

Carleton University

Fall 2023

College of the Humanities

FYSM 1106A - Intersections of Identities in the Ancient Mediterranean**Instructor:** Sarah Cook**email:** sarahcook@cunet.carleton.ca**Office Hours:** TBD**Meeting:** M/W 4:05 pm – 5:25 pm.**Course Description**

Humans live at the intersections of various categories of identity including social class, race, gender, and sexuality. We express these facets of our identities in many different subtle and striking ways. Sometimes, our identities help us to connect better with others. At other times, they set us apart. All across the ancient Mediterranean, individuals and communities found themselves at intersections of identities just like today. Their categories and expressions of identity, however, differed in some ways from our contemporary terms. This is a full-year course in which we will investigate texts and artefacts from ancient Greek city states, Phoenicia, Asia Minor, and the ancient Roman empire. In the Fall semester of this seminar, we focus on ancient Greek city states, Phoenician trade, and diplomacy in Asia Minor. Students are invited to participate in an investigation of theories of intersectionality and identity and to examine these concepts in ancient Greek texts and artefacts including cups from bronze age Greece, Homer's *Iliad* and *Odyssey*, plays by Euripides and Sophocles, Phoenician jewelry, and Greek colonies in Asia Minor. We will address questions such as: how did individuals construct and express identity in the ancient Mediterranean world? To what extent were individual and group identities intertwined? What factors condition how an individual or group might choose to express their identity? How did people living in the ancient world identify and interpret an "other?"

My thanks to the Carleton University SaPP and to Zoë Brewerton for her collaboration on this syllabus.

Course Objectives

In this course, students will learn:

- An overview of the history of the ancient Mediterranean from the bronze age to the Hellenistic period
- How the societies located in the Mediterranean changed throughout history
- The ways in which societal changes impact individual and communal identities
- How ancient conceptions of identity differ from our own
- To read works of ancient literature in light of their historical context
- How to engage critically with primary and secondary source texts
- Issues in classical pedagogy related to race and gender
- How to plan and write a well-structured research essay
- How to cite academic sources and use them in a research essay
- How to use the Carleton University Library to find reputable secondary sources

Course Procedure

On course format: This is an **in-person** class located on Carleton campus. **Carleton University has paused its mask mandate as of June 25th, 2022.** In light of this, masks are not required in our classroom. Carleton University continues to recommend, however, that students wear a mask that covers their nose, mouth, and chin when they are in a space in which physical distancing is not possible. **I urge all students on campus to consider wearing a mask.** Masking is a form of community care that keeps those most vulnerable in our community safe.

On First-Year Seminar Courses: First-year seminar courses offer an opportunity for you to interact with your peers and a professor in a smaller class setting. I invite you to come to class prepared to profit from this opportunity. Please be ready to participate and share your thoughts with the class. I also expect all class discussions to remain respectful. Please give your peers the opportunity to speak and remain open to discussing new ideas.

On Contacting me: You can always reach me via my Carleton email (see first page of syllabus). I will respond to your emails within 24 hours Monday through Friday. If you have not received a response within that window, feel free to send me a second email to check in. I do not check my email over the weekend, so please do not expect me to respond within a 24-hour window during that time.

Classroom Environment

A classroom is a community of learning where we all help each other to come to a better understanding of the material that we encounter. To foster a happy and healthy community space, please use respectful language and be kind to your peers. I encourage us all to be patient with one another as we pursue our studies.

Absence

Though the pandemic may be over, COVID-19 remains a risk to many members of our community. Please prioritize your health and **do not come to campus if you feel any symptoms of illness.** I will be happy to help you to catch up on any material that you miss. Any absence due to illness is **excused**. You do not require a doctor's note for absences due to illness, but please use Carleton University's [self declaration of illness form](#).

On Mental Health and Well-Being:

Universities can be challenging, intimidating environments. I encourage all students to pay attention to their mental health and well-being in the midst of assignments and term papers. To this end, please be in contact with me if you experience any issues throughout the term that affect your academic performance. I'm very open to working out accommodations that will allow you to complete your work and maintain your overall well-being. **Any day that you need to miss class in order to look after your mental health qualifies as a missed class due to illness and is excused.** Please see the link below for mental health and well-being resources available to members of the Carleton community, which I encourage you to use as needed:

<https://carleton.ca/wellness/>

Grade Distribution**Reading Summaries:** 10%**Participation:** 20%**Research Project Proposal:** 20%**Research Project Outline:** 10%**Research Project Presentation:** 15%**Final Research Project:** 25%**Assessments****Reading Summaries (10%)**

Students must complete 10 reading summary assignments over the course of the semester, each worth 1% within this 10% category. During weeks 2 and 3, I have assigned reading summaries for each meeting day. Starting in week 4, I have assigned only one reading summary per week. You may choose which day of reading you will summarize in your assignment from that week onwards. Reading summaries should be short, 250-word double-spaced (12-point font) compositions in which students briefly summarize the contents of the reading(s) for that day. These summaries should be written using formal, academic language. They should be well-structured and easy to read. Reading summaries are due by the beginning of class. They can be submitted electronically. Reading Summaries will be graded for completion, and I will offer feedback on the clarity of your writing and your grasp of the readings. All reading summaries **are due by 4:05 PM** on the day of the assigned reading.

