

CLCV 2904 (Fall Term 2023): Rise of the Roman Empire
Brightspace Site: <https://brightspace.carleton.ca/d2l/home/212012>
The College of the Humanities, Greek and Roman Studies Program

Dr. Jaclyn Neel

jaclynneel@cunet.carleton.ca

Office hours: Tuesdays from 1-2 PM Eastern on Zoom (no appointment necessary), or by appointment if you need a different time

Calendar description The history of ancient Rome from early Rome to the end of the Republic.
Prerequisite(s): second-year standing or permission of the unit.

Course delivery: Online, asynchronous. Please see description below, under “Course-Specific Policies” → “Technology”

Grade Breakdown:

- Weekly reading quizzes: 26% each (i.e., 2% per week) – available on Brightspace
 - These are due by Dec. 8
 - These are open-book, open-note quizzes
- Video Lectures: 30%
 - These videos are assessed via in-video questions in select videos. Please make sure you submit your answers at the end to receive credit
 - These are due by Dec. 8
- Four “history lab” assignments: 44%: due Sept. 22 (8%), Oct. 20 (12%), Nov. 17 (12%), and Dec. 8 (12%) at midnight Eastern time
 - The first one is worth the least because I assume you will improve after receiving feedback on it
 - You **must** receive feedback on each history lab before you can submit the next one

These assignments are described in more detail later in the syllabus, beginning on p. 3.

Required Textbook:

- 1) R. Mathisen, *Ancient Roman Civilization : History and Sources. 753 BCE to 640 CE*. Oxford University Press, 2019. (Available as an ebook or hard copy)

Student Learning Outcomes

By the end of this course, students will have

- 1) Become broadly familiar with the history of Rome from c. 753 BCE to c. 14 CE;
- 2) Understood and applied at least one historical method used in ancient history;
- 3) Understood major disputes in Roman history;
- 4) Improved their writing.

A final grade of ‘A’ in this course recognizes that you have achieved all 5 learning outcomes at a high level. Please see “Explanations of Assignments” to understand how the course assignments help you fulfill these learning outcomes.

Course-Specific Policies:

- **Missed Assignments, Late Assignments, and Extensions**

This course is largely self-paced. I have given deadlines for the graded assignments which I encourage you to stick to; however, these are loose deadlines and points will not be deducted for late submission. **Please be aware** that the History Labs require you to receive feedback before you are able to submit the next Lab; therefore, you will not be able to submit all four Labs at the same time. To facilitate timely submissions, I will email students who have not submitted an assignment within a week of the deadline with a reminder.

- **Technology**

This class depends heavily on Brightspace. It is an online course with a large number of required asynchronous activities. Although high-speed internet access is recommended for watching video lectures, many of the assigned activities can be completed with minimal internet and a word processor. All assignments are posted to Brightspace, and all work should be submitted through Brightspace. **Please familiarize yourself with the assignment submission process, as assignments are only considered on time if they are submitted to Brightspace by the deadline.**

Please note that **all class materials are protected by copyright**. These materials are for your own educational use. You **are not permitted to publish** to third party sites, such as social media sites and course materials sites.

- **Communication**

With the professor: Since this course is being conducted online and asynchronously, email is your primary way to contact me. I make an effort to reply to all course-related emails within 24 hours, including on weekends. Please ensure that you **use your Carleton.ca email address** and email only once within a 24-hour period. If it has been more than 24 hours and you have not received a reply, you should definitely email again; I will not purposefully ignore you!

If you need technological assistance, I am not the best resource. Please [contact Carleton ITS](#).

- **Writing evaluation**

Writing is an important transferable skill in all disciplines. I expect that your **history labs** will have few or no typographical errors, misuses of grammar or punctuation, or incorrect choices of words. Please take care when checking over your assignment. Mistakes in written communication will lead to losses of up to 10% of your assignment grade. Many students find the [Writing Services at the Centre for Student Academic Support](#) to be a useful resource. (Side note: services such as Grammarly, while useful, are not always correct; it's useful to cross-check their suggestions with other writing aids, such as the [Online Writing Lab](#)).

I do expect that you will **cite your sources** in all written work for this class. Author/page citation is sufficient for textbook material (example: Mathisen p. 122) or lecture name/timestamp for lectures (example: "Aeneas" 10:35). External research is not required, but if you choose to do research, please cite any information that you got from an external source with indications of the author, date, and page(s) on which you

found the information, and append a full bibliographic entry at the end. Examples of this style of citation in history labs will be given on Brightspace.

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. You may read [the policy in full](#) if you are confused, and please contact me if you have further questions about what constitutes plagiarism.

LLMs: The **main purpose** of the writing evaluation in this course is to encourage you to think like a historian. Using AI will not help you think, and therefore it is forbidden in this course. Assignments created using AI will receive a 0 because you have not done the work required to earn a grade. Please note that this **also applies** to translation software; I expect you to produce your own writing in English (although I will consider requests to submit in French).

Please note: 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.

Explanation of Assignments:

Reading quizzes: Weekly lectures assume that you are familiar with the basic outline of historical events as laid out in the assigned textbook readings. The textbook will provide you with all of the factual knowledge that I expect you to gain about Roman history (and then some!). The reading quizzes cover ONLY material from Mathisen. All of them are available on Brightspace; you are welcome to complete them on your schedule. Completing all of the quizzes helps you meet learning outcome #1.

Videos: History is a discipline of arguments. In these videos, I assume that you have read the basic narrative of each week provided by Mathisen, and I provide further context, clarification, and points of dispute. Some videos have interactive material embedded in them, and this assignment assesses your answers. Each video with interactive content will ask you to “submit” your answers at the end; please make sure you do so to receive points.

Completing all of these assignments helps you meet learning outcomes #1 and 3.

History labs: You will complete 4 short (1000 words, +/- 10%) assignments over the course of the term. These assignments are based on the assigned “Sources” in the Mathisen textbook. Please note that some sources have been assigned as “Source Analyses”, while others have been assigned as “Alternative Assignments”; these different assignments are described below. Regardless of whether you choose a “Source Analysis” or an “Alternative Assignment”, the goal is the same: you are learning to “think like a historian”, whether by analyzing an ancient text, by teaching the material, or by thinking like someone in antiquity. This assignment helps you meet all 4 learning outcomes.

→ A primary source analysis is the backbone of all historical enquiry. These assignments ask you to read one of the “Sources” in Mathisen and squeeze all the information that you can get out of it – both things that are easy, like who wrote it and what it says, and

things that are more difficult, like what we can infer that it doesn't say. Your papers **must** include an argument, which should be structured as "X has chosen to depict events in Y way because...." (For example, "Augustus focuses on financial matters in his *Achievements* because he realized that popular and military support was more important than the support of the senate.")

These assignments are difficult, and I strongly recommend that you read your chosen source at least twice: once quickly, to get a general idea of the contents and what might be interesting about it, and a second time in more detail, looking specifically at the language. You should reference historical events and/or people that are relevant to the argument you're making. A list of questions to consider is available under "Course Navigation" on Brightspace; you should not feel obligated to include answers to all of the questions, or answer them in the exact order.

You will be graded on the following elements of your paper, in roughly equal proportions:

- Your understanding of your chosen source
- The general quality of your ideas -- that is, how well you've applied the main themes of the class to your writing
 - This also includes aspects of sophistication: you shouldn't say "X is biased" and leave it at that. Everyone is biased; the question is what historical conclusions we can draw from our biased sources
 - Mistaken historical information (poor contextualization, wrong dates, confusion of historical characters) **will** detract from your grade here. Use your textbooks, not Wikipedia, for your facts!
- Quality of writing
 - If you know you struggle with this, it would be a good idea to book time with [Writing Services at CSAS](#) early! Writing is a skill and you can improve with time.

I'm not assigning point values to these aspects because many of them overlap or work together in a longer written assignment. All are equally important to providing a polished, coherent, and convincing analysis.

→ As an alternative assignment, you have several options:

- Write a **letter of advice** to one of the major historical figures we discussed in this unit. This was a popular genre of writing in antiquity that used historical parallels and philosophical reasoning to provide a rationale for real historical decisions that had already taken place;
- Provide a **lesson plan** for teaching one of the major events in the unit to a group of either (a) middle-school students or (b) adult learners in a long-term care home;
- Write an **executive summary** or **briefing** for a leader interested in establishing relation with or invading Rome at this point in history;
- Create a **video** or **podcast** that takes a deeper dive into one of the events in this unit;

- Or, if none of these appeal to you, email me with your own suggestion and we'll see if we can make it work!

These assignments are still based on the Sources in Mathisen; they are simply in a different writing format. You will be graded using the first two criteria of the source analysis, as well as the clarity of your expression in your chosen medium (voice, picture, words, etc.).

