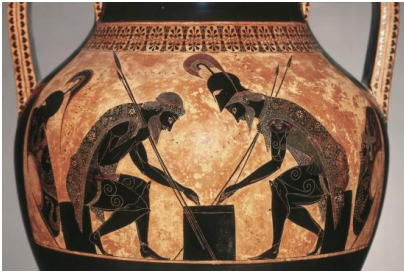


The College of the Humanities
Greek and Roman Studies Program
CLCV/HIST 2902 Origins of the Greeks
Fall Term



ORIGINS OF THE
GREEKS

Professor: Dr. L. Gagné (Group 1)
Office : Paterson Hall, room 2A64
E-mail: laura.gagne@carleton.ca
Classes: Monday and Wednesday 11:35-12:55
Office Hours: Monday 1:15-2:30 or by appointment

TA: Charlie Ham (Group 2)

(TA email information is in the “Teaching Teams Contact Information” folder on Brightspace)

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).

Pomeroy, S.B., Burstein S.M., Donlan, W., Tolbert Roberts, J., Tandy, D.W., and Tsouvala, G. 2018. *Ancient Greece. A Political, Social, and Cultural History*. Fourth Edition. New York: Oxford University Press. ISBN 978-0-190-68691-8

We will be using Shelmerdine's book for the first half of the class because Pomeroy'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 Pomeroy'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.

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), Chapters 4 and 11.

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.

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%
Quizzes:	10%
Midterm	30%
Final Exam	40 %

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 Monday, November 11th. 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., self-declaration form from registrar's office) to write a deferred test.

FINAL EXAM

The final exam is scheduled by the university during the exam period from December 9th -21st. **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.

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 two online discussions during the course (see schedule below for due dates). Discussions will be available for one week from Friday to Friday. For full participation marks, you must post your thread before

Wednesday at midnight (see rubric for details). The discussions are reflections on some aspect of the course material and must show knowledge of the material from the lectures and the textbook. **The use of AI programs to generate discussion posts is strictly forbidden.** There is a rubric attached to the discussions which will be used to grade them. You can consult the rubric to see what is expected from you. You are required to post a thread to the forum in answer to a prompt before you will see the responses of other students. You must then reply to the threads made by two of your classmates. This is an opportunity for you to engage in an academic discussion. You are not evaluating the posts made by others but having an intellectual conversation with them. Ask them questions and/or give them something new to think about. Pretend you are at a conference talking to your peers about the subject given in the prompt. This is meant to foster a spirit of community in the class. Students are expected to follow the protocols of Carleton's online netiquette: <https://carleton.ca/online/online-learning-resources/netiquette/>.

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			
Wednesday September 4	Course Introduction Lesson 1. Investigating Prehistory	Shelmerdine, Chapter 1, pp. 1-15 Pomeroy, Introduction, pp. 1- 10	Muhly in Cline, pp. 3-9

Monday September 9	Lesson 2. Digging up the past: the excavators of the Greek Bronze Age	Pomeroy, Chapter 1, pp. 12-18	
Wednesday September 11	Lesson 3. Greece before the Bronze Age	Pomeroy, Chapter 1, pp. 18-22	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			
Monday September 16 Quiz 1	Lesson 4. The Early Bronze Age of the Greek Mainland	Shelmerdine, Chapter 2, pp. 19-41 (Pullen) Pomeroy, Chapter 1, pp. 22-26	Morris and Powell, Chapter 4, pp. 46-48
Wednesday September 18	Lesson 5. The Early Minoan Period	Shelmerdine, Chapter 4, pp. 77-100 (Wilson)	
Monday September 23	Lesson 6. The Early Cycladic Period	Shelmerdine, Chapter 3, pp. 47-76 (Broodbank)	
Wednesday September 25	Lesson 7. The Middle Bronze Age	Shelmerdine, Chapter 5, pp. 105-120 (Manning)	Morris and Powell, Chapter 4, pp. 48-51
Monday September 30 Discussion 1		Shelmerdine, Chapter 10, pp. 230-252 (Wright)	

Wednesday October 2	Lesson 8. The Minoans	Shelmerdine, Chapter 6, pp. 140-161 (Rehak and Younger)	Morris and Powell, Chapter 4, pp. 51-58
Monday October 7		Shelmerdine, Chapter 7, pp. 165-182 (Rehak and Younger) Pomeroy, Chapter 1, pp. 26-34	
Wednesday October 9	Lesson 9. Thera		Morris and Powell, Chapter 4, pp. 58-59 Doumas pp. 7-26
Monday October 14		Thanksgiving	No classes
Wednesday October 16	Lesson 10. The Mycenaeans Part 1 (note: readings cover both parts)	Shelmerdine, Chapter 12A, pp. 289-308 (Shelmerdine and Bennet)	Morris and Powell, Chapter 4, pp. 60-68
		Shelmerdine, Chapter 13A, pp. 327-340 (Cavanagh) Pomeroy, Chapter 1, pp. 34-51	
October 21-24		Study Break	No classes
Monday October 28	Lesson 10. The Mycenaeans Part 2 (same readings as Part 1)	Shelmerdine, Chapter 12A, pp. 289-308 (Shelmerdine and Bennet)	Morris and Powell, Chapter 4, pp. 60-68
Quiz 2		Shelmerdine, Chapter 13A, pp. 327-340 (Cavanagh) Pomeroy, Chapter 1, pp. 34-51	

Wednesday October 30	Lesson 11. Bronze Age trade	Shelmerdine, Chapter 14, pp. 362-382 (Mee)	Bass in Cline, pp. 797-803 Pulak in Cline, pp. 862-876
Monday November 4	Lesson 12. The end of the Bronze Age	Shelmerdine, Chapter 15, pp. 387-407 (Deger-Jalkotzy) Pomeroy, Chapter 1, pp. 51-53	Morris and Powell, Chapter 4, pp. 68-71
Module 3 The Age of Transition			
Wednesday November 6	Lesson 13. The Age of Transition	Pomeroy, Chapter 2, pp. 56-99	
Monday November 11	Midterm Covers material from Lesson 1-12 (Modules 1 & 2)		
Wednesday November 13	Lesson 14. The return to the Mediterranean stage	Pomeroy, Chapter 3, pp. 101-152	
Monday November 18 Quiz 3	Lesson 15. The Rise of the City States		
Module 4 The Archaic Period			
Wednesday November 20	Lesson 16. Sparta	Pomeroy, Chapter 4, pp. 154-185	Humble, pp. 106-126
Monday November 25 Discussion 2			

Wednesday November 27	Lesson 17. Archaic Athens	Pomeroy, Chapter 5, pp. 186-206	
Monday December 2 Quiz 4			
Wednesday December 4	Lesson 18. The Persians	Pomeroy, Chapter 5, pp. 206-209	Morris and Powell, Chapter 11, pp. 234-251
Friday December 6 <i>Follows Monday schedule</i>	Lesson 19. The Ionian Revolt and its consequences	Pomeroy, Chapter 5, pp. 209-216	
December 9-21	Final exam period. Date, time, and location TBD Don't make plans until after you know the date of your exams.		

University Regulations for All College of the Humanities Courses (Updated August 19, 2024)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Online Learning Resources

On this page, you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems

and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

More information on the process [here](#).

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own

educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In

specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- 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

Greek and Roman Studies 300 Paterson Hall GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
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MEMS (Undergraduate Minor) 300 Paterson Hall
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