

**CLCV 2904-A, HIST 2904; Rise of the Roman Empire; 2026 Fall Term**  
College of the Humanities, Greek and Roman Studies Program; History

JaShong King, PhD; [jashongking3@cunet.carleton.ca](mailto:jashongking3@cunet.carleton.ca)  
Office: Patterson Hall 310A; Office Hours: Thursdays 10:30am - 11:30am  
Brightspace address: <https://brightspace.carleton.ca/d2l/home/452658>

*Contacts for teaching assistants will be supplied when available*

1. Course description

- The history of ancient Rome from early Rome to the end of the Republic.

2. Preclusions

- Precludes additional credit for CLCV 2901 and HIST 2901. Prerequisite(s): second-year standing or permission of the unit.

3. Learning outcomes

- Content: To become broadly familiar with the history of Rome up to the death of Augustus, the first emperor.
- Relevance: To see how and understand why ancient Rome keeps being referenced and impacting later history and our current world.
- Framework: To understand how different perspectives can completely change the interpretation of the same body of evidence through prioritization and selection.

4. Texts and course materials

Textbook is required, but there are no restrictions on students using a second-hand copy.

- Mathisen, Ralph W. 2019. *Ancient Roman Civilization: History and Sources, 753 BCE to 640 CE*. Oxford University Press. (currently a \$47.99 digital copy available through the Carleton bookstore, although prices may change)

Textbook is also available at the MacOdrum Library on course reserve. Students can borrow this copy for a 4-hour loan period by visiting the Library Services Desk and providing the title or course code.

## 5. Course calendar

Abbreviations: LA = "Learning Aids" (xxvii); SRC = Primary "Sources"

| WEEK<br>(DATE)              | TOPICS                                                                                         | READINGS                                                                                                                                                                                                                                                                                                                                                                                                                       | TESTS AND<br>ASSIGNMENTS |
|-----------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Week 1<br>(Sep. 10)         | - Syllabus and Frameworks                                                                      | Preface (xxv-xxvii)                                                                                                                                                                                                                                                                                                                                                                                                            |                          |
| Week 2<br>(Sep. 15, 17)     | - Pre-"Roman" Italy;<br><br>- The Roman Kingdom                                                | - "Cultural encounters of the early Romans" (55-9); LA: "Origin of Etruscans" (58)<br><br>- "Rome and the Kings" (59-66); LA: "Reconstructing Early Rome" (63); LA: "Lapis Niger" (65); SRC: "Founding of Rome", <i>Plutarch</i> (68-71)                                                                                                                                                                                       |                          |
| Week 3<br>(Sep. 22, 24)     | - Early Republic: A new social order;<br><br>- Conflict of the Orders                          | - "Rome and the Kings, Fall of the Monarchy" (66-7); "Creation of the Roman Republic" (79-81); LA: "Origins of Roman social relations" (81); SRC: "Violation of Lucretia", <i>Livy</i> (73-6)<br><br>- "Conflict of the Orders" (82-7); SRC: "Origins of Roman Law", <i>12 Tables</i> (92-9)                                                                                                                                   | QUIZ 1<br>(Tue. Sep. 22) |
| Week 4<br>(Sep. 29, Oct. 1) | - Early Republic: Wars over Italy;<br><br>- Middle Republic: Carthage, early conflicts         | - "Struggling to Survive" (88-90); "Wars in Italy" (105-08); LA: "Servian Wall" (90); SRC: "Sack of Rome", <i>Livy</i> (100-4)<br><br>- "Peoples of North Africa, Carthage" (14-19); "Wars in the western Mediterranean, first Punic war" (111-12); LA: "Ancient civilizations from above" (14-15); LA: "Carthage" (20)                                                                                                        | QUIZ 2<br>(Thu. Oct. 1)  |
| Week 5<br>(Oct. 6, 8)       | - Middle Republic: Second Punic War;<br><br>- Greece and the East, the Pyrrhic War             | - "The Wider World, Peoples of western Europe, Iberian culture of Spain" (3-6); LA: Roman Imperialism (110); "Wars in the western Mediterranean, second Punic war" (113-15); SRC: "Battle of Cannae", <i>Livy</i> (124-30)<br><br>- "The Greeks" (21-25); "Wars in Italy, The Pyrrhic War" (109-10); SRC: "Wars of the successors", <i>Justin</i> (41-4)                                                                       |                          |
| Week 6<br>(Oct. 13, 15)     | - Middle Republic: Greece and the East, Roman expansion;<br><br>- The consequences of conquest | - "Wars in the western Mediterranean, Illyrian and Celtic wars" (112-13); "Warfare spreads to the east" (116-19); SRC: "Roman vs. Greek culture", <i>Plutarch</i> (154-8)<br><br>- "Economic developments" (131-3); "What to do with the provinces" (133-6); "Social and cultural consequences, Religious assimilation (NOT Intellectual and Literary development)" (137-9); SRC: "Bacchanalian scandal", <i>Livy</i> (147-53) | QUIZ 3<br>(Thu. Oct. 15) |

