

Carleton University

Winter 2025

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/Thursdays 10:00 am – 11:30 am 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

Reading Guide Assignments: (15 x 2% each) 30%

Class Participation: 20%

Research Assignments (2 x 10%): 20%

Research Project Presentation: 10%

Final Research Project: 20%

Assessments

Reading Guide Assignments (15 x 2% each)

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 19 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.

Research Assignments (2 x 15%)

We have two small research assignments due over the course of the Winter term. For each, you should choose one of our course topics pertaining to identity and then conduct some research to find **2 secondary sources** about the topic. When you have found your 3 sources, you should write **a short annotated bibliography (150-200 words) for each source** in which you summarize what you have learned from them and how they shed light on your chosen reading.

Research Project Presentation (10%)

Near the end of term (April 2nd-4th), students will present their research to the class using a visual aid. These visual aids can be posters, PowerPoint presentations, or any other method that effectively supports the presentation of your research. This presentation is worth 10% of the Winter term grade.

Final Research Project (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 **Saturday, April 26th 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, 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
Wednesday, January 8th	Welcome back	Syllabus	
Friday, January 10th	Introduction to Ancient Rome	Christopher Kelly. <i>The Roman Empire: A Very Short Introduction</i> . New York: Oxford University Press, 2006.	8:00 AM – Reading Guide #1 DUE
Week #2			
Wednesday, January 15th	History: Beginnings	Kathryn Lomas. “Trojans, Latins, Sabines, and rogues.” <i>Rise of Rome</i> . Cambridge: Harvard University Press, 2018. Pp. 35-53.	8:00 AM – Reading Guide #2 DUE
Friday, 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.	8:00 AM – Reading Guide #3 DUE
Week #3			
Wednesday, January 22nd	National Origins I	Dionysius of Halicarnassus. <i>The Roman Antiquities</i> . Trans. Earnest Cary. Book I. 40-45. The Roman Antiquities Book I	8:00 AM – Reading Guide #4 DUE
Friday, January 24th		P. Vergilius Maro (Virgil). <i>The Aeneid</i> . Trans. Theodore Williams. Boston: Houghton Mifflin Co, 1910. Book I. The Aeneid	8:00 AM – Reading Guide #5 DUE

Week #4			
Wednesday, January 29th	Politics and Identity	Phyllis Culham. "Women in the Roman Republic." <i>The Cambridge Companion to the Roman Republic</i> . Ed. Harriet I. Flower. Cambridge: Cambridge University Press, 2014.	8:00 AM – Reading Guide #6 DUE
Friday, January 31st		David J. Mattingly. "Power, Sex, and Empire." <i>Imperialism, Power, and Identity</i> . Princeton: Princeton University Press, 2016.	11:59 PM – Research Assignment #1 DUE
Week #5			
Wednesday, February 5th	Roman/Rome in Africa	Walter Scheidel. "Age and Health." <i>The Oxford Handbook of Roman Egypt</i> . Ed. Christina Riggs. Oxford: Oxford University Press, 2012.	8:00 AM – Reading Guide #7 DUE
Friday, February 7th		Solange Ashby. "Priestess, Queen Goddess." <i>The Routledge Companion to Black Women's Cultural Histories</i> . Ed. Janell Hobson. London: Routledge, 2021.	8:00 AM – Reading Guide #8 DUE
Week #6			
Wednesday, February 12th	Religion and Gender	Molly M. Lindner. "Exemplars of Sanctitas." <i>Portraits of the Vestal Virgins, Priestesses of Ancient Rome</i> . Ann Arbor: University of Michigan Press, 2015. Pp. 187-198.	8:00 AM – Reading Guide #9 DUE
Friday, 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.	8:00 AM – Reading Guide #10 DUE

Week #7			
Happy Winter Break!			
Week #8			
Wednesday, February 26th	The Law	Richard Gamauf. "Slavery: Social Position and Legal Capacity." <i>The Oxford Handbook of Roman Law and Society</i> . Eds. Paul J. du Plessis et al. Oxford: Oxford University Press, 2016.	8:00 AM – Reading Guide #11 DUE
Friday, February 28th		Clifford Ando. "Romans, Aliens, and Others in Dynamic Interactions." <i>Roman and Local Citizenship in the Long Second Century CE</i> . Eds. Myles Lavan and Clifford Ando. Oxford: Oxford University Press, 2021.	8:00 AM – Reading Guide #12 DUE
Week #9			
Wednesday, March 5th	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.	8:00 AM – Reading Guide #13 DUE
Friday, March 7th		Karen K. Hersch. <i>The Roman Wedding: Ritual and Meaning in Antiquity</i> . New York: Cambridge University press, 2010. Pp. 61-79.	11:59 PM – Research Assignment #2 DUE
Week #10			

Wednesday, March 12th	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.	8:00 AM – Reading Guide #14 DUE
Friday, March 14th		S. Leach et al. "A Lady of York: migration, ethnicity, and identity in Roman Britain." <i>Antiquity</i> 84 (2010), pp. 131-145.	8:00 AM – Reading Guide #15 DUE
Week #11			
Wednesday, March 19th	Crossing Boundaries	Domitilla Campanile. "The Patrician, the General, and the Emperor in Women's Clothes." <i>Trans Antiquity</i> . Eds. Domitilla Campanile, Filippo Carla Uhin, and Margherita Facella. London: Routledge, 2017. Pp. 52-64.	8:00 AM – Reading Guide #16 DUE
Friday, March 21st		Ovid. "The Story of Iphis and Ianthe." <i>Metamorphoses</i> . Trans. 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.	8:00 AM – Reading Guide #17 DUE
Week #12			
Wednesday, March 26th	Identity on the Roman Stage	T. Maccius Plautus. <i>Asinaria</i> . Trans. Henry Thomas Riley. London: G. Bell and Sons, 1912. Introduction (the subject); Act I scenes 1-3. Plautus - Asinaria	8:00 AM – Reading Guide #18 DUE

Friday, March 28th	Magic, Mischief, and the Other	Apuleius. The Golden Ass. Trans. Sarah Ruden. New Haven: Yale University Press, 2012. Book 3.	8:00 AM – Reading Guide #19 DUE
Week #13			
Wednesday, April 2nd	Research Project Presentations		8:00 AM – Research Project Presentations DUE
Friday, April 4th	Research Project Presentations		
Saturday, April 26th	11:59 PM: Final Research Project Due		
Winter Term Ends			

University Regulations for All College of the Humanities Courses (Updated November 22,2024)

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

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

MEMS (Undergraduate Minor) 300 Paterson Hall
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