

# "HIST3000A|CLCV3000A · An Introduction to Digital Archaeology with Professor S.M. Graham"

<https://digiarch-2025.netlify.app> Shawn Graham

Fall 2025, History Department, Carleton University

*This pdf is a static version of the live website as of July 29 2025. The live website is the correct version*

## Abstract

Once the excavation is over, what happens to the information created through archaeological research? What about archaeology that does not involve digging? How do archaeologists use digital technologies on site, in the lab, or on the web? This course explores the intersection of digital technologies and computing with archaeology. We will explore the ways theory gets embedded into computation; perhaps there is even a theory of digital archaeology? We will explore how digital technologies allow us to ask questions that would otherwise be impossible to ask. We will also look into the ways that computational creativity in archaeology allow for novel engagements with the past, thus moving us into a digital public archaeology. This is an online asynchronous course and will require you to head out into your neighborhood to make archaeological observations.

You all have different starting points; documenting your process and growth is what I am after. In a way, you are creating an archaeology of your own learning.

This is an asynchronous 0.5 credit course @ Carleton University in the Fall 2025 semester, with Professor Shawn M. Graham.

## Professor S.M. Graham

[Online Profile](#) | [Electric Archaeology](#) | [Mastodon](#) | [Publications](#)

You can find me in PA406, or in the XLab PA435-439. Or possibly the Library coffee shop. Email shawn dot graham at carleton dot ca to arrange a face-to-face (in person or zoom).

## Syllabus

The complete syllabus is made up of these pages:

- [General Philosophy](#): why this course looks the way it does
- [Learning Outcomes & My Policies](#): what you'll learn and how I handle that
- [Official Carleton Policies](#): general policies germane to every course
- [Assessment Pieces](#): what actually gets assessed

## You Don't Have To Be Techy!

I don't even know what 'techy' means. You just have to be curious. If you're curious, you'll be ok. The poet Allison Parrish once wrote,

*[I] think a fundamental problem is that computers (especially tablets/phones) nowadays are designed to "de-skill," because it's much more difficult to monetize users who, like, actually know how their computers work and have the expectation that they should be able to independently control a computer's function. the*

*culture surrounding computation compounds the problem—I have students who don't believe they CAN learn how computers work, because they're not 'that kind of person.'* (via [aparrish@friend.camp](mailto:aparrish@friend.camp) 21 December 2024).

Just breathe, take it one step at a time, and you'll be **amazed** at what you can do.

### **You Do Have To Read Carefully and Thoroughly!**

Take your time. Read through something completely before clicking on a link or shifting to the lab bench or whatever. Automatically generated summaries miss important context. Instructions may be daunting on first glance, so *read* slowly, and contemplate, before you *do* anything.

### **Contacting Dr. Graham**

My details are in the navigation bar above, but you can also find me in PA 406 (my office) or PA 435-439 (the XLab) or in the library coffee shop, especially on Wednesday mornings. You'll know me: I'm the middle-aged bald guy sitting at the long table with a Mac air covered in stickers (you'll know you've got the right guy if you see a sticker placed centrally with a stylized white 'T' in a blue circle.)

shawn dot graham at carleton dot ca

If you wish to email me, be warned that I get *a lot* of email, and have several filters in place in self-defense. To defeat my filters, please observe the following style:

- subject line: course code & concise description of the nature of your note
- salutation: 'Dear Dr Graham' or 'Dear Prof. Graham'. Do not use my first name unless I invite you to do so.
- message: 'I'm writing about':module, exercise, reading, issue, code problem, other.
  - with regard to code problems, include screenshots, the full text of error messages, the thing you were trying to do, the expected outcome, the actual outcome. Give me sufficient detail that I can help you troubleshoot.
  - also, **if something code related doesn't work within 30 minutes, it doesn't matter how long you fight with it.** I don't want to hear that you struggled with something for 3 hours. The best thing you can do, after 30 minutes, is close the computer, walk away, come back later fresh. **Then** if it doesn't come together, write to me, write to a friend, show the problem to someone on the street, whatever.

It's ok to ask for help. I'm just asking you to help me help you more easily.

### **The Most Important Idea**

Archaeology isn't necessarily about the past. It's about the materiality of the past *and present* and in many ways, the future. We try to understand what it is to be human through the extended abilities that tool use, that objects and their agencies, give to us. The digital tools we use are entangled with and extend humanity in powerful ways - and in 2025, it's easy to see how digital technologies have extended humanity's worst impulses.

Process over product!

