

Carleton University
Fall 2024/Winter 2025 Preliminary Course Outline
College of the Humanities

HUMS 3200A: European Literature

Prerequisite(s): HUMS 2000 and third-year standing in the Bachelor of Humanities program for Humanities Students. English students should have third year standing with a CGPA of 8.0 or higher.

This course is cross-listed as ENGL 3201A

Time: Tuesdays and Thursdays, 10:05-11:25am

Instructor: Professor A. Wallace
Email: andrew.wallace@carleton.ca
Office Hour: TBA

Course description: This course studies major European writers and genres from the Middle Ages to the early nineteenth century. Topics for discussion will include the rise of European vernacular literatures; the traditions of lyric poetry and poetic analysis; close reading; chivalric romance and epic poetry; prose narratives and the rise of the modern novel; the relationship between literary texts and the cultural contexts in which they are embedded.

REQUIRED TEXTS

*Hard copies and digital copies of these editions will be available at the university bookstore.

• **FALL TERM**

Beowulf, ed. and trans. R.M. Liuzza, second edition (Broadview). [9781554811137]
The Lais of Marie de France, ed. and trans. Claire M. Waters (Broadview) [9781554810826]
The Táin [Táin Bó Cúailgne], trans. Thomas Kinsella (Oxford) [9780192803733]
Dante, *La vita nuova*, trans. Mark Musa (Oxford) [9780199540655]
Geoffrey Chaucer, *Troilus and Criseyde*, ed. J. Dean and H. Spiegel (Broadview). [9781554810055]

• **WINTER TERM**

Cervantes, *Don Quixote*, ed. E.C. Riley, trans. Charles Jarvis (Oxford), [9780199537891]
John Milton, *Paradise Lost*, ed. David Scott Kastan (Hackett). [9780872207332]
Aphra Behn, *Oroonoko*, ed. Janet Todd (Penguin). [9780140439885]
Jean Racine, *Phèdre* (Penguin). [978-0140445916]
Voltaire, *Candide and Other Stories*, trans. Roger Pearson (Oxford). [9780199535613]
Austen, *Persuasion*, ed. James Kinsley (Oxford). [9780199535552]
Goethe, *Faust 1, Part One*, trans. David Luke (Oxford). [9780199536214]

Learning Outcomes

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

1. demonstrate your familiarity with the transnational, multilingual, generic, and historical traditions of European literature in poetry and prose
2. read, analyze, and interpret poetry and literary prose texts accurately, contextually, and critically
3. develop and support an interpretive argument that engages closely with the language of the literary text(s) under examination
4. conduct independent research

Evaluation:

- 5% Early Feedback Test (15 minutes, multiple choice, to be completed in Brightspace)
- 10% Paper 1 (*Beowulf*: due 1 October)
- 15% Paper 2 (*Troilus and Criseyde*: due 5 December)
- 20% December Exam (in-person, formally scheduled)
- 25% Paper 3 (*Paradise Lost*: due 8 April)
- 25% Final Exam (in-person, formally scheduled)

*Please note that you must complete all assignments in order to be eligible to pass the course.

** Standing in the course is determined by the course instructor subject to the approval of the Dean of FASS. 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.

Evaluation Rationale

Your grade in this course will be based on a combination of an early feedback assignment, three formal essays (I will supply prompts for the first two), and two in-person, formally scheduled examinations of three hours each. This combination is based on a few related considerations.

- The early feedback assignment will give you an initial sense of your standing in the course before the larger assignments are due. [5%]
- A formal essay (7 pages) on *Beowulf* will give you an opportunity **to construct an interpretive argument** that will flow from your engagement with an assertion that is made by the editor of the edition we will be using. [10%]
- A formal essay (7 pages) on Chaucer's *Troilus and Criseyde* will enable you **to continue to develop your ability to sustain an interpretive argument while analyzing and interpreting poetry** written in Middle English. **The required prompt for this essay will be distributed before we begin Chaucer's *Troilus and Criseyde*.** [15%]
- A formal essay (10 pages) on Milton's *Paradise Lost* will enable you **to develop an argument and conduct independent research in support of your interpretation of some important aspect of the poem.** [25%]
- Two (one in December, one in April) formally scheduled, three-hour, in-person exams will enable you to demonstrate your command of the full range of course readings. For the purposes of this course, command will be measured by your ability to write at length on lecture material and course texts, and by your ability to move from specific passages and thematic prompts to larger arguments about the texts, traditions, and historical periods under examination. You

should expect to have to write on every text studied in the course. Your grade on the final exam will be made available via Brightspace. [December Exam 20%; April Exam 25%]

Members of the class are expected to attend all meetings and participating fully in discussion. I do not grade attendance or participation in class discussion. You will find, however, that your engagement in the course will be reflected in your ability to meet expectations for term assignments and the final exam. A copy of the day's main text should be with you at every online meeting. I will direct you to individual passages of the texts we are studying, and I will frequently offer close commentary on those passages, but I will not necessarily display these passages onscreen as I lecture. Following along in your own copy while taking notes will help you a good deal.

