: The Tempest (MW)

Week 13: *The Tempest*

W 3 Dec: *The Tempest*: **student production assignment #2.** (MW)

F 5 Dec: Follows a Monday schedule. No seminars or lecture.

Test 3. Formal December Exam. Date TBD.

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

Week 14: The Powhatan

W Jan 7: The Powhatan. Wahunsenacha, Leader of the Powhatan (MW)

Readings from John Smith, *History of Virginia*

F Jan 9: John Smith, *History of Virginia* and Margaret Huber on Powhatan rituals (MW)

Seminars: The Powhatan and John Smith

Week 15: The Powhatan and the Enlightenment

W 14: Introduction to the Enlightenment. Exam return (GK)

F 16: reflection on the visit to the Experiential learning center (MW)

Seminars: visit to the Experiential learning center. MW

Week 16: Montesquieu, *Persian Letters*

W 21 Jan: Montesquieu, *Persian Letters* (GK) **Quiz 6**

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

Seminar: Montesquieu GK

Week 17: Montesquieu & Smith

W 28 Jan: Montesquieu, *Persian Letters* (GK)

F 30 Jan: Adam Smith, *The Wealth of Nations*, Chapter 1. (GK)

Seminars: Montesquieu GK

Week 18: Smith, *The Wealth of Nations*

W 4 Feb: Adam Smith, *The Wealth of Nations* Book I, Chapter 2 GK

F 6 Feb. **Test 3 The Enlightenment** (MW)

Seminar: Smith GK

Week 19: Rousseau, *Letter on the Arts*

W 11 Feb: Rousseau, *Letter on the Arts* (GK) **Quiz 7**

F 13 Feb: Rousseau, *Letter on the Arts* (GK)

Seminars: Rousseau

Reading Week: February 16-20

Week 20: The Autobiography of Benjamin Franklin

W 25 Feb: Benjamin Franklin, *The Autobiography* (GK)

F 27 Feb: Benjamin Franklin, *The Autobiography* (GK)

Seminar: Franklin

Week 21: The American Revolution

W 4 March: Declaration of Independence (GK)

F 6 March: Frederick Douglass, *What is the Fourth of July to the Slave* (GK)

Seminar: Declaration & Douglass, (GK)

Week 22: The American Revolution

W 11 March: George Washington, *Farewell Address* **Quiz 8** (GK)

F 13 March: Mercy Otis Warren, Selected Revolutionary Writings (GK)

Seminar: Washington & Warren (GK)

Week 23: Slavery and Liberty: Phyllis Wheatley

W 18 March: Phillis Wheatley, excerpts from *Poems on Various Subjects* (MW), **Quiz 9**

F 20 March: Phillis Wheatley, *Poems on Various Subjects* (MW)

Seminar: Wheatley MW

Week 24: Mary Shelley, *Frankenstein*

W 25 March: **Test 4** America in the 18th Century (MW)

F 27 March: Mary Shelley, *Frankenstein* (MW)

Seminar: Shelley (MW)

Week 25: Mary Shelley, *Frankenstein*

W April 1: Mary Shelley, *Frankenstein*. (MW) **Quiz 10.**

F April 3: Good Friday. University is closed.

Week 26: Mary Shelley

W April 8: follows a Friday schedule. Mary Shelley, *Frankenstein*. Last class. (MW)

Seminar: Shelley (MW)

April exam. Date. TBD.

University Regulations for All College of the Humanities Courses (July 21 2025)

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

Bachelor of the Humanities 300 Paterson Hall CollegeOfHumanities@cunet.carleton.ca

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