# Carleton University

|                              |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                    |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Week 7<br>(Oct. 20, 22)      | <ul style="list-style-type: none"> <li>- Late Republic: the Gracchi Brothers;</li> <li>- Marius' new military</li> </ul>                                   | <ul style="list-style-type: none"> <li>- "The Agricultural-Military crisis (NOT What to do with the Italian allies)" (140-5); SRC: <i>"Land law of Tiberius Gracchus"</i> (159-64)</li> <li>- "Peoples of North Africa, the Saharan World" (11-13); "One Crisis to the Next, Marius and the volunteer army (NOT Revolt of Italian allies)" (165-9)</li> </ul>                                                        | Annotated source deadline for 1% course grade bonus (Mon. Oct. 19) |
| Reading Week<br>(Oct. 26-30) |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                    |
| Week 8<br>(Nov. 3, 5)        | <ul style="list-style-type: none"> <li>- Late Republic: The Social War</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>- "The Agricultural-Military crisis, What to do with the Italian allies" (143-4); "One Crisis to the Next, Revolt of the Italian allies" (169)</li> </ul>                                                                                                                                                                                                                     | MIDTERM<br>(Tue. Nov. 3);                                          |
| Week 9<br>(Nov. 10, 12)      | <ul style="list-style-type: none"> <li>- Late Republic: Sulla;</li> <li>- Wars abroad and at home</li> </ul>                                               | <ul style="list-style-type: none"> <li>- "An Age of Generals, Sulla" (169-74)</li> <li>- "An Age of Generals, Crassus and Pompey" (172-4); SRC: <i>"Slave revolt of Spartacus"</i>, Plutarch (184-7)</li> </ul>                                                                                                                                                                                                      | QUIZ 4<br>(Tue. Nov. 10)                                           |
| Week 10<br>(Nov. 17, 19)     | <ul style="list-style-type: none"> <li>- Late Republic: Cicero;</li> <li>- Last of the Republic: Julius Caesar, Gallic Wars</li> </ul>                     | <ul style="list-style-type: none"> <li>- "Intellectual and Literary developments" (136-7); "An Age of Generals, Cicero" (174); "Late Republican literature" (179-81); SRC: <i>"Catalinarian conspiracy"</i>, Cicero (188-94)</li> <li>- "Peoples of Western Europe, Celts" (6-9); "Julius Caesar and the First Triumvirate" (174-6); LA: "Siege of Alesia" (177); SRC: <i>"Siege of Alesia"</i> (195-200)</li> </ul> | QUIZ 5<br>(Thu. Nov. 19)                                           |
| Week 11<br>(Nov. 24, 26)     | <ul style="list-style-type: none"> <li>- Last of the Republic: Julius Caesar, Dictator;</li> <li>- Avenging Caesar</li> </ul>                              | <ul style="list-style-type: none"> <li>- "Julius Caesar and the First Triumvirate, the Civil War" (177-9)</li> <li>- "The Second Triumvirate, advent of Octavian" (205-7)</li> </ul>                                                                                                                                                                                                                                 | Annotated source final deadline<br>(Mon. Nov. 23)                  |
| Week 12<br>(Dec. 1, 3)       | <ul style="list-style-type: none"> <li>- Last of the Republic: Anthony, Cleopatra, and Octavian;</li> <li>- Empire: Augustus and the principate</li> </ul> | <ul style="list-style-type: none"> <li>- "The Second Triumvirate, discord among the Triumvirs" (207-9); LA: Cleopatra (208-9); LA: "Caesarion and Cleopatra" (211); SRC: <i>"Cleopatra"</i> (227-35)</li> <li>- "Establishment of the Principate" (209-213); "Age of Augustus, the provinces and administration" (213-16)</li> </ul>                                                                                 | QUIZ 6<br>(Thu. Dec. 3)                                            |