Suggested Schedule of Assignments, Topics, and Readings:

****Reminder: this course is largely self-paced. I strongly suggest that students who struggle with time management follow the schedule below.****

Week	Topic	Readings	Due
1 Sept. 6-10	Introductions Pre-Roman Italy	Mathisen p. xxix-xxx, 55-59	Reading quiz Videos Week 1; please also watch "About the Professor" and "About the Course" (in "Course Navigation")
2 Sept. 11-17	From the foundation to the early Republic	Mathisen p. 59-82	Reading quiz Videos Week 2
3 Sept. 18-24	Italian expansion and the Roman constitution	Mathisen p. 82-104	Reading quiz Videos Week 3 First history lab due!
4 Sept. 25-Oct. 1	The Punic Wars	Mathisen: 14-20, 39- 40, 110-115, 118, 4.2	Reading quiz Videos Week 4
5 Oct. 2-8	Eastern expansion	Mathisen: p. 21-25, 41-44, 112-113, 116- 118	Reading quiz Videos Week 5
6 Oct. 9-15	The Gracchi and provincial administration	Mathisen: 133-135, 137-145 (NOT "What to do with the Italian allies?"), 159-64	Reading quiz Videos Week 6
7 Oct. 16-22	The Jugurthine War, the Social War, Marius	Mathisen: p. 10-13, 143-144 ("What to do with the Italian allies?"), 165-169	Reading quiz Videos Week 7 Second history lab due!
Oct. 23-29	Reading week	No work due, but this would be a good time to catch up!	
8 Oct. 30-Nov. 5	First Mithridatic War, Sulla	Mathisen: p. 169- 172, 182-183	Reading quiz Videos Week 8

9 Nov. 6-12	Sertorius, Pompey, Spartacus, Second and Third Mithridatic wars	Mathisen: p. 172-174, 184-187	Reading quiz Videos Week 9
10 Nov. 13-19	Cicero v. Catiline	Mathisen: p. 174, 188-194	Reading quiz Videos Week 10 Third history lab due!
11 Nov. 20-26	Julius Caesar	Mathisen: 6-11, 174-179, 195-200	Reading quiz Videos Week 11
12 Nov. 27-Dec. 3	Antony, Cleopatra ... and Octavian	Mathisen p. 205-209, 211, 227-240	Reading quiz Videos Week 12
13 Dec. 4-8	Augustus and the Principate	Mathisen p. 209-221, 241-248	Reading quiz Videos Week 13 Fourth history lab due! ALL WORK MUST BE SUBMITTED BY MIDNIGHT DEC 8

University Regulations for All College of the Humanities Courses

Tuesday, July 4, 2023

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

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism 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, art works, 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.

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.

The full Academic Integrity Policy can be found [here](#). More information on the process [here](#).

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/SCCASP-Accommodation-for-Student-Activities-Clean-copy-final-Sept-2022-2.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 short-term incapacitation (illness, injury, emergency, or other circumstances beyond their control) which forces them to delay submission of the work.

1. Students who claim incapacitation 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.
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](#).

Deferred Final Exams

Students who are unable to write a final examination because of incapacitation (illness, injury, emergency, or extraordinary circumstances beyond a student's 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 (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 incapacitation normally lasting no more than 10 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 incapacitation lasting longer than 10 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](#).

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

Discover the tools and resources Carleton offers to help understand, manage and improve your mental health and wellness while at university.

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

Get Help Now

<https://wellness.carleton.ca/get-help-now/>

If in crisis call:

Counselling Services: 613-520-6674 (press 2)

Monday-Friday, 8:30 a.m. – 4:30 p.m.

After Hours

If you need assistance with an urgent situation outside of our regular operating hours, contact:

- [Distress Centre of Ottawa and Region](#): Available 24/7-365 days/year and is bilingual (English/French).
 - **Distress**: 613-238-3311
 - **Crisis**: 613-722-6914
 - **Text**: 343-306-5550 (available 10:00 am – 11:00 pm, 7 days/week, 365 days/year)
 - Web Chat: blue chat icon at the bottom right corner of the website.
 - Text Service is available in English only to residents of Ottawa & the Ottawa Region.)
- [Good2Talk](#): Available 24/7-365 days/year and is available in English, French and Mandarin
 - Call: **1-866-925-5454**
 - Text GOOD2TALKON to 686868
 - [Facebook Messenger](#)
- [Empower Me](#): A 24/7 resource service for undergraduate students. 1-833-628-5589 (toll-free)
- International SOS's Emotional Support: Offers 24/7 access to mental health professionals in more than 60 languages through their dedicated line +1 215-942-8478. Students can call this number collect (the person being telephoned receives the charges) to access services.

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.

[More information and to book an appointment.](#)

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
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca