

Carleton University

Winter 2022

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

Instructor: Sarah Cook**email:** sarahcook@cmail.carleton.ca**Office Hours:** M 12:00 pm - 2:00 pm/by appointment via zoom**Meeting:** M/W 10:05 - 11:25 Tory Building 238**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.

Course 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

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. Mental health days count as absence due to illness and are therefore **excused**. Please see the link below for mental health and well-being resources available to members of the Carleton community, which I encourage you to use as needed:

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

Grade Distribution

Reading Summaries: 25%

Participation: 20%

Lives Assignment: 20%

Research Paper Presentation: 10%

Research Paper: 25%

Bonus Assignments

Pair and Share Annotations Assignment: 5%

Pair and Share Lives Assignment: 5%

Pair and Share Outline Assignment: 5%

Assessments

Reading Summaries (25%)

Students must complete 5 reading summary assignments over the course of the semester. Each summary is worth 5% of your final grade. There are a total of 9 opportunities to submit reading summaries, of which students choose five. Reading summaries are due on **Wednesdays at 10:05 am** by electronic submission via Brightspace. 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 will be graded for the degree to which they reflect the argument of the chosen reading, 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.

Lives Assignment (20%)

The *Lives* Assignment offers students the opportunity to engage with various selections from Plutarch's *Lives*. I will provide a list of excerpts from which students may choose **one**. Once chosen, students should conduct further research on this historical figure and write a short paper on how Plutarch discusses this figure and what he perceives to be their significance in the history of Rome. The *Lives* paper should be a minimum of 3 pages long in a 12-point font and double spaced.

Research Paper Presentations (10%)

All students are invited to present their research 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 Roman 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. The paper should be a minimum of 6 pages long in a 12-point font and double-spaced. 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 Thursday, April 28th by electronic submission.

BONUS: Pair and Share Annotations Assignment (5%)

Students are invited to exchange annotated readings with a classmate via Brightspace. They should read their classmate's annotations and use MS Word track changes or make comments in a PDF to engage with their classmate's notes and underlined passages.

BONUS: Pair and Share *Lives* Assignment (5%)

One week before the *Lives* assignment is due, students are invited to exchange their work in progress with a classmate via Brightspace and comment on one another's work.

BONUS: Pair and Share Outline Assignment (5%)

Students are invited to exchange outlines for their final research paper via Brightspace and comment on one another's work.

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 10th	Welcome back	Syllabus	

Wednesday, January 12th	Remembering Rome	<p>“A New Roman Empire for White People.” <i>Pharos</i> (2019). A New Roman Empire for White People</p> <p>“Cato the Elder Endorsing Misogyny in Online Forums.” <i>Pharos</i> (2019). Cato the Elder Endorsing Misogyny in Online Forums</p>	
Week #2			
Monday, January 17th	History: Beginnings	Kathryn Lomas. “Trojans, Latins, Sabines, and rogues.” <i>Rise of Rome</i> . Cambridge: Harvard University Press, 2018. Pp. 35-53.	
Wednesday, January 19th		Invicta. “The Rise of Rome - How Italy was Conquered.” Video. 14:58. The Rise of Rome	Reading Summary #1
Week #3			
Monday, January 24th	The Etruscans	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.	
Wednesday, January 26th		<p>Colette Hemingway and Seán Hemingway. “Etruscan Art.” <i>Heilbrunn Timeline of Art History</i>. New York: The Metropolitan Museum of Art, 2004. Etruscan Art</p> <p>Alina Simone. “Where do the Etruscans come from?” <i>The World</i> (2016). Where Do the Etruscans Come From?</p>	Reading Summary #2
Week #4			
Monday, January 31st	National Origins I	Dionysius of Halicarnassus. <i>The Roman Antiquities</i> . Tr. Earnest Cary. Book I. 40-45.	

		The Roman Antiquities Book I	
Wednesday, February 2nd		P. Vergilius Maro (Virgil). <i>The Aeneid</i> . Tr. Theodore Williams. Boston: Houghton Mifflin Co, 1910. Book I. The Aeneid	Reading Summary #3 BONUS: Pair and Share Annotations Assignment
Week #5			
Monday, February 7th	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	
Wednesday, February 9th		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.	Reading Summary #4 BONUS: Pair and Share Lives Assignment
Week #6			
Monday, February 14th	Religion and the State	Valerie M. Warrior. "The Gods and their Worship." <i>Roman Religion</i> . New York: Cambridge University Press, 2006. Pp. 2-14.	
Wednesday, February 16th		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.	Lives Assignment Due
Week #7			
Monday, February 21st	Happy Winter Break!		
Wednesday, February 23rd			
Week #8			

Monday, February 28th	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.	
Wednesday, March 2nd		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.	Reading Summary #5
Week #9			
Monday, March 7th	Identities at Home and Abroad I	"Sexing a Roman: Imperfect Men in Roman Law." <i>When Men Were Men</i> . Eds. Lin Foxhall and John Salmon. London: Routledge, 1999. Pp. 136-152.	
Wednesday, March 9th		Dominic Montserrat. "Experiencing the Male Body in Roman Egypt." <i>When Men Were Men</i> . Eds. Lin Foxhall and John Salmon. London: Routledge, 1999. Pp. 153-164.	Reading Summary #6
Week #10			
Monday, March 14th	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.	
Wednesday, March 16th		S. Leach et al. "A Lady of York: migration, ethnicity, and identity in Roman Britain." <i>Antiquity</i> 84 (2010), pp. 131-145.	Reading Summary #7
Week #11			
Monday, March 21st	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.	
Wednesday, March 23rd		Ovid. "The Story of Iphis and Ianthe." <i>Metamorphoses</i> . Tr. Rolfe	Reading Summary #8

		Humphries. Bloomington: Indiana University Press, 2018. Pp. 229-233.	
Week #12			
Monday, March 28th	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.	
Wednesday, March 30th		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	Reading Summary #9 BONUS: Pair and Share Outline Assignment
Week #13			
Monday, April 4th	Research Paper Presentations		
Wednesday, April 6th	Research Paper Presentations		
Week #14			
Monday, April 11th	Research Paper Presentations		
Thursday, April 28th	Final Research Paper Due		
Winter Term Ends			



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 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

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

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

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

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

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

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