

CLCV/HIST 2904 (Summer 2022): History of Ancient Rome I

Instructor: Dr. Alex Cushing (he/him)

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Class time: Tuesdays and Thursdays, 6:05 PM

Office Hours: Tuesdays, 1-2PM on Zoom or by email appointment

Important note about course delivery:

This course will occur **fully online**. Lectures will be fully asynchronous and posted as videos on Brightspace. However, **we will still meet at our assigned class time (6:05 PM on Tuesdays and Thursdays) on Zoom** to analyse primary sources as a class, review the response journals from the previous week, and clarify any questions about the material and/or upcoming assessments. Source analyses during class time will not take all of our allotted class time, but will typically last between 1 – 1.5 hours. This will also give us an opportunity to communicate and you will be able to ask me any questions you may have as we examine the Ancient evidence together. More details on this arrangement are available below in the **Class Format** section.

Course Description:

This class will trace the development of Rome from a small settlement of wooden huts on the Palatine Hill to the dominant and unrivaled political power in the Ancient Mediterranean under the autocratic control of Augustus, the first Roman Emperor. We will also examine the interconnections and interchanges between the Romans and other peoples in the broader Mediterranean as the Roman state expanded its economic, political, and cultural sphere of influence. Rome in the period we will examine underwent massive changes in its political, social, and legal institutions and expanded rapidly as an economic power and we will trace the consequences of these developments on the Roman government and other polities, as well as on everyday inhabitants throughout the Ancient Mediterranean. Finally, because very little contemporary literature survives from much of the time period we will cover, we will use a wide variety of types of primary sources, including fragmentary sources, inscriptions, and archaeological evidence, to analyse how the expansion of Roman power affected the Ancient Mediterranean.

Required Textbook:

Mathisen = Mathisen, R. (2018) *Ancient Roman Civilization: History and Sources (753 BCE to 640 CE)* Oxford University Press. ISBN: 9780190849603.

A slightly cheaper ebook version of this textbook should be available through the bookstore and also on the Oxford University Press page [here](https://global.oup.com/ushe/product/ancient-roman-civilization-history-and-sources-9780190849603?cc=us&lang=en&) (<https://global.oup.com/ushe/product/ancient-roman-civilization-history-and-sources-9780190849603?cc=us&lang=en&>), where you can choose either the ebook or the print edition on the right.

NOTE: Additional primary sources will be provided on Brightspace. Please refer to the **Class Schedule** below for a detailed list of readings.

Overall Grade Breakdown:

Assignment	Due Date	Value
Weekly Reading Response Journal Answers	Due Weekly every Sunday	6 x 5% = 30%
End of Class Student Discussion Question	Due at the end of each live synchronous class	12 x 1.25%= 15%
Primary Sources Question Set Assignment	July 22 (at 11:59 PM)	20%
Primary Source Analysis and Explanation Outline	August 2 (at 11:59 PM)	15%
Primary Source Explanation/Lesson Plan	August 14 (at 11:59 PM)	20%

Course Aims:

In this course, students will:

- 1) Develop an understanding of the main events, their causes and consequences, historical figures, and themes of Roman History from the earliest settlement of the city to the fall of the Republic.
- 2) Examine how the Romans interacted with other cultures and societies in the Ancient Mediterranean World, for better and for worse, as they came into contact with them while they pursued their expansionist aims
- 3) Analyse a wide variety of different types of Ancient materials and primary sources in translation, including archaeological material, inscriptions, personal letters, and other literary sources
- 4) Engage critically with Ancient primary sources as well as modern scholarship and reception of Roman History
- 5) Integrate and employ Ancient primary sources in their writing to support their assessments of and strengthen their arguments about the Ancient World
- 6) Consider how Roman Republican history has been mythologized, manipulated, and re-imagined by both the Romans themselves and others, including people today

Class Format:

This class will occur completely online. Course material will, however, be presented in a combination of asynchronous and synchronous formats. Video lectures covering significant historical events and general historical themes and explaining their significance will be uploaded to Brightspace to be watched each week alongside the assigned readings. During our assigned class times on Tuesdays and Thursdays, we will meet for a short review of what the lectures have covered and a detailed examination of the primary sources for that particular week and an explanation of their significance. This will allow us to spend our class time engaging directly with the ancient evidence. We will not use the whole class time, but you will be expected to attend on zoom at 6:05 and come having done the readings and watched the relevant lectures. It is essential that you prepare for these live sessions, since you will not understand the context of the live material without doing the reading beforehand. I will also share some discussion questions from the previous week at the beginning of each live class.

Course Assignments:

1) Weekly Reading Response Journals

Every week you will choose one discussion question to answer from a set of questions on Brightspace. It's entirely up to you which you answer, but each one will require you to use your understanding of the primary sources and the video lecture material together to discuss a specific historical issue we will have covered that week. **To receive full marks, your responses MUST use at least 3 specific examples or pieces of evidence from a primary source.** Your responses should be 12 point font, double-spaced, and between 1-1.5 pages long. Although there will be 7 weeks of response journal questions, only the 6 highest journal grades will count for your final grade total.

2) End of Class Discussion Questions

At the end of each live synchronous class you will also need to complete a short discussion question assignment. This will require you to develop a question based on the material that we've covered that day that is intended to generate discussion in the class **OR** to clarify something that seems unclear or confusing **OR** to get more detail on something that you found particularly interesting. You can develop any question you want, but it should be designed to generate further discussion either by me as the instructor or among others in the class (so "When was Julius Caesar assassinated?" is not a sufficiently detailed question and won't be acceptable). You will also need to briefly explain the reasoning behind your question – for instance, if you're developing it from an interest in a particular topic we covered, what interests you about that topic? Why do you want to know more about that specific aspect of the topic? – in 3-5 sentences. This is not meant to be a rigorous assignment, but an opportunity to reflect on the material we've covered and to share some of your thoughts. Each question assignment will be worth 1.25% of your final grade. While this doesn't seem like a heavy weight, note that these will add up quickly if you miss multiple live sessions. Missing only three question assignments, for example, could drop your final mark a full letter grade.

3) Primary Sources Question Set Assignment

Part way through the class you will be given an assignment that will require you to answer a set of questions related to a selection of ancient sources. This assignment will take the place of a midterm and will help you to further develop your source analysis skills and test your knowledge of how the ancient sources relate to broader themes and events in Roman history. More details on this assignment and its format will be available on Brightspace and in future classes.

4) a) Primary Source Analysis and Explanation Outline and b) Primary Source Explanation/Lesson Plan

For your major final assignment in this course, you will have a choice of two options:

1) an essay that compares two ancient sources related to a specific historic event, individual, or phenomenon and comments on their significance to our understanding of Roman history

OR

2) a detailed lesson plan to explain an ancient source or sources to other Carleton students not in our class why that source or sources are significant to our understanding of Roman history

The assignment should be between 1500-2000 words (between 5-8 pages, doublespaced). A rubric and a more detailed description of the assignment will be provided in a future class. The overall assignment will be divided into two parts. First, you will complete a short analysis and

outline to help you plan your final project and then you will complete the final version of the assignment. A list will be provided of suggested primary sources to choose from, though you are free to choose one yourself.

Course Policies:

Missed/Late Assignments and Extensions:

You will be expected to keep up with our weekly schedules. Discussion Questions are due on Fridays and the longer Reading Response Journals are due on Sundays. These will receive deductions of 3% per day for one week and then will not be accepted after 7 days. The three larger assignments will receive deductions of 5% per day for one week and will not be accepted after 7 days. Extensions, however, will be granted on any assignments without need for explanation **provided that you contact me at least 48 hours before the deadline**. If fewer than 48 hours, contact me and I will be willing to grant an extension under appropriate circumstances.

Brightspace:

Because this course will be delivered fully online, we will rely heavily on Brightspace for assignment delivery and submission and, importantly, access to our video lectures. All assignments and lectures will be posted to Brightspace and assignments submitted through it. To be considered on time, **assignments MUST be submitted to Brightspace before their deadlines**. If you have issues with Brightspace, you can access [Brightspace student support](#) online [here](#).

Communication and Course Materials:

Since our course is fully online, the best way to contact me is via email at AlexanderCushing@cunet.carleton.ca. I am typically very prompt with email responses and will usually respond to course-related emails within 24 hours. Please make sure that you use your Carleton email address and that you include a subject in the subject line so that it does not inadvertently end up in my junk mail box. If I have not answered your email and it's been 24 hours, definitely send another. If you ask a question about an assignment within 24 hours of its deadline, bear in mind that I may not be able to give you a sufficiently detailed answer. If you have any issues with email and/or need technological assistance, please get in touch with the [Carleton ITS Service Desk](#) available [here](#).

Writing Support:

This course will have a heavy writing component, with both smaller weekly and larger written assignments. An important goal in this class will be developing and improving your writing in the humanities. You can expect regular feedback from me on your writing and I am always eager to help support your work. You can also make use of the [Writing Services](#) available at the Centre for Student Academics [here](#). They offer a wide range of student supports, including [writing consultation sessions](#), [learning and writing support workshops](#), and other [online writing resources](#). If you have any additional questions about accessing Carleton's writing support or need any other help with your writing, don't hesitate to ask me.

Respectful Discussion Guidelines:

For you to get the most out of our synchronous class discussions and collaborative source analyses as students, we must maintain an inclusive learning environment where everyone feels comfortable sharing their opinions, where we can respect the uniqueness of each others' perspectives. To ensure that this is our learning environment, any personal attacks, demeaning comments, or statements that devalue the lifestyle or threaten the personal security of someone

else, whether they are in the class or not, will absolutely not be tolerated. All opinions are welcome, as long as they are grounded in the evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others. Honouring each other with the name and pronoun we wish to use in class is another important part of respectful address. I, as the instructor, will gladly honour your request to address you by your chosen name or gender pronoun. If I or another student accidentally use an incorrect gender pronoun when addressing you, please feel free to let me know in whatever manner makes you comfortable and I will make every effort to correct that error.

Class Schedule:

Date	Pre-Recorded Lecture Topics	Readings from <i>Mathisen</i>	Additional Primary Source Readings on Brightspace
July 5 (Tuesday)	1) Introduction 2) Italy before Rome: The Greeks, Etruscans, and other Native Italians	p. 11-25; p. 55-59	1) Selections from McDonald, K. (2022) <i>Italy Before Rome</i>
July 7 (Thursday)	3) The Myths of the Kings: Establishing Order and Rome's Earliest Inhabitants in Legend and Reality 4) The Founding of the Republic: A New Order and Changing Institutions	p. 59-67; p. 79-82; Source 2.1 (The Founding of Rome); Source 2.2 (Early Roman Law); Source 2.3 (The Violation of Lucretia and the Founding of the Republic) – <i>CW</i> : Sexual violence	1) Selections from McDonald, K. (2022) <i>Italy Before Rome</i> . 2) Speech of the Emperor Claudius (delivered in 48 CE) from the Lyon Tablet 3) Selections from juristic sources (Gaius, I, 3; <i>Digest</i> selections) 4) Selections from Livy 5) The <i>Duenos kernos</i> and inscription
July 12 (Tuesday)	5) Plebeians On Strike!: Non-Patricians Negotiate their Political Position in the Republican Order 6) <i>Socii</i> and <i>Hostes</i> : Roman Expansion into Italy	p. 82-92; p. 105-111; Source 3.1 (The Origins of Roman Law); Source 3.2 (The Sack of Rome by the Gauls); Source 4.1 (<i>The Devotion of Decius Mus</i> from Livy)	1) Selections from juristic sources 2) Selections from Livy 3) The Pyrgi Tablets 4) Selections from Plutarch, <i>Life of Pyrrhus</i> 5) Selections from Polybius 6) Cicero, <i>de lege agraria</i> , 2, 73
July 14 (Thursday)	7) A Bunch of Romans Wander into a Shipyard: The First Punic War	p. 111-113; Source 1.2 (The Constitution of Carthage)	1) Rostra inscriptions from the Egadi Islands 2) Selections from Polybius

			<p>3) Inscription of Caius Duilius</p> <p>4) Epitaph of Lucius Cornelius Scipio Barbatus</p> <p>5) Selections from Livy</p>
	8) Rome as an expansionist Mediterranean Power and the coming Second Punic War		
July 19 (Tuesday)	9) Rome's Greatest Enemy: Hannibal and the Existential Threat of the Second Punic War	p. 113-116; Source 4.2 (The Battle of Cannae)	<p>1) Selections from Livy</p> <p>2) Selections from Polybius</p> <p>3) Selection from Plutarch's <i>Life of Fabius Maximus</i></p> <p>4) Inscription commemorating Quintus Fabius Maximus (<i>CIL</i> 11 1828)</p> <p>5) Selection of Punic/Carthaginian inscriptions</p> <p>6) Cassius Dio, fragment 48</p>
	10) The African and Spanish Theatres and the Conclusion of the Second Punic War		
July 21 (Thursday)	11) "Carthage must be destroyed" or: How I Learned to Stop Worrying and Love Roman Imperialism	p. 116-120; p. 131-147; Source 5.1 (The Bacchanalian Scandal); Source 5.2 (A Roman "new man" confronts Greek culture); Source 5.3 (The Land Law of Tiberus Gracchus)	<p>1) Excerpts from Velleius Paterculus (<i>Roman History</i>, 2, 1, 1-2) and Pliny (<i>NH</i>, 33, 11, 147-150)</p> <p>2) Epitaph of Publius Cornelius Scipio (flamen dialis)</p> <p>3) Selections from Polybius</p> <p>4) Selection of Inscriptions from Delos</p> <p>5) Selections from Plutarch's <i>Life of Cato the Elder</i></p> <p>6) The Repeal of the Oppian Law (Livy, 34, 1-8)</p> <p>7) Selection of Roman Decrees from the Eastern Mediterranean</p> <p>8) Selections from Appian on Tiberius and Gaius Gracchus</p>
	12) The Domestic Cost of Empire: The Gracchi and Social and Political Conflict		
July 26 (Tuesday)	13) Gaius Marius and the Beginning of the End	p. 165-172; Source 6.1 (Sulla's March on Rome)	<p>1) The Agrarian Law of 111 BCE (<i>CIL</i> 1, 585)</p> <p>2) Selections from Appian</p>

