

**CARLETON UNIVERSITY
COLLEGE OF THE HUMANITIES
RELIGION PROGRAM: RELI 4851A/ 5851F
Fall 2014: Holocaust Responses**

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<p>Sep 04, 2014 to Dec 08, 2014 Days: Wed Time: 14:35 - 17:25</p>	
<p>Course description: Seminar in Western Traditions: Holocaust Responses This seminar explores the historical development of religious, philosophical, and cultural responses to the Holocaust with an emphasis on Jewish perspectives and the questions the Holocaust raises for Jewish life today. The seminar moves chronologically and thematically through a range of religious, philosophical and cultural responses to the Shoah. These include voices from the Holocaust period itself, from Jewish sermons and rabbinic responsa to Nazi propaganda films. Post-Holocaust responses include Jewish and Christian philosophical, theological and cultural responses, feminist theology, documentary and popular film, video survivor testimony, literature –fiction and memoir, museums and public memorials, official commemoration and educational curricula. These responses constitute a richly layered intertextual discourse that plays out within and among particular communities as well as participating in public narratives about the Holocaust in Canada, Israel and around the world. As such, the seminar focuses on interdisciplinary questions of history, memory, representation, identity, and public life. Note that this course brings together 4th year and MA level students. Level specific requirements are in blue.</p>	
<p>Required texts: (available at the Carleton Bookstore)</p> <ul style="list-style-type: none"> • Morgan, Michael L.. A Holocaust Reader: Responses to the Nazi Extermination. Oxford and New York: Oxford University Press, 2001 • Online course reserves. See CU LEARN <p>Required readings are the minimum students must prepare before participating in the day's discussion. Students are encouraged to read recommended readings and explore topics that interest them further. The professor would be delighted to recommend additional sources.</p> <p>All readings that are not in the textbook are either simply online or on online course reserve through CU Learn. The textbook is on 3 hour reserve in the Library.</p>	<p>Evaluation at a Glance</p> <p>RELI 4851 20% Participation 25% Seminar Preparation (5) 20% Lead Class Discussion x2 @ 10% each (One may be replaced with two extra seminar preps at 5% each) 35% Project Proposal (5%, Due Oct 22), Annotated Bibliography (5% Due Oct 22), and Final Project (25% Due TBA)</p> <p>RELI 5851 20% Participation (including leading first discussion as group of graduate students) 20% Lead Class Discussion x2 @ 10% each. 25% Seminar Preparation (5) 35% Project Proposal (5% Due Oct 22), Annotated Bibliography (due Oct 22 5%), and Final Project (25% Due TBA)</p>

Is this class for me? Disturbing content: Please note that while most of this class will involve discussing responses to the Holocaust, we will be discussing difficult details of the genocide. In addition, at certain points we will be viewing Holocaust related feature and documentary films and reading survivor narratives. These films and narratives contain disturbing content. You may always leave class if you are unable to watch a film or cannot contribute to a discussion of a text, but you will need to make up that missed material with additional readings and/or work.

Commitment to attendance and preparation: As a seminar this class depends on the thoughtful participation of the class. Please note the amount of weekly preparation this upper level seminar demands: Regular attendance, leading class discussions, having read the required texts in advance of the class meeting and preparing discussion points are all essential to your success in this class. In addition, many class videos are from my personal collection or borrowed and cannot be seen after their regular class viewing. [MA students are expected to participate as seminar leaders and regularly integrate the questions and concerns of the MA in Religion and Public life program.](#)

Bonus Marks: There will be multiple events in the community and on campus that will be of interest to students of this course. In particular, Holocaust Education Month sees a month long program of educational lectures and events that are of interest both for their content and how they contribute to a public narrative of the Holocaust in Ottawa and in Canada. These events will be announced in class. Students attending will receive 1 bonus participation mark for attending each event (up to maximum possible grade) and should demonstrate attendance by including an additional critical response to the event in their next Seminar Prep. A very good to excellent critical response may receive additional bonus marks to the Seminar Prep itself: 0.5- 2 extra bonus marks (up to maximum possible grade for the Seminar Prep)

Optional Field Trip: In past years, students of this course have organized a field trip to the US Holocaust Memorial Museum in Washington. For this to happen:

