

CLCV/HIST 2905 (Winter Term 2023): Rome of the Caesars
The College of the Humanities, Greek and Roman Studies Program
Dr. Jaclyn Neel

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Office hours: Drop in Tuesdays and Wednesdays from 1-2 PM on Zoom (no appointment needed), or by appointment if those times don't work for you

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

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

Brightspace course: <https://brightspace.carleton.ca/d2l/home/135134>

Grade Breakdown:

- Weekly reading quizzes 26% each (i.e., 2% per week) – available on Brightspace
- Weekly group discussions 24% (2% per week) – please note that this assignment **requires** you to have viewed the video lectures
- Researched source analysis: 50%, comprising three parts
 - Primary source analysis: 10%, due Jan. 27 at midnight Eastern time
 - Author biography: 10%, due Feb. 10 at midnight Eastern time
 - Outline with annotated bibliography: 15%, due March 10 at midnight Eastern time
 - Final product: 15%, due Apr. 3 at midnight Eastern time

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

Required Textbook:

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. 31 BCE to c. 640 CE;
- 2) Understood and applied at least one historical method used in ancient history;
- 3) Understood and taken a position on major disputes in Roman history;
- 4) Engaged critically with modern scholarship on Roman history;
- 5) 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**

Students are expected to keep up with the course schedule, which runs **Monday to Sunday** of each week. Deadlines are clearly marked in Brightspace and points will be deducted from late work at the rate of 2% per day. The smaller assignments that make up the **source analysis** are due Fridays (the final submission, however, is due on a Monday); work that is more than 10 calendar days late will not be accepted.

Observations are due Thursdays at midnight; this is a tight marking turnaround, so work is more than 1 calendar day late will not be accepted. **Reading quizzes** may be submitted at any point during the semester.

Extensions will be granted on any assignment, no questions asked, provided that you ask at least 24 hours in advance of the deadline. Within 24 hours, extensions will be granted at the discretion of the instructor, subject to documented hardship or illness. There is no limit on the number of extensions you receive. When requesting an extension, please make sure to include your preferred deadline for submission.

- **Technology**

This class depends heavily on Brightspace. It is an online course with a large number of required asynchronous activities. **You are responsible for being aware of updates that are posted to Brightspace, particularly “Announcements”**. I understand that Brightspace sends out many emails, and I would recommend checking “Announcements” on the course home page once a week to make sure that you don’t miss important information. In particular, **assignment details are often clarified using the FAQ**.

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](#) or use the “Help” feature on Brightspace.

With peers: You will spend the semester writing “Observations” on the lectures; these are visible to everyone in the class. It is notoriously difficult to understand tone from writing, so please take the time to compose these messages carefully: avoid language

that is demeaning towards any of your peers or a particular subgroup, focus disagreement on arguments instead of people, consider whether sarcasm or irony is necessary, and feel free to use emoji to clarify your meaning or tone. (But please avoid informal language and emoji in submitted assignments; these should be written in formal language). Carleton has a page of tips for students that you may find helpful: [Online Discussion Tips for Students](#).

Even though our classroom is online, it is still a place where mutual respect should dominate. I take classroom behavior seriously: if I notice anyone routinely flouting these guidelines, that person may be barred from posting for a period or for the rest of the semester, with the accompanying loss of points. That being said, disagreement and debate are crucial to historical understanding, and I will not step in to referee respectful arguments.

Please note: I do monitor discussion boards, but I probably will not see any problematic posts as soon as they come up. If you read something concerning, please feel free to email me to draw my attention to it as quickly as possible.

- **Writing evaluation**

Writing is an important transferable skill in all disciplines. I expect your **Researched source analysis** 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](#).)

Weekly observations will be graded solely on content, not grammar or spelling. BUT please be careful: if I can't understand you, I can't grade the content!

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); title/time citation is sufficient for the lectures (example: "Augustan Succession" 5:03). 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.

Citation style is not important in this course; there is no standard style in Roman history. Please use whatever style you are familiar with, and use it consistently.

Plagiarism is confusing to a lot of undergraduates (and a lot of non-students who get caught plagiarizing every year). It's a good idea to take the **plagiarism quiz on Brightspace** before submitting your final assignment, if not earlier; ignorance is no excuse for stealing.

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 from the day the class opens; you are welcome to complete them on your schedule. They are **untimed, open-book**, and can be taken **as many times as you want**. Completing all of the quizzes helps you meet learning outcome #1.

Observations: Every week you will be asked to write down something that caught your attention in the lecture. These are due Thursdays at midnight, and may be turned in with a small penalty on Friday. The observations may take the form of a question, a comment, or a comparison, and should be one short paragraph (3-5 sentences). The rubric for these assignments can be found at the end of the syllabus, and is also posted to Brightspace. Completing all of these assignments helps you meet learning outcomes #2 and #3.

Researched source analysis: This 1200- to 1500- word research project helps you meet Learning Outcomes #2 through 5. It is made up of several parts that you will complete and get feedback on before creating a final product. You can choose to work on the following historical documents (the period in which the document was produced is in parentheses):

- Velleius Paterculus, *Compendium of Roman History* [2.114](#) (Julio-Claudian)
- Pliny the Younger, *Letter* [8.11](#) (High Empire)
- [Tax register](#)(?) from Egypt (late antiquity)
- [Selections](#) from the *Life of Melania* (source 7.3.2 in the linked book) (late antiquity)
- Epitome of Dio's *Roman History* [70.17.2-70.19.1](#) (p. 472-474 in the linked book) (Severan)
- Lambaesis Inscription/Mathisen Source 9.1 (High Empire)

I recommend reading through all of these documents and choosing whichever is most interesting to you, regardless of its period. You'll have the opportunity to revise your understanding of your document as you learn more Roman history.

Each part of the assignment is briefly described below, but there is more information on Brightspace under "Assignment Resources":

- Primary source analysis: Answer **all** of the questions provided in the worksheet on Brightspace. You should have thought deeply enough about your chosen source to be able to write at least a short paragraph on questions 5-8. This worksheet should be completed **before** you do any research.
- Author biography: Do a little research into your author **using the library website**. I recommend the [Oxford Classical Dictionary](#) and other resources at Oxford Scholarship Online; some of these authors also appear in the [Loeb Classical Library](#), whose introductions are often a little old but still useful. You are trying to answer the following questions **at a minimum**:
 - When and where did my author live?
 - What was his social status? What is the context in which my passage was produced (that is, why was it written, based on what we know about the author?)
 - Did he produce other work(s)? How do they relate to this work?
 - Is my passage a selection from a larger work? If so, how does it relate to the work as a whole?

Some of these questions echo the **primary source analysis** questions, but this time you are providing research-based answers. Please make sure to cite your work! (See above, p. 3, for citation and plagiarism guidelines; it's fine to rework some of your previous answers.) I recommend that you turn in an assignment of approximately 800-1000 words.

- **Outline with annotated bibliography:** Your **outline** should include a question and how you intend to answer it. If you're not sure what question to ask, a good basic question is "what does this document tell us about Roman history?" and I can give you some advice from there. There is no required format or length for this assignment, because obviously an outline written in bullet points will be much shorter than an outline written in sentences. Your **annotated bibliography** should include 3 secondary [=non-ancient] peer-reviewed sources that include an argument; **not textbooks or reference works**) – see template on Brightspace for questions to consider as part of your answer.
 - I recommend searching via the library interface w/filters for "online"; see video on Brightspace
 - If you need help, **please ask!** It's often hard to tell what counts as a "reference work" unless you're an expert in the field

Your annotated bibliography can be completed separately after your outline, with approximately one paragraph devoted to each bibliographic entry. Alternatively, you can incorporate the annotated bibliography into your outline; this would make a lot of sense for people whose articles are directly disagreeing with one another. I want to see that you have thought about the questions in the template, particularly questions 3 and 4; make this clear in whatever format works for you.

- **Final product:** Ideally, this should be your outline fleshed out into 1200-1500 words and taking account of the feedback given in your Outline with annotated bibliography. Unless you have cleared it with me beforehand, I expect this to be an academic paper; however, it can be **informational** rather than **argumentative**.

Schedule of Assignments, Topics, and Readings:

Week	Topic	Readings	Due
1 Jan. 9-15	Introduction Introducing Augustus	Mathisen: p. 209-221	Reading quiz 1
2 Jan. 16-22	Tiberius, Jesus, and Caligula	Mathisen: p. 224- 226, 254-259, 272- 276	Observation 1 Reading quiz 2
3 Jan. 23-29	Claudius, Nero, Jews & Christians	Mathisen: 25-27, 30- 32, 51-54, 260-264,	Observation 2 Reading quiz 3

		269-271, 277-286, 297-300, 324-25	Primary Source Analysis due
4 Jan. 30-Feb. 5	The Flavians and Pompeii	Mathisen: 264-269, sources 8.4, 8.5	Observation 3 Reading quiz 4
5 Feb. 6-12	High Empire 1	Mathisen: 301-305, 328-30, 338-342	Observation 4 Reading quiz 5 Author biography due
6 Feb. 13-19	High Empire 2	Mathisen: 305-309, 318-319	Observation 5 Reading quiz 6
7 Feb. 20-26	Winter Break	Have fun!	
8 Feb. 27-March 5	The Severans and the 3 rd century crisis	Mathisen p. 343-51, sources 10.4, 10.5	Observation 6 Reading quiz 7
9 March 6-12	Introducing late antiquity Diocletian	Mathisen: 381-88, sources 11.1, 11.2, 11.3	Observation 7 Reading quiz 8 Outline with annotated bibliography due
10 March 13-19	Constantine and Christianity	Mathisen: 389-94, source 11.4	Observation 8 Reading quiz 9
11 March 20-26	From Julian the Apostate and frontier problems in the East	Mathisen: 415-33, source 12.1, 12.2	Observation 9 Reading quiz 10
12 March 27-April 2	The sack of Rome and the Byzantine empire	Mathisen: p. 459-73, sources 13.2, 13.3, 13.4	Observation 10 Reading quiz 11
13 April 3-9	Justinian and Theodora	Mathisen: 493-6, 508-9, 527-40, source 15.2, 15.3, 15.4	Observation 11 Reading quiz 12 Final submission of source analysis
14 April 10-13	Transition to the medieval world	Mathisen p. 497-506, 540-541	Observation 12 Reading quiz 13

