

<b>COURSE:</b>	<b>MEMS 2001 A</b> <b>Discovering the Medieval and Early Modern Past</b>
<b>TERM:</b>	<b>Fall 2025</b>
<b>PRECLUSIONS:</b>	None
<b>PREREQUISITES:</b>	None
<b>CLASS:</b>	<b>Day &amp; Time:</b> Mondays, 2:35-5:25pm <b>Brightspace:</b> <a href="https://brightspace.carleton.ca/d2l/home/371454">https://brightspace.carleton.ca/d2l/home/371454</a>
<b>INSTRUCTOR:</b>	Dr. Sarah Keeshan
<b>CONTACT:</b>	<b>Office:</b> 310A Paterson Hall <b>Office Hrs:</b> Mondays, 5:30-6:30pm or by appointment on Zoom <b>Telephone:</b> N/A <b>Email:</b> <a href="mailto:sarah.keeshan@carleton.ca">sarah.keeshan@carleton.ca</a>

- I. **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, Gaming the Middle Ages, and Studying Medieval Architecture.

II. **Learning 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.
- Learn about the complexity and detail of the past and how this is elided in many modern representations of it.

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
- 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
- Identify, find, and access primary historical sources from 500-1700
- Learn about 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

III. **Texts:** Required readings and/or viewings will be available from online sources or ARES (the library's electronic reserves system) and are listed under the daily assignments in the Schedule of Readings and Classes.

IV. **Evaluation:**

### **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:
  - **The post + image of your favourite medieval or early modern thing**
  - **at least 1 of the Book Arts Lab reflections and**
  - **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 Dr Keeshan 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 information and a 3-4 sentence annotation of each entry for:

- 3 scholarly sources
- 1 medieval or early modern image (i.e. from 500-1700) related to your specific topic
- 1 medieval or early modern primary source (i.e. from 500-1700) related to your specific topic

**DUE: Sept. 29 on Brightspace**

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

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

**DUE: Oct. 6 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: Nov. 3 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 Dr Keeshan. 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 practice how professional scholars work together collegially to improve the presentation and communication of knowledge)

**DUE: Nov. 10, to be communicated by e-mail directly to each of your assigned colleagues, with Dr Keeshan 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 in your report using either MLA or Chicago style format. NOTE: Bibliography does not count towards word count).

**DUE: Nov. 24 on CUPortfolio (shared with class as resource for final exam revision)**

**Primary Source Work 5%**

(Transcription of assigned manuscript page portion.)

**DUE: Dec. 5 in hard copy at class and/or on Brightspace**

**Final Examination 25%**

(Will be scheduled during final examination period; will likely include short answer questions, a brief transcription, 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.

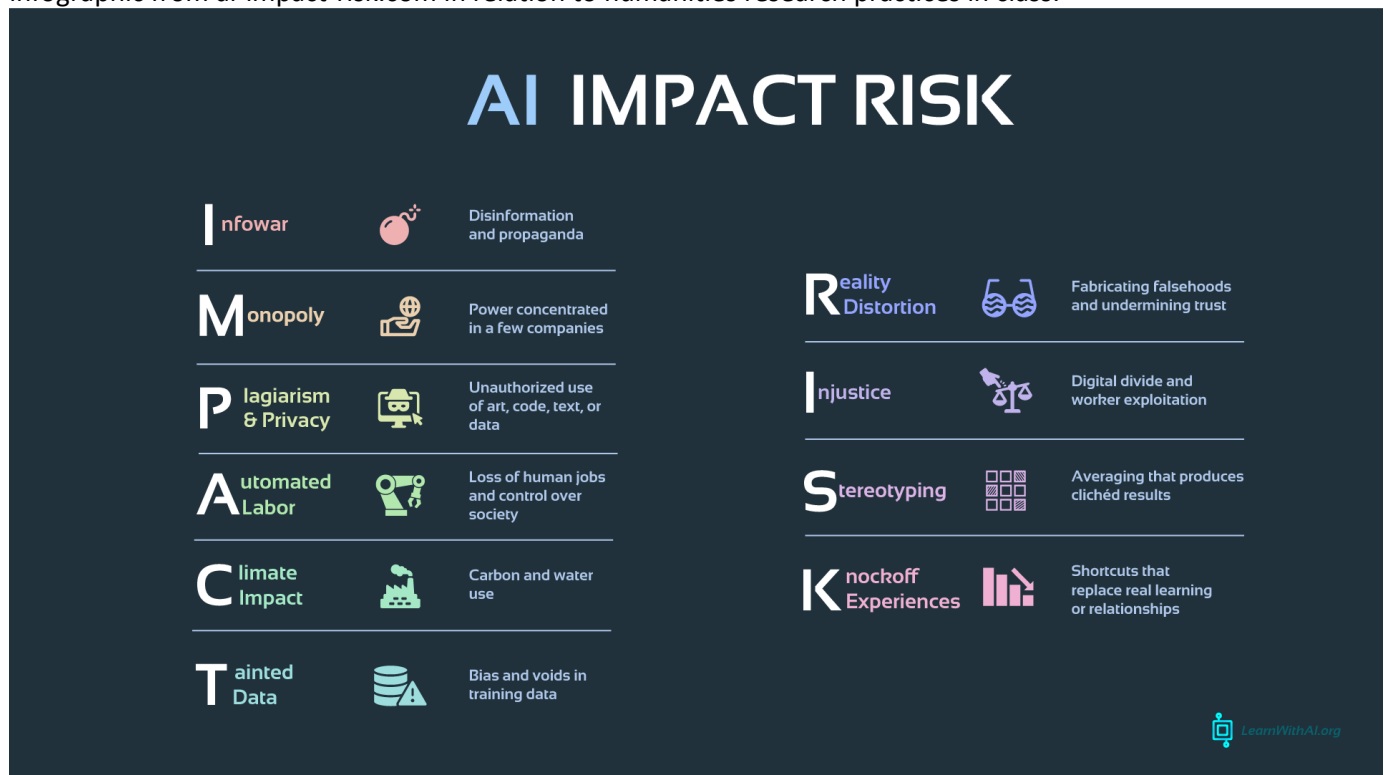
- *Student or professor materials created for this course (including presentations, reflections, CUPortfolios, projects, hand-outs, assignments, lectures, drafts, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed 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 Dr Keeshan.*

### Why are you Using 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.

### AI Policy

No generative AI Tools (e.g. ChatGPT) are to be used to complete any of the assignments for this course, as the purpose of the assignments is fundamentally in the practice of them. In addition, we will be discussing this infographic from [ai-impact-risk.com](https://ai-impact-risk.com) in relation to humanities research practices in class:



## 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.

### V. Course Calendar:

*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?

### WEEK 1: SEPTEMBER 8

Part 1	<i>Course Introduction: Who We Are and What We’re Doing</i>
Before Class, Read (if possible):	In Class:
The Syllabus	Syllabus Overview and Your Questions Introduce Yourself

	Get Your Posting Assignment for next class
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## WEEK 2: SEPTEMBER 15

<b>Part 1</b>	<b><i>Popular Representations of Medieval and Early Modern Around Us Today</i></b>
<b>Before Class, Read:</b>	<b>In Class:</b>
1) 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 <i>The Disney Middle Ages: A Fairy-Tale and Fantasy Past</i> , ed. Tison Pugh and Susan Aronstein (New York: Palgrave MacMillan, 2015): 77-96. (ARES)	Discuss Sturtevant article and idea of medievalism Analyze Our Posted Representations

<b>Part 2</b>	<b><i>Bridging the Popular and Scholarly Worlds</i></b>
<b>Before Class, Read:</b>	<b>In Class:</b>
2) Amy Kaufman and Paul Sturtevant, Introduction (“Weaponizing History”) and Chapter 1 (“The Middle Ages: Foundational Myths”) in <i>The Devil’s Historians: How Modern Extremists Abuse the Medieval Past</i> (Toronto: Toronto UP, 2020), pp. 1-8 and 9-28. (ARES)	Discuss/read in class: Marcus Bull, “Popular Images of the Middle Ages,” Chapter 1 of <i>Thinking Medieval: An Introduction to the Study of the Middle Ages</i> (New York: Palgrave Macmillan, 2005), pp. 7-41. (available on ARES)  Discussion/Lecture on Bull and Kaufman/Sturtevant Readings

## WEEK 3: SEPTEMBER 22

<b>Part 1</b>	<b><i>What do scholars mean by “Middle Ages,” “Medieval,” “Renaissance,” or “Early Modern”? The Founding Terms and Their Challenges</i></b>
<b>Before Class, Read:</b>	<b>In Class:</b>
1) Marcus Bull, “What are the ‘Middle Ages’?” Chapter 2 of <i>Thinking Medieval</i> , pp. 42-61. (ARES) 2) Leah Marcus, “Renaissance/Early Modern Studies,” in <i>Redrawing the Boundary</i> , ed. S. Greenblatt and G. Gunn (New York: MLA, 1996), pp. 41-63. (ARES) Amy Kaufman and Paul Sturtevant, Introduction (“Weaponizing History”) and Chapter 1 (“The Middle Ages: Foundational Myths”) in <i>The Devil’s Historians: How Modern Extremists Abuse the Medieval Past</i> (Toronto: Toronto UP, 2020), pp. 1-8 and 9-28. (ARES)	Our Ideas of these Terms How Scholars Define Them Problems with Scholars’ Definitions Introduce Research Project Topics

<b>Part 2</b>	<i><b>Globalizing MEMS: The Importance and the Challenges</b></i>
<b>Before Class, Read:</b>	<b>In Class:</b>
3) Geraldine Heng, <i>The Global Middle Ages: An Introduction</i> (Cambridge Elements: Cambridge UP, 2021), pp. 9-40 (Sections 3-10). (ARES)	Discussion 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**

**WEEK 4: SEPTEMBER 29**

<b>Part 1</b>	<i><b>Introduction to Research Project and Secondary Source Searching</b></i>
<b>Before Class:</b>	<b>In Class:</b>
1) TODAY: E-mail me your choice of Research Project topic if you haven't already done so 2) ***BETWEEN NOW AND OCT. 6***: Complete the Intro to CUPortfolio Online Course (available through Brightspace)	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!)

<b>Part 2</b>	<i><b>Academic Medievalism and the Birth of Medieval Studies, or When and Why did Modern Scholars Start Studying the Medieval World?</b></i>
<b>Before Class, Read:</b>	<b>In Class:</b>
3) Patrick Geary, "A Poisoned Landscape: Ethnicity and Nationalism in the Nineteenth Century," in <i>The Myth of Nations: The Medieval Origins of Europe</i> (Princeton: Princeton University Press, 2003): 15-40 (ARES) 4) Richard Utz, "Academic Medievalism and Nationalism," in <i>The Cambridge Companion to Medievalism</i> , ed. Louise D'Arcens (Cambridge: Cambridge University Press, 2016): 119-34 (ARES)	Discussion re: articles

**\*\*\*Annotated Bibliography due by class time on Brightspace\*\*\***

**WEEK 5: OCTOBER 6**

<b>Part 1</b>	<i><b>Case Study: Chronicling the Normans in Sicily (Secondary Sources)</b></i>
<b>Before Class:</b>	<b>In Class:</b>
1) Judith A. Green, "Normans in the South," in	Your Ideas on Normans

<p><i>The Normans: Power, Conquest and Culture in 11<sup>th</sup> Century Europe</i> (Yale University Press, 2022), pp. 66-85. (ARES)</p> <p>2) Hubert Houben, "Between Occidental and Oriental Cultures: Norman Sicily as a 'Third Space'" in <i>Norman Tradition and Transcultural Heritage: Exchange of Cultures in the 'Norman' Peripheries of Medieval Europe</i>, eds. Stefan Burkhardt and Thomas Foerster (London: Routledge, 2016), pp. 19-34. (ARES)</p> <p>3) Dan Armstrong and Áron Kecskés, "Introduction: Writing the Borders of the Norman World" in <i>Borders and the Norman World</i>, eds. Armstrong, et al. (Woodbridge: Boydell Press, 2023), pp. 1-13. (ARES)</p>	<p>The Historical Normans in Sicily Reflecting on Types of Sources</p>
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<b>Part 2</b>	<b><i>Case Study: Chronicling the Normans in Sicily (Primary Sources and their complexities)</i></b>
<b>Before Class, Read:</b>	<b>In Class:</b>
<p>5) Geoffrey Malaterra, <i>Deeds of Count Roger of Calabria and Sicily and of Duke Robert Guiscard his brother</i>, translated by G.A. Loud, excerpts. <a href="https://ims.leeds.ac.uk/wp-content/uploads/sites/29/2019/02/Malaterra-1.pdf">https://ims.leeds.ac.uk/wp-content/uploads/sites/29/2019/02/Malaterra-1.pdf</a></p> <p>6) Cappella Palatina, Sicily, Virtual Tour: <a href="https://www.cappellapalatinapalermo.it/fotogallery/virtual-tour/">https://www.cappellapalatinapalermo.it/fotogallery/virtual-tour/</a></p> <p>7) The Mantle of Roger II of Sicily, <i>The Textile Research Centre</i>: <a href="https://www.trc-leiden.nl/trc-needles/individual-textiles-and-textile-types/secular-ceremonies-and-rituals/mantle-of-roger-ii-of-sicily">https://www.trc-leiden.nl/trc-needles/individual-textiles-and-textile-types/secular-ceremonies-and-rituals/mantle-of-roger-ii-of-sicily</a></p>	<p>Writers, Patronage and the Political Imperialism and Conquest Multiculturalism and Multilingualism Textiles as Primary Sources Legacy of the Coronation Robes Selections of Images and Artifacts</p>

**\*\*\*Preliminary Report due by class time on CU Portfolio\*\*\***

**Reading Week: October 20-24**  
**No classes**

## **WEEK 6: OCTOBER 27**

<b>Parts 1 &amp; 2</b>	
<b>Before Class:</b>	<b>In Class:</b>
Prepare for small group work	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. Develop and assemble 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. Dr Keeshan will be around to answer questions and help.
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<b>Part 2</b>	<b>Introduction to Written Documents, 500-1700 CE</b>
<b>Before Class, watch:</b>	<b>In Class:</b>
1) "The Making of Japanese Hand-made Paper: A Short Film Documents an 800-Year-Old Tradition" <a href="http://www.openculture.com/2016/05/the-making-of-japanese-handmade-paper.html">http://www.openculture.com/2016/05/the-making-of-japanese-handmade-paper.html</a> 2) "Vellum" ( <a href="https://www.bl.uk/medieval-english-french-manuscripts/videos/5-making-manuscripts-vellum">https://www.bl.uk/medieval-english-french-manuscripts/videos/5-making-manuscripts-vellum</a> ) 3) "The Manuscript Page" ( <a href="https://www.bl.uk/medieval-english-french-manuscripts/videos/6-making-manuscripts-the-page">https://www.bl.uk/medieval-english-french-manuscripts/videos/6-making-manuscripts-the-page</a> ) 4) "Quills » <a href="https://www.bl.uk/medieval-english-french-manuscripts/videos/3-making-manuscripts-quills">https://www.bl.uk/medieval-english-french-manuscripts/videos/3-making-manuscripts-quills</a> )	What People Wrote On: Paper and Parchment/Vellum How People Wrote: Manuscript Production and Scribes

### WEEK 7: NOVEMBER 3

<b>Parts 1 &amp; 2</b>	<b>Group Timeline Presentations</b>
<b>Before Class:</b>	<b>In Class:</b>
Assemble your group's presentation and organize any PPT etc. components.	Group Presentations

## Unit 3: Researching the Medieval and Early Modern Worlds II: Touching the Past, Working with Primary Sources

### WEEK 8: NOVEMBER 10

<b>Part 1</b>	<b>Book Arts Lab Fieldtrip 1! Make a Quill and Write with it! And Illuminated Initials!</b> <b>LOCATION: MacOdrum Library, Room 252B</b>
<b>Before Class:</b>	<b>In Class:</b>
1) 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.	Make a Quill, write with it Illuminated Initials

<b>Part 2</b>	<b>Rare Books Fieldtrip!</b> <b>LOCATION: MacOdrum Library, Room 252</b>
<b>Before Class:</b>	<b>In Class:</b>
1) Read the Discussion Prompt on Brightspace before	Rare Books Display and Discussion

<p>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</p> <p>2) (optional) Marcus Bull, "The Evidence for Medieval History," in Thinking Medieval, pp. 62-98. (ARES)</p> <p>3) Sign up for Field Trip Time Slot 1 (11:35am-12:15pm) or 2 (12:15-12:55pm)</p>	<p>NB: Because of our class size, we may not all be able to squeeze into Rm 513 at the same time, so check in closer to the day and make sure to sign up for one of the two time slots if we need to divide the class in two.</p>
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**\*\*\*Feedback due on Peers' Draft Reports via email, Dr Keeshan cc'ed\*\*\***

## WEEK 9: NOVEMBER 17

<b>Part 1</b>	<b>Primary Sources and Gamification</b>
<b>Before Class:</b>	<b>In Class:</b>
1) Readings TBA	Guest Lecture: Dr. Marc Saurette (History) "Medievalisms and Historical Game Studies"

<b>Part 2</b>	<b>Introduction to Written Documents and Transcription</b>
<b>Before Class:</b>	<b>In Class:</b>
1) Marc Saurette, Tips on Transcription (Brightspace Post)	Who Was Writing Reading and Transcribing Latin, English, and French Manuscripts

## WEEK 10: NOVEMBER 24

<b>Part 1</b>	<b>Primary Sources: Medieval Architecture</b>
<b>Before Class:</b>	<b>In Class:</b>
<p>"Introduction to Medieval Architecture" videos by Prof. Coffman in this order:</p> <ol style="list-style-type: none"> <li>1) <a href="https://mediaspace.carleton.ca/media/Coffman+MEMS+2001-1+Introduction/1_besrnej2">https://mediaspace.carleton.ca/media/Coffman+MEMS+2001-1+Introduction/1_besrnej2</a></li> <li>2) <a href="https://mediaspace.carleton.ca/media/Coffman+MEMS+2001-2+Archaeology/1_c1hxxg7ek">https://mediaspace.carleton.ca/media/Coffman+MEMS+2001-2+Archaeology/1_c1hxxg7ek</a></li> <li>3) <a href="https://mediaspace.carleton.ca/media/Coffman+MEMS+2001-3+Ornament.mp4/1_jknewinf">https://mediaspace.carleton.ca/media/Coffman+MEMS+2001-3+Ornament.mp4/1_jknewinf</a></li> <li>4) <a href="https://mediaspace.carleton.ca/media/Coffman+MEMS+2001-4+Design/1_06g5xnmj">https://mediaspace.carleton.ca/media/Coffman+MEMS+2001-4+Design/1_06g5xnmj</a></li> </ol> <p>(links also available on Brightspace in Week 10 tab/module)</p>	Guest Lecture: Dr. Peter Coffman (SSAC; History of Architecture) "Studying Medieval Architecture"

<b>Part 2</b>	<b>Primary Sources: Medical History</b>
<b>Before Class:</b>	<b>In Class:</b>
1) 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	Guest Lecture: Dr. Lori Jones (History) via Zoom "Studying Disease in the Medieval and Early Modern Worlds"

**\*\*\*Final Report due on CU Portfolio\*\*\***

## WEEK 11: DECEMBER 1

<b>Part 1</b>	<b>Book Arts Lab Field Trip 2! Early Modern Printing!</b> <b>LOCATION: MacOdrum Library, Room 252B</b>
<b>Before Class:</b>	<b>In Class:</b>
1) "The [European]Print Workshop in the Fifteenth Century"—Cambridge University ( <a href="https://www.youtube.com/watch?v=v4ARRcED3Ro">https://www.youtube.com/watch?v=v4ARRcED3Ro</a> ) (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)	Introduction to Printing 500-1700CE <b>Lab:</b> Block Printing or Typesetting <b>Book Arts Lab Demo:</b> Printing Press

<b>Part 2</b>	<b>Primary Sources: Literature or Early Modern Architecture (TBC)</b>
<b>Before Class:</b>	<b>In Class:</b>
1) TBA	Guest Lecture: TBC

## WEEK 12: DECEMBER 5

<b>Part 1</b>	<b>Primary Sources: Literature or Early Modern Architecture (TBC)</b>
<b>Before Class:</b>	<b>In Class:</b>
1) TBA	Guest Lecture: TBC

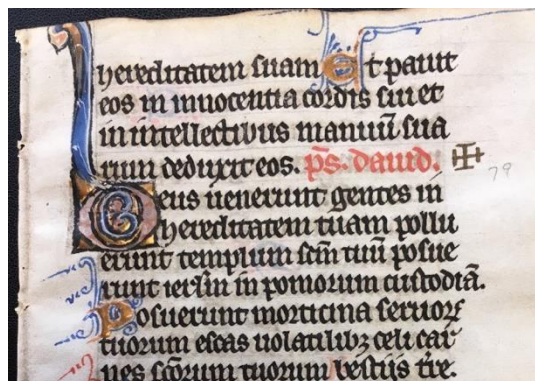
<b>Part 2</b>	<b>Wrapping Up and Exam Format</b>
<b>Before Class:</b>	<b>In Class:</b>
1) N/A	Finish Up Last Thoughts? Exam Format

**\*\*\*Transcription Assignment due\*\*\***

**The Final Exam will be scheduled during the Fall Exam Period.**

**NB: 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.**



# University Regulations for All College of the Humanities Courses (July 21 2025)

## 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](mailto: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](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)