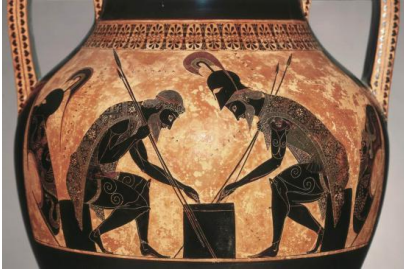


The College of the Humanities
Greek and Roman Studies Program
CLCV 2902A History of Ancient Greece I
Fall Term
Loeb Building, Room C164



ORIGINS OF THE GREEKS

Professor: Dr. L. Gagné
Office : Paterson Hall, 310A
E-mail: laura.gagne@carleton.ca
Classes: Tuesday and Thursday 4:05 – 5:25 pm
Office Hours: Monday 1:30-2:30 or by appointment

TA: TBD

COURSE DESCRIPTION

Introduction to the study of Greek antiquity and the discipline of Classics and its methodologies. Greek culture and society are set in their historical contexts and studied through readings from representative ancient authors (in English translation) and through the art and architecture of the period.

Precludes additional credit for CLCV 1000, and CLCV 1109.

LEARNING OUTCOMES

By the end of this course students will be able to do the following:

1. Critique the sources of our knowledge about the remote past.
2. Differentiate between the pre-and proto-literate civilizations of the Greek Bronze Age.

3. Propose reasons why the major civilizations of Greece and the eastern Mediterranean collapsed at the end of the Bronze Age.
4. Discuss the development of the Greek city-states from the Age of Transition through the Archaic Period paying particular attention to Athens and Sparta.
5. Explain the different forms of government of the Greek city-states: monarchy, oligarchy, tyranny, and democracy.
6. Summarize the strategies and tactics used by the Persians and the Greeks in the battles of Marathon, Thermopylae, Salamis, and Plataea
7. Discuss the effects of the outcome of the Persian Wars on the relationships between the various Greek city-states.

TEXTBOOKS

Shelmerdine, Cynthia W. (ed.) 2008. *The Cambridge Companion to the Aegean Bronze Age*. New York: Cambridge University Press. ISBN 978-0-521-89127-1 (paperback).

Morris, Ian, and Powell, Barry, B. 2022. *The Greeks. History, Culture, and Society. Third Edition*. New York: Oxford University Press. ISBN 978-0-197-58689-1 (paperback), 978-0-197-58694-5 (e-book)

We will be using Shelmerdine's book for the first half of the class because Morris and Powell's book does not cover the Bronze Age in enough detail.

The textbooks are available through the University Bookstore. <https://www.bkstr.com/carletonstore/home>. You can also order them through Brightspace by selecting "Jump To" from the navigation bar, then choose "find your textbooks" on the drop-down list. Shelmerdine's book is also available through the MacOdrum Library as an e-book. You can buy a copy if you want, but you can also access it free of charge.

Earlier editions of Morris and Powell's book are also acceptable, but the page numbers will be different for the readings.

Supplementary readings are mandatory and will be available as PDFs either in the module called "Supplementary Readings" on the course webpage, or in the modules for the lectures to which they pertain.

Bass, George. 2010. "Cape Gelidonya Shipwreck". In *The Oxford Handbook of the Bronze Age Aegean*. Eric H. Cline (ed). Oxford: Oxford University Press. pp. 797-803.

Dickinson, Oliver. 1994. *The Aegean Bronze Age*. Cambridge: Cambridge University Press. pp. 20-44

Doumas, C.G. 2015. *The Bronze Age on Thera. Akrotiri, Thera. 17th Century BC. A Cosmopolitan Harbour Town 3,500 Years Ago*. Athens: Kathimerini S.A.

Humble, Noreen. 2017. Sparta. Separating Reality from Mirage. In *Themes in Greek Society and Culture. An Introduction to Ancient Greece*. Allison Glazebrook and Christina Vester (eds). Oxford: Oxford University Press. pp. 106-126

McInerney, Jeremy. 2018. *Ancient Greece. A New History*. New York: Thames & Hudson. Pp. 33-35.

Morris, Ian, and Barry B. Powell. 2010. *The Greeks. History, Culture, and Society*. Boston: Prentice Hall. Pp. 41-67.

Muhly, James D. 2010. "History of Research." In *The Oxford Handbook of the Bronze Age Aegean*. Eric H. Cline (ed). Oxford: Oxford University Press. pp. 3-9.

Pomeroy, S.B., Burstein S.M., Donlan, W., Tolbert Roberts, J., Tandy, D.W., and Tsouvala, G. 2020. *A Brief History of Ancient Greece. Politics, Society, and Culture*. Fourth Edition. New York: Oxford University Press. Chapters 2 & 3

Pulak, Cemal. 2010. "Uluburun Shipwreck." In *The Oxford Handbook of the Bronze Age Aegean*. Eric H. Cline (ed). Oxford: Oxford University Press. pp. 862-876.

EVALUATION

Discussions:	10 %
CSAS workshops	10%
Term paper:	30%
Midterm	20%
Final Exam	30 %

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.

COURSE FORMAT

This course is being delivered in-person. I will post the lecture slides, but there will be no recorded lectures or lecture notes available. Class attendance is mandatory. Exams will be based mainly on the lectures.

COURSE STRUCTURE

The course is divided into 5 modules covering the earliest history of Greece from the Stone Age to the end of the Persian Wars. The first few lectures will be dedicated to understanding how we obtain our knowledge about the remote past. We will assess our sources of information to determine biases and limitations. We will then follow a mainly chronological approach to trace the development of ancient Greek society and culture. The

largest module will be Module 2 on the Bronze Age. We will then look at the re-emergence of the Greek world following the collapse of civilization at the end of the Bronze Age and trace its development until the end of the Persian Wars.

MIDTERM TEST

The midterm test will take place in class on Thursday, November 10th. It will cover everything up to Lesson 12, the end of the Bronze Age. Deferral of the midterm will only be granted on the grounds of serious illness or the death of a family member. Students must contact the instructor no later than 3 days after the date of the midterm and must provide supporting documentation (e.g., valid doctor's note, death certificate) in order to write a deferred test.

FINAL EXAM

The final exam is scheduled by the university during the exam period from December 10th -22nd. **Students should not make travel plans until they know the date of their exams.** These dates are usually posted around the time of the reading week. Students who require a deferral of the exam due to serious illness or death in their family must make arrangements through the registrar's office. Supporting documentation will be required as for the midterm. The final exam will cover material from Lessons 13-20. It is not cumulative, although it is possible that you may be asked to compare or contrast something from the Archaic Period with something from the Bronze Age, or to trace the development of something through time. You will be advised of this when the exam essay question topics are published during the final week of class.

CSAS WORKSHOPS

This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). The Incentive Program is fully online. CSAS Learning and Writing Support Workshops are designed to help students cultivate and refine their academic skills for a university environment. To earn 10% marks towards CSAS Workshops, students are expected to complete 2 workshops throughout the term, one of which must be about academic writing (Editing and Proofreading, Introduction to Fundamentals of Academic Writing, Introduction to Starting Academic Papers, or Writing for Academic Purposes). The second one can be anything else from the list of workshops in the incentive program. The workshops must be completed and submitted by December 8th to receive credit for the Incentive Program.

Below are the dates with which the 2022 Fall term runs:

- September 7 – December 9

The online Learning and Writing Support Workshops will be available to students from September 1st, 2022, to August 31, 2023. Please ensure that you complete the workshops by your course-specific deadline (December 8, 2022).

For students' attendance to be captured, they must complete all workshop components and achieve 100% on the final assessment. Once students achieve 100% on the final assessment, they will receive a Record of Completion award from Brightspace. **Students will need to download the Record of Completion PDF for each applicable workshop and submit them to the assignment submission box within their instructor's course.** For more information about workshop attendance and submitting the Records of Completion, please visit the Incentive Program Policies on our website (<https://carleton.ca/csas/learning-support/incentive-program/>).

To view the complete list of the workshops and their descriptions, please visit the Learning and Writing Support Workshops page on the CSAS website (<https://carleton.ca/csas/learning-support/learning-support-workshops/>). Please note that CSAS in-person workshops are not eligible for the Incentive Program.

To access the online workshops, please self-enrol on the CSAS Online Resources page (<https://carleton.ca/csas/online-support/>). For further information on the Incentive Program, please visit the Incentive Program FAQs page (<https://carleton.ca/csas/learning-support/incentive-program/incentive-program-faqs/>). For additional questions, please contact the Centre for Student Academic Support at csas@carleton.ca.

You will find all links in the CSAS Workshops module on Brightspace.

DISCUSSIONS

There will be four online discussions over the course of the semester. Students will need to respond to a discussion question by starting a discussion thread, then they will need to respond to at least two threads started by other students. These discussions will be available from Monday to Friday of the week in which they occur. A rubric is attached to each discussion so that students can see how they will be graded. In order to ensure there are posts for students to respond to before the deadline, students will only receive full marks for posting (2 points maximum) by Wednesday of the week. The marks decrease by ½ a mark per ½ day until Friday (see rubric). Students are expected to follow the protocols of Carleton's online netiquette: <https://carleton.ca/online/online-learning-resources/netiquette/>. University is a place for the free exchange of ideas where we respect the views and opinions of others whether we agree or disagree with them.

TERM PAPER

There will be a term-paper in this course that will be divided into three parts with deadlines: the choice of an appropriate topic, an annotated bibliography and summary of the thesis,

and the paper itself. The due dates for each part of the assignment are listed in the course schedule below. There will be a 5% per calendar day penalty for late assignments. All three parts of the assignment must be completed. Final papers will not be accepted unless the annotated bibliography has been completed first. Information about the term paper can be found in the folder called “Term Paper” on the course webpage. **Students may not submit work for which they have previously received credit in another course.**

COMMUNICATION

I will use Brightspace for the administration of this course. You will find supplemental material, as well as tests, and assignments posted there. You will need to have a Carleton University email account and will need to make sure you can access Brightspace. There is an “Ask Your Instructor” forum on the course webpage in the modules for each week. where you can ask me general questions about the course, assessments, or other things which other students might benefit from knowing the answer to. You should check this forum frequently to see what other people are asking and whether the answer to your question is already there. You can also send me an email anytime and I will do my best to answer within 2 business days. Please make sure you put the course code CLCV/HIST 2902 in the subject line of your email so that I will not think it is spam and delete it.

Students are expected to check their university email regularly and to visit the course website on Brightspace often. This is how I will communicate with you. Classes will only be cancelled in extreme circumstances. Notification will be sent as an announcement through Brightspace if this is the case. Please note that in case of bad weather, there is a small chance I may be late if traffic is unusually bad. If there is no announcement on Brightspace to state that class is cancelled, this means I am driving and will teach during the time remaining after I arrive.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

SCHEDULE

This schedule is a draft document. Changes may be made to it before the class begins. The version that is posted on the course webpage on Brightspace is to be taken as the most current version.

Date	Topic	Textbook	Other Sources (available on Brightspace)
Module 1 The Stone Age			
Thursday September 8	Course Introduction Lesson 1. Investigating Prehistory	Shelmerdine, Chapter 1, pp. 1-15 Morris and Powell, Chapter 1, pp. 1-11	Muhly in Cline, pp. 3-9
Tuesday September 13	Lesson 2. Digging up the past: the excavators of the Greek Bronze Age		
Thursday September 15	Lesson 3. Greece before the Bronze Age	Morris and Powell, Chapter 4, pp. 43-46	Dickinson, Chapter 3, pp. 30-44 McInerney, Chapter 2 pp. 33-35
Module 2 The Bronze Age			
Tuesday September 20 Discussion topic 1	Lesson 4. The Early Bronze Age of the Greek Mainland	Shelmerdine, Chapter 2, pp. 19-41 (Pullen) Morris and Powell, Chapter 4, pp. 46-48	
Thursday September 22	Lesson 5. The Early Minoan Period	Shelmerdine, Chapter 4, pp. 77-100 (Wilson)	
Tuesday September 27	Lesson 6. The Early Cycladic Period	Shelmerdine, Chapter 3, pp. 47-76 (Broodbank)	
Thursday September 29 Deadline to sign up for writing topic	Lesson 7. The Middle Bronze Age	Shelmerdine, Chapter 5, pp. 105-120 (Manning) Shelmerdine, Chapter 10, pp. 230-252 (Wright)	
Tuesday October 4		Morris and Powell, Chapter 4, pp. 48-51	
Thursday October 6	Lesson 8. The Minoans	Shelmerdine, Chapter 6, pp. 140-161 (Rehak and Younger)	