I am aware that summaries of our various texts are available online. Submitting work that is not your own results in a referral to the Dean's office and the possibility of expulsion from Carleton University. Please see the **Academic Integrity** section below. Due dates for these assignments are listed on the syllabus.

Participation (20%)

As mentioned above, first-year seminar courses provide a unique opportunity for discussion between peers and professors in a small classroom setting. To earn a high participation grade, you should take full advantage of this setting to share your thoughts and ideas and respond to your peers. Any questions that I receive via email or engagement during office hours can also count towards your participation grade. Students who arrive to class on time having completed the reading and are prepared to discuss it, and who are consistently respectful of their peers may earn full points in this category.

Research Project Proposal (20%)

The Research Project Proposal is the first step in a project that will showcase your research and writing skills. Due at midterm, the research project proposal is a short, 300-word description of a research project that you would like to work on for the rest of the term. It can address any topic under the scope of our course. Students might focus on one aspect of ancient identity in a particular text, or they might research how identities in the ancient world are portrayed in contemporary video games, film, and/or media. Your proposal should include an annotated bibliography with 2 sources

consulted so far that have helped to orient you to your project. Each annotated bibliography entry should be approximately 150 words. The proposal is due on **October 20th by 11:59 PM** by electronic submission.

Research Project Outline (10%)

The research project outline ensures that students are on track to complete a successful research assignment, which takes the place of a final exam. The outline should be 500 words double-spaced (12-point font) and should offer a coherent description of the nature of the project. Your outline should include a bibliography listing all of the sources that you have consulted so far (I require at least 3). They should be cited in the correct Chicago Style citation format. All research paper outlines are due on the first day of outline presentations: **Thursday, November 30th by 4:05 PM** by electronic submission.

Research Project Presentations (15%)

All students are invited to present their research projects to the class in short, 5-minute presentations during our last weeks of class. These presentations offer an opportunity for students to engage with their peers' research topics. The presentation highlights your work in progress and offers the opportunity for discussion and feedback. Presentations will take place in class between **Thursday, November 30th and Thursday, December 7th**.

Final Research Project (25%)

The Final Research project is the culmination of your research efforts throughout the term. After proposing your project, outlining it, and presenting it, you are now ready to turn it into a research paper that takes the place of the final exam. Your paper should be 1500-2000 words long (double spaced in a 12-point font) and should advance an argument based on the research that you have completed during the term. This final project is due at the end of the exam period on **Friday, December 22nd at 11:59 PM**.

Letter Grade Scale

A+	90-100	C+	67-69
A	85-89	C	63-66
A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52

Academic Integrity

Plagiarism is a serious offence that can jeopardize your future at this university. Carleton University defines plagiarism as “submitting work in whole or in part written by someone else” and “failing to acknowledge sources through the use of proper citations when using another author’s work.” Please see the link below for more information:

<https://carleton.ca/registrar/academic-integrity/>

Plagiarism, however minor, will be taken very seriously by the instructor and a report filed with the Dean’s office, who handle all academic integrity allegations. Their response to plagiarism ranges from a zero on the assignment submitted, to an F for the entire course. If you find yourself panicking and tempted to cut and paste, **don’t!** Email me and we’ll work out an extension or other accommodation for you.

Required Texts

I have done my best to locate readings for this course online to save you some money on books and some time at the library. I have provided links on the schedule below for all of our ancient sources and I will provide PDF copies or links for all of our secondary source readings. Links are listed below on the syllabus. I will post PDFs in Brightspace.

Course Schedule

***This schedule is subject to change**

Date	Module	Reading	Assignments
Week #1			
Wednesday, September 6th	Welcome	Syllabus	
Week #2			
Monday, September 11th	What’s at Stake?	Dani Bostick. “The Classical Roots of White Supremacy.” <i>Learning for Justice</i> . The Classical Roots of White Supremacy “The Twelve Olympians.” <i>World History Encyclopedia</i> . YouTube Video. 20:51.	Reading Summary #1 Due

		The Twelve Olympians	
Wednesday, September 13th	Theories of Identity I	<p>“Defining Race and Ethnicity in Ancient History Dr. Rebecca Futo Kennedy.” Study of Antiquity and the Middle Ages. Video 22:17.</p> <p>Defining Race and Ethnicity in Ancient History Dr. Rebecca Futo Kennedy</p> <p>Tim Whitmarsh. <i>Black Achilles.</i> When Homer envisioned Achilles, did he see a black man?</p>	Reading Summary #2 Due
Week #3			
Monday, September 18th	Intersections of Identities	<p>“What is Intersectionality?” Peter Hopkins. Video 2:49. What is intersectionality?</p> <p>Brigitte L. Sjöberg. “More than Just Gender: The Classical <i>Oikos</i> as a Site of Intersectionality.” <i>Families in the Greco-Roman World.</i> Ray Laurence and Agneta Strömberg eds. London:</p>	Reading Summary #3 Due

		Continuum, 2012. Pp. 48-59.	
Wednesday, September 20th	Life in the Bronze Age Aegean	<p>Kelly Macquire. “Bronze Age Aegean.” <i>World History Encyclopedia</i> (2021). The Bronze Age Aegean</p> <p>“The Minoans and Mycenaeans: Civilizations of the Bronze Age Aegean.” <i>World History Encyclopedia</i>. YouTube Video. 12:43. The Minoans and Mycenaeans</p> <p>Plutarch. <i>The Life of Theseus</i>. Trans. Bernadotte Perrin. Cambridge: Harvard University Press, 2014. Paragraphs 15-20. The Life of Theseus</p>	Reading Summary #4 Due
Week #4			
Monday, September 25th	Social Organization I: Minoan Religion	<p>Allan Di Donato. “Ancient and Medieval Humanities – 07 – Minoan Religion.” YouTube Video. 28:42. Minoan Religion</p>	September 28th 4:05 PM – Reading Summary #5 Due
Wednesday, September 26th	Social Organization II:	Barbara A. Olsen. “Women and	

	Women and Religion	Religion at Knossos and Pylos." <i>Women in Mycenaean Greece</i> . London: Routledge, 2014. Pp. 226-251.	
Week #5			
Monday, October 2nd	Male Life Stages and Rites of Passage	Robert B. Koehl. "Beyond the 'Chieftain Cup': More Images Relating to Minoan Male 'Rites of Passage.'" <i>Studies in Aegean Art and Culture</i> . Robert B. Koehl ed. Philadelphia: INSTAP Academic Press, 2016. Pp. 113-132.	October 5th 4:05 PM – Reading Summary #6 DUE
Wednesday, October 4th	War and Honour	Homer. <i>The Iliad</i> . A. T. Murray tr. London: William Heinemann Ltd., 1924. Book I lines 1-333; Book III lines 350-449; Book VI lines 116-230; 369-502. Homer, Iliad, Book 1, line 1 Homer. <i>The Odyssey</i> . A. T. Murray tr. London: William Heinemann, 1919. Book I lines 100-305; 345-364. Homer, Odyssey	

Week #6			
Monday, October 9 th	Happy Thanksgiving!		
Wednesday, October 11 th	The <i>Polis</i>	<p>Morgens Herman Hansen. "What is a <i>Polis</i>?" <i>Polis: An Introduction to the Ancient Greek City State</i>. Oxford: Oxford University Press, 2006. Pp. 56-61.</p> <p>"A Day in the Life of an Ancient Athenian." <i>Ted-Ed</i>. YouTube Video. 5:01.</p> <p>A Day in the Life of an Ancient Athenian</p>	October 12 th 4:05 PM – Reading Summary #7 DUE
Week #7			
Monday, October 16 th	Life in Sparta	<p>P. J. Rhodes, "Sparta," <i>The Greek City States: A Sourcebook</i> (Cambridge: Cambridge University Press, 2007), pp. 58-73</p> <p>Joshua J. Mark, "Spartan Women," World History Encyclopedia</p>	October 20 th 11:59 PM – Research Project Proposal DUE
Wednesday, October 18 th	Poverty and Homelessness in Ancient Greek Settlements	Bradley A. Ault, "Housing the Poor and the Homeless in Ancient Greece," <i>Ancient Greek Houses and</i>	

		<i>Households</i> , eds. Bradley A. Ault and Lisa C. Nevett (Philadelphia: University of Pennsylvania Press, 2005), pp. 140 – 159.	
<u>Fall Break</u> October 23rd – 27th			
Week #8			
Monday, October 30th	Wisdom and Guidance	Hesiod. <i>Works and Days</i> . M. L. West tr. Works and Days	November 2nd 4:05 PM – Reading Summary #8 DUE
Wednesday, November 1st	Working Women	Konstantinos Kapparis. <i>Prostitution in the Ancient Greek World</i> . Berlin: De Gruyter, 2018. Pp. 47 – 63. “The Roles, Rights, and Lives of Women in Ancient Greece.” <i>World History Encyclopedia</i> . YouTube Video. 13:20. The Roles, Rights, and Lives of Women in Ancient Greece	
Week #9			
Monday, November 6th	Poetry and Performance	<i>Poems of Sappho</i> . Julia Dubnoff tr. POEMS OF SAPPHO	November 9th 4:05 PM – Reading Summary #9 DUE