My goal here is to teach you to use certain digital techs; to unpack and interrogate those techs you learn to use; and to equip you to use these things in a reflective manner. It's about archaeology using computation; but also, looking at computation from an archaeological perspective.

It's going to be uncomfortable. There will be things we try here that will not work. The way things *break* is as important as the way things *work*. Through broken things, and through breaking things, we learn how the world can be imagined.

## My Philosophy of Learning

As a general philosophy of learning, I do not aim for coverage. Rather, I am trying to help you learn the skills that you will need to uncover whatever aspect of method and thought that will help you with your research goals. A big part of that is trying to teach [how to deal with what might feel like 'failure', on first blush](#). I want you to swing for the bleachers, and not to be afraid of whiffing on the ball. After all, to mix sporting metaphors, you're here for ice-time, not the Stanley Cup.

On another note, this course originally was intended to be a kind of hybrid course, blending face to face work in the classroom with resources and digital tools. Social learning is one of the things that makes us human. An asynchronous class is still a social space; it just means that you and I have to work harder at fostering the social aspect of learning and connection.

You have to do the work, right? Learning is *an active thing*.

## Text/Tech

To the best of my ability, all materials will either be open access materials on the web or materials made available to us through MacOdrum Library or the University. You will not be required to purchase any set text or software.

Having a reasonably up-to-date computer will make life easier for you; if you use a chromebook or a low-powered laptop (eg, less than 8 gb of RAM), this will require us to think creatively about some of the work, but should not present an insurmountable obstacle. A good internet connection will make life easier, but I realize that not everyone is well-served by our tech oligopolies. **Please let me know if these situations apply to you** so that we can work out a suitable plan of action.

## Class format

This class will be delivered online, asynchronously. Learning materials will be curated on this open course website, and might include a variety of modalities. **There will be no required synchronous chats or lectures.** Students will maintain course research notebooks on the web (which may be anonymous or pseudonymous or made private provided access is shared with me).

## Why?

I've taught online for a variety of institutions, using a variety of formats and approaches. I like teaching asynchronously because I believe it is a kinder approach to complex topics, especially when there is a second layer of difficulty - basic digital literacy, in this case - which intersects with the content, my learning goals for you, your own personal situations - in ways I cannot always anticipate or know.

Since I cannot know these things, I do not believe that I should bludgeon you with content; I do not think that 'rigour' is demonstrated by forcing you to join me at set times; I do not believe that face-to-face work is somehow more 'scholarly' than other kinds of work. Right now, with the world the way it is, I want to build a structure that opens possibility space for you to engage with this topic, and with 'digital archaeology' when you encounter it beyond this course, in ways that will push you forward as a scholar and citizen.

For this to work well, it requires you to be on the same page as me. There is a lot of flexibility built into this course, but it does require you to try to push yourself out of your comfort zone. The key thing is always to tie what you're doing with what you're reading and what you're thinking. That 'second layer of difficulty' will come with practice. But how it intersects with everything else: that's where the learning happens.

It might seem a bit macabre or 'off' somehow to build some of our work around the ways the dead are memorialized in Canadian graveyards, in this day and age. I wrestled with this. But I settled on doing this for a variety of reasons:

1. Getting you outside and *doing* one variety of archaeological work and thinking through how tech intersects with field work and the realities of space is a valuable exercise
2. It gives us data that we can work on later as the weather grows colder; and more importantly:
3. We don't often talk about death in modern Western culture. Memorialization and its practices can reveal much about past human groups, but in the gaps with our present day, it can also teach us much about ourselves.

...and that is why this course is the way it is. No doubt, things will break, and some things will work better/be more effective than others. We will roll with it.

## AI

If you went to a gym, and there was a machine that lifted weights up and down for you, could you say that you've had a work-out, if the machine moved the weights around? Because isn't that the point of a gym: moving weights from A to B? So a machine would be more efficient, and better at it?

That sound you hear is of a point being missed. The correct answer is, 'no'. The correct answer is, we lift the weights so that our muscles undergo the process of strengthening, conditioning, developing.

In the same way, the use of any generative AI system to create written work in this class is a pointless stupid thing to do. In the same way having a machine lift weights for you misses the point, so too does having a machine generate statistical chains of plausible bullshit. *You're in university to develop your mind*, not to have a stack of papers on your desk.

### Process Is The Point

You lift weights so that your body undergoes the process. The process is the point. You write to train your mind to think, to put your mind through a process.

The point was never to have x number of things-written. Yet, many people seem to treat university as the accumulation of papers in exchange for a piece of paper. That is profoundly sad.

