

**Carleton University**  
**Fall 2023**  
**College of the Humanities**  
(Minor in Medieval and Early Modern Studies)

**MEMS 2001 A: *Discovering the Medieval and Early Modern Past***

**Prerequisites:** None

**Preclusions:** None

**Tuesdays and Thursdays / 8:35-9:55am**

**Location:** *Please confirm location on Carleton Central*

**Format:** In-person

**Professor:** Dr. S. Bly Calkin

**Email:** [siobhain.calkin@carleton.ca](mailto:siobhain.calkin@carleton.ca)

**Office:** 1809 DT

**Phone:** (613) 520-2600x2337

**Office Hours:** Thursdays 10:15-11:45am and by appointment (Zoom or in-person)

## Course Description:

Are you interested in the medieval and early modern past, and how it is imagined today? Would you like to make a medieval quill and try writing with it? Do you want to discover how scholars study the world as it was between 500 and 1700CE? Do you want to learn more about what was actually happening then and how those centuries infuse the world around us today? If so, then this is the course for you.

MEMS 2001 introduces students to the arcane world of the medieval and early modern past, preparing you for more advanced interdisciplinary research in the field. We focus initially on popular representations of the medieval past, which reveal broad themes about modern understandings of the Middle Ages and Renaissance. But our larger goal is to question these images of the medieval and early modern world, to excavate some of that world's intellectual origins and global historical realities, and to learn how the rich tapestry of medieval and early modern culture is studied today.



We will begin by reading and talking about what we think the medieval and early modern periods are, where they turn up in the contemporary world, and what pre-conceptions we have about these periods. We will also explore what scholars are saying in response to popular conceptions of these periods and how they define, debate, and label those historical periods today.

In late September we will move to a unit entitled Researching the Medieval and Early Modern Worlds I: People, Places, Things, and Events, and what Secondary Sources Can Tell You About Them. In this unit, students will learn through their own project work what a trustworthy scholarly source is, how to find and access such sources for the medieval and early modern periods, and what these sources say about some key events, people, places, and things from the period 500-1700CE.



In November, we move to the final unit, entitled Researching the Medieval and Early Modern Worlds II: Touching the Past, Working With Primary Sources. In this unit, we will learn about manuscripts, print texts, and other direct material records of the medieval and early modern past, and consider how scholars today use media and material culture from that past to learn about life back then. We will participate in some workshops on quill-making and printing, work with manuscript and early print holdings from the Library's Rare Books Department, and hear from professors in different disciplines about what primary sources they study and how they approach them. Topics presented by our guest lecturers will include Studying Disease in the Medieval and Early Modern Worlds, Art History and Its Sources, and Early Modern Architecture.

## Learning Objectives/Outcomes:

This year, students in MEMS 2001 will:

- Learn how to *read*, how to *write*, how to *research* and most importantly how to *think* like a medievalist or early modern historian
- Learn to recognize the limitations of evidence (and thus our knowledge) of the medieval and early modern past. (Being a scholar of these periods means that you have to come to terms with ambiguity and that you will not always uncover a clear or simple answer to the questions you ask)
- Learn terminology (i.e. the language used by professional historians) and different ways (i.e. methodologies) to describe the medieval and early modern past.
- Model proper academic life, by discovering history, sharing your findings and receiving peer feedback

More specifically, in the various units, students will:

- Explore how our contemporary popular culture creates persuasive representations of the Middle Ages and Early Modernity
- Reflect on how these representations are partial and often in disagreement with how scholars view the same time and culture
- Reflect on why people today need to think about invocations of the past, their accuracy or inaccuracy, and the political and socio-political ends to which the medieval and early modern past are put today

- Learn how multilingualism and multiculturalism were as much part of the medieval and early modern worlds as they are today
- Explore the possibilities and problems of globalized approaches to these periods
- Identify, find, and access *scholarly* studies about the peoples, places, events, and/or objects of the medieval and early modern worlds
- Learn about some of the media and material culture (aka primary evidence) dating from the medieval and early modern periods (manuscripts, narratives, art, images, buildings)
- Learn the advantages and difficulties of working with these primary sources
- Explore and experience the challenges of producing material culture during these historical periods
- Discover what questions scholars ask of primary evidence from the medieval and early modern periods, and how they go about answering them

### Required Texts:

Required readings and/or viewings will be available from online sources or ARES (the library's electronic reserves system).