|                         |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                           |
|-------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Week 13<br>(Dec. 8, 10) | <ul style="list-style-type: none"> <li>- Empire: Augustan Art and Morality;</li> <li>- Dynasty</li> </ul> | <ul style="list-style-type: none"> <li>- "The Changing Status of Women" (140); "Age of Augustus, Winning the heart and minds" (216-18); "Age of Augustus, Propaganda and Golden Age" (220-4); SRC: "Exemplary Roman woman", Praise of Turia (236-40)</li> <li>- "Age of Augustus, Imperial succession" (224-6); LA: "Reconstructing the deeds of Augustus" (225); SRC: "The deeds of Augustus" (252-5)</li> </ul> |                                           |
| Finals<br>(Dec. 12-23)  |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                   | FINAL EXAM<br>(date, time, and place TBD) |

## 6. Evaluation

### *Weight of evaluation elements*

- 30% Final exam
- 20% Midterm
- 20% Quizzes (best 5 out of 6)
- 15% Primary source reflections (10 out of 15)
- 15% Annotated primary source analysis

### *Evaluation information in detail*

- **Final exam and Midterm** (multiple choice, short essays)
  - Final exam will cover all course readings, whereas the Midterm will only cover the course readings up to the date of the Midterm. Both are in-person and the entire period will be devoted to an exam for both Final and Midterm days.
  - Multiple-choice questions are drawn from the assigned textbook readings and in-class lectures. Short essays will, in addition, draw from the assigned primary source readings in the textbook.
  - Short essays will be graded according to the [Carleton alphabetical grading system](#), but below is some guidance of how I judge each letter grade. +/- for each letter grade is determined by whether a short essay edges closer to the grade above or below it. Expectations here means what is asked for in the short essay prompt.
    - A - Surprisingly insightful. Minimal issues in argumentation (claim, evidence, connection) and goes beyond expectations.
    - B - Meets expectations with minor issues in argumentation, but no significant extra insight.
    - C - Suffers from serious problems (such as misunderstood concepts) in argumentation, but mostly meets expectations.
    - D - Suffers from significant problems (such as incorrect facts) in argumentation, and only barely meets expectations.
    - F - Does not meet expectations.

- Requests to defer a Midterm should be made through the [Academic Consideration for Coursework form](#).
- Requests to defer a Final exam must be handled through the Registrars' Office (<https://carleton.ca/registrar/deferral/>).
- **Quizzes** (multiple choice)
  - The multiple-choice questions for the quiz are drawn from the assigned textbook readings and in-class lectures (but not the primary source readings) since the previous quiz, or in the case of the very first quiz, since the start of lectures. However, it is not my intention to ask "gotcha" questions; the questions being asked will be ones a student ought to remember a year from now if they continue interest in ancient history. Some of the quiz questions will be adapted as Midterm or Final exam questions.
  - There will be no more than 8 multiple-choice questions on the quiz, and the quiz is expected to take 10 minutes. The quizzes will be closed-book, timed, and taken on brightspace. Limited paper options are available, but please notify me in advance before the start of the quiz.
  - There are six quizzes, but for final course grades, I will only count the best scoring 5 quizzes out of the 6 total. Thus each quiz comprises 4% of one's total grade.
  - Makeup quizzes are only allowed on or after one's second documented absence during a quiz day. A first documented absence on a quiz day is assumed to count as one's dropped lowest scoring quiz.
- **Primary source reflections**
  - Context and questions to answer
    - These are short reflections on the assigned primary source readings (prefixed with SRC and *italicized* in the course calendar).
    - It consists of reading one or both of an assigned week's primary sources, then for each reading answering the two questions below with a single short paragraph response of 3-5 sentences total that includes some reference to the text. Try to follow the basics of a claim, evidence, and connection structure while answering.
      - **"What did you find weird about this primary source?"**
      - **"Why did those things seem weird to you?"**
    - The rationale behind asking for "weirdness" is that some primary sources seem weird because there is a disconnect between the world as understood by the ancient author and the world as understood by the reader. By identifying "what's weird and why," it draws out what those worlds are, and by extension, fulfilling one of the learning goals of understanding and reconciling different perspectives, in this case between the past and present.
    - In addition, these reflections will help one in answering the short essay questions on the midterm and final, which will incorporate some primary sources.

- Grading
  - There are 15 total primary sources assigned, and one only needs to reflect on 10 of those primary sources. Since the reflections are 15% of course grade, each reflection constitutes 1.5% of the total grade.
  - Grading is as follows, following the short essay grade rubric listed above under "Final exam and Midterm."
    - $1.5 / 1.5$  = Reflection that is the equivalent of an A or B grade.
    - $1.0 / 1.5$  = Reflection that is the equivalent of a C grade. If a reflection is the equivalent of a D grade, an initial one-time score of 1.0 will be given, but so will a warning indicating that subsequent reflections of similar low caliber will be given a 0.
    - $0 / 1.5$  = Reflection that is the equivalent of a subsequent D grade, or an F grade.
  - An additional example of a reflection with a grade of D or F would be one that barely engages with the questions or simply repeats it as the response.
- Due dates
  - Reflections for a week's primary source reading are due on a rolling Monday deadline.
    - As an example, on week 5 (Oct. 6, 8), the source readings are *SRC: "Battle of Cannae", Livy (124-30)* and *SRC: "Wars of the successors", Justin (41-4)*.
    - Thus reflections on either or both readings are due on Mon. Oct. 5. A reflection on either or both sources turned in after Oct. 5 will not be accepted, and you will have to choose later sources to reflect on.
  - Reflections can be submitted up to 2 weeks in advance. Thus, for the week 5 readings due Mon. Oct. 5, those reflections can be submitted in advance on Mon. Sep. 21.
  - Late submissions will not be accepted for a couple of reasons.
    - First, it would result in an unfair advantage being able to listen in on discussions about the source in-class before writing one's own reflections.
    - Second, with 15 possible reflections, including several in the last weeks of class, there are ample opportunities to submit reflections throughout the semester despite absences, in combination with an ability to submit reflections in advance.
- **Annotated primary source analysis**
  - Context
    - In many ways, this assignment is an expansion of the shorter reflection assignments. But its real purpose is to provide you a template for the structured notetaking of a primary source, and an application of those notes into the type of framework analysis common to scholarly research.
      - The questions in the note section ask you about the content of a text (what the author states), its argumentation (hidden ideas or tactics the author uses), and its relevance (what people outside the author think about the text).