Archaeology has long used machine learning, simulation, and other kinds of complex modeling. I'll teach you how to build something real, using machine learning, artificial neural networks and so on. There will be times when I explicitly show you how various *kinds* of AI work. **THOSE ARE THE ONLY TIMES** and contexts in which it will be ok to work with generative AI.

Lift the weights for yourself. Anything else is... point-less. Null points. 0.

(I've written two books on artificial intelligence in archaeology. I know what I'm talking about.)

## Questions This Course Addresses

I developed this course with a couple of questions in mind, things I wanted to know the answers to. Digital archaeology - what the hell is it, anyway? What is it for? Is it just a 'follower', repurposing other tools & techniques, a supporting skill for 'real' archaeology? Let's set ourselves a grand challenges: what can digital archaeology be?

*This course is a formalized exploration of these questions; I do not know the answers! I'm excited to figure these out with you.*

**Nb** The process of teaching is also a process of collaboration between me and you. Sometimes -and we're expecting this, you and I- things won't work as we expect; tech might break; the world might impinge too much. We will adapt accordingly.

Remember: the grade in this course is a function of your process and your evolution, so adapting and thinking through the implications of when things don't go according to plan is, in fact, *according to plan*.

## Learning Outcomes

The five points below address your *analytical ability*, your engagement with *methodology*, *collaboration*, *argumentation*, and *professionalization*.

1. Situate the emergence and evolution of digital archaeology within the historiography of archaeology more broadly (*analytical ability*, *argumentation*)
2. Implement and contribute to a digital archaeology gravestones' and monuments survey (*methodology*, *collaboration*, *professionalization*)
3. Investigate data, artifacts, and primary sources, using the methods/techniques/perspectives of digital archaeology and digital humanities (*analytical ability*, *methodology*, *collaboration*, *professionalization*)
4. Develop online experiences that communicate the results of these investigations as an act of public digital archaeology (*collaboration*, *professionalization*, *argumentation*)
5. Given that this is an online course, another outcome will be your ability to conduct such research independently. However, no one operates in a vacuum; digital archaeologists collaborate to troubleshoot or develop technologies, and through open practices to data sharing and reuse, learn to build upon each others' work in a collaborative fashion. (*collaboration*, *professionalization*, *methodology*)

## Texts

See the [weekly work](#) section. All readings are open access.

## Real Names Policy

You do not need to use your real name or identity on any public-facing work that you do in this course. Nor do you need to explain to me that you wish to use a pseudonym. It is sufficient that you send an email to me with the following message:

'I would like to use the following username in all public-facing work: xxxxxxxx'

...where xxxxxx is the name you have selected. For safety's sake, if you decide to use a pseudonym, do not use one that you have used on any other website or social media platform.

## When Life Intervenes

There's nothing we can't roll with, in this class. That said, I can't help you if I don't know you need help, a breathing space, some direction. When something comes up, just let me know:

Trust.

You don't have to share the details with me. It is enough for me to know that something has intervened. I trust you.

When something comes up and this course has to move to the backburner, contact me and we can **figure out something else to do, or something else that will help you be successful here**. It's our course - we can change things up as we need to. Just put "something has come up" in the subject line.

## COVID IS STILL A THING

'Oh it's just a really bad cold'. No, it's not. But politically, that's the story we tell.

I fully expect that at some point during the term, COVID and its complications will happen to some of you. When this happens (whether or not it's formally diagnosed), just email me and say that "something has come up". I don't require a dr's note, or any of the details. Honestly, I don't. Again, I trust you, and we'll figure something else out.

Similarly, I have people in my life who are at risk. When something comes up on my end, I will let you all know and we'll figure this out *together*.

## Assessment

Each week, there are tasks for you to attempt. Sometimes there is a choice of which tasks to do; in those cases, **I'm not looking for the number of these that you complete, but that you push yourself out of your comfort level**. What's more, it's OK if something doesn't work 'perfectly.' The reflection on the process, both your fails and your successes, is the important thing.

Weekly work should be completed and logged by the end of the relevant week. I will provide ungraded feedback on this work in order to help you grow. There are three 'consolidation' weeks in the schedule, where you'll prepare a 'consolidation document' that will be graded. Late work can be accepted only through arrangement.

If you miss a week, or something comes up let me know as soon as possible so that arrangements can be made. I want you to be successful; if something comes up we can

adapt accordingly. If you do not let me know, then I cannot help you.