### Evaluation:

**\*\*\*NO Generative AI Tools (e.g. Chat GPT etc) are to be used to complete any of the assignments for this course\*\*\***

### Class Participation and Attendance

**15%**

- Attendance will be taken at each class meeting; If you need to miss a class due to illness/bereavement/religious obligation, you are expected to e-mail the Professor and inform her so that those legitimate absences can be excused and withdrawn from calculation of your attendance and participation grade. **Please do stay home if you are ill; that is an excused absence.**
- You are expected to participate in the class discussions and small group work (this requires you to come to class with the readings/viewings completed)
- You are expected to meet your presentation and work commitments in a timely fashion (barring illness, bereavement etc.)
- You are expected to respond to **5 of the Class Discussion questions posed on-line in Brightspace, AND the 3 Mandatory Posting Assignments, which are:**
  - 1) **The post + image of your favourite medieval or early modern thing**
  - 2) **at least 1 of the Book Arts Lab reflections and**
  - 3) **the reflection on the Rare Books Field Trip Experience.**

You will thus complete **8 posts** in total.

The expected length of posts will range between 2-8 sentences and a guideline length will be listed on each question posted. Questions will be posted for each class, either after or before it depending on

what we are doing in class and my pedagogical goals on the day (these vary by class, reading and activity!)

- *The 8 Participation/Discussion Posts are generally evaluated as a group at the end of term, and then a grade out of 8 is assigned for the total based on 1) completion of the required number and type of posts, 2) submissions of expected length, and 3) analytical engagement of question/topic posted and course material. If you wish feedback on an early submission to make sure it is satisfactory, please contact Prof Calkin via e-mail.*
- *The other 7% of the Attendance and Participation grade is assigned based on your attendance, completion of readings, and participation in groupwork (i.e. saying and/or writing something as your group discusses and completes the worksheets/questions on the readings)*

## **Research Project**

**55%**

*(A multi-part research assignment designed to introduce students to: a) the process of identifying, locating and accessing scholarly knowledge of the medieval and early modern periods, and b) some key places, people, things and events from 500-1700CE. Students will choose their own unique topics from a list circulated in class. The professor will guide students through each discrete task and more detailed descriptions of each component/requirement will be distributed during the term.)*

### **Breakdown of 55%:**

#### **Part 1: Annotated Bibliography 10%**

*(A bibliography containing the bibliographic entries and a 3-4 sentence annotation of each entry for 3 scholarly sources and 1 medieval or early modern image related to your specific topic.)*

**DUE: Oct. 3 OR Oct. 5 in hard copy at class or as an e-mailed Word document**

#### **Part 2: Preliminary Draft Report 5%**

*(A 250-500 word + historical image draft of your report on your research topic.*

**DUE: Oct. 12 on CUPortfolio (shared with class for feedback and presentation)**

#### **Part 3: Communication of Research to Class via Group Timeline Presentation 10%**

*(A presentation of basic information about your medieval/early modern topic as part of a small group timeline presentation. You will be responsible for the portion of the presentation showcasing your topic and will be assessed both on that individual portion and on the overall clarity, cohesiveness and effectiveness of the group's presentation)*

**DUE: Oct. 19 or Oct. 31 in class**

#### **Part 4: Feedback on other students' Draft Reports 5%**

*(100-200 word long constructive comment on draft reports by 2 other students assigned to you by Prof Calkin. Will be assessed on civility, constructiveness and thoughtfulness of comment as well as on timely completion. Assignment designed to introduce students to scholarly peer review process and to allow you to practise how professional scholars work together to improve the presentation and communication of knowledge)*

**DUE: Nov. 2, to be communicated by direct e-mail to each of your assigned colleagues, with Professor CCed**

**Part 5: Final Polished Research Report 25%**

*(1000-1250 words +image/media polished final version of report on your assigned topic. You are expected to cite or present 1 primary historical source from the period, to include at least 1 historical image, and to present information based on scholarly secondary sources. All sources must be cited in a bibliography at the bottom of your report/page using either MLA or Chicago style format. NOTE: Bibliography does not count towards word count).*

**DUE: Nov. 16 on CUPortfolio (shared with class as resource for final exam revision)**

**Primary Sources Work**

**5%**

*(Transcription of assigned manuscript page portion.)*

**DUE: Nov. 30 in hard copy at class or digitally as an attachment to an e-mail to the Prof**

**Final Examination**

**25%**

*(will be scheduled during final examination period; will likely include short answer questions, essay question(s) and some sort of timeline construction)*