- The questions in the analysis section ask you to rethink how an idea is conceived in the source (in our class' case, the nature of power) and whether the source should be believed at all and the consequences of such doubt (history as counter-narrative). Both sets of questions thus fulfill our framework learning objective of seeing how different perspectives (on power and narrative) can change interpretation of the same text.
- In both sections, the responses to those questions ask you to put together the basics of an argument: a claim, evidence, and a connection of the evidence to the claim.
- You don't need to smooth your responses to these questions into an overall essay form. Just make sure your responses to a question are well structured.
- You can double-dip and do an analysis on one of the readings you're reflecting on. However, keep in mind that the rolling deadlines are the same for both reflection and annotation, and you have to keep in mind two other deadlines which will be explained below in "due dates."
- Questions to answer (Aim for about 1,200 words total, more words does not necessarily translate into a better score)
  - Annotated notes section (About 100 words or 4-5 sentences for each of the 6 questions, enough for a claim sentence, a couple evidence sentences, and a connection of evidence to claim sentence).
    - Content (Author statements):
      - **1a. How is the text structured by the author, and what would your brief summary be of the whole text?**
      - **1b. What people, events, things, or ideas does the author seem to give more attention to than otherwise expected?**
    - Argumentation (Hidden ideas):
      - **2a. What or who do you think the author (intentionally or not) left out of the text?**
      - **2b. What lessons does the author seem to want you to learn?**
    - Relevance (Outside the author):
      - **3a. What lessons (separate from the author's) do you think can be drawn and have you seen similar ideas in your own life?**
      - **3c. What did you find difficult to understand, or skim because you found it boring? (your own experience can count as evidence, but please describe your experience)**
  - Framework analysis section (About 250-300 words for each question, enough for a few sizeable paragraphs per question)
    - Ways of thinking about power
      - **4a. What were the tough choices regarding people in the text and how were those choices made? Do you think those choices were successful? How would you even quantify success?**

- History as counter-story
  - **4b. What other evidence (hypothetical or not) would you need to confirm whether this story happened? If part or all of this story didn't happen, does it change any lessons, whether the author's or anyone else's?**
- Grading
  - Each question is graded the same way, on claims, evidence, and connections. Because of the open nature of many of these questions, there are no right or wrong answers in terms of claims and interpretations so long as you don't get the underlying evidence wrong from what's said in the source, and so long as you don't blindly assert something as true without some qualifiers.
  - Heuristic points (the rubric that will determine the ultimate grade)
    - Claim (does the answer stake a unique position, or just restate the question and/or summarize some text?)
      - 4 = Nearly every response stakes a unique position
      - 3 = Most responses have a unique position
      - 2 = Some unique positions, but also a lot of restatement/summary
      - 1 = Restatement/summary the predominant response
    - Evidence (are claims backed by specific things in the text? evidence can be cited in "quotes" and page number)
      - 4 = Claims are consistently backed by specific evidence (this includes identifying specific omissions)
      - 3 = Most claims are specifically backed, some claims are generally alluded to even when specific evidence exists
      - 2 = Many claims are not backed at all, evidence is sparse or generalized
      - 1 = Little or no evidence cited
    - Connections (are links explicit between evidence and claim?)
      - 4 = Explicit connections are present for nearly all claims/evidence
      - 3 = Explicit connections are present for many claims/evidence, but some are implied
      - 2 = Explicit connections are present for some claims/evidence, but for many responses, the reader is forced to imply connections (when they seem obvious), or to question whether a connection exists at all (when they don't seem obvious).
      - 1 = Claim and evidence are mostly dumped side by side with no apparent connection.
    - Adjustments (did it exceed or was it significantly below expectation? added only after heuristic score out of 12)
      - +1 = Analysis is surprisingly novel and insightful
      - -1 = Word count was less than 1,000.

- Accuracy cap (are there major errors in understanding?)
  - C+ heuristic cap if there are seriously misunderstood concepts used as evidence that affect the argumentation of several responses
  - D+ heuristic cap if there are a couple or more statements asserted as true that are factually incorrect from within the text.
- Translation to letter grades: Heuristic + Warrant as determinant + Novelty (- Accuracy caps) = Points out of 15.

