

Carleton University

Fall 2024

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:** Wednesdays and Fridays 8:35 am – 9:55 am**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 they do 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.

On Maintaining a Positive 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. Please raise your hand before speaking in class and try to refrain from speaking while others are doing so. If you need to use the bathroom or leave class early, please try to do so in an unobtrusive manner. I encourage us all to be patient with one another as we pursue our studies.

On Missing Class: 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](#). You may also miss class for reasons other than your health (looming deadlines, family obligations, Taylor Swift tickets, etc.). Please send me an email with as much notice as possible to let me know that you are missing class and bear in mind that missing a significant number of classes in the term will affect your participation grade and will also impair your understanding of the course material.

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: 20%

Participation: 20%

Artefact Exploration Assignment: 10%

Research Project Proposal: 20%

Research Project Presentation: 10%

Take-home Exam: Final Research Project: 20%

Assessments

Reading Guide Assignments (20%)

Reading guides are short assignments with 3-5 comprehension and reflection questions regarding the assigned reading. Reading guide assignments will be posted at least one week before the assigned reading is due. There are a total of 20 reading guide assignment opportunities throughout the term, of which students must complete 15. All reading guide assignments are due **the same morning that we address the readings at 8:00 AM.**

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.

Artefact Exploration Assignment (10%)

Following our tour of the University of Ottawa Museum of Classical Antiquities, each student should select an artefact that catches their eye and complete a brief exploration project in which they provide information including the date of the artefact, its material, its place of origin, and its possible use. For this assignment, students should research one academic article that sheds light on their chosen artefact and write a brief summary of what they learned from the article (150 words). Please see Brightspace for complete assignment guidelines.

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 **Friday, October 18th by 11:59 PM** by electronic submission.

Research Project Presentations (10%)

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 **Wednesday, December 4th and Friday, December 6th**.

Final Research Project (20%)

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 serves as a final take-home 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 **Saturday, December 21st 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 4th	Welcome	Syllabus	
Friday, September 6th	What’s at Stake?	Dani Bostick. “The Classical Roots of White Supremacy.” <i>Learning for Justice</i> . The Classical Roots of White Supremacy	8:00 AM – Reading Guide #1 DUE
Week #2			
Wednesday, September 11th	Theories of Identity I: Intersections	“What is Intersectionality?” Peter Hopkins. Video 2:49. What is intersectionality?	8:00 AM – Reading Guide #2 DUE

		In-class reading exercise: Homer, <i>The Iliad</i> , trans. A. T. Murray, Book I, lines 1-205 Homer, The Iliad	
Friday, September 13th	Theories of Identity II: Race and Ethnicity	<p>“Defining Race and Ethnicity in Ancient History Dr. Rebecca Futo Kennedy.” Study of Antiquity and the Middle Ages. Video 22:17. 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>	8:00 AM – Reading Guide #3 DUE
Week #3			
Wednesday, September 18th	Theories of Identity III: Gender	Scott Rubarth, “Competing Constructions of Masculinity in Ancient Greece,” <i>Athens Journal of Humanities and Arts</i> (2014), pp. 21-31.	8:00 AM – Reading Guide #4 DUE
Friday, September 20th	Theories of Identity IV: Social Class	Barbara A. Olsen. “Women and Religion at Knossos and Pylos.” <i>Women in Mycenaean</i>	8:00 AM – Reading Guide #5 DUE

		Greece. London: Routledge, 2014. Pp. 226-251.	
Week #4			
Wednesday, September 25th	Theories of Identity V: Age and Ability	Lesley A. Beaumont, <i>Childhood in Ancient Athens: Iconography and Social History</i> (London: Routledge, 2012), pp. 45-61.	8:00 AM – Reading Guide #6 DUE
Friday, September 27th		Carrie L. Weaver, “Disability,” <i>Marginalized Populations in the Ancient Greek World: The Bioarchaeology of the Other</i> , ed. Carrie L. Weaver (Edinburgh: Edinburgh University Press, 2022), pp. 109-124.	8:00 AM – Reading Guide #7 DUE
Week #5			
Wednesday, October 2nd	Site Visit: The University of Ottawa Museum of Classical Antiquities Desmarais Building 55 Laurier Avenue East, 3 rd floor		
Friday, October 4th	Research Workshop		
Week #6			