Formal essays (7 pages max in the Fall Term, 10 pages max in the Winter Term, including list of Works Consulted) will be submitted via Brightspace on the due date. Grades and comments will be posted in Brightspace. Deadlines are firm, but I make exceptions in a variety of circumstances: bereavement, serious illness, heartbreak, etc. Please speak to me about this if / when it becomes clear that you may have an issue. Late submissions will be penalized 2% per day, and they will receive limited comments. **If you wish to do so, you may submit a hard copy of your essay in addition to the one that you submit to Brightspace.** I find it much easier to offer detailed commentary on your essay in this format. Should you choose to submit a hard copy, you are welcome to print your essays on scrap paper.

One-on-One Meetings

Please note that I require a one-on-one meeting of roughly 10 minutes each with you during scheduled appointments. Meeting times will be conducted in person during the first two weeks of class.

Reading Schedule:

FALL TERM

R5 September: Introduction: European vernacular literatures before and after Dante

T10 September: *Beowulf* (pages 53-113; Prologue + Fitts I-XIV)

R12 September: *Beowulf* (pages 114-167; Fitts XV-XXVI)

T17 September: *Beowulf* (pages 167-245; Fitts XXVII-XLIII); **Early Feedback Quiz (15 minutes / 10 multiple-choice questions: to be completed in Brightspace outside of class hours)**

R19 September: **Context and transition lecture: Al-Andalus, Troubadour Poetry, *Fin amors***
Troubadour songs and Al-Andalus (texts in Brightspace)

T24 September: **Context and transition lecture: The Norman Conquest, Anglo-Norman Literature:** Marie de France, *Lais*: Prologue, "Chevrefoil," "Bisclavret"

R26 September: Marie de France, *Lais*: "Guigemar," "Equitan," "Le Fresne"

T1 October: "Yonec," "Laustic," "Milun"; ***Beowulf* essay due**

R3 October: **Context and transition lecture: Ireland and the Middle Ages: *Táin Bó Cúailnge***
(pages 1-92)

T8 October: *Táin Bó Cúailnge* (pages 92-167)

R10 October: *Táin Bó Cúailnge* (pages 168-253)

T15 October: Dante, *La vita nuova*

R17 October: Dante, *La vita nuova*

M21 October – F25 October: FALL BREAK: NO CLASSES

T29 October: **Context and transition lecture: Anglo-Norman to Middle English and the Later Middle Ages** (*Troilus and Criseyde*, 1.1-56)

R31 October: Chaucer, *Troilus and Criseyde* (Book 1, esp. lines 57-1092)

T5 November: Chaucer, *Troilus and Criseyde* (Book 2, esp. lines 1-931)

R7 November: Chaucer, *Troilus and Criseyde* (Books 2 and 3, esp. lines 2.932-1757 and 3.1-420)

T12 November: Chaucer, *Troilus and Criseyde* (Book 3, esp. lines 421-1820)

R14 November: Chaucer, *Troilus and Criseyde* (Book 4, esp. lines 1-1085)

T19 November: Chaucer, *Troilus and Criseyde* (Book 4-5, esp. lines 4.1086-1701 and 5.1-686)

R21 November: Chaucer, *Troilus and Criseyde* (Book 5, esp. lines 687-1869)

T26 November: Tudor court poetry: Sir Thomas Wyatt, the Earl of Surrey, Sir Philip Sidney, etc. (poems in Brightspace)

R28 November: Tudor court poetry: Verse exchange between Queen Elizabeth and Sir Walter Raleigh, etc. (poems in Brightspace)

T3 December: Marlowe, *Hero and Leander* (Brightspace)

R5 December: Conclusion; **Chaucer essay due**

WINTER TERM

T7 January: Cervantes, *Don Quixote* (Part One)

R9 January: Cervantes, *Don Quixote* (Part One)

T14 January: Cervantes, *Don Quixote* (Part One)

R16 January: Cervantes, *Don Quixote* (Part One)

T21 January: Cervantes, *Don Quixote* (Part One) / Milton, *Paradise Lost* (1)

R23 January: Milton, *Paradise Lost* (2-3)

T28 January: Milton, *Paradise Lost* (4-5)

R30 January: Milton, *Paradise Lost* (6-7)

T4 February: Milton, *Paradise Lost* (8-9)

