

College of Humanities HUMANITIES 3000

CULTURE AND IMAGINATION: RENAISSANCE TO ROMANTICISM

2026-2027, Fall and Winter

Prof. Micheline White Paterson Hall 2A 45

Micheline.white@carleton.ca I do not reply to email between Friday 4:30PM and Mon 9:00 am

Office hours in person or on Zoom: Monday 1:00-2:00 PM. Or by appointment. You can schedule an appointment with me on Youcanbookme. The link is in BrightSpace (BS).

Prof. Johannes Wolfart Paterson Hall 2A 62 johannes_wolfart@carleton.ca

Office hours in person or by Zoom: Wednesday 1:30-2:30 and Thursday 12:00-1:00. **Lectures: T/TH 10:05-11:25**

Discussion: Group A1: T: 1:05-2:25; Group A2: W: 11:30-1:00 PM

Course Content: What will you learn?

In this course we will examine some important literary, religious (i.e. cultural), political, and technological (i.e. social) developments of the “early modern” period – from the late fourteenth to the early nineteenth century (1380-1818). Throughout the year, we will engage in close readings of a series of influential genres to observe how male and female text-makers (“creatives”) reworked or combined existing genres or launched entirely new ones in very specific cultural and social contexts in Europe and North America. These genres will include the sonnet, satire, allegory, conversion narrative, religious articles, political manifesto, drama, printed images, travel literature, slave literature, chronicle, and the novel. We will also explore the complexities surrounding the development of printing and its relationship to manuscript (i.e. the two dominant media of early modern textual genres) from the sixteenth to the end of the eighteenth century.

Over the course of the year students will develop their close reading skills and will gain a deep understanding of the way early modern people responded to cultural and historical changes. They may even develop writing skills as both essayists and as scribes or calligraphers! Throughout, a key emphasis will be on the dynamic interplay between individual creators and the cultural and social conventions, expectations established by genre and its rules.

Learning Outcomes

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

*Identify and describe key genres that ground the study of the early modern period

- *read, analyze, and discuss primary texts produced by European and non-European men and women in a range of cultural and social contexts
- *describe the implications of key historical events and developments (i.e., discreet and short-term as well as *longue durée*) from the late fourteenth to the early nineteenth century.
- *deliver a ten-minute oral presentation on a historical datum such as a primary text
- *write an abstract or summary of the main argument of your presentation
- *produce a research paper or academic essay
- *provide productive oral feedback to your peers
- *engage in respectful academic discussion in a group setting

Time required to complete the work.

You need to devote 7.5 hours of work per week to this course in order to complete the assigned work and achieve the learning outcomes.

Preparing for lectures/meetings: reading, listening to pre-recorded materials, and thinking of topics for discussion = 3 hours per week

Lecture = 3 hours per week

Discussion group on = 1.5 hours per week

Required Texts: Some texts are available at the CU Bookstore.

Estimated Cost of Books: 150.00 Fall term:

Petrarch, *Selections from The Canzoniere*, ed. Mark Musa (Oxford World's Classics) ISBN: 540693. At bookstore.

Sonnets by Elizabeth I, Mary Queen of Scots, Lady Mary Wroth, and Shakespeare: on-line.
Sebastian Brant, *The Ship of Fools*. Translated by E.H. Zeydel (Dover Books) ISBN: 978-0486257914. At bookstore.

Martin Luther, *Freedom of a Christian* (Ares link).

Katherine Parr, excerpt from *The Lamentation of a Sinner*. Ares link.

Lyndal Roper, "Turbulence and the German Peasants War of 1524-26." *History Workshop* 100/1 (2025), 134-152.

"The Twelve Articles", translated by Andrew Drummond, *History of the Present* 15/1 (2025), 133-138.

"The Scheitheim Articles," in Michael Baylor, *The Radical Reformation* (CUP) [Ares reserve] "Michael Gaismair's Territorial Constitution for Tyrol," in Michael Baylor, *The Radical Reformation* (CUP) (Ares Reserve)

Shakespeare, *The Tempest* (Broadview Press). ISBN: 9781554814954 /1554814952. At bookstore.

Winter term:

Hans Staden, *Hans Staden's True History* (Duke UP). ISBN: 978-0-8223-4231-1. At bookstore

Phillis Wheatley, *Complete Writings*, ed. Vincent Carretta (Penguin, 2001). ISBN 978-0140424300. At bookstore.

