

**Carleton University  
Fall 2026**

**ENGL 4301A Studies in Renaissance Literature : Tudor Queens  
HUMS 4902A Research Seminar: Renaissance to Enlightenment: Tudor Queens**

Monday 2:35- 5:25

**Prerequisites:** fourth year standing (ENGL 4301); fourth year standing in the Bachelor of Humanities program (HUMS 4902)

**Professor Micheline White**

**Email:** [micheline.white@carleton.ca](mailto:micheline.white@carleton.ca)

I do not read or respond to email between Friday 4:30 PM and Monday 9:00 AM.  
Office hours on zoom or phone: Monday 1-2 or by appointment. You can schedule an appointment with me on Youcanbookme.

**Tudor Queens: Sex, Power, and Writing in the Lives of Katherine Parr, Mary Tudor, and Elizabeth I**

**Course Content**

Renaissance queens have long fascinated the reading public, but their political power and literary writings have only recently become the objects of academic study. In this seminar, we will explore early modern attitudes towards the concepts of a “queen consort,” a “queen regent,” a “queen regnant” and a “dowager queen.” We will focus in particular on the queen regnant who was understood to be both *male and female*: she had a female “body natural,” but occupied a masculine “body politic.” Over the course of the semester we will engaged in a detailed exploration of the three queens’ textual and visual productions including speeches, published prose works, diplomatic letters, poetry, translations, and portraits. Students will be introduced to early modern paleography and book history. We will also consider the depictions of these queens in recent films and TV programs.

Katherine Parr (1512-1548) was the final wife of Henry VIII. Although she is often depicted in popular culture as the woman who nursed Henry in his old age, she was actually a literary powerhouse and an influential religious activist between 1543 and 1548. We will examine her three published literary texts, her narrow escape from being arrested and executed, and her scandalous marriage to Thomas Seymour after Henry’s death.

Mary Tudor (1516-1558) was the daughter of Henry VIII and Katherine of Aragon. After acceding to the throne in 1553 as queen regnant, she restored England to Catholicism and became famous for overseeing the burning of three hundred Protestants. For centuries she has been vilified as “bloody Mary” and as an incompetent ruler, but current scholars are offering new accounts of her political skills and successes.

Elizabeth I (1533-1603) was Parr's step-daughter and Mary's half-sister, and she is one of the most famous British monarchs. As a queen regnant, Elizabeth obviously wielded extraordinary agency and yet her status as an unmarried woman was an on-going concern throughout her reign. Through an examination of her public speeches, private letters, portraits, proclamations, poems and prayers we will consider how she managed her image and how she contributed to important political, social, and literary developments. Recent movies will be addressed.

### Learning Outcomes

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

- define and explain the key concepts and challenges pertaining to the various forms of queenship in the early modern period – queen consort, queen regnant, regent, and dowager queen.
- read, analyze, and discuss primary sources produced by early modern queens. These texts will include: letters, speeches, gifts, portraits, devotional works, poems, and proclamations
- explain and use basic feminist ideas and methodology in examining the activities of queens in the early modern period
- deliver an oral presentation on a primary text of your choice and write an abstract.
- develop a research topic, undertake secondary research, present your research project to the class, and produce a research paper using secondary sources.
- provide productive oral feedback to your peers and engage in respectful academic discussion

### Required Texts. Total cost varies: from \$ 40 minimum to \$130 maximum

*Katherine Parr: Complete Works and Correspondence*, ed. Janel Mueller. Chicago: University of Chicago Press, 2011. Available electronically via the library, or reserve, or through a book store of your choice. Available through **Amazon for 76.40. You will need to bring primary sources to the tests so I recommend that you purchase this book.**

*Elizabeth I: Collected Works*, eds. Leah S. Marcus, Janel Mueller, and Mary Beth Rose. Chicago: University of Chicago Press, 2000. Available at the book store for **40.00**, electronically via the library, or on reserve. A limited number of students can access this book on-line at one time. **You will need to bring primary sources to the tests so you MUST BUY THIS BOOK.**

### Required and Optional Movies (depending on student interest)

Selections from *The Tudors* final season. Season 4, episodes 6-10. You can skip over the long battles scenes (Showtime, 2007-2010). Free on CBC gem. **Required.**

*Elizabeth* (directed by Shekhar Kapur, 1998). rent on iTunes for 6.00.

*Elizabeth: The Golden Years* (directed by Shekhar Kapur, 2011).

*Becoming Elizabeth*, directed by Anya Reiss. TV series. On Starz. (8 episodes).

**Assignments and Evaluations based on learning outcomes:** (still subject to minor revision)

|                             |     |
|-----------------------------|-----|
| 2 open-book in-class tests  | 30% |
| 1 oral seminar presentation | 15% |
| 1 abstract of presentation  | 5%  |
| 1 final research paper      | 15% |
| 1 final exam                | 20% |
| weekly participation        | 15% |

1. 2 in-class tests. 75 minutes. The primary or secondary texts will be made clear in advance.
2. One oral seminar presentation using at least three secondary sources (**15 minutes**). I will set a timer.

Suggested topics are posted on-line. Students must chose their topic one week in advance (to avoid duplication). You are allowed to choose your own topic as long as you consult with me. You must meet with me on zoom by the Friday before your presentation (at the latest) to confirm that your primary and secondary sources are in order.

Your primary task is to offer a **detailed analysis of the primary text or texts**. You must offer a clear argument about the primary text or texts (your thesis) and you **must cite key words or phrases from the primary text in offering your analysis and supporting your thesis**. During your presentation you are expected to demonstrate familiarity with at least **three secondary sources**. As you do your research you must download your secondary sources as pdfs and highlight them and take notes using note tabs.

You are also free to use a powerpoint and/or video clips for the presentation, but you are not required to do so. Do not overload your powerpoint with printed text.

The main function of a seminar is to exercise your ability to argue a case orally or, if you are a listener, to contribute positively to a conversation. In grading the oral presentations, I will consider the quality of the content and the oral delivery. I will also consider your responses to questions asked by your peers.

**At the end of your presentation you must share a slide/doc with your abstract (see below) and a list of your secondary sources.** If you use a powerpoint, you can include your abstract and sources as the last two slides for convenience (but you still need to submit them separately as a word doc).

3. You must produce a **275 word abstract (word doc) summarizing the thesis/argument of your oral presentation**. This must be followed by a list of your secondary sources.

Summary:

On the day of your presentation you **must**

1. uploaded a **word doc** by noon with your abstract and list of three sources to the "Abstract Folder." This gets its own grade. Please submit your work in a **word document (not a pdf)** so I can make suggestions.
2. upload pdfs of your three secondary sources (which show your highlighting and annotations) to the "oral presentation" drop box.
3. upload a photo or pdf of your annotated primary texts to the "oral presentation" drop box.
4. If you used a powerpoint/slideshow for your presentation, upload it to the "oral presentation" drop box.

**5. One research paper involving 5 secondary sources.** (2000 words, not including footnotes).

You will develop and write a research paper **that can expand on your oral presentation but must involve new primary and secondary sources.** Please consult the rubric for specific information.

**6. One final exam.**

**7. Weekly participation in the seminar sessions**

Participation includes attending class and making thoughtful contributions to every session. Contributions will involve responses to the presentations as well as comments that display a good understanding of the assigned readings. Students who attend every class but do not participate will not receive more than 7/10. In assigning a grade, I will consider attendance as well as both the quantity and the quality of the participation.

**Evaluation:**

Late assignments (except with medical documentation) are docked one grade point a day. If you need an extension for medical or other reasons, you must contact me before the work is due.

Grading

A+ Exceptional work: thorough and astute engagement with primary sources; detailed and outstanding engagement with secondary sources; highly sophisticated arguments; work that requires no revision or proof-reading. Asking astute questions that display an exceptional understanding of the presentation and the assigned readings.

A Excellent work: thorough engagement with primary sources; detailed and very insightful engagement with secondary sources; sophisticated arguments; work that requires little revision or proof-reading. Asking astute questions that display a very strong understanding of the presentation and the assigned readings.

A-/ B+ Very good work: thorough engagement with primary sources; detailed and insightful engagement with secondary sources; strong arguments; work that requires some revision or proof-reading. Asking questions that display a strong understanding of the presentation and the assigned readings.

B/B- Good work. Engagement with primary and secondary sources requires more detail, more precision and some revision. Need for more engagement with presentations.

C+ /C/C- Poor work. Engagement with primary and secondary sources is not thorough and requires much more detail. Lacks a clear or insightful thesis and requires extensive revision. Does not engage with presentations.

D or F Unacceptable or non-existent work.

### **Plagiarism:**

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; and
- failing to acknowledge sources through the use of 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 conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

### **Duplicate assignments:**

It is not permitted to submit the same assignment to two or more courses.

**Course requirements:**

Students must fulfill *\*all\** course requirements in order to achieve a passing 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.

**Laptop use**

Students in my class are not permitted to have their laptops or phones open during lecture or student presentations unless instructed otherwise. You should take notes by hand. If you have an academic accommodation that prevents you from taking notes by hand, please come and see me. Students have told me that they really appreciate this rule although it might seem odd at first. There will be a 20 minute break every class and you can check your messages at that time. Enjoy your time in class!

**Artificial Intelligence Use Policy**

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

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor).
- You can also use it doing your homework to learn about historical context or to explain/summarise passages from the texts that you find difficult, although you can do this via a variety of other websites or resources. However, after using resources to help you understand the primary texts, you must read them again to be sure that you fully understand them. Please note that AI tools can give you false information so it is your duty to verify that is it correct. **For accuracy, it is better to consult recent secondary sources to help you understand the historical context and the primary material.**

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

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

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

You must display that you have thoroughly read the primary or secondary sources to receive a grade on any assignment. If you make assertions about the sources that are blatantly false, I will conclude that you have not met these requirements, and you may get a grade of zero. If it

becomes clear (in other ways) that you have used an AI tool to produce the work that you submitted, you might also get a grade or zero.

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

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

### **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/>.

### **Academic Accommodation:**

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 ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

### **How to succeed in this course.**

You need to set aside roughly 6 hours per CLASS for this course. If you do not devote 6 hours per week, you will not likely achieve the learning outcomes.

1. preparing for our meeting = 3 hours per class. This involves reading the primary texts; watching instructional videos (mine or ones I have selected for you); reading secondary articles; preparing an oral presentation; developing a research paper topic; and producing a final paper. In the final two weeks, you will spend most of this time working on your final paper.

A typical week should look like this:

- 1) watching a video + reading the assignment sheet and getting an idea of what to think about as you read + reading the announcement about the topics that students will present on = 45 mins
- 2) Reading primary text(s) once or twice. Reading must include the selections chosen in advance by seminar presenter but can include other selections as well. 1 hour - 1.5 hours. Take

notes as you read -- notes that focus around an assigned topic or whatever else you find interesting.

3) thinking about the primary text and at least one of the suggested topics and preparing something to say in class. 30 mins

2. Weekly meeting = 3 hours per class. This is a seminar so it is essential that you participate in every session. 1) you must listen carefully to presentation and offer questions, comments. Laptops and phones must be put away. 2) you must offer observations based on your own reading and/or reading responses.

### **Reading Schedule: subject to minor changes**

Class 1: 14 Sept course intro.

Class 2: 21 Sept: Overview of renaissance attitudes towards women and queens; readings about different forms of queenship; thinking about rhetorical strategies; intro to Henrician era

Class 3: 28 Sept: Katherine Parr's *Psalms or Prayers* and Henry VIII's last war. Parr's war-time letters to Henry. *The Tudors* TV show. Paleography: letter transcription.

Class 4: 5 Oct: Katherine Parr's near arrest and submission. John Foxe's *Acts and Monuments* (1570). Parr's depiction in *The Tudors*. Parr's love letters to Thomas Seymour. Elizabeth's childhood gift books.

Class 5: 12 Oct: Thanksgiving

Class 6: 19. Oct. Parr as Dowager Queen during the reign of Edward VI and Parr's *Lamentation of a Sinner*. **In class test. 75 mins. 15%**

26 Oct: Reading week

Class 7: 2 Nov: Mary Tudor as Defiant Princess and as the first Queen Regnant. What is a queen regnant? John Knox, excerpts from *Monstrous Regiment of Women*. The Wyatt rebellion. Mary Tudor: speeches.

Class 8: 9 Nov. Elizabeth's first few years. Early marriage petitions in parliament and Elizabeth's responses in 1559, 1563, and 1566. David Dean (History): "Staging the Elizabethan Settlement: Kapur's *Elizabeth*," *Parliamentary History* (2015). Kapur's *Elizabeth* (1998).

Class 9: 16 Nov: Elizabeth's middle years: poetry, courtiership, and marriage negotiations with the Duc d'Anjou.

Class 10: 23 Nov: Elizabeth and Mary Queen of Scots. Poems and letters and speeches. **In-class test. 75 mins. 15%**

Class 11: 30 Nov: E and MQS. Elizabeth and the Armada crisis. Speeches and portraits.

Class 12: 7 Dec: Elizabeth, the Deportation of Blackamoors, and the Sultan Murād III.

Class 13: 11 Dec. follows a Monday schedule. Paper workshop. **Final papers due on 11 Dec at 11:59 PM.**

# 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)