

Carleton University

Fall 2021

**College of the Humanities**  
**FYSM 1106A - Intersections of Identity in Ancient Greece and Rome**

**Instructor:** Sarah Cook**email:** [sarahcook@cunet.carleton.ca](mailto:sarahcook@cunet.carleton.ca)**Office Hours:** M 12:00 pm - 2:00 pm/by appointment via zoom**Meeting:** M/W 10:05 - 11:25 Minto Centre 5050**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. In ancient Greece and Rome, 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 Greece and ancient Rome. In the Fall semester of this seminar, we focus on ancient Greece. 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*, pre-Socratic philosophy, Herodotus's *History*, and plays by Euripides and Sophocles. We will address questions such as: how did individuals construct and express identity in ancient Greece? 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 ancient Greek writers 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 Greece from the bronze age to the Hellenistic period
- How Greek society 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 COVID-19 Health and Safety:** This course will be offered **face-to-face** on Carleton University campus. You will be expected to **maintain a distance of 2 metres** between yourself and your peers whenever possible and to **wear a mask/face covering that covers your nose, mouth, and chin** while we are in our classroom. Please wait for all students to exit the classroom before you enter and sit in designated seating that maintains a safe distance between students. **There will be a five-minute grace period at the beginning and end of our**

**class meetings** to allow everyone to enter and exit the room safely. If you have any concerns related to health and safety and COVID-19, please reach out to me via email.

**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 touch base. I may not check my email over the weekend, so please be careful to contact me in advance if you have a pressing question.

**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. 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%

**Classics Today Assignment:** 20%

**Research Paper Outline:** 15%

**Research Paper Presentation:** 10%

**Research Paper:** 25%

### **Assessments**

#### **Reading Summaries (10%)**

Students must complete 12 reading summary assignments over the course of the semester, weighted 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, 1-page double-spaced (12-point font) compositions in which students briefly summarize the contents of the reading 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.

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 a grade of F in this course. 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.

**Classics Today Assignment (20%)**

The Classics Today Assignment offers students the opportunity to reflect on some way in which ancient Greek culture is invoked in a modern context. This may include video games, films, television, social media, modern identity politics, etc. How does this modern invocation interpret the past? How do contemporary people use expressions of identity from the ancient world to express themselves? The assignment should be 2 pages double-spaced (12-point font) and written in clear, academic language. This assignment is due on Wednesday, October 20th by electronic submission.

**Research Paper Outline (15%)**

The research paper outline ensures that students are on track to write a successful research paper, which takes the place of a final exam. The outline should be 2 pages double-spaced (12-point font) and should offer a coherent description of the nature of the project and a minimum of 2-3 sources that you have consulted thus far. They should be cited in the correct Chicago Style citation format. All research paper outlines are due on the first day of outline presentations: Monday, December 6th by electronic submission.

**Research Paper Presentations (10%)**

All students are invited to present their outlines to the class in short, 5-minute presentations during our last week 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.

**Research Paper (25%)**

The research paper takes the place of a final exam and requires that students pursue the issue of identity in a detailed manner in one ancient Greek text or artefact. I will offer you a few texts from which you may choose one. This paper should address the various identities at play in the text. You should consult a minimum of 3-4 secondary sources to give historical context to your text. If you wish to choose a particular text (or artefact) not listed, please contact me in advance to discuss your choice. If you need any assistance finding secondary sources, please let me know. The research paper is due on Monday, December 23<sup>rd</sup> by electronic submission.

**Letter Grade Scale**

<b>A+</b>	90-100	<b>C+</b>	67-69
<b>A</b>	85-89	<b>C</b>	63-66
<b>A-</b>	80-84	<b>C-</b>	60-62

<b>B+</b>	77-79	<b>D+</b>	57-59
<b>B</b>	73-76	<b>D</b>	53-56
<b>B-</b>	70-72	<b>D-</b>	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.

**On Translation:** Translation makes a huge difference, as we will discuss this term. If you would like to purchase some of the titles from our course, here are some recommendations on translations:

Homer. *The Iliad*. Robert Fagles tr. London: Penguin Books, 1990.