Kristen J. Burke, "Who wrote Renaissance art?" *Res: Anthropology and Aesthetics* 77-78 (2022), 233-249.
 Johann Neudörffer the elder, *Writing Book* (Met museum online collection) Mary Shelley, *Frankenstein* (Penguin). ISBN 978-0141439471. At bookstore

Assignments & Tests

Two seminar presentations. **10%** (5% each). Each term you will be required to make one presentation (10 min) on a primary text of your choice. Your presentation must convey a clear argument about your chosen datum. **An abstract (150-200 words) of the presentation must be submitted on the day of the presentation** (Through Brightspace). Late abstracts will not be accepted and you will receive a grade of F for your presentation. **You must deliver one of your presentations to each of us** (i.e. you may not deliver both presentations to the same professor). Seminar format: you will present for 10 minutes. The professor will ask you questions for 5 minutes and you peers will then ask questions for 10 minutes. This will be followed by an open discussion. Please sign-up for your presentation using the link on BS.

Three in-class open-book tests: 2 in term 1; and 1 in term 2. **10% each for a total of 30%**

Open book December exam = **15%**.

Final research paper due in April = **15%** You must upload annotated copies of your primary and secondary sources.

Final examination = **15 %**. Format: TBD

Participation based on participation in discussion groups and lectures. **10%** (5% each term). The grade includes attendance and the quantity and the quality of the contributions.

In class quizzes: **5 %**. Five five-minute quizzes. Four questions on each quiz (with the exception of the sonnet memorization). 5x1%= 5 %.

contribute to the course "timeline." See link on BS for a description and to sign up. This must be completed although it will not be graded. Students may be tested on the basic facts posted to the timeline.

Bonus point option: **New vocab list**. Throughout the year, please compile a list of 10 words that you didn't know and memorize the definition of each. We will meet with you to discuss your list in the last three weeks of class.

Laptop and Smartphone Use Policy

Students in this class are not permitted to have laptops or phones open during lecture or discussion groups. You should take notes by hand. If you have an academic accommodation that prevents you from taking notes by hand, please come and see us. Students have told us that they really appreciate this rule although it might seem odd at first (but only at first).

Artificial Intelligence Use Policy

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

Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).

Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools,

PowerPoint Design editor).

You can also use it doing your homework to explain/summarise passages from the texts that you find difficult, although you can do this via a variety of better websites or

resources. However, after using AI resources to help you understand the passage, you must read it again to be sure that you fully understand it. AI tools often give false information.

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

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

You may not type the presentation topics or any essay prompts into an AI tool and either submit, rework, or edit the results. The whole point is to flex your brain and to develop your own understanding and appreciation for the subjects the course covers. Obviously, you will have to undertake the course work yourself to derive the benefit of education (especially those associated with the humanities since the early modern period!). The in-class tests will assess your ability to analyse, understand and deploy the materials encountered in this course on your own, so if you don't practice, you won't develop new skills, develop your understanding and appreciation, or succeed on the tests. That is, if you rely on AI in any but the limited, and permissible ways, you will not achieve the learning outcomes stated above.

If it appears that you may have used an AI tool to produce work that you submitted, we will invite you to have an in-person conversation with you about the work in question. You may receive a penalty for the assignment including a zero.

Rationale: Why have we adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity or grammatical correctness. The goal of adopting a very 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 to do the thinking (so-called!) for you. Put bluntly: if we didn't do this, then we wouldn't be doing our job as teachers.

As University and Faculty policies (which are often incoherent or confusing), as well as our understanding of the uses of AI and its relationship to student work and academic integrity, all 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. Do not rely on rumours or communication from other interested parties to navigate this difficult terrain. Ultimately, this course will be governed by the rules laid out in this syllabus and supplemental materials (eg on our Brightspace page).

Grading

A+ Exceptional work: thorough and astute engagement with primary sources; detailed and outstanding engagement with secondary sources (when required); sophisticated arguments that develop ideas presented in lecture; written work that requires no revision or proof-reading. Asking insightful questions that convey an exceptional understanding of the assigned readings.

A Excellent work: thorough engagement with primary sources; detailed and thoughtful engagement with secondary sources (when required); clear arguments that engage with ideas

presented in lecture; work that requires little revision or proof-reading. Asking questions that convey a very strong understanding of the assigned readings.

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

B/B- Good work. Engagement with primary and secondary sources could stand more detail, more precision and some revision. Scope for greater engagement in discussion groups.

C+ /C/C- Poor work. Engagement with primary and secondary sources is superficial and vague. Lacks a clear thesis and requires extensive revision. Failure to participate in group discussions. Only one of these deficiencies could warrant a grade in the C-range.

D or F Unacceptable or non-existent work.

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, we will conclude that you have not met these requirements, and you may get a grade of zero.

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.

Plagiarism:

Plagiarism is a serious instructional offence. See the University Statement below. This includes material found on the Internet. All cases of plagiarism will be forwarded to the Dean's Office.

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. This includes writing both formal exams and completing all other assignments.

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

Fall term

Week 1: Intro to the Renaissance and Early Modern World

TH 10 Sept: Introduction to the course (MW and JW). Introduction to the Renaissance and to poetry (MW). Seminars.

Week 2: The Lyric: the Song of the Self (1336-1620) T 15 Sept: Petrarch, *The Canzoniere* (selections). (MW) TH 17 Sept: Petrarch, *The Canzoniere* (MW). Seminars: Petrarch (MW).

Week 3: The Lyric: the Song of the Self

T 22 Sept: Petrarch, *The Canzoniere* (MW).

TH 24 Sept: The development of the sonnet: Queen Elizabeth's "On Monsieur's Departure," Mary Queen of Scots, "Sonnet to Queen Elizabeth"; Lady Mary Wroth, "Pamphilia to Amphilanthus" sonnet 1 (MW); Shakespeare sonnet 129.

Seminars: the sonnet (MW). **Quiz 1:** memorize and recite a sonnet to Prof. White during office hours by Friday 16 Oct.

Week 4: Social Satire and Allegory: the Ship of Fools (1494) (JW)

T 29 Sept: The incunable age, the waning of the Middle Ages, or...whatever (JW) TH 01 Oct: Text and society in Sebastian Brant's time (JW)

Seminars: on the text -- precise selection tbd

Week 5: Social Satire and Allegory: the Ship of Fools (1494)

T 06 Oct: Shared fortunes, collective identities? (JW)

TH 08 Oct: The many selves of Sebastian Brand: humanist, fabulist, lawyer, civil servant... (JW)
seminars: on the text -- precise selection tbd (JW)

Week 6: Social Satire and Allegory: the Ship of Fools (1494) JW

T 13 Oct: What made the Ship of Fools "the first international blockbuster"? Consider, by comparison, Hartman Schedel's *Weltchronik* (1493) (JW)

TH 15 Oct: **open book test #1. 10% JW**

Seminars: sonnets

Week 7: The Reformation and Prose Polemic: sola scriptura and sola fide (MW)

T 20 Oct: Introduction to the Reformation and Humanism; Martin Luther, *Freedom of a Christian* (1520)

TH 22 Oct: Martin Luther, *Freedom of a Christian* (1520), the "Tower Experience" (1546), film: *Martin Luther* (2003; with Joseph Fiennes) (MW)

Seminars: Luther (MW)

26-30 October: Reading week. No classes

Week 8: The Reformation and the Conversion Narrative: Queen Katherine Parr (MW)

T 03 Nov: Katherine Parr, *Lamentation of a Sinner* (1547) (MW)

TH 05 Nov: Katherine Parr, *Lamentation of a Sinner* (1547)

Seminars: Katherine Parr

Week 9: The German Peasants' War: Social Political Revolution and Textuality (JW)

T 10 Nov: Basic History and Historiography of the GPW. Read: Lyndal Roper in *History Workshop* <https://doi.org/10.1093/hwj/dbaf029> (JW) **quiz #2**

TH 12 Nov: The Twelve Articles (1525) and the Schleithem Articles (1527) as exemplary documents...exemplary of what? (JW)

Seminars: The Twelve Articles and the Schleithem Articles

Week 10: The German Peasants' War: Social Political Revolution and Textuality (JW)

T 17 Nov: Evangelical religion and communitarian politics -- the "revolution of the common man"?

TH 19 Nov: Michael Gaismair's draft constitution for the Tyrol (1526)
Seminars: Gaismair's constitution

Week 11: The Early Modern Theatre: Shakespeare's *The Tempest*

T 24 Nov: **open book test #2 10%** (JW) TH 26 Nov: *The Tempest* (MW)
Seminars: student production prep.

Week 12: Shakespeare: *The Tempest*

T 1 Dec: Shakespeare, *The Tempest* (MW) **quiz #3**. TH 3 Dec: Shakespeare, *The Tempest* (MW) Seminars: *The Tempest* (MW)

Week 13: Shakespeare: *The Tempest*

T 8 Dec: *The Tempest* (MW)
TH 10 Dec: *The Tempest*: **student productions**.
Seminars: *The Tempest*

December Exam. 15%

Week 14: Taking stock and setting the course for a second term

TH 7 Jan: JW

Week 15: "Other" Histories and Other "Histories": Hans Staden's *True History* (JW)

T 12 Jan: What was Hans Staden doing in South America? **Quiz #4**
TH 14 Jan: Early modern notions of authenticity, witness, experience, etc.
Seminars: Staden text -- details tbd

Week 16: "Other Histories" and "Other Histories": Hans Staden's *True History* (JW)

T 19 Jan: The early modern "other" -- insider or outsider problem?
TH 21 Jan: Comparing Titus Neukomm's letter from Coro, Venezuela (1534)
Seminars: Neukomm text: narrative, genre, and experience. JW

Week 17: The Trans-Atlantic Slave Trade: Slavery, Liberty, and Phillis Wheatley's Voice (MW)

T 26 Jan: The Trans-Atlantic Slave trade (David Eltis); Phillis Wheatley, excerpts from *Poems on Various Subjects* (MW),
TH 28 Jan: Phillis Wheatley, excerpts from *Poems on Various Subjects* (MW)
Seminar: Wheatley (MW)

Week 18: The Trans-Atlantic Slave Trade: Slavery, Liberty, and Phillis Wheatley's Voice (MW)

T 2 Feb: Phillis Wheatley, excerpts from *Poems on Various Subjects* (MW)
TH 4 Feb: Phillis Wheatley, excerpts from *Poems on Various Subjects* (MW)
Seminars: Wheatley (MW)

Week 19: Text and print/non-text and non-print (JW)

T 9 Feb: Printed words: Gutenberg, the "print revolution" and all that.
TH 11 Feb: Considering narratives of technological innovation, revolution, etc. -- then and now.

Seminar: Visit to the Book Arts Lab (JW)

Reading Week: February 15-19

Week 20: Text and print/non-text and non-print (JW)

T 23 Feb: Printed images: "Reading" the "flying leaves" of the Reformation (1520s) TH 25 Feb: Printed images: the works of Matthäus Merian and Maria Sybilla Merian Seminar: "Readings" of early modern images.

Week 21: MW

T 2 March: open book **test #3 10% (MW)**

TH 4 March: research workshop MW

Seminars: how to do research

Week 22: Handwriting and manuscript making in early modern Germany (JW)

T 09 March: The "calligraphic revolution" of the Nuremberg writing masters (consider Burke's essay) (JW)

TH 11 March: The scribal crafts and rituals of early modern Germany (consider chips from my workshop) (JW)

Seminar: Johann Neudörffer's *Writing Book*

Week 23: The early modern German chronicle (JW)

T 16 March: History of a complex (un-modern?) genre (JW)

TH 18 March: Functional aspects of chronicle writing in the early modern period (JW)

Seminar: chronicle examples, tbd

Week 24: The Novel: Mary Shelley, *Frankenstein* (MW)

T 23 March: The Rise of the Novel: Mary Shelley, *Frankenstein* **quiz 5**

TH 25 March: Mary Shelley, *Frankenstein* (MW)

Seminar: Shelley (MW)

Week 25: Mary Shelley, *Frankenstein* (MW)

T 30 March: Mary Shelley, *Frankenstein*. (MW)

TH 01 April: Mary Shelley, *Frankenstein* (MW)

Seminar: Shelley (MW)

Week 26: Mary Shelley and Paper Workshop (MW and JW)

T 06 April: Mary Shelley, *Frankenstein* (MW)

TH 08 April: paper workshop; JW

April exam. Date TBD.

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.

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.

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.

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](#).

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:

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,

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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