R6 February: Milton, *Paradise Lost* (10-12)

T11 February: Behn, *Oroonoko*

R13 February: Behn, *Oroonoko*

WINTER BREAK: NO CLASSES M17-F21 FEBRUARY

T 25 February: Racine, *Phèdre*

R27 February: Racine, *Phèdre*

T4 March: Voltaire, *Candide*

R6 March: Voltaire, *Candide*

T11 March: Goethe, *Faust I*

R 13 March: Goethe, *Faust I*

T 18 March: Goethe, *Faust I*

R 20 March: Goethe, *Faust I*

T 25 March: Austen, *Persuasion*

R 27 March: Austen, *Persuasion*

T 1 April: Austen, *Persuasion*

R 3 April: Austen, *Persuasion*

T 8 April: Conclusion; **Paper 3 due**

Objectives and Prompt for Paper 1:

Objective: The objective of Paper 1 is to see you develop your ability to use scholarly editions of works as resources for critical analysis, and to teach you to recognize that existing criticism can provide you with a sophisticated point of departure from which you can begin to develop your own interpretive arguments about a literary text.

Prompt: In the introduction to his Broadview Press translation of *Beowulf*, R. M. Liuzza asserts that “In many respects the poem already contains its own background and foreground, a fictionalized matrix of past and present within the text; our modern efforts to explain Beowulf’s origins or contexts or even to place the hero’s actions into some perspective can only mimic or mirror the poem’s own contextualizing impulses” (16). Establish what you take Liuzza to be saying about the poem and construct an argument about *Beowulf* in which you explore the significance and the implications of this view of the poem’s construction. Your essay should touch on several aspects or episodes of the poem. You must engage closely with both the language of the poem and with Liuzza’s introduction. **[Please note that this should not lead to an essay about the poem’s monsters.]**

*7 pages + list of Works Cited; see “Guidelines for Essay Writing” (below) for further details. 10% of your final grade. Late papers will be penalized 2% per day; papers submitted more than two weeks late will be failed. Use MLA format for references.

Guidelines for Essay Writing

1. Do not include a separate title page. All necessary personal information should appear at the top left of the first page of your essay. This information (along with everything else in your submission) must be double-spaced.
2. Your essay must have a clearly defined thesis—that is, a central argument, introduced in the first paragraph, that unifies the essay and expresses in a clear and forceful manner the case you are arguing. You must advance a specific argument about the topic you have chosen to address. Your argument may take as its point of departure ideas from class, but it cannot be a mere summary of lecture material. **It should help to think of your essay prompts not as inviting you to answer a question but rather as inviting you to construct an argument about the texts and problems under examination.**
3. For essays that demand attention to two or more authors or texts, be sure that your essay does not become a catalogue of similarities and differences. Instead, create a structure that will allow you to consider the implications of those similarities and differences that you take to be significant. These comparisons must be integrated into your central argument.
4. Be aware of the implications of your statements; develop those implications over the course of the essay.
5. Always support your arguments with evidence from the text. Quotations must be integrated into proper sentence structure to form a full sentence.
6. Always cite the strongest evidence for your claims. If there are details that might seem to undermine your thesis be sure to explain why they don’t disprove your argument.
7. Focus your argument and analysis on the language of the text. Do not base your argument on personal opinions or generalizations not supported by the text. Your arguments need to arise directly from close engagements with the language of the text at hand.

8. Proofread your essay more than once for grammar, sense, and clarity.
9. Do not transform poetry into prose when you quote it in your essay. Indent longer passages of verse (four or more lines) and preserve the form in which they appear in the text from which you are citing. Show line-breaks for shorter passages that will not be indented: “Abashed the Devil stood, / And felt how awful goodness is, and saw / Virtue in her shape how lovely” (4.846-8).
10. Choose a title that will serve as a guide to your reader.
11. Leave time to rewrite and revise your argument. Revision is the key to effective writing.
12. Cite your secondary sources. Plagiarism is a serious offence. Please see the course syllabus and the Undergraduate Calendar for a definition of plagiarism and a discussion of its consequences.

***Papers must be double-spaced and written in formal English.** Avoid colloquial language. Avoid contractions (e.g., write “Beowulf could not” instead of “Beowulf couldn’t”). Use 1-inch margins and a standard font. You should have approximately 20 lines per page. Please use MLA style for quotations. Handy guides to MLA style are readily available online.

***As I note above, you may, if you wish to do so, submit a hard copy of your essay in addition to the one that you submit to Brightspace.** This makes it easier for me to offer detailed comments that are tied to specific points in your essay. Should you choose to submit a hard copy of your essay, you are welcome to print it on scrap paper.

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

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

Greek and Roman Studies 300 Paterson Hall GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca