

Carleton University

Winter 2024

College of the Humanities

FYSM 1106A - Intersections of Identity in Ancient Greece and Rome**Instructor:** Sarah Cook**Email:** sarahcook@cunet.carleton.ca**Office Hours:** Tuesdays 4:00 pm – 5:30 pm or by appointment**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. During this second semester, we turn our attention to the identities at play in ancient Roman society throughout history, from the Etruscans to the height of the Roman empire. By examining ancient artefacts and reading texts such as Virgil's *Aeneid*, Ovid's *Metamorphoses*, and selections from Plutarch's *Lives*, students will gain an understanding of the various economic, ethnic, and gendered forces that constructed identity for those living in ancient Roman society. We will address questions such as: how did individuals construct and express identity in ancient Rome? 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 Roman writers identify and interpret an "other?"

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

Learning Objectives

In this course, students will learn:

- An overview of the history of ancient Rome up to the 2nd century CE
- How ancient Roman 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

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 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 important questions regarding assignments.

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

In light of the ongoing global pandemic, 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** and will not reduce your participation grade. 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

Critical Questions Assignments: (20 x 1% each) 20%

Class Participation: 20%

Research Project Proposal Assignment: 20%

Research Poster Assignment: 10%

Research Poster Presentation: 10%

Final Research Project Assignment: 20%

Assessments

Critical Questions Assignments

Critical questions assignments are due weekly for each module that we complete.

Students should complete all of the readings/videos included in the module and write **5**

critical questions in response to the material. Up to 3 questions may be clarifying questions, but at least 2 of the questions must demonstrate an understanding of the assigned readings and serve to generate class discussion about the readings. The five questions should include elements that address all of the assigned material. Students should submit these questions to a Brightspace dropbox on Mondays and Wednesdays before our class begins. They are due **by 3:30 pm EST each class meeting day**. There are a total of 21 opportunities throughout the term to submit these assignments. Students must submit 20 critical question assignments (worth 1% of the final grade each) in order to earn full points in this category. Please see the class schedule below for further details.

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 Assignment (20%)

The term research project is the culmination of what you have learned this term. The proposal for this project, **due on Friday, February 16th by 11:59 PM**, is the first step in this project. The proposal should include a 300-word abstract detailing what topic you have chosen to address in your research along with an annotated bibliography that includes 2 sources consulted thus far. The annotated bibliography should provide Chicago-style (Turabian) bibliography entries and a short, 150-word description of what you have learned from the source and how it will support your research.

Research Poster Assignment + Presentation (20%)

Near the end of term (April 1-April 8), students will present their research to the class in the form of a poster. These posters should be digital creations that showcase the research that students have conducted thus far and pairs that research with visual aids such as ancient artefacts, images of archaeological sites, charts, art, memes, or other pieces of modern media that are related to their research topic. The posters themselves are worth **10%** of the final term grade. Students will then present these posters to the class in a short, 5-minute presentation that is also worth **10%** of their grade.

Final Research Project Assignment (20%)

The Final Research project is the culmination of your research efforts throughout the term. After proposing your project and presenting it in poster form, 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**.

Citation

The citation method that we will use for all assignments in this course is Chicago Style (Turabian/Notes-Bibliography, NOT author-date). Please review Chicago Style using [this resource](#). I'm happy to help you to review citations on your first assignment or to answer questions regarding this format, as it may be unfamiliar to many of you. Getting your citations right is a great way to score points on your evaluation and to avoid plagiarism. You should cite any information from an outside that you use in your assignments. When you directly use the language of the source itself, please use double quotation marks to frame your quotation.

Failure to use in-text citations in the form of Chicago style, MLA, or APA is a form of plagiarism and will result in a grade of 0. If you submit plagiarized work a second time, I must refer the case to the Dean's Office.

Late Assignments

Late assignments will be penalized at a rate of 10% per day. If you anticipate struggling to submit an assignment on time, please contact me as early as possible so that we can discuss a possible accommodation.