| Heuristic score | Warrant score | Points out of 15 | Percentage out of 100 | Letter Grade |
|-----------------|---------------|------------------|-----------------------|--------------|
| 12              | +1 novelty    | 15               | 100%                  | A+ (100%)    |
| 12              | --            | 14               | 93%                   | A+           |
| 11              | 4             | 13               | 87%                   | A            |
| 11              | 1-3           | 12               | 80%                   | A-           |
| 10              | --            | 11.5             | 77%                   | B+           |
| 9               | 3-4           | 11               | 73%                   | B            |
| 9               | 1-2           | 10.5             | 70%                   | B-           |
| 8               | --            | 10               | 67%                   | C+           |
| 7               | 3-4           | 9.5              | 63%                   | C            |
| 7               | 1-2           | 9                | 60%                   | C-           |
| 6               | 3-4           | 8.5              | 57%                   | D+           |
| 6               | 1-2           | 8                | 53%                   | D            |
| 5               | --            | 7.5              | 50%                   | D-           |
| 4               | --            | 7                | 47%                   | F            |
| 3               | --            | 6                | 40%                   | F            |
| 2               | --            | 5                | 33%                   | F            |

- Due dates
  - Annotations for a primary source are due on a rolling Monday deadline similar to that of the reflections, with two exceptions that will be listed shortly.
    - So as an example, on week 5 (Oct. 6, 8), the source readings are SRC: "*Battle of Cannae*", Livy (124-30) and SRC: "*Wars of the successors*", Justin (41-4).
    - Thus an annotation on either is due on Mon. Oct. 5. An annotation on either source turned in after Oct. 5 will not be accepted, and you will have to choose a later source to analyze.

- There are two additional deadlines to be aware of.
  - First, there is a bonus deadline for submitting annotations early (so as to not create a logjam toward the end of the semester). If you submit an annotated analysis Mon. Oct. 19 or earlier, a 1% bonus will be added to your entire course grade. Even though the bonus may seem small, if you are just below a boundary, it might bump you up a grade rank. Submissions arriving afterward, even for documented and approved absences, will not receive the bonus score.
  - Second, there is a final deadline for submission Mon. Nov. 23. Barring documented and approved absences, no late submissions will be accepted since, similar to the reflections, it would result in an unfair advantage being able to listen in on discussions about the source in-class before writing one's own annotation, and the rolling deadlines allow ample opportunity for early submission.

#### *Final grade approval*

- Grades may be appealed through a process set out with the Registrar's Office. See <https://carleton.ca/registrar/appeal-of-grade/>.
- 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.

### 7. Policy on Generative Artificial Intelligence

- Usage on take-home assignments (reflections and annotation) is not allowed.
  - In the event that I no longer believe the submitter of an assignment to be the substantive author (which includes but is not limited to the use of ChatGPT or other artificial intelligence and large language models), I as the professor reserve the right to summon the student for an in-person oral review of the submitted work. If the oral review is not passed to my satisfaction, the grade of the oral review will be the final score for the assignment, rather than the original submission. If an oral review is scheduled but the student does not attend, the submitted work will be assigned a grade of 0%. The only exceptions are in the standard case of documented and approved absence, and even then, if subsequent rescheduled reviews are not undertaken by the last day of regular class, the work will be assigned a grade of 0%.
- Usage as a study tool for quizzes and exams is discouraged.
  - You remain responsible for the accuracy of your responses against the baseline of the authoritative sources for this class, which are the readings and lectures. Large language models have a tendency to hallucinate incorrect answers as well as to draw from training context outside of this class. Be aware that both may hinder rather than help any study preparation or test response.

## 8. Statement on Academic Integrity

- Group or collaborative work is not allowed on the take-home reflections or annotation assignments.
- 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.

## 9. Statement on Student Mental Health

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/>.

## 10. Requests for Academic Accommodations

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](#).

# University Regulations for All College of the Humanities Courses (Updated Aug 12,2026)

## 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](mailto: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
- 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](mailto:CollegeOfHumanities@cunet.carleton.ca)

**Greek and Roman Studies** 300 Paterson Hall [GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

**Religion** 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

**Digital Humanities (Graduate)** 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

**Digital Humanities (Undergraduate Minor)** 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

**MEMS (Undergraduate Minor)** 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)