- Most students in the class must be willing to participate and choose the date together.
- One class meeting is cancelled and replaced by the field trip.
- 4851 students who do not participate write short 2-3 page essay on issues relating to Holocaust museums or memorials. 5851 student write a 5-7 page reflection on museum /memorial design, Holocaust memory, and public life.
- Students arrange their own transportation, usually by car sharing. Students book and pay for their own hotel rooms, arrange room sharing as needed. Students pay for own meals and any other extra expenses.
- Students must complete and sign waiver for Carleton University.
- Professor Butler arranges workshop with fellow of USHMM Research Centre.
- Students tour museum on own, spend time in archives or exhibits to research their own projects.

Course Objectives: Upon successful completion of this course, you should be able to: 4851

- **Depth and Breadth of Knowledge:** Demonstrate sufficient knowledge of Judaism in its diversity, the history of the Holocaust, Judeophobia, various philosophical, theological, religious and cultural responses to the Holocaust in order to respond to course materials.
- **Methodology:** Demonstrate some knowledge of methods for critically evaluating and analyzing primary and secondary sources. Demonstrate familiarity with a range of key methodological and theoretical issues related to the study of the Holocaust from a variety of disciplinary perspectives.
- **Application of Knowledge:** Demonstrate familiarity with a range of key examples of Jewish religious and philosophical responses to the Holocaust. Identify, locate and engage relevant primary and secondary sources relevant to your final essay topic. Demonstrate the ability to think critically about course materials. Create and defend thesis statements.
- **Communication Skills:** write clearly and persuasively, communicate orally before others, listen effectively, record both the broad ideas and the details being presented.
- **Awareness of Limits of Knowledge:** some understanding of the limits of knowledge and how this might influence the analysis and interpretation of texts
- **Autonomy and Professional Capacity:** research new topics, some ability to assess and address gaps in one's own knowledge, behaviour reflecting academic integrity and social responsibility

Course Objectives: Upon successful completion of this course you should be able to: 5851

- **Depth and Breadth of Knowledge:** Demonstrate intensive knowledge of the histories, practices and key ideas of various phenomena and organizations relevant to the study of Religion and Public Life and the Holocaust—particularly in terms of Judaism in its diversity, the history of the Holocaust, Judeophobia, various philosophical, theological, religious and cultural responses to the Holocaust.
- **Methodology:** Students will be able to develop sophisticated critical analysis of primary sources and evaluate and interpret secondary sources. Demonstrate intensive knowledge of a range of key methodological and theoretical issues related to the study of the Holocaust from a variety of disciplinary perspectives.
- **Application of Knowledge:** Students will be able to develop and apply sophisticated theoretical and methodological frameworks to original research questions.
- **Communication Skills:** Students will write clearly and persuasively in preparation for peer-reviewed level publication, communicate orally before others as novice professionals, listen critically, record and critically disseminate both the broad ideas and the details being presented.
- **Awareness of Limits of Knowledge:** Sophisticated awareness of the limits of knowledge and its direct and anticipated effects on analysis, public discourse and policy.
- **Autonomy and Professional Capacity:** Students will be able to present their work and defend their ideas before their peers. Students will be able to represent the core Religious Studies principles of outsider discourse and methodological atheism. Students will be able to explain the complex historical development of religions and religious communities in terms of their social and public dimensions.