**Please Note:**

- **If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.**
- **Student or professor materials created for this course (including presentations, reflections, CUPortfolios, projects, hand-outs, assignments, lectures, drafts, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).**
- **Group work is involved in some assignments and is indicated in the assignment title or document describing it. However, other assignments are to be completed individually. If you have any questions about which assignments are to be completed as a group vs as an individual, please consult Prof. Calkin.**
- **Letter/Number Grades and professor comments on individual assignments worth 5% or more will be returned on hard copies, or via e-mail, or via Brightspace depending on the assignment.**

**\*\*\*Why am I Making You Use CUPortfolio for your Research Project Reports?**

CUPortfolio allows students to use media of different sorts to communicate their scholarly research in whatever ways they find compelling. In other words, CUPortfolio allows you to be more creative than a Word document would and to do things such as include images, media, and/or maps. CUPortfolio also allows us to share research. Your projects will be the items we plot on our timeline of the medieval and early modern periods. Sharing research on CUPortfolio allows us to create a shared textbook for our timeline—and will help you when reviewing the materials of Unit 2 for the final examination. Be aware that some questions on the exam will require you to deploy your own and some of your

colleagues' research; access to the CUPortfolio reports will allow you to flesh out and correct your notes from the various presentations as you prepare for the final exam.

*\*\*N.B. Training in the use of CUPortfolio will be provided as part of the course.\*\**

## **PLAGIARISM**

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.

Please Note: 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.

## Schedule of Classes and Readings

*Readings/Viewings are to be completed before class by the date under which they are listed.* Please note that I reserve the right to adjust this syllabus to meet the needs of the class; however, major changes will be announced in advance. The readings that do not have an URL provided are to be accessed via ARES reserves (which can be accessed through Brightspace or the Library's web page).

### UNIT 1: How Do We Think About the Medieval and Early Modern?

#### Day 1 / Th. Sept. 7

#### Course Introduction: Who We Are and What We're Doing

**Before Class (if possible):**

**READ:** the Syllabus (on Brightspace)

**In Class:** Syllabus Overview and Your Questions  
Introduce Yourself  
Get Your Posting Assignment for next class

#### Day 2 / T. Sept. 12

#### Popular Representations of the Medieval and Early Modern Around Us Today

**Before Class:**

**READ:** Paul Sturtevant, "You don't learn it deliberately, but you just know it from what you've seen': British Understandings of the Medieval Past Gleaned from Disney's Fairy Tales," in *The Disney Middle Ages: A Fairy-Tale and Fantasy Past*, ed. Tison Pugh and Susan Aronstein (New York: Palgrave MacMillan, 2015): 77-96. (ARES)

**In Class:** Discuss Sturtevant article and idea of medievalism  
Analyze Our Posted Representations

#### Day 3 / Th. Sept. 14

#### Bridging the Popular and Scholarly Worlds

**Before Class:**

**READ:** 1) Marcus Bull, "Popular Images of the Middle Ages," Chapter 1 of *Thinking Medieval: An Introduction to the Study of the Middle Ages* (New York: Palgrave Macmillan, 2005), pp. 7-41. (ARES)

- 2) Amy Kaufman and Paul Sturtevant, Introduction (“Weaponizing History”) and Chapter 1 (“The Middle Ages: Foundational Myths of *The Devil’s Historians: How Modern Extremists Abuse the Medieval Past* (Toronto: Toronto UP, 2020), pp. 1-8 and 9-28. (ARES)

**In Class:** Discussion/Lecture on Bull and Kaufman/Sturtevant Readings

#### Day 4 / T. Sept. 19

### What do scholars mean by “Middle Ages,” “Medieval,” “Renaissance,” or “Early Modern”? The Founding Terms and Their Challenges

**Before Class:**

**READ:**

- 1) Marcus Bull, “What are the ‘Middle Ages’?” Chapter 2 of *Thinking Medieval*, pp. 42-61. (ARES)
- 2) Leah Marcus, “Renaissance/Early Modern Studies,” in *Redrawing the Boundary*, ed. S. Greenblatt and G. Gunn (New York: MLA, 1996), pp. 41-63. (ARES)

**In Class:** Our Ideas of these Terms  
How Scholars Define Them  
Problems with Scholars’ Definitions  
Introduce Research Project Topics

#### Day 5 / Th. Sept. 21

### Globalizing MEMS: The Importance and The Challenges

**Before Class:**

**READ:**

Geraldine Heng, *The Global Middle Ages: An Introduction* (Cambridge Elements: Cambridge UP, 2021), pp. 9-40 (Sections 3-10). (ARES\*)

**In Class:** Discussion/Lecture re: reading



## **UNIT 2: Researching the Medieval and Early Modern Worlds I: People, Places, Things, and Events, and What Secondary Sources Can Tell You About Them**

**Day 6 / T. Sept. 26**

### **Introduction to Research Project and Secondary Source Searching**

**Before Class:**

**TODAY:** E-mail me your choice of Research Project topic if you haven't already done so  
**\*\*\*BETWEEN NOW AND OCT. 10\*\*\*:** Complete the Intro to CUPortfolio On-line Course (available through Brightspace)

**In Class:**

Components of the Research Project  
What is a Scholarly Secondary Source vs a Reputable One?  
Why Must I Use a Scholarly Source?  
What is a Primary Medieval or Early Modern Source?  
Helpful Databases and Resources (maybe an OMNI scavenger hunt!)

**Day 7 / Th. Sept. 28**

### **Academic Medievalism and the Birth of Medieval Studies, or When and Why did Modern Scholars Start Studying the Medieval World?**

(We've all got to start somewhere. Medieval Studies has a dirty little secret: medievalists started their research by creating the basis of what would become modern nationalism)

**Before Class:**

- READ:**
- 1) Patrick Geary, "A Poisoned Landscape: Ethnicity and Nationalism in the Nineteenth Century," in *The Myth of Nations: The Medieval Origins of Europe* (Princeton: Princeton University Press, 2003): 15-40 (**ARES**)
  - 2) Richard Utz, "Academic Medievalism and Nationalism," in *The Cambridge Companion to Medievalism*, ed. Louise D'Arcens (Cambridge: Cambridge University Press, 2016): 119-34 (**ARES**)

**In Class:**

Discussion/Lecture re: articles

## Day 8 / T. Oct. 3

### Case Study: Historical King Arthur and Historical Knights (Secondary Sources)

**DUE: Research Project Part 1: Annotated Bibliography; in hard copy or as an e-mailed Word document; can be submitted today through to 11:59pm Friday Oct. 6; 10%**

Have you ever heard of King Arthur? What is his story? Did he exist? Did his knights exist?

We will briefly consider some of your ideas of this medieval personage and where they come from, and then I will lead you through some of the historical actualities, drawing on these secondary sources.

#### Before Class:

##### READ ONE OF THE FOLLOWING SECONDARY SOURCES:

- 1) **(King Arthur)** Ronald Hutton, "The Early Arthur: History and Myth," in *The Cambridge Companion to the Arthurian Legend*, ed. Elizabeth Archibald and Ad Putter (Cambridge: Cambridge UP, 2009), pp. 21-35. **(ARES)**
- 2) **(Knights)** Frances Gies, *The Knight in History* (New York: Harper and Row, 1984), pp. 1-4 and 8-20. **(ARES)**  
*(This overview is slightly dated in vocabulary at points but offers a clear sense of the development of scholarship and of some key basic information with important scholarly provisos about complexity, lack of uniformity, and chronological change in the development of the ideas of knights in Europe)*
- 3) **(Knights)** Richard Kaeuper, *Chivalry and Violence in Medieval Europe* (Oxford: Oxford UP, 1999), pp. 7-21 and 28-29. **(ARES)**  
*(A more recent introduction to the issue of knights and violence in Europe with helpful reminders about the need for scholars of chivalry not to romanticize the topic given lived realities)*

**Class:** Your Ideas on Arthur, Knights and Chivalry  
Historical Arthur Evidence (or Lack Thereof)  
Chivalry and Knighthood (Some Basic Actualities)  
Reflecting on types of sources

## Day 9 / Th. Oct. 5

### Case Study: Writing King Arthur in 12<sup>th</sup>-Century England (Primary Sources and their Complexities)

#### Before Class:

**READ:** Geoffrey of Monmouth, *The History of the Kings of Britain: An Edition and Translation of the De Gestis Britonum [Historia Regum Britanniae]*, ed. and trans. Michael D. Reeve and Neil Wright (Woodbridge: Boydell and

