

**CARLETON UNIVERSITY**  
**College of the Humanities, Religion Program and Department of History – Fall 2025**

**REFORMATION EUROPE**

RELI 3220A / HIST 3708A

Professor Johannes C. Wolfart

**Classes in-person** (lecture, discussion, assessments) on Mondays from 14:35 to 17:25

Office: 2A62 Paterson Hall; email: [johannes\\_wolfart@carleton.ca](mailto:johannes_wolfart@carleton.ca)

**COURSE OBJECTIVES**

This course considers those religious, social, and cultural upheavals of sixteenth-century Europe commonly known as “the Reformation,” with a particular emphasis on “the German-speaking lands.” This course is aimed both at students focussed on the academic study of religion, and at those specializing in the historical disciplines. (Of course, one can be both.) Thus, we will consider changes to Christian ideologies and institutions over the course of the sixteenth century in relation, especially, to the historical contexts in which these occurred. Moreover, we will consider the broader implications of scholarship on the Reformation for both the academic study of religion, as well as for historiography, especially of “the modern age.” Ultimately, students should come away with a greater knowledge and appreciation of the Reformation in terms of a) what happened; b) why it happened; and c) how it matters for both the field of religious studies and the discipline of history.

Please note, finally, that while many of the worldviews studied in this course are explicitly theological, the academic procedures and critical methods employed in the academic study of religion are not. **This course presupposes your acceptance of the principles of the modern research university.** Your understanding of these, especially as they pertain to the historical study of religion, will undoubtedly develop further during this course.

**EVALUATION – GENERAL INFORMATION**

There are 4 evaluation components to this course, three in-class assessments and a final exam. Each in-class assessment is worth 25% and your best two of three grades will comprise the other 50% of your final grade; the final exam will make up the other 50% of your final grade. Normally, there will be no make-ups or extensions for missed assessments.

**IN-CLASS ASSESSMENTS (detailed briefs will be made available in advance – these are intended as “prepared” rather than “sight” exercises, but they will be completed in-class)**

- 1) Response to a primary document (students have 30 minutes to produce 500-1000 words on a primary source assigned from the syllabus) **22 September.**
- 2) Critical synopsis of a scholarly article (students have 30 minutes to produce 500-1000 words on an article assigned from the syllabus) **27 October.**
- 3) Short descriptive or interpretive essay (students have 1 hour to produce a prepared essay of 1000-1500 words on a topic chosen from a list provided and demonstrating either historical description or historiographical interpretation/criticism) **24 November.**

**Further details of each assessment will be posted on Brightspace.**

**LEARNING OUTCOMES** (these are derived from a list common to Religion courses at the 3000-level)  
By the conclusion of this course students should...

1. ...be able to apply theoretical perspectives to a primary text.
2. ...be able to engage with secondary sources.
3. ...be able to recognize different modes of interpretation common in both the historical disciplines and religious studies.

4. ...be able to write an essay on a topic in Reformation studies that is free of both grammatical and syntactical errors.

### CLASSES

This is a lecture course, which means that my oral presentation is the primary mode of communication. Nevertheless, we shall also devote a certain amount of time (approximately one quarter to one third of the time available in each class) to class discussions. Readings are a prerequisite and not a substitute for lecture material. You can expect the examination to be based heavily on material presented in class. Similarly, guidance for completion of the assignments will be available in class. Therefore, attendance is not optional but obligatory in this course. Late arrivals are very distracting to both your fellow students and to me, so please be punctual. Finally, please be advised that I do not permit audio or video recording in my classes. PLEASE do switch off all electronic communication devices during class.

### READINGS

There is no assigned textbook *per se* but there is a **source reader**, Carter Lindberg, *The European Reformations Sourcebook*, 2nd edition (2014), list price \$64.95. Used copies of this book should be readily available; the library will have a copy on reserve. In short, everybody should have access to this book. **N.B. there is a textbook by the same author and with the same title – DON'T buy this by mistake!** N.B.B. if you can find a used copy of the first edition of the source reader that's fine too – the references to assigned readings in the class schedule (below) gives references for finding items in both the first edition and the second edition. In addition to primary source readings, I have assigned academic articles or book chapters on each topic. These have been selected primarily to introduce aspects of scholarship and debate on each topic; some of them also introduce aspects of Reformation beyond Germany. MacOdrum Library Reserves (e-reserves are through the ARES system, which should be linked in Brightspace) will provide you access to these readings.

Please note, again, that readings are a prerequisite for your effective engagement with lecture material. Your ability to follow lectures and to participate effectively in question and discussion periods will depend on you keeping up with the reading.

### OFFICE HOURS

Regular office hours will be held Mondays from 12-1pm and Wednesdays from 4-5pm.

### E-MAIL COMMUNICATION

Carleton communications policy states that faculty must conduct email communications with students only through their Carleton accounts. Please be advised, further, that students can normally expect up to a 24hour turn-around time on e-mail communication, especially during high volume times (i.e., before examinations, at assignment due dates, etc.). Finally, for obvious reasons I cannot repeat lecture material in emails, so if you miss a class, it is your responsibility to get lecture notes from a classmate (if you don't know anybody in the class, I may be able to facilitate an introduction).

### AN IMPORTANT NOTE:

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 syllabus, PowerPoint presentations, materials available via Brightspace (discussion forums, quizzes, examination preparation guides) and any other materials made available to you through this course, 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. Reproduction or distribution of lecture notes and course materials for commercial or non-commercial purposes without express written consent from the copyright holder(s) is not permitted. Finally, consider that this course will be managed in accordance with the

Teaching Regulations and Procedures 2024-25 of the Faculty of Arts and Social Sciences and the Faculty of Public Affairs (<https://carleton.ca/FASS-FPA-teaching-regulations/>) Please see, especially, the guidelines on academic integrity (<https://carleton.ca/FASS-FPA-teaching-regulations/academic-integrity-and-academic-offences/>). Please consider that if I have any reasons to suspect cheating, you will be subjected to very unpleasant processes of investigation and discipline by the Office of the Dean.

**A NOTE ON THE USE OF GENERATIVE AI** No opportunities for the use of AI tools have been built into this course. The use of AI tools in completing in-class assessments is explicitly prohibited. Likewise, the use of AI tools will not be permitted in the final exam. However, the use of AI tools in preparing for assessments, while it is not encouraged, cannot be prohibited. For the reasoning behind this discouragement, please consider the significant differences that exist between so-called “common knowledge” of the Reformation (which is highly confessional in several regards) and “disciplinary knowledge” of the Reformation (which is explicitly aimed at controlling for confessionalism in various ways, depending on the discipline).

### **CLASS SCHEDULE AND TOPICS**

Week I (8 Sept)

**Historical Introduction to the Reformation: basic chronologies and the late medieval/early modern setting; why do people (still) study the Reformation?**

- There are no assigned readings for this first class, but students should come prepared to articulate their own interests in the Reformation.

Week II (15 September)

**Key Religious Theories and Practices on the Eve of the Reformation: Aspects of “individualism” and “communalism”...**

- Assigned sources: *Unam Sanctam* (CL 1.9); Wyclif, “On Indulgences” (CL 1.18); Hus, “Treatise on the Church” (CL 1.19); Luther’s Conversion (CL 2.2); Luther, “Disputation Against Scholastic Theology” (CL 2.4); Luther, “On the Freedom of a Christian” (CL 2.17/2.20).
- Assigned articles:
  - 1) Bernd Moeller, “Imperial Cities and the Reformation” in: idem, *Imperial Cities and the Reformation: Three Essays*. Edited and translated by H.C. Erik Midelfort and Mark U. Edwards, Jr. (Philadelphia: Fortress Press, 1972), 41-115.
  - 2) Amy Nelson Burnett, “Revisiting Humanism and the Urban Reformation” *Lutheran Quarterly* 35 (2021), 373-400.

Week III (22 September)

**Catholic Reform: Too little, too late – renewal or reaction?**

- Assigned Sources: Marsilius of Padua, *Defensor Pacis* (CL 1.12); Conciliarism (CL 1.13); Savonarola, “On the Renovation of the Church” (CL 13.1); Loyola’s Conversion (CL 13.10/13.13); Act to Take Away All Positive Laws Against Marriage of Priests, 1549” (CL 12.16/12.17); The Marian Injunctions, 1554 (CL 12.17/12.18).
- Assigned articles:
  - 1) Robert Bireley, “Early Modern Catholicism as a Response to the Changing World of the Long Sixteenth Century” *The Catholic Historical Review* 95 (2009), 219-239.
  - 2) Simon Ditchfield, “How Not to Be a Counter-Reformation Saint: The attempted canonization of Pope Gregory X, 1622-1645” *Papers of the British School at Rome* 60 (1992), 379-422.

**In-class Assessment #1 (Source Response)**

Week IV (29 September)

**Radical Reform: Müntzer, Karlstadt and the Anabaptists**

- Assigned Sources: Karlstadt, “Whether on Shall Proceed Slowly” (CL 5.4); Luther, “Letter to the Christians at Strassburg...” (CL 5.5); Müntzer, “Vindication and Refutation” (CL 5.8/5.9); Müntzer, “To the People of Allstedt” (5.14/5.15); Rothmann, “A Confession of Faith” (CL 7.13/7.14); “Appeal to Outsiders to Join...” (CL 7.15/7.16); “The Death, Torture, Confession, and Execution of Jan van Leiden” (CL 7.21/7.22).
- Assigned articles:
  - 1) Michael Driedger, “Thinking Inside the Cages: Norman Cohn, Anabaptist Münster, and Polemically Inspired Assumptions about Apocalyptic Violence” *Nova Religio* 21 (2018), 38-62.
  - 2) Geoffrey Dipple, “The Radical Reformation Will Not be Televised” *The Sixteenth Century Journal* 40 (2009), 243-245.

Week V (6 October)

**Magisterial Reform: Luther, Zwingli, and Calvin (for example)**

- Assigned Sources: “The Wittenberg Movement...” (CL 3.14/3.20 and 3.21); Luther, “Against the Heavenly Prophets” (CL 3.19/3.26); Zwingli’s invitation to Zurich (CL 6.1); The Marburg Colloquy (CL 6.23); The Council Orders Anabaptists to be Drowned (CL 7.8); The Ecclesiastical Ordinance of 1541 (CL 9.5/9.7); The Sentence of the Geneva Council [on Servetus], 1553 (CL 9.15/9.22).
- Assigned articles:
  - 1) Amy Nelson Burnett, “Basel’s Long Reformation: Church Ordinances and the Shaping of Religious Culture in the Sixteenth Century,” *Zwingliana* 35 (2008), 145-59.
  - 2) C. Scott Dixon, “Martin Luther and the Reformation in Historical Thought” *Studies: An Irish Quarterly Review* 106 (2018), 404-416.

**THANKSGIVING followed by FALL BREAK**

Week VI (27 October)

**“Failed” Reformations...**

- Assigned Sources: TBA
- Assigned Articles:
  - 1) R.W. Scribner, “Why Was There no Reformation in Cologne?” *Historical Research* 49 (1976), 217-241.
  - 2) Sundar Henny, “Failed Reformations” in: Amy Nelson Burnett and Emidio Campi, eds., *A Companion to the Swiss Reformation* (Leiden: Brill, 2016), 264-290.

**N.B.** 31 October is still celebrated and observed officially as “Reformation Day” in many parts of Germany...but also in Slovenia, Chile and Peru.

**In-class assessment #2 (article synopsis)**

Week VII (3 November)

**Political Historical Narratives: The Empire and “Estate-building”**

- Assigned sources: Luther, “To the Christian Nobility of the German Nation” (CL 2.15/2.18); Edict of Worms (CL 2.21/2.25); The Declaration of the Cities (CL 8.3); The Act of Supremacy, 1534 (CL 12.7); The Act of Supremacy, 1559 (CL 12.18/2.19).
- Assigned articles:

- 1) Christopher W. Close, "The Urban Reformation in Kaufbeuren" in: idem, *The Negotiated Reformation: Imperial Cities and the Politics of Urban Reform, 1525-1550* (Cambridge: Cambridge University Press, 2009), 144-178.
- 2) Wolfgang Reinhard, "Reformation, Counter-Reformation, and the Early Modern State: A Reassessment" *The Catholic Historical Review* 75 (1989), 383-404.

Week VIII (10 November)

**Social Historical Narratives: Town, village, and country in early modern Germany**

- Assigned Sources: "Nuremberg Begging Order, 1478" (CL 4.3); Luther, "To the Councilmen of All Cities..." (CL 4.12); The Twelve Articles (CL 5.10/5.11); The Massacre of Weinsberg (CL 5.13/5.14); Mandate of the Council of Zurich (CL 6.2).
- Assigned articles:
  - 1) Bob Scribner, "Is there a social history of the Reformation?" *Social History* 2 (1977), 483-505.
  - 2) Mack P. Holt, "The Social History of the Reformation: Recent Trends and Future Agendas" *Journal of Social History* 37 (2003), 133-144.

Week IX (17 November)

**Cultural Historical narratives: Popular religion and "the media" in early modernity**

- Assigned sources: Jakob Wimpfeling, The Origins of Printing (CL 1.5/1.4); "The Piper of Niklashausen" (CL 1.7/1.6); The Affair of the Sausages (6.4, 6.6, 6.7); various woodcut images via Brightspace.
- Assigned articles:
  - 1) Lyndal Roper and Jennifer Spinks, "Karlstadt's *Wagen*: The First Visual Propaganda for the Reformation" *Art History* 40 (2017), 256-285.
  - 2) Philip Hahn, "The Reformation of the Soundscape: Bell-ringing in Early Modern Lutheran Germany" *German History* 33 (2015), 525-545.

Week X (24 November)

**Special Topic #1: Reformation Iconoclasm (and its corollaries and implications)**

- Assigned Sources: Karlstadt, "On the Abolition of Images..." (CL 3.9/3.19) "Removal of Relics and Organs" (CL 6.10/6.11).
- Assigned articles:
  - 1) Christopher S. Wood, "In Defense of Images: Two local rejoinders to the Zwinglian iconoclasm" *Sixteenth Century Journal* 19 (1988), 25-44.
  - 2) Robert W. Scribner, "Incombustible Luther: The Image of the Reformer in Early Modern Germany" *Past and Present* 110 (1986), 38-68.

**In-class assessment #3 (prepared essay)**

Week XI (1 December)

**Special Topic #2: Reformation Anticlericalism (and its corollaries and implications)**

- Assigned Sources: The Judgment of Martin Luther on Monastic Vows" (CL 3.11/3.12); "Petition of Certain Preachers of Switzerland..." (CL 6.7); Prague Manifesto (CL 5.2); The conditional release of Jerg Murer of Lindau, 1525 [via Brightspace]
- Assigned articles:
  - 1) Henry Cohn, "Anticlericalism in the German Peasants' War" *Past and Present* 83 (1979), 3-31.
  - 2) Susan Karant-Nunn, "Neoclericalism and Anticlericalism in Saxony, 1555-1675" *Journal of Interdisciplinary History* 24 (1994), 615-637.

Week XII (5 December – this is a Friday everywhere else in the world but a Monday at Carleton!)

### **Beyond the Historical Reformation: The Cultures (“academic” and “popular”) of Protestantism and Evangelicalism**

- Assigned Sources: TBA (possibly from the “Trucker Convoy/Ottawa Occupation”...possibly from popular culture sources.)
- Assigned Articles:
  - 1) Gregory Schopen, “Archaeology and Protestant Presuppositions in the Study of Indian Buddhism, *History of Religions* 31(1991), 1-23.
  - 2) Brad S. Gregory, “The Other Confessional History: On secular bias in the study of religion” *History and Theory* 45 (2006), 132-149.

## **University Regulations for All College of the Humanities Courses** (Updated 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 acknowledgment
- 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](mailto:equity@carleton.ca) 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)