			<p>3) Elogium of Caius Marius from the Forum of Augustus (<i>CIL</i> 11 1831 = <i>ILS</i> 59 = <i>CIL</i> 10 5782)</p> <p>4) Excerpt from Sallust's <i>War with Jugurtha</i></p> <p>5) Selection of Italian coins</p> <p>6) Collection of Oscan inscriptions from Pompeii</p> <p>7) Selections from Plutarch's <i>Life of Marius</i> and <i>Life of Sulla</i></p> <p>8) Excerpt from Cicero, <i>In Defense of Sestius</i> (44, 96-46, 100; 48)</p>
	14) Sulla "Restores" the Republic by Burning it all Down		
July 28 (Thursday)	15) The Brief, Uneasy Sullan Order and its Inevitable End	p. 172-174; p. 179-182; Source 6.2 (The Slave Revolt of Spartacus); Source 6.3 (The Catilinarian Conspiracy); Source 6.4 (Late Republican Poetry)	<p>1) Excerpts from Cicero's Letters (Att. 5, 16; ad Fam. 13, 9; Att. 5, 21)</p> <p>2) Selection of Epitaphs from the 1st Century BCE</p> <p>3) Selections from Sallust's <i>Catiline</i></p> <p>4) Fragment of Memnon, <i>History of Heraclea</i>, fragment 59.</p> <p>5) Selection of inscriptions from Pergamon</p> <p>6) Excerpts from Cicero, <i>In Support of the Manilian Law</i> and <i>Against Verres</i></p> <p>7) Excerpt from Valerius Maximus, 5, 8, 3.</p> <p>8) Inscription documenting repairs on the <i>Via Caecilia</i> (<i>CIL</i> 1, 808)</p>
	16) A Brief Economic and Cultural Survey of the Mediterranean World in the Mid-1st Century BCE		
August 2 (Tuesday)	17) Three Guys Giving Orders: Caesar, Pompeius, Crassus, and the "First" Triumvirate	p. 174-177; source 6.4 (The Siege of Alesia)	<p>1) Excerpt from Cicero, <i>On the Agrarian Law</i> (63 BCE), 25-27 and Att. 1, 19</p> <p>2) Charter of Tarentum (<i>CIL</i> 1, 590)</p>

			<p>3) Selections from Cicero's <i>In Defense of Rabirius Postumus</i> (2; 3, 6; 10, 28; 14, 39-40)</p> <p>4) Crassus' wealth (Pliny, <i>NH</i>, 33, 10, 134-135; Plutarch, <i>Life of Crassus</i>, 2, 1-6)</p> <p>5) The dedication of the theatre of Pompeius with games (Cicero, <i>ad Fam.</i> 7,1; archaeological material)</p> <p>6) Excerpt from Pliny, <i>NH</i>, 7, 26</p> <p>7) Selection of Cicero's letters</p> <p>8) Excerpt from Plutarch, <i>Life of Crassus</i>, 14-15</p>	
	18) Growing Tensions in the Alliance and the Outbreak of the Civil War			
August (Thursday)	4	19) The Conclusion of the Civil War and the New Order: Everything's Coming up Caesar (except for that one thing)	p. 177-179	<p>1) Selection of Cicero's letters</p> <p>2) Excerpt from Cicero, <i>On Duties</i>, 3, 21, 82-83</p> <p>3) Caesar's administrative reorganization of Rome (CIL 1, 593, ln. 1-82)</p> <p>4) The "Julian Municipal Law" from the <i>Tablet of Heraclea</i> (CIL 1, 593, ln. 83-163)</p> <p>5) Charter of the Spanish Colony of Genetiva Iulia (Urso), established by Caesar in 44 BCE (CIL 1, 594)</p> <p>6) Excerpt from Cicero, <i>Fifth Philippic</i>, 17, 46; 19, 53 and 2 sections from Ovid, <i>Fasti</i> (4, 625-628 and 673-676)</p> <p>7) Appian, 4, 1, 2-3</p> <p>8) Augustus' Reaction to the Caesar's Assassination (Pliny, <i>NH</i>, 2, 94)</p>
		20) Whose Faction is it Anyway? The Caesarians without Caesar		
August (Tuesday)	9	21) The Second (but technically,		1) Selection from Plutarch's <i>Life of Cicero</i>