I am looking for the following kinds of evidence, which may include depending on the week:

- logs/lab notebook entries that keep track of what you actually *did*
- reflections on that *process*
- engagement with the materials and your classmates (which might be demonstrated many different ways)
- evidence for your growth as a scholar over this course

These will be kept in a private Github repository to which you'll give me access

At the end of each week **by Friday evening**, you will give me the links to your evidence for me to consider. The **act of giving me the link(s)** will signal to me that you are ready for me to look at the materials. If you do not give me the links, I will consider that week to be not completed. I will not chase you for missing work.

I will return feedback to you within two or three business days (most of the time). I will write you a short note giving you my perspective on what you've done (using the lens of the learning outcomes), and offering advice. **This weekly work is to help you grow.** It is not formally assigned a grade, but it does provide evidence of your growth against the learning outcomes, and your engagement with it does play into your eventual final grade.

**Important:** It might not be formally 'graded' weekly work. But it makes a difference towards your grade, especially when you need to point to the evidence supporting your consolidation work or your exit ticket. How do you demonstrate change over time, right? So it matters that you do this conscientiously.

### **Consolidation Weeks (graded work)**

Every fourth week (that is, at the end of each module) you will submit a 'consolidation document'. Consolidation weeks give you the space to try something again, or finish doing something that you had to put aside earlier. This document is where you can show me that you've taken my feedback and considered it and adapted/adopted accordingly. (Seriously: **show me how you've changed over time.**) These are short documents; they can reuse materials (suitably edited) from your journal and note entries. Show me your evidence by linking from your document to your repository materials. I would like you to suggest an overall grade for the module for you, based on how your work matches up against the learning outcomes for the course (see 'grading' below). If I agree, that's the grade; if I don't, I'll explain why and show you.

- Module 1 consolidation document: **due by the end of day FRIDAY of week four.**
- Module 2 consolidation document: **due by the end of day FRIDAY of week eight.**
- Module 3 consolidation document: **due by the end of day FRIDAY of week twelve.**

Speedrunning is a bad idea

**Do not attempt to speedrun this course.** By 'speedrun' I mean, you leave it until the end and try to do all of the work in one intense session. Work done in that fashion cannot, by virtue of it all being dumped in my lap at the end, take into account feedback, peer collaboration, or have any meaningful engagement with the materials. Thus, work done in this fashion cannot meet the learning goals of the course, with negative implications for your grade. Do not do this.

## The Exit Ticket

At the end of the course you will write an 'exit ticket' reflecting on where you started and where you've gotten to, and you will indicate how you feel you've done against the learning outcomes. You will be **required** to explicitly tie your exit ticket to evidence collected in your weekly work. You will use the Exit Ticket to pull all the different strings together into a strong cord describing how your thinking has evolved and changed. **Everyone's journey is different.** Digital methods are more a matter of practice and time than they are of aptitude.

If you've never done digital work before, it might be that you never quite manage to get as many of the tech things working as you might've wanted: but you now know *what you didn't know before*. That's a win. You tell me about that. You might be a computer science minor and the tech materials don't present you with much challenge: but figuring out how to tell the compelling story was very difficult for you *but you're better at it now*. Your 'exit ticket' will explain to me your particular context, and it will point to the evidence that demonstrates how you've moved along from where you were at the beginning to where you are now. In both cases, you will reflect on the explicit learning outcomes of this course and use those to both structure your thoughts **and suggest to me an overall grade for the course.**

If I agree with your assessment, then that is the grade you will receive (thus, you have the opportunity to override the percentage breakdowns below).

**When I have disagreed in previous courses** this has been, 9.5 times out of 10, to *raise* the grade: y'all are too hard on yourselves. If I have disagreed and felt that you've overstated things - if you were the 0.5 out of 10 - I would explain this to you and grade accordingly.

## Course Assessment Rubric

The rubric maps directly onto the learning outcomes for the course. Meet the learning outcomes on any given piece of assessed work, you'll achieve accordingly. **Remember** it's all about *process*.

For example:

In the example below, based on my consideration of Jo Q Student's evidence and the feedback I'd written her over the six weeks, it seemed to me that she did what she needed to do (satisfactorily) for 3 out of the 5 outcomes and so earned a C. However, her exit ticket might bring her up.

Learning Outcome	A	B	C	D	eg. Jo Q Student
1. analytical ability	-	-	-	-	X
2. methodology	-	-	-	-	-
3. collaboration	-	-	-	-	X
4. argumentation	-	-	-	-	X
5. professionalization	-	-	-	-	-

...5/5 would be an A, 4/5 would be a B, 3/5 would be a C, 2/5 a D.



## Percentage Breakdown

I am required by the University to provide a percentage breakdown.