Homer. *The Odyssey*. Robert Fagles tr. London: Penguin Books, 1996.

Homer. *The Odyssey*. Emily Wilson tr. New York: W. W. Norton and Company, 2018.

Hesiod. *Works and Days*. M. L. West tr. New York: Oxford University Press, 2008.

Herodotus. *The Histories*. Aubrey D. Sélincourt tr. New York: Penguin Books, 1954.

Thucydides. *The Peloponnesian War*. Walter Blanco tr. New York: W. W. Norton & Company: 1998.

I will bring some of these translations to class so we can compare and check key terms in the various versions.

**Course Schedule**

\*This schedule is subject to change

Fall Term Schedule			
Date	Module	Reading	Assignments
<b>Week #1</b>			
Wednesday, September 8 <sup>th</sup>	Introduction to the Course	Syllabus	
<b>Week #2</b>			
Monday, September 13 <sup>th</sup>	What's at Stake?	Dani Bostick. "The Classical Roots of White Supremacy." <i>Learning for Justice</i> . <a href="#">The Classical Roots of White Supremacy</a>  Top Ten Greek Gods and Goddesses in Movies. WatchMojo. Video 11:07. <a href="#">Top 10 Greek Gods and Goddesses in Movies</a>	Reading Summary #1
Wednesday, September 15 <sup>th</sup>	Theories of Identity I	"Defining Race and Ethnicity in Ancient History   Dr. Rebecca Futo Kennedy." Study of Antiquity and the Middle Ages. Video 22:17. <a href="#">Defining Race and Ethnicity in Ancient History   Dr. Rebecca Futo Kennedy</a>  Tim Whitmarsh. <i>Black Achilles</i> . <a href="#">When Homer envisioned Achilles, did he see a black man?</a>	Reading Summary #2
<b>Week #3</b>			
Monday, September 20 <sup>th</sup>	Theories of Identity II	Brigitta L. Sjöberg. "More than Just Gender: The Classical <i>Oikos</i> as a Site of Intersectionality." <i>Families in</i>	Reading Summary #3

		<p><i>the Greco-Roman World</i>. Ray Laurence and Agneta Strömberg eds. London: Continuum, 2012. Pp. 48-59.</p> <p>“What is Intersectionality?” Peter Hopkins. Video 2:49.  <a href="#">What is intersectionality?</a></p>	
<b>Wednesday, September 22<sup>nd</sup></b>	<b>Intersectionality in the Greco-Roman World</b>	<p>Keegan Bruce. “Intersectionality in Classics: A Conversation with Professor Allison Grazebrook.” <i>Brock</i>. 2021.  <a href="#">Intersectionality in Classics: A Conversation with Professor Allison Grazebrook   Foreword</a></p>	Reading Summary #4
<b>Week #4</b>			
<b>Monday, September 27<sup>th</sup></b>	<b>Bronze Age Greece</b>	<p>The Minoans and Mycenaeans: Civilizations of the Bronze Age Aegean. World History Encyclopedia. Video. 12:43.  <a href="#">The Minoans and Mycenaeans</a></p> <p>Colette Hemingway and Seán Hemingway. “Minoan Crete.” <i>Heilbrunn Timeline of Art History</i>. New York: The Metropolitan Museum of Art, 2002.  <a href="#">Minoan Crete   Essay</a></p>	Reading Summary #5
<b>Wednesday, September 29<sup>th</sup></b>	<b>Women and Religion</b>	<p>Barbara A. Olsen. “Women and Religion at Knossos and Pylos.” <i>Women in Mycenaean Greece</i>. London: Routledge, 2014. Pp. 226-251.</p>	
<b>Week #5</b>			
<b>Monday, October 4<sup>th</sup></b>	<b>Male Life Stages and Rites of Passage</b>	<p>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.</p>	Reading Summary #6

<b>Wednesday, October 6<sup>th</sup></b>	<b>The Greek “Dark Age”</b>	<p>Greek history. Geometric Period (1000-700 BC). The Benaki Museum. Video. 3:58.  <a href="#">Greek history - The Geometric Period</a></p> <p>Lauren Dorsey. “Not So Dark After All.” <i>Daily Art Magazine</i>, 2021.  <a href="#">Greek Art of the Dark Ages</a></p>	
<b>Week #6</b>			
<b>Monday, October 11<sup>th</sup></b>	<b>Happy Thanksgiving!</b>		
<b>Wednesday, October 13<sup>th</sup></b>	<b>War and Honour</b>	<p>Homer. <i>The Iliad</i>. A. T. Murray tr. London: William Heinemann Ltd., 1924. Book I lines 1-333; Book III lines 407-540; Book VI lines 137-282.  <a href="#">Homer, Iliad, Book 1, line 1</a></p>	Reading Summary #7
<b>Week #7</b>			
<b>Monday, October 18<sup>th</sup></b>	<b>Women and Children</b>	<p>Homer. <i>The Iliad</i>. A. T. Murray tr. London: William Heinemann Ltd., 1924. Book VI lines 439-600.  <a href="#">Homer, Iliad, Book 6, line 414</a></p> <p>Homer. <i>The Odyssey</i>. A. T. Murray tr. London: William Heinemann, 1919. Book I lines 247-351; 396-419.  <a href="#">Homer, Odyssey, Book 1, line 230</a></p>	
<b>Wednesday, October 20<sup>th</sup></b>	<b>Hospitality</b>	<p>Homer. <i>The Odyssey</i>. A. T. Murray tr. London: William Heinemann, 1919. Book I lines 113-206; 352-360; Book VII lines 90-242; Book IX lines 118-460  <a href="#">Homer, Odyssey, Book 1, line 80</a></p>	Classics Today Assignment Due
<b>Week #8</b>			
<b>Monday, October 25<sup>th</sup></b>	<b>Happy Fall break!</b>		

<b>Wednesday, October 27th</b>			
<b>Week #9</b>			
<b>Monday, November 1<sup>st</sup></b>	<b>Archaic Greece</b>	<p>Greek History – Archaic Period (700-480 BC). The Benaki Museum. Video. 4:42. <a href="#">Greek History - Archaic Period</a></p> <p>Department of Greek and Roman Art. "Greek Art in the Archaic Period." <i>Heilbrunn Timeline of Art History</i>. New York: The Metropolitan Museum of Art, 2003. <a href="#">Greek Art in the Archaic Period</a></p>	Reading Summary #8
<b>Wednesday, November 3<sup>rd</sup></b>	<b>Wisdom and Guidance</b>	<p>Hesiod. <i>Works and Days</i>. M. L. West tr. <a href="#">Hesiod, Works and Days, line 1</a></p>	
<b>Week #10</b>			
<b>Monday, November 8<sup>th</sup></b>	<b>Poetry and Performance</b>	<p><i>Poems of Sappho</i>. Julia Dubnoff tr. <a href="#">POEMS OF SAPPHO</a></p> <p>"Archilochus." <i>The Norton Book of Classical Literature</i>. Bernard Knox ed. New York: W. W. Norton &amp; Company, 1993. Pp. 202-209.</p>	Reading Summary #9
<b>Wednesday, November 10<sup>th</sup></b>	<b>Pre-Socratic Philosophy</b>	<p>Xenophanes: Fragments and Commentary. Arthur Fairbanks tr. and ed. <a href="#">Xenophanes Fragments.html</a></p> <p>Anaximenes: Fragments and Commentary. Arthur Fairbanks tr. and ed. <a href="#">Anaximenes</a></p>	
<b>Week #11</b>			
<b>Monday, November 15<sup>th</sup></b>	<b>The Classical Period (5th-4th centuries BCE)</b>	<p>The Benaki Museum. Greek History - Classical Period (480-323 BC). Video. 6:00. <a href="#">Greek history - Classical period</a></p>	Reading Summary #10



