

HUMS 4901A/PHIL 4003 – WINTER 2026
RESEARCH SEMINAR: ANTIQUITY TO THE MIDDLE AGES

PLATONISM AND ANTI-PLATONISM

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TOPIC

The anchor text for this seminar is the *Handbook of Platonism* by Alcinous, a Middle-Platonic ‘textbook’ of Platonic doctrines. We will use it to examine how the tradition of Ancient Platonism differs from Plato’s own ideas and how it incorporated positions that were originally ‘anti’-Platonic in some manner: Aristotelianism, Stoicism, and Epicureanism.

FORMAT

The format of the class is a close reading of the texts with an emphasis on discussion and analysis. Each student will choose an Ancient school and be responsible for representing that school’s doctrines to the rest of the class.

REQUIRED TEXTS

- Alcinous. *The Handbook of Platonism*. Trans. John Dillon. Oxford: Clarendon Press, 1993. (Approx. \$117).
- Lucretius. *On the Nature of the Universe*. Trans. R. E. Latham. London: Penguin Classics, 1951. (Approx. \$44 – But you can get much cheaper (\$16-\$20) used ones on bookfinder.com)
 - Note for Lucretius any translation you find easy to read that has line numbers is fine. There is a recent one by A.E. Stallings in Penguin Classics (\$22), and one by Martin Ferguson Smith in Hackett (\$34). These are fine.
- Epictetus. *Discourses, Fragments, Handbook*. Trans. Robin Hard. Oxford: Oxford University Press, 2014. (Approx. \$20).

Some of these texts are also available electronically – See me for details.

REQUIRED/SUGGESTED TEXTS

- Aristotle. *The Basic Works of Aristotle*. Ed. Richard McKeon. Random House, 1941. (Approx. \$30).
- Plato. *Complete Works*. Ed. John M. Cooper. Indianapolis/Cambridge: Hackett, 1997. (Approx. \$83).

We will only be reading excerpts from Plato, so you don’t have to buy the *Complete Works*. But I urge you to buy it. It is very good to have, and useful if you need to consult things outside what I provide you in PDF.

Note that you should not use the free translation of Plato commonly available online, i.e., the Jowett translation. It will make your life very hard.

For Aristotle, you are advised to use the text listed above. If you have a copy of the *Complete Works* (2 vols.) that is also fine. You will find it hard to buy separate copies of his various works that add up to less than \$30.

RECOMMENDED SOFTWARE

- Omnioutliner Essentials 6
(<https://legacy.store.omnigroup.com/edu/720101b06927aa72ffffff>) — \$21. For Mac only. There are also versions for iPad and iPhone.
 - This is a very useful outlining tool. Unfortunately, it is Mac or iPad only. The outline function in MS Word is a decent alternative, and PC users can access it. Remember, however, that you must submit handwritten outlines.
- Scrivener (<https://www.literatureandlatte.com/scrivener.php>) — \$67 for Education license.
 - This is an extremely useful tool for writing long, complex documents.

GRADES

Grades for the course will be based on the following.

Attendance	5%
1-2 Paragraph ‘evaluations’ of the day’s reading, from your school’s point of view (Six of them)	15%
Three short presentations ‘teaching’ the class your school’s doctrine	30%
Final ‘Handbook’ presenting the doctrines of your school, in relation to Platonism	50%
Total	100%

Grades for each element will be given as a percentage out of 100. At the end of the course you will be assigned a letter grade corresponding to your final percentage, according to the standard Carleton scale:

Standard Carleton Grade Scale				
0-49 = F	50-53 = D-	60-63 = C-	70-73 = B-	80-84 = A-
	54-56 = D	64-66 = C	74-76 = B	85-89 = A
	57-59 = D+	67-69 = C+	77-79 = B+	90-100 = A+

COURSE STRUCTURE

The course is divided into three broad topics, following chapters in the *Handbook of Platonism*:

A. Philosophy and Knowledge (ch.1-7)

B. Physics and Metaphysics (ch.8-23)

C. Ethics and Politics (ch.24-35)

For each topic we will look at the content of the *Handbook* and compare its dogmatic Middle Platonism with the treatment of similar ideas in Plato himself and in three other ancient philosophical schools. Therefore, each topic will take up four classes. In the first class for each topic, I will compare the *Handbook* to Plato himself. For the following three classes, you and the other students will present the corresponding ideas from the other three schools:

1. The *Handbook* and Plato's actual dialogues
2. Aristotle
3. Stoicism
4. Epicureanism

Your job over the semester is to become an 'advanced student' of one of the other schools: Aristotelianism, Stoicism, or Epicureanism. By learning about your school, you will be able to do three complementary requirements for term work.

- I. Evaluate schools other than your own from your own school's perspective.
- II. Teach your own school's doctrine itself to the class.
- III. Produce a 'Handbook' for your own school.

