

CLCV 2904 (Fall Term 2024): Rise of the Roman Empire
 Brightspace Site: <https://brightspace.carleton.ca/d2l/home/212012>
 The College of the Humanities, Greek and Roman Studies Program

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Office hours: Wednesdays 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: 29%
 - 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
- Syllabus quiz: 2%, must be taken by Sept. 20
 - This is an open-book quiz that you can take as many times as necessary to get a free 2% and make sure we’re all on the same page regarding course assignments and policies
- Three “history lab” assignments: 14% each, 42% total: due Oct. 8, Nov. 15, and Dec. 6 at midnight Eastern time
 - The instructions for these assignments are found under “Course Navigation” on Brightspace
 - You **must** receive feedback on each history lab before you can submit the next one. **This means that you cannot reasonably expect to complete the course if you leave these assignments until late November.**

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 three 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**. Previous students have received emails from Brightspace upon successful submission, so this is a good way to ensure that you have correctly uploaded your materials (and provides a paper trail in case of technological errors).

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!

I post weekly Announcements to keep the class on track and occasionally post an additional Announcement if I receive several questions on the same topic. Please make sure to check the Announcements section of Brightspace once a week to make sure you're receiving course information.

With TAs: Unlike me, your TAs are paid to do a specific amount of work. To make sure that their workload is manageable, I act as a liaison. Please email me first if you have a problem that you think your TA can help with; I will decide whether it is better for you to speak with your TA or whether it is an issue I can help with. If I do send you to the TA, **please do not share** your TA's contact information with classmates (e.g., on Discord).

Like you, your TAs are balancing their classes and their jobs; it is not fair to them to receive emails that they may not have been assigned to answer.

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. Proper citation means that you are quoting people's actual words "in quote marks" and providing a reference (name, date, page number). 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/AI writing: 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 learn this skill, 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). If cheating yourself of an education is not a sufficient deterrent, please consider the [environmental impact](#) of writing an AI essay.

Please note the following FASS policies: 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.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic*

Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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. There is a video explanation of the question submission process under “Course Navigation”.

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

History labs: You will complete 3 short (1000 -1200 words) primary source analyses over the course of the term. These analyses are based on short texts or images that are posted to Brightspace. Regardless of whether you choose a text or an image, 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.

Further explanation: a primary source analysis is the backbone of all historical enquiry. These assignments ask you to examine a source 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 include answers to all of the questions, or answer them in the exact order, but I recommend answering them all before writing as a way to determine your paper’s argument.

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

- Your understanding of your chosen source, which includes
 - Have you correctly identified the author and his historical context?
 - Are you correctly representing the source’s perspective, or have you cherry-picked details to fit your argument?

- Do you know what’s going on in this piece of writing? (Ancient sources are often poorly translated; this is not as silly as it sounds)
- 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!
- 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
 - Your ideas need to be plausible based on the information from class (textbook and lectures), and these sources need to be cited
 - Your ideas need to be grounded in the source: you can’t use the *Lapis Niger*, a fragmentary 6th-century law, to argue that Romans had aqueducts (they did, but there’s nothing about this in the source itself)
- 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. Because students have found this confusing in the past, let me reiterate that these three aspects are intrinsically linked: if you’ve mistaken the author, that will affect the quality of your ideas; if your writing is impenetrable, I cannot judge either your ideas or your understanding of the text; if your ideas are implausible, that makes me question your understanding.

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. 4-8	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. 9-15	From the foundation to the early Republic	Mathisen p. 59-82	Reading quiz Videos Week 2

3 Sept. 16-22	Italian expansion and the Roman constitution	Mathisen p. 82-104	Reading quiz Videos Week 3 Syllabus quiz due!
4 Sept. 23-Sept. 29	The Punic Wars	Mathisen: 14-20, 39-40, 110-115, 118, 4.2	Reading quiz Videos Week 4
5 Sept. 30-Oct. 6	Eastern expansion	Mathisen: p. 21-25, 41-44, 112-113, 116-118	Reading quiz Videos Week 5
6 Oct. 7-13	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 First history lab due!
7 Oct. 14-20	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
Oct. 21-27	Reading week	No work due, but this would be a good time to catch up!	
8 Oct. 28-Nov. 3	First Mithridatic War, Sulla	Mathisen: p. 169-172, 182-183	Reading quiz Videos Week 8
9 Nov. 4-10	Sertorius, Pompey, Spartacus, Second and Third Mithridatic wars	Mathisen: p. 172-174, 184-187	Reading quiz Videos Week 9
10 Nov. 11-17	Cicero v. Catiline	Mathisen: p. 174, 188-194	Reading quiz Videos Week 10 Second history lab due!
11 Nov. 18-24	Julius Caesar	Mathisen: 6-11, 174-179, 195-200	Reading quiz Videos Week 11
12 Nov. 25-Dec. 1	Antony, Cleopatra ... and Octavian	Mathisen p. 205-209, 211, 227-240	Reading quiz Videos Week 12
13 Dec. 2-6	Augustus and the Principate	Mathisen p. 209-221, 241-248	Reading quiz Videos Week 13 Third history lab due! ALL COURSE WORK MUST BE SUBMITTED BY MIDNIGHT DEC 6 PER UNIVERSITY POLICY

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

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