		<p><a href="#">(480-323 BC)</a></p> <p>Colette Hemingway and Seán Hemingway. "The Art of Classical Greece." <i>Heilbrunn Timeline of Art History</i>. New York: The Metropolitan Museum of Art, 2008.</p> <p><a href="#">The Art of Classical Greece</a></p>	
<b>Wednesday, November 17<sup>th</sup></b>	<b>The Persian War</b>	<p>Herodotus. <i>The Histories</i>. A. D. Godley tr. Cambridge: Harvard University Press, 1920. Book VII; Book VIII chapter 68-93</p> <p><a href="#">Herodotus, The Histories, Book 7</a></p>	
<b>Week #12<sup>1</sup></b>			
<b>Monday, November 22<sup>nd</sup></b>	<b>What Do We Owe One Another?</b>	<p>Sophocles. <i>Antigone</i>. Richard Jebb tr. Cambridge: Cambridge University Press, 1891.</p> <p><a href="#">Sophocles, Antigone, line 1</a></p> <p><i>Antigone</i>. Films on Demand. 1984.</p> <p><a href="#">Antigone. Full Video. 1:51:50.</a></p>	Reading Summary #11
<b>Wednesday, November 24<sup>th</sup></b>	<b>The Wild Side</b>	<p>Euripides. <i>Bacchae</i>. T. A. Buckley tr. London: Henry G. Bohn, 1850.</p> <p><a href="#">Euripides, Bacchae, line 1</a></p> <p><i>Bacchae</i>. University of Kansas. Video. 1:06:14</p> <p><a href="#">Bacchae - University of Kansas (Greece 2006)</a></p>	
<b>Week #13</b>			
<b>Monday, November 29<sup>th</sup></b>	<b>Hellenistic Greece</b>	<p>Greek History – Hellenistic Period (323-31 BC). The Benaki Museum. Video. 3:48.</p> <p><a href="#">Greek History - Hellenistic Period</a></p> <p>Colette Hemingway and Seán Hemingway. "Art of the Hellenistic Age and the Hellenistic Tradition." <i>Heilbrunn Timeline of Art History</i>. New York: The Metropolitan</p>	Reading Summary #12

<sup>1</sup> During this week, we read both *Antigone* and *Bacchae*. You are welcome to choose to read the plays or to watch performances of them.

		Museum of Art, 2007. <a href="#">Art of the Hellenistic Age and the Hellenistic Tradition   Essay</a>	
<b>Wednesday, December 1<sup>st</sup></b>	<b>The Levant Under Hellenistic Rule</b>	1 Maccabees 1-3. NRSV. <a href="#">1 Maccabees 1 NRSV - Alexander the Great - After Alexander</a>  "A Curse on the Murderers of Herakleia and Marthine." <i>Attulus</i> , 2020. <a href="#">Syll 1181 : Translation of inscription</a>	
<b>Week #14</b>			
<b>Monday, December 6<sup>th</sup></b>	<b>Research Paper Presentations</b>		Research Paper Outline Due
<b>Wednesday, December 8<sup>th</sup></b>	<b>Research Paper Presentations</b>		
<b>Friday, December 10<sup>th</sup></b>	<b>Research Paper Presentations</b>		
<b>Monday, December 23<sup>rd</sup></b>	Final Research Paper Due		
<b>Fall Term Ends</b>			



# Humanities

## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

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

### Online Learning Resources

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

### Copies of Written Work Submitted

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

### Academic Integrity Policy (updated June 2021)

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

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

**Examples of plagiarism** include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

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

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

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

## Academic Accommodation Policy

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

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

### Addressing Human Rights Concerns

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

### Requests for Academic Accommodation

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

#### Religious Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation](#).

#### Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. . For more details, please review the [Student Guide to Academic Accommodation](#).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

## **Grading System at Carleton University**

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

## **Course Sharing Websites and Copyright**

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

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

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

## Student Rights and Responsibilities at Carleton

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

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

## Deferred Term Work

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

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

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

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

## Deferred Final Exams

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

The application for a deferral must:

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

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

## Financial vs. Academic Withdrawal

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

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

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

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

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

## Department Contact Information

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