<p>Class 1: Sept 10</p> <p>Sign up for leading class discussions</p>	<p>Part 1: Overview of Course Outline</p> <p>Part 2: Framing the study of Holocaust responses within Religious Studies</p> <p>Read together in class Auerbach, Rachel. "Yizkor 1943." <i>The Literature of Destruction: Jewish Responses to Catastrophe</i>. ed. David G. Roskies, 459-464. New York: Jewish Publication Society, 1989.</p> <p>Part 3: <i>Frontline</i>. FILM: Part 1: "From Cross to Swastika." approx. 50 minutes.</p> <p>Recommended for those with little knowledge of Holocaust: http://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students/</p> <p>Recommended Reading: Berenbaum, Michael and Roth, John K. "Who, What, Where, When, How?" <i>Holocaust: Religious and Philosophical Implications</i>. eds. Michael Berenbaum and John. K. Roth, xiii-xxviii. New York: Paragon House, 1989.</p>
<p>Class 2: Sept 17</p> <p>First Seminar Prep: Do this one and receive early feedback.</p>	<p>Part 1: Anti-Judaism, Anti-Semitism, Judeophobia:</p> <p>4851: Read Heschel or Herff reading on Anti-Semitism, one primary source.</p> <p>5851: Lead class discussion around readings with assistance from Dr. Butler. Read Heschel and Herff and primary sources.</p> <p>Key questions: <i>Is the distinction between anti-Judaism and anti-Semitism helpful for scholars of Religion in analysing the history of the Holocaust. i.e. for questions relating to religion.</i></p> <p><i>How does the critical lens of the study of Religion and Public Life contribute to a religious studies analysis of the Holocaust? What are the limits of such a lens here?</i></p> <p><i>How do we think these theoretical frameworks/categories inform/have informed/will inform responses to the Holocaust? Theologically? Philosophically? Historical questions? Memory and Representation?</i></p> <p>Laqueur, Walter. "Toward the Holocaust." <i>The Changing Face of Antisemitism</i>. 107-124. New York: Oxford University Press, 2006.</p> <p>Heschel, Susannah. "Historiography of Antisemitism versus Anti-Judaism: A Response to Robert Morgan." <i>Journal for the Study of the New Testament</i> 33 (2011): 3, accessed August 7, 2014, doi: 10.1177/0142064.</p> <p>Herff, Jeffrey. "Building the Antisemitic Consensus" <i>The Jewish Enemy: Nazi Propaganda during World War II and the Holocaust</i>. 17-49 London, England: Belknap Press, 2006.</p> <p>Primary Source: "Martin Luther- "The Jews and Their Lies. " Jewish Virtual Library. Accessed August 13, 2014.http://www.jewishvirtuallibrary.org/jsource/anti-semitism/Luther_on_Jews.html</p> <p>Primary Source: "On Jews and Christians Living in the Same Place: A Quo Primum." Papal Encyclicals Online. Accessed August 13, 2014. http://www.papalencyclicals.net/Ben14/b14aquo.htm</p> <p>Primary Source: "Adolf Hitler's First Anti-Semitic Writing, September 16, 1919." trans. Levy, Richard S. H Net. Accessed August 13, 2014. https://www.h-net.org/~german/gtext/kaiserreich/hitler2.html</p> <p>Part 2: Begin to watch <i>Shoah</i>. Film. Directed by Lanzmann, Claude. France: Historia and Les Film Aleph. 1985. -507 minutes of testimony as documentary/feature film.</p> <p>Recommended: Denby, David. "Look Again." <i>The New Yorker</i>. Accessed August 13, 2014. http://www.newyorker.com/magazine/2011/01/10/look-again</p>

Class 3: Sept
24

No required
readings due
today, read
ahead.

Film session:

You may watch these films on your own if you do not attend the class. Be prepared to discuss next class.

Optional: Replace a Seminar prep with a short 3 page film analysis of the two Nazi films or Night and Fog focusing discussion on questions of interest to students of Religion. Graduate students must do some outside research for this option and speak to the question of Religion and Public Life in these films.

***Triumph of the Will.* Film. Directed by Riefenstahl, Leni. Germany: 1935.** (Nazi propaganda film) full length 120 minutes –stop after youth rally on Day 3 around 55 minute mark. Booked through Carleton Library. Recommended Reading: Stanford film guide: <http://goo.gl/tb1ESf>

Things to look for:

- *“glorification of the nazi party and deification of Hitler”*
- *Messianic imagery of Hitler restoring Germany “ancient heroic grandeur”, romantic ideal*
- *Gender differences: clean, young, healthily sexual youth*
- *Racial ideals, Volk, Aryan youth*

1940; *The Eternal Jew.* Film. Directed by Hippler, Fritz. Germany: 1940. (Nazi propaganda film) 67 minutes. Booked through watmedia, not available at Carleton

Recommended: Nazi Review from 1940: *Unser Wille und Weg*, 10 (1940), pp. 54-55.

<http://www.calvin.edu/academic/cas/gpa/ewig.htm>

Recommended: 1937 Eternal Jew exhibit basis for film:

<http://www.haaretz.com/news/features/this-day-in-jewish-history/this-day-in-jewish-history-the-eternal-jew-expo-opens-1.476122>

Things to look for:

- *Anti-Jewish vs. Anti-Semitic imagery, rhetoric*
- *Jew as vermin*
- *Gender differences*
- *Can we learn anything about Jews or Judaism from this film?*
- *Note this is propaganda. Question how and why practices are represented.*

1955: *Nuit et Brouillard / Night and Fog.* Early documentary. 32 minutes

Recommended: history of Night and fog: Kensky, Eitan. “Through Night and Fog.” Jewish Ideas Daily.

Accessed August 18, 2014. <http://www.jewishideasdaily.com/4804/features/through-night-and-fog/>

Things to look for:

- *Absence of mention of Jews*
- *Use of camera as human eye*
- *Role of Cayrol as survivor/guide*
- *Visual metaphors*
- *Who made this film? Why? For who?*
- *Gender differences*
- *Representation and signification of camp space*

<p>Class 4: Oct 1</p>	<p>Part 1: Discuss Films from last class Triumph of the Will; The Eternal Jew; Night and Fog</p> <p>Part 2: Pious Voices: Primary Sources from the Holocaust 4851: Read any 5 of Oshry, Any 2 of Katz 5851: Read all Oshry, any 3 Katz, Baumel</p> <p><i>Wrestling with God: Jewish Theological Responses During and After the Holocaust.</i> eds. Katz, Steven T., Biderman, Sholomo, and Greenberg, Gershon. Oxford and New York: Oxford University Press, 2007 11-24, 61-72, 157-167, 191-199</p> <p>Oshry, Ephraim. <i>Responsa From the Holocaust.</i> xv-xvii. New York: Judaica Press, 1999. xv-xviii: 1-4, 9-10, 13,14-16,151-152, 193-194, 195-196, 206-207</p> <p>Recommended 4851 / Required 5851: Baumel, Judith Tydor. "The 93 Beth Jacob Girls of Cracow: History or Typology?" <i>Double Jeopardy.</i> 117-138. London: Vallentine Mitchell, 1998.</p> <p>Recommended if you are not familiar with responsa literature: "Responsa." Jewish Virtual Library. Accessed August 13, 2014. http://www.jewishvirtuallibrary.org /jsource/judaica/ejud_0002_0017_0_16661.html</p> <p>Part 3: Churches during the Holocaust 4851 and 5851: Read Barnett and review Heschel from class on Anti-Judaism</p> <p>Barnett, Victoria J. "The Role of the Churches: Compliance and Confrontation." Accessed August 12, 2014. http://archive.adl.org/braun/dim_14_1_role_church.html#U-orMvldWuB. Originally Published in <i>Dimensions</i> 12, (1998): 2.</p> <p>Recommended: "The German Churches and the Nazi State." United States Holocaust Memorial Museum. Accessed August 13, 2014. http://www.ushmm.org/wlc/en/article.php?ModuleId=10005206</p>
<p>Class 5: Oct 8</p> <p>Erev Sukkot</p>	<p>Skip Primo Levi Reading from this section until survivor testimony class</p> <p>4851: Read at least half of this section (25 pages). 5851: Read whole section except Levi.</p> <p>Textbook: EARLY REFLECTIONS</p> <ul style="list-style-type: none"> • On the Necessity and Impossibility of Being a Jew, <i>Jean Améry</i> 27-41 • Meditations on Metaphysics, <i>Theodor W. Adorno</i> 42-46 • The Concentration Camps, <i>Hannah Arendt</i> 47-62 • The Dialogue between Heaven and Earth, <i>Martin Buber</i> 63-66 • A Plea for the Dead, <i>Elie Wiesel</i> 67-78