<p>Wednesday, October 9th</p>	<p>Social Categories in Classical Athens</p>	<p>Kostos Vlassopoulos, "Slavery, Freedom, and Citizenship in Classical Athens: Beyond a Legalistic Approach," <i>European Review of History</i> 16.3 (2009), pp. 347-360</p> <p>"A Day in the Life of an Ancient Athenian." <i>Ted-Ed</i>. YouTube Video. 5:01. A Day in the Life of an Ancient Athenian</p>	<p>8:00 AM – Reading Guide #8 DUE</p> <p>11:59 PM – Artefact Exploration Assignment DUE</p>
<p>Friday, October 11th</p>		<p>Naoise Mac Sweeney et al., <i>Foundation Myths and Politics in Ancient Ionia</i> (Cambridge: Cambridge University Press, 2013), pp. 1-6.</p>	<p>8:00 AM – Reading Guide #9 DUE</p>
<p>Week #7</p>			
<p>Wednesday, October 16th</p>	<p>Spartan Social Organization</p>	<p>Thomas Figueira, "Helotage and the Spartan Economy," <i>A Companion to Sparta</i> vol.2, ed. Anton Powell (Hoboken: John Wiley & Sons, 2018), pp. 565-576.</p>	<p>8:00 AM – Reading Guide #10 DUE</p>
<p>Friday, October 18th</p>	<p>Chicago Style Citation Workshop</p>		<p>11:59 PM – Research Project Proposal DUE</p>

Fall Break October 21st – 25th			
Week #8			
Wednesday, October 30th	Wisdom and Guidance	Hesiod, <i>Works and Days</i> , trans. M. L. West. Works and Days	8:00 AM – Reading Guide #11 DUE
Friday, November 1st	Working Women	Konstantinos Kapparis. <i>Prostitution in the Ancient Greek World</i> . Berlin: De Gruyter, 2018. Pp. 47-63.	8:00 AM – Reading Guide #12 DUE
Week #9			
Wednesday, November 6th	Poetry and Performance	<i>Poems of Sappho</i> . Julia Dubnoff tr. POEMS OF SAPPHO "Archilochus." <i>The Norton Book of Classical Literature</i> . Bernard Knox ed. New York: W. W. Norton & Company, 1993. Pp. 202-209.	8:00 AM – Reading Guide #13 DUE
Friday, November 8th		Sarah F. Derbew, <i>Untangling Blackness in Greek Antiquity</i> (Cambridge: Cambridge University Press, 2022), pp. 29-45	8:00 AM – Reading Guide #14 DUE
Week #10			
Wednesday, November 13th	Greekness and Ionia	C.J. Emlyn-Jones, "Myth and Reason: The Ionian origin of Greek Philosophy,"	8:00 AM – Reading Guide #15 DUE

		<i>The Ionians and Hellenism</i> (London: Routledge, 2024), pp.	
Friday, November 15th	Class cancelled		
Week #11			
Wednesday, November 20th	What Do We Owe One Another?	Sophocles. <i>Antigone</i> . Richard Jebb tr. Cambridge: Cambridge University Press, 1891. Sophocles, Antigone, line 1 <i>Antigone</i> . Films on Demand. 1984. Antigone. Full Video. 1:51:50.	8:00 AM – Reading Guide #17 DUE
Friday, November 22nd	The Wild Side	Euripides. <i>Bacchae</i> . T. A. Buckley tr. London: Henry G. Bohn, 1850. Euripides, Bacchae, line 1 <i>Bacchae</i> . University of Kansas. Video. 1:06:14 Bacchae - University of Kansas (Greece 2006)	8:00 AM – Reading Guide #18 DUE
Week #12			
Wednesday, November 27th	Hellenistic Greece	Maria Pretzler, “Philip, Alexander and Macedonia: Between Greek Virtue and	8:00 AM – Reading Guide #19 DUE

		Barbarian Pleasure,” <i>The Reception of Ancient Virtues and Vices in Modern Popular Culture</i> , eds. Eran Almagor and Lisa Maurice (Leiden: Brill, 2017), pp. 257-278.	
Friday, November 29th		1 Maccabees 1-3. NRSV. 1 Maccabees 1 NRSV - Alexander the Great - After Alexander	8:00 AM – Reading Guide #20 DUE
Week #13			
Wednesday, December 4th	Research Project Presentations		
Friday, December 6th	Research project Presentations		
End of Fall Term			
Saturday, December 21st	11:59 PM – Take-home Exam: Final Research Project Due		

University Regulations for All College of the Humanities Courses (Updated August 19, 2024)

Academic Dates and Deadlines

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

Copies of Written Work Submitted

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

Online Learning Resources

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

Academic Integrity Policy

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

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems ₁

and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

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

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

More information on the process [here](#).

Academic Accommodations

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

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

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

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

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

Students registered in the course may take notes and make copies of course materials for their own

educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In

specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

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

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

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

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

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

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

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

The Centre for Indigenous Support and Community Engagement

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

Department Contact Information

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

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

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