COURSE REQUIREMENTS

The requirements for this course are the following:

1. Attendance

- I will take attendance each day. Only absences for a reason outside of your control will be 'forgiven', by being removed from the total out of which your attendance is calculated. In any case, you must attend four or more sessions, or you will fail the course automatically.

2. 1-2 Paragraph 'Evaluations' of the day's reading, from your school's point of view

- For each day you will have a short reading about the *Handbook* topic, from one of the ancient schools.
- Beginning with the second Topic (i.e., class #5), you must produce a hand-written comment on the reading of the day, evaluating it from the point of view of the school that you yourself have chosen for the semester. You should scan this in and upload it as a PDF to Brightspace. Please write legibly. I cannot grade what I cannot read.
- Your comment does not have to be very detailed. What I want to see is that you have read the material for the day, attempted to understand it on its own terms, found in your own school's readings something that relates to the topic, and thought about how these two perspectives relate to each other.
- Note that you DO NOT need to produce an evaluation (i) for the first Topic (i.e., for classes #1-4), or (ii) on a day when you yourself are presenting.

- These evaluations are opportunities for you to deepen your understanding of your own school's teaching on the matter at hand, as you relate it over and over to opposing positions.
 - Evaluations are to be uploaded before the beginning of class. Evaluations for classes you miss will only be accepted if the absence for that day is excused for a valid reason. Missing evaluations will receive a 0%.
3. Three short presentations 'teaching' the class your school's doctrine, once for each Topic of the course
- Three times during the semester, you will present your school's teaching on the Topic at hand. Plan on about 20 minutes of speaking time, and be prepared to answer questions.
 - There will be more than one student for each school. But the Topics are very broad, so you can avoid overlap in two ways:
 - i) Decide before you begin working on your presentation which aspect of the topic in the *Handbook* each student of the school will work on. Try to avoid working on the same aspect.
 - (ii) If you must work on the same aspect, decide beforehand which parts of your school's source text you will concentrate on. Avoid concentrating on the same passages in your source text.
 - If you are finding it hard to avoid overlap, speak with me in person or email me for help.
 - Note that concentrating on fewer things, in greater detail, is generally better than trying to cover more things in less detail.
 - During the class, other students will respond to your presentation from the position of their own school. Be prepared to defend your school's position!
 - You may take notes on the responses from other schools, so that you can incorporate these other perspectives into your final 'Handbook'. You may ask other students to discuss their school's responses, outside of class. They may choose to share their handwritten 'evaluation' of your school with you, but they are not required to do so.
 - You must upload your presentation to Brightspace before class on the day you are due to present. The presentation itself must be typewritten. But it should be based on a handwritten outline, which must be scanned and uploaded to Brightspace. **Presentations without an outline will receive 0%.**
4. Final 'Handbook' presenting the doctrines of your school
- Your major project is to produce a 'Handbook' for your school, along the lines of Alcinous' *Handbook of Platonism*. (Note that if you are a student of Stoicism, don't simply reproduce the 'Handbook' at the end of your text.)
 - You should not try to reproduce all of the topics in Alcinous, because they will not overlap precisely with your own school's interest. Instead, choose topics that are important within your own school. Give each of them a title and write a short explanation. Organise your chapters in a manner that makes sense for your school.

- Alcinous is relatively dogmatic, giving doctrines in summary form and often without extensive argument. You should try, where possible, to supply your school's arguments for its position and supply good arguments where your school itself is dogmatic. Fewer topics, argued for at greater length and with greater cogency is better than more topics done in a more sketchy way. Make your 'Handbook' better than the *Handbook of Platonism*.
- Your 'Handbook' should be in dialogue with Alcinous, where possible. This means you should balance exposition of your school and criticism of the Platonic position. You can also include a discussion of the other two schools, if you can do so in a meaningful way.
- Aim for a final length of between 15 and 20 pages, double-spaced.
- You must **MAKE AN OUTLINE** for your 'Handbook'. Each chapter of prose should be based on a formal outline of its argument. (Note for PHIL students — I don't mean in symbolic logic — just a normal, indented outline of points that shows their logical connection). You may work on this outline in Omnioutliner or another app, but the final version must be handwritten, scanned, and upload with the 'Handbook' itself.
- Your final 'Handbook' should be typed. But it must be based on handwritten outlines uploaded with it. Major discrepancies between the outlines and the finished text will result in a reduced grade.
- A 'Handbook' uploaded without outlines will have its grade reduced by half.
- Your 'Handbook' is due at the end of the December examination period.

ATTENDANCE

The Bachelor of Humanities official policy on participation and attendance is the following: *Attendance and participation are critical components of all courses in the Bachelor of Humanities program. As a result, a pattern of non-attendance may in and of itself constitute sufficient grounds for awarding a final course grade of F.*

You must attend class regularly. You must be present for at least four of the sessions, or you will fail the course automatically, no matter how well you do on the assignments. See the section below on Automatic Failure.