		<p>"Archilochus." <i>The Norton Book of Classical Literature</i>. Bernard Knox ed. New York: W. W. Norton & Company, 1993. Pp. 202-209.</p>	
<p>Wednesday, November 8th</p>	<p>Ionia: Colonization and Identity</p>	<p>Mark Cartwright. "Greek Colonization." <i>World History Encyclopedia</i> (2018). Greek Colonization</p> <p>Naoíse Mac Sweeney. "Identity and the Construction of Cultural Difference." <i>Foundation Myths and Politics in Ancient Ionia</i>. Cambridge: Cambridge University Press, 2013. Pp. 1-6.</p>	
Week #10			
<p>Monday, November 13th</p>	<p>The Persian War</p>	<p>Mark Cartwright, "Persian Wars," World History Encyclopedia</p> <p>Herodotus. <i>The Histories</i>. A. D. Godley tr. Cambridge: Harvard University Press, 1920. Book VII; Book VIII chapter 68-93</p>	<p>November 16th 4:05 PM - Reading Summary #10 DUE</p>

		Herodotus, The Histories	
Wednesday, November 15th	The Peloponnesian War	Mark Cartwright, "The Peloponnesian War," <i>World History Encyclopedia</i> Thucydides, The Peloponnesian War, trans. Richard Crawley, II (causes of the war)	
Week #11			
Monday, November 20th	What Do We Owe One Another?	<p>Sophocles. <i>Antigone</i>. Richard Jebb tr. Cambridge: Cambridge University Press, 1891. Sophocles, Antigone, line 1</p> <p><i>Antigone</i>. Films on Demand. 1984. Antigone. Full Video. 1:51:50.</p>	November 23rd 4:05 PM – Reading Summary #11 DUE
Wednesday, November 22nd	The Wild Side	<p>Euripides. <i>Bacchae</i>. T. A. Buckley tr. London: Henry G. Bohn, 1850. Euripides, Bacchae, line 1</p> <p><i>Bacchae</i>. University of Kansas. Video. 1:06:14 Bacchae - University of</p>	

		Kansas (Greece 2006)	
Week #12			
Monday, November 27th	Hellenistic Greece	<p>Greek History – Hellenistic Period (323-31 BC). The Benaki Museum. Video. 3:48. Greek History - Hellenistic Period</p> <p>1 Maccabees 1-3. NRSV. 1 Maccabees 1 NRSV - Alexander the Great - After Alexander</p> <p>“A Curse on the Murderers of Herakleia and Marthine.” <i>Attulus</i>, 2020. Syll 1181 : Translation of inscription</p>	November 28th 4:05 PM – Reading Summary #12 DUE
Wednesday, November 29th	Research Project Presentations		November 30th 4:05 PM – Research project Outline DUE
Week #13			
Monday, December 4th	Research Project Presentations		
Wednesday, December 6th	Research project Presentations		
End of Fall Term			
Friday, December 22nd	Final Research Project Due		

University Regulations for All College of the Humanities Courses

Tuesday, July 4, 2023

Academic Dates and Deadlines

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

Copies of Written Work Submitted

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

Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

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

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

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

Academic Accommodation Policy

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

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

Addressing Human Rights Concerns

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

Requests for Academic Accommodation

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

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

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

Academic Accommodations for Students with Disabilities: [The Paul Menton Centre for Students with Disabilities \(PMC\)](#) provides services to students with Learning Disabilities (LD), psychiatric/mental health

disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/SCCASP-Accommodation-for-Student-Activities-Clean-copy-final-Sept-2022-2.pdf>

Grading System at Carleton University

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

Course Sharing Websites and Copyright

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

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

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

In some situations, students are unable to complete term work because of short-term incapacitation (illness, injury, emergency, or other circumstances beyond their control) which forces them to delay submission of the work.

1. Students who claim incapacitation as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long-term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final

grade and further consideration will only be reviewed according to established precedents and deadlines. [More information](#).

Deferred Final Exams

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

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term incapacitation normally lasting no more than 10 days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of incapacitation lasting longer than 10 days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Financial vs. Academic Withdrawal

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

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

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

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

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

Mental Health and Wellness at Carleton

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

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

Get Help Now

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

If in crisis call:

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

Monday-Friday, 8:30 a.m. – 4:30 p.m.

After Hours

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

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

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students can access confidential, individual sessions for support with personal, mental health or academic challenges.

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

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

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