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**

Winter Term Schedule			
Week #1			
Date	Module	Reading	Assignments
Monday, January 8th	Welcome back	Syllabus	
Wednesday, January 10th	Remembering Rome	<p>TRIGGER WARNING: white supremacy, racist language</p> <p>“A New Roman Empire for White People.” <i>Pharos</i> (2019). A New Roman Empire for White People</p> <p>TRIGGER WARNING: misogynistic, violent language</p> <p>“Cato the Elder Endorsing Misogyny in Online Forums.” <i>Pharos</i> (2019) Cato the Elder Endorsing Misogyny in Online Forums</p>	<p>3:30 PM: Critical Questions Assignment #1 DUE</p>
Week #2			
Monday, January 15th	History: Beginnings	Kathryn Lomas. “Trojans, Latins, Sabines, and rogues.” <i>Rise of Rome</i> . Cambridge: Harvard University Press, 2018. Pp. 35-53.	<p>3:30 PM – Critical Questions Assignment #2 DUE</p>

Wednesday, January 17th		Rafael Scopacasa. "Ethnicity." <i>The Peoples of Ancient Italy</i> . Eds. Gary D. Farney and Bradley Guy. Boston: De Gruyter, 2015. Pp.105-126.	3:30 PM – Critical Questions Assignment #3 DUE
Week #3			
Monday, January 22nd	The Etruscans	Jean MacIntosh Turfa. "The Etruscans." <i>The Peoples of Ancient Italy</i> . Eds. Gary D. Farney and Bradley Guy. Boston: De Gruyter, 2015. Pp.105-126.	3:30 PM – Critical Questions Assignment #4 DUE
Wednesday, January 24th		Erika Simon. "Greek Myth in Etruscan Art." <i>The Etruscan World</i> . Eds. Jean Macintosh Turfa and Ashwini Tambe. Taylor and Francis, 2013. Pp. 495-512.	3:30 PM – Critical Questions Assignment #5 DUE
Week #4			
Monday, January 29th	National Origins I	Dionysius of Halicarnassus. <i>The Roman Antiquities</i> . Tr. Earnest Cary. Book I. 40-45. The Roman Antiquities Book I	3:30 PM – Critical Questions Assignment #6 DUE
Wednesday, January 31st		P. Vergilius Maro (Virgil). <i>The Aeneid</i> . Tr. Theodore Williams. Boston: Houghton Mifflin Co, 1910. Book I. The Aeneid	3:30 PM – Critical Questions Assignment #7 DUE
Week #5			
Monday, February 5th	National Origins II	Livy. <i>The History of Rome</i> . Tr. Rev. Canon Roberts. New York: E. P. Dutton and Co, 1912. Book I. chapters 9-13. The History of Rome	3:30 PM – Critical Questions

			Assignment #8 DUE
Wednesday, February 7th		Tom Stevenson. "Women of Early Rome as 'Exempla' in Livy 'Ab Urbe Condita, Book 1.'" <i>The Classical World</i> 104.2 (2011), pp. 175-189.	3:30 PM – Critical Questions Assignment #9 DUE
Week #6			
Monday, February 12th	Religion and the State	<p>Valerie M. Warrior. "The Gods and their Worship." <i>Roman Religion</i>. New York: Cambridge University Press, 2006. Pp. 2-14.</p> <p>"An Introduction to the Ancient Roman Religion and Mythology." World History Encyclopedia, 2022.</p> <p>Ancient Roman Religion and Mythology</p>	3:30 PM – Critical Questions Assignment #10 DUE
Wednesday, February 14th		Ross Shepard Kraemer. "The Spread of the Bacchic Rites to Rome in 186 BCE." <i>Women's Religions in the Graeco-Roman World</i> . Oxford: Oxford University Press, 2004. Pp. 283-292.	3:30 PM – Critical Questions Assignment #11 DUE Friday, February 16th 11:59 PM – Research project Proposal DUE
Week #7			
Happy Winter Break!			
Week #8			