ASSIGNMENT SUBMISSION

- You must upload your Evaluations and Presentations before the start of class on the day that the material is discussed.
- You must submit all your assignments electronically to Brightspace.
- Evaluations, Presentation outlines, and Handbook notes and outlines must be hand-written and scanned, and converted to PDF.
- Presentations and Final Handbooks must be in MS Word format (.doc or .docx).
- Your date and time of submission will be when the file is uploaded.

LATE ASSIGNMENTS

Evaluations uploaded after the beginning of class on the due date are late, and will not be accepted (see 'Extensions' section for exceptions), and you will receive a 0% for that evaluation assignment.

Presentations uploaded after the beginning of class on the due date will be accepted late, but will lost half of their grade immediately, and 3% per subsequent calendar day.

Students who are absent on the day of their presentation will present a brief version during the next class day, if their absence is excused by a valid reason. Otherwise, they will receive a 0% for that presentation.

No 'Handbooks' will be accepted after the due date of the final day of December examinations, unless the student applies for a formal deferral of the course.

DEFERRALS

For the purpose of Carleton's regulations, the 'Handbook' is a 'final take-home examination'. As such, I do not have the power to grant a deferral of this examination.

Instead, if you are unable to hand in the 'Handbook' by the final day of the examination period, you must petition the Registrar's office for a 'deferral of final exam', and hand the 'Handbook' in by the deferred due date. I believe this date is the 31st of January 2027, but it is your responsibility to find out from the Registrar your actual due date, if a deferral is granted.

Note, however, that the final date to withdraw from the course is the 15th of November 2026. If at that point your semester has gone very badly, consider dropping the course rather than petitioning for a deferral, if there is a very small chance that you will complete the course even with the extra time.

AUTOMATIC FAILURE

You will fail the course automatically, with a grade of 'F', if you:

- **Do not hand in your 'Handbook'.**
- **Attend fewer than 4 of the class sessions**

GETTING HELP

I am always willing to give you whatever help I can. I am willing to help you understand and plan your assignments, give you constructive feedback, help you come up with a strategy to get your work done more efficiently, or refer you to the service on campus that can help with any serious problems that crop up.

But in order for me to help you, you must ask for my help.

- If you are having trouble completing your Evaluations and Presentations on time, don't ignore this situation. You will end up failing the class. Come see me. Let me know that you are having problems. I will let you know what your options are, no matter how serious your circumstances may be.
- Visit me in my office hours, which I hold every week, whether you need to discuss a problem, an assignment, or simply would like to chat about this course or another course. I can help you much more effectively one-on-one than I can in class, and that is what office hours are for.
- Discuss your assignments with your classmates. They are also where you are right now, and they can help you figure out whatever you find difficult.
- No one is good at everything right away. But most people make dramatic improvement with the help of others who already know the path to follow.

A.I. USE

The point of your evaluations, presentations, and ‘Handbook’ is not to add to my collection of student writing. I am asking you to write these because they will help you think clearly and deeply about the material in this course. This, in turn, will make you a more thoughtful and informed human being.

If you use A.I. at any stage in the writing process, you will undermine your own learning, and you will get far less out of this course than if you think for yourself. Because what A.I. will produce is also likely to be vague and generic, you will also be less able to defend your work orally in class and less likely to produce a ‘Handbook’ that will receive a decent grade.

Finally, put yourself in my place. Why should I give you feedback or try to help you understand the ideas in this course, if you yourself are not engaged? Can you think of a more insulting thing to ask a professor than to spend the time and effort to grade a piece of writing that he thinks is your work, but was actually produced by an LLM instead?

TOPICS

	Date	Topics	Readings
1	Fri, Sep 11	Philosophy and Knowledge (ch.1-7)	<i>The Handbook of Platonism</i> and Plato
2	Fri, Sep 18		Aristotle
3	Fri, Sep 25		Stoicism
4	Fri, Oct 2		Epicureanism
5	Fri, Oct 9	Physics and Metaphysics (ch.8-23)	<i>The Handbook of Platonism</i> and Plato
6	Fri, Oct 16		Aristotle
7	Fri, Oct 23		Stoicism
	Oct 26-30		<i>Reading Week: no classes</i>
8	Fri, Nov 6		Epicureanism
9	Fri, Nov 13	Ethics and Politics (ch.24-35)	<i>The Handbook of Platonism</i> and Plato
10	Fri, Nov 20		Aristotle
11	Fri, Nov 27		Stoicism
12	Fri, Dec 4		Epicureanism
	Wed, Dec 23		Take-Home Examination Due

Readings for each day will be posted on Brightspace.

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.

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

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