- Consolidation documents = 75%
- Final Exit ticket = 25%

I reserve the right to adjust those percentages to take into account the particular circumstances of the student.

## Again, About AI

...look. If you do a good faith effort, and you tell me about what worked and what didn't, and you try to learn from my feedback and materials, then you'll have a good learning experience here. There's no reason whatsoever for you to generate strings of bullshit text together in some hope of gaming the system. It's a shitty system, I agree. So let's agree not to do that, ok?

If something didn't work right: just tell me. Reflect on that. I'm not *judging* you. There's no need to pretend. *I'm letting you tell me how you've done* because I am trusting that:

- you're here to learn;
- you're interested in the material;
- you actually know for yourself how things are going and you are willing to be open about that with me.

*How does the human past become data? What does it mean to turn the different kinds of traces we have into something that becomes... counted? And how does the act of counting change what gets valued? In this module, aside from setting up your digital work bench, you'll get some experience of turning the world into data, and you will think deeply about what that means.*

Each week, you have tasks, readings, and or things to listen to/watch that I would like you to complete. These should be done -or at least attempted- before moving onto the next week.

These modules roughly map onto the sequence of work in an archaeological project.

## Schedule

Each week, you have tasks, readings, and or things to listen to/watch that I would like you to complete. These should be done -or at least attempted- before moving onto the next week.

These modules roughly map onto the sequence of work in an archaeological project.

### Module 1 September 8 - October 3

*How does the human past become data? What does it mean to turn the different kinds of traces we have into something that becomes... counted? And how does the act of counting change what gets valued? In this module, aside from setting up your digital work bench, you'll get some experience of turning the world into data, and you will think deeply about what that means.*

- Week 1: Sept 8 - Sept 12 [Getting Your Digital Workspace Set Up](#)

- Week 2: Sept 15 - Sept 19 [Field Work: The Graveyard Project](#)
- Week 3: Sept 22 - Sept 26 [Field Work: Data Collection Issues and Representations](#)
- Week 4: Sept 29 - Oct 3. [Consolidation Week](#)

## Module 2 October 6 - November 7

*In this module, we explore various transformations we can do to the digitized materials created in module 1, why we might do them, and the different ways these transformations are ethically, theoretically laden. Your choices matter, so that's why you document the process.*

- Week 5: Oct 6 - Oct 10 [What Gets Counted, Counts!](#)
- Week 6: Oct 14 - Oct 17 [Networks and Simulations](#)
- **READING WEEK** Oct 20 - 24
- Week 7: Oct 27 - Oct 31 [Machine Learning \(or 'AI', if we must\).](#)
- Week 8: Nov 3 - Nov 7 [Consolidation Week](#)

## • Module 3 November 10 - December 5

*In this final module, you will try to find the compelling story and to communicate it, in various ways, to your intended public. To whom does archaeology belong? Does it matter how we tell the story?*

- Week 9: Nov 10 - Nov 14 [The Contexts of Archaeology](#)
- Week 10: Nov 17 - Nov 21 [Digital Public Archaeology](#)
- Week 11: Nov 24 - Nov 28 [Data Publishing, Replication, Reproducibility](#)
- Week 12: Dec 1 - Dec 5 [Consolidation Week](#)

## **REGULATIONS COMMON TO ALL HISTORY COURSES**

### **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.

### **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. 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; 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.

### **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).

## STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

**Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”.** [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

## GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF	Official deferral of final exam (see "Petitions to Defer")
GNA	Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

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.

## WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2025: Last day for a full fee adjustment when withdrawing from full **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

November 15, 2025: Last day for academic withdrawal from full **fall** courses.

March 15, 2026: Last day for academic withdrawal from **fall/winter (full year)** courses.

## 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.

**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>

## ACADEMIC ACCOMMODATION

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

**Informal accommodation due to short-term incapacitation:** Students may be asked by their instructor to provide the Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>) which replaces medical notes.

**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](mailto:pmc@carleton.ca) for a

formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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>

### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

### **CONTACTS**

- Department of History [history@carleton.ca](mailto:history@carleton.ca)
- Registrar's Office [registrar@carleton.ca](mailto:registrar@carleton.ca)
- Academic Advising Centre [academicadvising@carleton.ca](mailto:academicadvising@carleton.ca)
- Paul Menton Centre [pmc@carleton.ca](mailto:pmc@carleton.ca)
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back [csas@carleton.ca](mailto:csas@carleton.ca)

### **Application for Graduation Deadlines**

- Spring Graduation (June): April 1
- Fall Graduation (November): August 31
- Winter Graduation (February): November 30