Brewer, 2007), pp. 4, 136-40 and 192-252, (ARES))

**Class:** Multiculturalism and Multilingualism  
Writers, Patronage, and Political Prefaces  
Manuscript Variation  
Chivalric and Knightly Overlays (or, Collapsing Medieval Time)  
12<sup>th</sup>-Century Ideas of Arthur (Anachronism and Historia vs History)  
Political Uses of Arthur (The Afterlife of Texts and Ideas)

### **Day 10 / T. Oct. 10**

#### **Researching the Medieval and Early Modern Worlds I: Class Round-Up**

**Before Class:** Complete Online CUPortfolio Course if you haven't already done so

**In Class:** Finish Up King Arthur and Knights via Primary Sources  
Research Project Troubleshooting (Your Questions and Problems)  
CUPortfolio Questions

### **Day 11 / Th. Oct. 12**

#### **Timeline Travails I**

#### **DUE: Research Project Part 2: Draft Preliminary Report; via CUPortfolio; 5%**

**Class:** You will be introducing your group to your researched topic and assembling your small group presentation of a timeline and key basic information about your assigned medieval or early modern persons, places, events or things to present to the class next week. I will be around to answer questions and help.

### **Day 12 / T. Oct. 17**

#### **Timeline Travails I (continued)**

**Class:** You will be assembling your small group presentation of a timeline and key basic information about your assigned medieval or early modern persons, places, events or things to present to the class. I will be around to answer questions and help.

**Day 13 / Th. Oct. 19**

**Timeline Travails II: Group Presentations**

**DUE: Research Project Part 3: Group Timeline/Map Presentation; in class; 10%**

**Before Class:** Assemble your group's presentation and organize any PPT etc components.

**In Class:** Group Research Presentations (4-5 groups)

**T. Oct. 24**

**NO CLASS MEETINGS: READING WEEK**

**Th. Oct. 26**

**Day 14 / T. Oct. 31**

**Timeline Travails II: Group Presentations continue**

**Before Class:** Assemble your group's presentation and organize any PPT etc components.

**In Class:** Group Research Presentations (4-5 groups)

## **UNIT 3: Researching the Medieval and Early Modern Worlds II: Touching the Past, Working With Primary Sources**

**Day 15 / Th. Nov. 2**

**Introduction to Written Documents 500-1700 CE**

**DUE: Research Project Part 4: Feedback on 2 Other Students' Draft Reports ; due via e-mail to each student and copied to Prof; 5%**

**Before Class:**

- WATCH:** “The Making of Japanese Hand-made Paper: A Short Film Documents an 800-Year-Old Tradition” <http://www.openculture.com/2016/05/the-making-of-japanese-handmade-paper.html>  
“Vellum” (<https://www.bl.uk/medieval-english-french-manuscripts/videos/5-making-manuscripts-vellum>)  
”The Manuscript Page” (<https://www.bl.uk/medieval-english-french-manuscripts/videos/6-making-manuscripts-the-page>)  
“Quills » <https://www.bl.uk/medieval-english-french-manuscripts/videos/3-making-manuscripts-quills>)

**In Class:**

Finish Group Presentations if needed  
What People Wrote On: Paper and Parchment/Vellum  
How People Wrote: Manuscript Production and Scribes

**Day 16 / T. Nov. 7**

**FIELD TRIP 1!!**

**Touching Documents Written 500-1700CE**

**\*\*This Class will be held in MacOdrum Library Rm 583\*\***

**Before Class:**

- 1) **Sign Up** for Field Trip Time Slot 1 or 2
- 2) **Read the Discussion Prompt on Brightspace** before you go as this is a required Participation Post and you will want to know what you have to write before you see the items on display
- 3) **READ** Marcus Bull, “The Evidence for Medieval History,” in *Thinking Medieval*, pp. 62-98. (ARES)

**In Class:**

**FIELD TRIP: Rare Books Department MacOdrum library Room 583**

Because of our class size, we cannot go all together to the Rare Books Room display of

medieval and early modern books so you will have signed up for either Slot 1 (8:35-9:15am) or Slot 2 (9:15-9:55am). Please show up for your chosen slot on time.