Rubric for observations:

Criterion	Excellent	Good	Marginal	Incomplete
Points	1.25	1	0.75	0.5

Basics	<ul style="list-style-type: none"> • At least one short paragraph (3-5 sentences) • Turned in by Thursday at midnight • Points: 0.25 	<ul style="list-style-type: none"> • At least one short paragraph (3-5 sentences) • Turned in by Thursday at midnight • Points: 0.25 	<ul style="list-style-type: none"> • Under 3 sentences, AND/OR • Turned in after Thursday at midnight • Points: 0.25 	<ul style="list-style-type: none"> • Not turned in, OR • Not a serious attempt at submission • Points : 0.25
Comprehension	<ul style="list-style-type: none"> • At least one reference to the readings or lecture, AND • Response shows understanding of course content, AND • Response indicates understanding of Roman historical events in the long-term • Points: 0.5 	<ul style="list-style-type: none"> • At least one reference to the readings or lecture, AND/OR • Response shows understanding of course content, AND/OR • Response indicates understanding of Roman historical events in the long-term • Points: 0.25 	<ul style="list-style-type: none"> • At least one reference to the readings or lecture, OR • Response shows understanding of course content • Points: 0.25 	<ul style="list-style-type: none"> • See above • Points : 0.25
Analysis	<ul style="list-style-type: none"> • Observation raises point that cannot be found in 	<ul style="list-style-type: none"> • Observation raises point that cannot be found in 	<ul style="list-style-type: none"> • Observation raises point that can be found in 	<ul style="list-style-type: none"> • See above • Points : 0

	readings or lectures <ul style="list-style-type: none"> • Observation goes beyond the personal or informational (see example) • Points: 0.5 	readings or lectures <ul style="list-style-type: none"> • Observation is primarily personal or informational (see example) • Points: 0.5 	readings and/or lectures <ul style="list-style-type: none"> • Points: 0.25 	
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These assignments are marked out of 1, so a “Good” score is full credit. I expect most students will write Good responses most of the time. An Excellent is hard to achieve, and Marginal means that you should devote more effort to your post or get in touch with me for assistance.

Example “Good” responses (using material from early Augustan history, which we cover in Week 1)

1. I was surprised that Augustus took so long to consolidate power. When I think about regime change today, it is usually faster and more violent. I wonder if Augustus planned this gradual approach on purpose to ensure that it was successful or whether it was more accidental? Is it more admirable if he planned it?
2. I had always heard a lot of different stories about Cleopatra, so I thought it was interesting that they can all be in some ways “true”. Following up on Prof. Neel’s question, I am not sure how to understand the Horace poem. It seems like it could be read either way and maybe that is the point?

Example “Excellent” responses (using material from early Augustan history, which we cover in Week 1)

1. The question of Augustan succession seems to be the central failure of Augustus’ reign. So many failures must have been frightening to the senate and other elites surrounding Augustus: they had to be worried not only about the instability of a leaderless state, but also they might back the wrong heir! In modern monarchies, the line to the throne is clearly laid out for this reason, and Augustus’ approach seems less well planned than many of his other acts in creating the principate. The negotiations surrounding the first and second settlements, for example, seem much more complex than the offhand choice of heirs, which was arguably just as important. Can this choice tell us something about Roman society?
2. I thought it was interesting that Prof. Neel said that the people were the losers in the transition to the Principate. When we look at revolutions in other times and places, the common people are often depicted as the winners (even if that’s often not true in practice). What was Augustus’ way of covering this major shift in power? Did he also have a way of depicting the common people as “winners”, or was Rome different from other societies?

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

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

Online Learning Resources

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

Copies of Written Work Submitted

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

Academic Integrity Policy

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

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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

[Academic Integrity Process](#)

Academic Accommodation Policy

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

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

Addressing Human Rights Concerns

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

Requests for Academic Accommodation

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

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

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

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

weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

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

Course Sharing Websites and Copyright

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

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

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

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

Deferred Final Exams

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

The application for a deferral must:

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

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

Financial vs. Academic Withdrawal

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

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

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

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

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

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

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

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

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

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

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

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

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

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

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