	legally-speaking First) Triumvirate	p. 205-209; Source 7.1 (Cleopatra)	2) Triumvirate Proscriptions (Appian 4, 2, 5 - 4, 4, 20) 3) The "Laudatio Turiae" 4) Land Redistribution (Appian 5, 2, 12-13; 17 and Edict of Octavian 41 BCE (<i>FIRA</i> 1, 55)) 5) Sling bullets from the Siege of Perugia and Augustus' poem 6) Excerpt from the <i>Res Gestae Divi Augusti</i> 7) Selection of inscriptions from Ptolemaic Egypt
	22) Octavian and Antonius Forget about Lepidus		
August 11 (Thursday)	23) The Consolidation of Power and the First Steps of the New Augustan Order	p. 209-213; p. 213-220; Source 7.3 (Anchises Prophesizes); Source 7.4 (Secular Games)	1) Edict of Octavian 31 BCE (<i>FIRA</i> 1, 56) 2) Augustus' violence as a leader (Seneca, <i>On Clemency</i> , 1, 9- 1, 11) 3) Actium and resettlement in the Eastern Mediterranean (selections from Cooley, <i>Age of Augustus</i> : H9-H17) 4) The three pillars of Augustus' new powers (Tacitus, <i>Annals</i> , 3, 56; Ovid, <i>Fasti</i> , 1, 587-616; Selections from the <i>Res Gestae</i>) 5) Selections from the jurists on the Augustan legislation 6) Judgments rendered by Augustus (selections from Cooley, <i>Age of Augustus</i> : H44-H52) 7) Freedom of Speech (selections from Cooley, <i>Age of Augustus</i> : P19-P24)
	24) "I Restored Liberty to the Republic": Tradition and Republicanism after the Republic		
August 16 (Tuesday)	25) Rome and Augustus Unchallenged: The <i>pax Romana</i> and cultural and	p. 220-227; Source 7.5 (<i>Res Gestae</i>)	1) Excerpt from Florus, <i>Epitome of Roman History</i> , 1, 47, 1-13 2) Tacitus, <i>Annals</i> , 3, 28

	<p>economic exchange in the Mediterranean and Beyond</p>		<p>3) Selections from the <i>Periplus Mare Erythraeum</i></p>
	<p>26) The Roman Republic as We and the Romans Imagine it: Historical and Modern Reception of the <i>Res Publica</i></p>		<p>4) Selections from the <i>Res Gestae, Edict of Paullus Fabius Maximus, Decree of the Assembly of Asia</i></p> <p>5) Selections from the Correspondence of Thomas Jefferson</p> <p>6) “Lessons in the Decline of Democracy From the Ruined Roman Republic” from Smithsonian Magazine, Nov. 6, 2018</p> <p>7) “‘American Fascist Manifesto’ begins with the Roman Republic” and “How Classics Made its way into the ‘Freedom Convoy’” from <i>Pharos</i> (https://pharos.vassarspaces.net)</p>



Humanities

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

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

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Copies of Written Work Submitted

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

Academic Integrity Policy (updated June 2021)

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.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

Academic Accommodation Policy

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

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

Addressing Human Rights Concerns

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

Requests for Academic Accommodation

You may need special arrangements to meet your [academic obligations](#) during the term. For an accommodation request, the processes are as follows:

Religious Accommodation

Please contact your instructor 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, please review the [Student Guide to Academic Accommodation](#).

Pregnancy Accommodation

Please contact your instructor 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, please review the [Student Guide to Academic Accommodation](#).

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 the [Equity and Inclusive Communities website](#).

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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, see the [Senate Policy on Accommodation for Student Activities](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Grading System at Carleton University

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

Course Sharing Websites and Copyright

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

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

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

Financial vs. Academic Withdrawal

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

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

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

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

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

Department Contact Information

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