**Day 17 / Th. Nov. 9**

**Introduction to Written Documents and Manuscript Transcription**

**Before Class:**

**READ:** Marc Saurette, Tips on Transcription (Brightspace Post)

**Class:** Finish Introduction to How People Wrote  
Who Was Writing  
Reading and Transcribing Latin, English, and French Manuscripts

**Day 18 / T. Nov. 14**

**FIELD TRIP 2!!**

**Book Arts Lab 1: Make a Quill and Write with It**

**\*\*This class will be held in MacOdrum Library Rm 252B\*\***

**Before Class:**

**Read the Discussion Prompt on Brightspace** before you go as this is a required Participation Post and you will want to know what you have to write before you do the lab.

**Class:** Make a Quill

**Day 19 / Th. Nov. 16**

**Primary Sources: Medical History**

**THIS CLASS WILL TAKE PLACE VIA ZOOM!**

**DUE: Research Project Part 5: Final Polished Research Report; via CUPortfolio; 25%**

**Before Class:**

**READ:** Lori Jones and Richard Nevell, "Plagued by Doubt and Viral Misinformation: The Need for Evidence-Based Use of Historical Disease Images," *The Lancet* 16.10 (2016): e235-e240 available as a PDF on Brightspace

**Class:** **GUEST LECTURE: Dr. Lori Jones (History)**  
"Studying Disease in the Medieval and Early Modern Worlds"

**Day 20 / T. Nov. 21**

**Primary Sources: History**

**Before Class:**

**READ:** TBA (Guest Lecturer's assignment)

**Class:** GUEST LECTURE: Dr. Marc Saurette (History)

**Day 21 / Th. Nov. 23**

**Primary Sources: Art History**

**Before Class:**

**READ:** Matthew P. Long and Roger C. Schonfeld, *Supporting the Changing Research Practices of Art Historians*. ITHAKA S+R, 2014, pp. 8-25.

Available at: [https://sr.ithaka.org/wp-content/uploads/2015/08/SR\\_Support-  
Changing-Research-ArtHist\\_20140429.pdf](https://sr.ithaka.org/wp-content/uploads/2015/08/SR_Support-Changing-Research-ArtHist_20140429.pdf)

**Class:** GUEST LECTURE: Dr. Morgan Currie (SSAC; Art History)

**Day 22 / T. Nov. 28**

**Primary Sources: Architecture**

**Before Class:**

**READ/VIEW:** TBA (Guest Lecturer's Assignment)

**Class:** GUEST LECTURE: Dr. Gül Kale (SSAC; History of Architecture)

**Day 23 / Th. Nov. 30**

**Primary Sources: Literature**

**THIS CLASS WILL TAKE PLACE VIA ZOOM!**

**DUE: Manuscript Transcription Exercise 5%**

**Before Class:**

**READ/VIEW:** TBA (Guest Lecturer's Assignment)

**Class:** GUEST LECTURE: Dr. Robin Norris (English)

**Day 24 / T. Dec. 5**

**FIELD TRIP 3!!!**

**Book Arts Lab 2: Printing**

**\*\*This class will be held in MacOdrum Library Rm 252B\*\***

**Before Class:**

**WATCH:** “The [European]Print Workshop in the Fifteenth Century”—Cambridge University (<https://www.youtube.com/watch?v=v4ARRcED3Ro>)

*(The video speaks of printing generally but describes only the situation in Europe; the timing and nature of printing was earlier and different in other parts of the world, as we will discuss in class)*

**Class:** Introduction to Printing 500-1700CE  
**Lab:** Block Printing or Typesetting  
**Book Arts Lab Demo:** Printing Press

**Day 25 / Th. Dec. 7**

**Finish Up and Exam Format**

**Class:** Finish Up any remaining material  
Last Questions on Course? Thoughts?  
Exam Format



# University Regulations for All College of the Humanities Courses

Tuesday, July 4, 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

**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.

### **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](mailto: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 short-term incapacitation (illness, injury, emergency, or other circumstances beyond their control) which forces them to delay submission of the work.

1. Students who claim incapacitation 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. 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.](#)

## Deferred Final Exams

Students who are unable to write a final examination because of incapacitation (illness, injury, emergency, or extraordinary circumstances beyond a student's 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 (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 incapacitation normally lasting no more than 10 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 incapacitation lasting longer than 10 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

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

[More information and to book an appointment.](#)

## Department Contact Information

*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)