Tuesday October 11		Shelmerdine, Chapter 7, pp. 165-182 (Rehak and Younger) Morris and Powell, Chapter 4, pp. 51-58	
Thursday October 13 Discussion topic 2	Lesson 9. Thera	Morris and Powell, Chapter 4, pp. 59-67	Doumas pp. 7-26
Tuesday October 18	Lesson 10. The Mycenaeans	Shelmerdine, Chapter 12A, pp. 289-308 (Shelmerdine and Bennet)	
Thursday October 20 Annotated bibliography due		Shelmerdine, Chapter 13A, pp. 327-340 (Cavanagh) Morris and Powell, Chapter 4, pp. 60-68	
October 24-28	Study Break – no classes		
Tuesday November 1	Lesson 11. Bronze Age trade	Shelmerdine, Chapter 14, pp. 362-382 (Mee)	Bass in Cline, pp. 797-803 Pulak in Cline, pp. 862-876
Thursday November 3	Lesson 12. The end of the Bronze Age	Shelmerdine, Chapter 15, pp. 387-407 (Deger- Jalkotzy) Morris and Powell, Chapter 4, pp. 68-71	
Tuesday November 8	Midterm Covers material up to Lesson 12 (Modules 1 & 2)		
Module 3 The Age of Transition			
Thursday November 10	Lesson 13. The Age of Transition	Morris and Powell, Chapter 5, pp. 73-78	Pomeroy et al. Chapter 2, pp. 43-59, 62-68
Tuesday November 15	Lesson 14. The return to the Mediterranean stage	Morris and Powell, Chapter 5, pp. 78-93	Pomeroy et al. Chapter 3, pp. 71-89, 99-102

Module 4 The Archaic Period			
Thursday November 17	Lesson 15. The rise of the city states	Morris and Powell, Chapter 8, pp. 156-179	
Tuesday November 22	Lesson 16. Sparta	Morris and Powell, Chapter 10, pp. 205-216	Humble, pp. 106-126
Discussion topic 3			
Thursday November 24	Lesson 17. Archaic Athens	Morris and Powell, Chapter 2, pp. 17-27 Chapter 10, pp. 216-233	
Tuesday November 29 Research paper due			
Module 5 Encounter with Persia			
Thursday December 1	Lesson 18. The Persians	Morris and Powell, Chapter 11, pp. 234-251	
Tuesday December 6	Lesson 19. The Ionian Revolt and the Battle of Marathon	Morris and Powell, Chapter 11, pp. 251-261	Herodotus, Book 5, lines 97-107 (Ionian Revolt), Book 6, lines 94-120 (Marathon)
Discussion topic 4			
Thursday December 8	Lesson 20. The Persian Wars	Morris and Powell, Chapter 12, pp. 262-282	Herodotus, Book 7, lines 175-238 (Thermopylae); Book 8, lines 40-109 (Salamis); Book 9, lines 15-70 (Plataea)
December 10-22	Final exam period. Date, time, and location TBD Don't make plans until after you know the date of your exams.		

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;
- 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.

Statement on Student Mental Health

As a University 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. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk

and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: On the recommendation of Ottawa Public Health, Carleton will be maintaining the mandatory [COVID-19 Mask Policy](#) until further notice. The policy requires masks to be worn in all university buildings, including offices, classrooms and labs.

Vaccines: While proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.



Humanities

University Regulations for All College of the Humanities Courses

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.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [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.

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.

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;
- 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.

Academic Integrity Process

Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

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.

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](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: [The Paul Menton Centre for Students with Disabilities \(PMC\)](#) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

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 illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. 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.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, 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 accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation 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 of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control 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 working days after the original final examination or the due date of the take-home examination**; and,

2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the 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](#).

[More information on Final Exam Deferrals](#)
[Registrar's Office "Defer an Exam" page](#)

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.

Student Mental Health

It is not uncommon for students to experience a range of mental health challenges that significantly impact their academic success and overall well-being. Carleton has begun to address this problem by developing a [Mental Health Framework](#).

In addition, to help ease the stress and aid students' transition to university life, a new compassionate [First-Year Grading Policy](#) has come into effect, which will automatically convert all F grades in a student's first two terms to NR ("No Record") and allow students to convert any passing letter grade (up to 2.0 credits) to CR ("Credit"). Courses that receive an NR designation will not be included on a student transcript, and CR courses will not be factored into a student's CGPA.

A number of mental health resources are available to students, and can be found at the [Mental Health and Well-Being website](#).

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