Monday, February 26 th	Religion and Gender	Shaun Tougher. "Eunuchs of the Great Mother: the Galli in Rome." <i>The Roman Castrati</i> . London: Bloomsbury, 2021. Pp. 7-20.	3:30 PM – Critical Questions Assignment #12 DUE
Wednesday, February 28 th		Molly M. Lindner. "Exemplars of <i>Sanctitas</i> ." <i>Portraits of the Vestal Virgins, Priestesses of Ancient Rome</i> . Ann Arbor: University of Michigan Press, 2015. Pp. 187-198.	3:30 PM – Critical Questions Assignment #13 DUE
Week #9			
Monday, March 4 th	Identities at Home and Abroad I	Janette McWilliam. "The Socialization of Roman Children." <i>The Oxford Handbook of Childhood and Education in the Classical World</i> . Eds. Judith Evans Grubb and Tim Parkin. New York: Oxford University Press, 2013.	3:30 PM – Critical Questions Assignment #14 DUE
Wednesday, March 6 th		Karen K. Hersch. <i>The Roman Wedding: Ritual and Meaning in Antiquity</i> . New York: Cambridge University press, 2010. Pp. 61-79.	3:30 PM – Critical Questions Assignment #15 DUE
Week #10			
Monday, March 11 th	Identities at Home and Abroad II	Jacques-Emmanuel Bernard. "Portraits of Peoples." <i>A Companion to Livy</i> . Ed. Bernard Mineo. Malden: Wiley Blackwell, 2015. Pp. 39-51.	3:30 PM – Critical Questions Assignment #16 DUE
Wednesday, March 13 th		S. Leach et al. "A Lady of York: migration, ethnicity, and identity in Roman Britain." <i>Antiquity</i> 84 (2010), pp. 131-145.	3:30 PM – Critical Questions Assignment #17 DUE

Week #11			
Monday, March 18 th	Crossing Boundaries	Domitilla Campanile. "The Patrician, the General, and the Emperor in Women's Clothes." <i>Trans Antiquity</i> . Eds. Domitilla Campanile, Filippo Carla Uhink, and Margherita Facella. London: Routledge, 2017. Pp. 52-64.	3:30 PM – Critical Questions Assignment #18 DUE
Wednesday, March 20 th		Ovid. "The Story of Iphis and Ianthe." <i>Metamorphoses</i> . Tr. Rolfe Humphries. Bloomington: Indiana University Press, 2018. Pp. 229-233. Jussi Rantala. "Ruling in Purple...And Wearing Makeup." <i>Exploring Gender Diversity in the Ancient World</i> . Eds. Jennifer Dyer and Allison Surtees. Edinburgh: Edinburgh University Press, 2020. Pp. 118-128.	3:30 PM – Critical Questions Assignment #19 DUE
Week #12			
Monday, March 25 th	Identity on the Roman Stage	Alain Fantham. "Women in Control." <i>Women in Roman Republican Drama</i> . Eds. Dorota Dutsch, Sharon L. James, and David Konstan. Madison: The University of Wisconsin Press, 2015. Pp. 91-107.	3:30 PM – Critical Questions Assignment #20 DUE
Wednesday, March 27 th		T. Maccius Plautus. <i>Asinaria</i> . Tr. Henry Thomas Riley. London: G. Bell and Sons, 1912. Introduction (the subject); Act I scenes 1-3. Plautus - Asinaria	3:30 PM – Critical Questions Assignment #21 DUE

Week #13			
Monday, April 1 st	Research Poster Presentations		3:30 PM – Research Poster Assignment DUE
Wednesday, April 3 rd	Research Poster Presentations		
Week #14			
Monday, April 8 th	Research Poster Presentations		
Thursday, April 25 th	11:59 PM: Final Research Project Due		
Winter Term Ends			

University Regulations for All College of the Humanities Courses (Updated December 12th 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

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

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an

instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

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 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](#).

1. 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.
 - a. 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](#).

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 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.](#)

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
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