<p>Class 6: Oct 15</p>	<p>Part 1: Survivor Testimony 4851: Read Levi, Lewinska, and Greenspan OR Nowak 5851: Read all</p> <p>Textbook: Survival in Auschwitz, <i>Primo Levi</i></p> <p>Lewinska, Pelagia. "Twenty Months in Auchwitz." <i>Different Voices: Women in the Holocaust</i>. eds. Roth, Carol and Ritter, John. New York: Paragon Press: 1993.</p> <p>Greenspan, Henry. "The Awakening of Memory: Survivor Testimony in the First Years after the Holocaust and Today." Washington: United States Holocaust Memorial Museum. 2000. http://www.ushmm.org/m/pdfs/Publication_OP_2001-02.pdf</p> <p>Nowak, Susan E. "In a World Shorn of Color: Toward a Feminist Theology of Holocaust Testimonies." <i>Women and the Holocaust: Narratives and Representations</i>. ed. Lanham. 33- 46 New York and Oxford: University Press of America: 1999.</p> <p>Part 2: Guest Speaker: TBA</p>
<p>Class 7: Oct 22</p> <p>Project Proposal and Annotated Bibliography due today in class.</p>	<p>Part 1: The Holocaust and Popular Film ALL: See at least one of two films: Life is Beautiful or Schindler's List. Be ready to discuss in class. Try to see both. 4851: Langford, plus Gourevitch OR Wright (preferably article on film you didn't see) 5851: Read all</p> <p>Langford, Barry. "You Cannot Look at This': Thresholds of Unrepresentability in Holocaust Film." <i>The Journal of Holocaust Education</i> 8 (1999): 23-40.</p> <p>Gourevitch, Philip. "A Dissent on 'Schindler's List.'" <i>Commentary</i> 97 (1994): 49-52.</p> <p>Wright, Melanie. "Don't Touch my Holocaust': Responding to Life is Beautiful." <i>The Journal of Holocaust Education</i> 9. (2000): 19-32.</p> <p>Part 2: Israel and the Holocaust 4851: Read one. 5851: Read two.</p> <p>Ofer, Dalia. "The Past That Does Not Pass: Israelis and Holocaust Memory." <i>Israel Studies</i> 14. (2009): 1-35.</p> <p>Caplan, Kimmy. "The Holocaust in Contemporary Israeli Haredi Popular Religion." <i>Modern Judaism</i> 22. (2002): 142-168.</p> <p>Textbook: The Holocaust and the State of Israel: Their Relation, <i>Emil L. Fackenheim 131-138</i></p>
<p>Oct 29 FALL BREAK NO CLASS Lessons and Legacies Conference: Oct 30-Nov 2, Boca Raton Nov 2 Limmud conference Jewish Community Centre Ottawa</p>	

<p>Class 8: Nov 5</p> <p>Holocaust Education Month Event: Sunday Nov 9, 2014 Location: SJCC, 7:00 pm Keynote speaker: Bernie Farber, Topic: Has Never Again Become Again and Again.</p>	<p>Part 1: Central Theological Responses 4851: Read at least half (30 pages) plus Levinas article 5851: Read all</p> <p>Textbook: 2. CENTRAL THEOLOGICAL RESPONSES</p> <ul style="list-style-type: none"> • The Making of a Rabbi, <i>Richard Rubenstein 90-94</i> • Symposium on Jewish Belief, <i>Richard Rubenstein 94-96</i> • Faith after the Holocaust, <i>Eliezer Berkovits 96-102</i> • Cloud of Smoke, Pillar of Fire: Judaism, Christianity, and Modernity after the Holocaust, <i>Irving Greenberg 102-114</i> • Jewish Faith and the Holocaust: A Fragment, <i>Emil L. Fackenheim 115-121</i> • Holocaust, <i>Emil L. Fackenheim 122-130</i> • Christians and Jews: Along a Theological Frontier, <i>A. Roy Eckardt 138-158</i> <p><i>CU LEARN:</i> Emmanuel Levinas. "To Love the Torah More than God," translated by Helen A. Stephenson and Richard I. Sugarman. <i>Judaism</i> 28, no. 2 (1979): 216-223.</p>
<p>Class 9: Nov 19</p>	<p>4851: Read any 4 articles. 5851: Read any 6 articles.</p> <p>Textbook: 3. DEVELOPMENTS: THE 1970s AND 1980s</p> <ul style="list-style-type: none"> • Faith and the Holocaust, <i>Michael Wyschogrod 164-171</i> • Theological Interpretations of the Holocaust: A Balance, <i>Amos Funkenstein 172-182</i> • Thinking the Tremendous: Some Theological Implications of the Death Camps, <i>Arthur A. Cohen 183-195</i> • Speaking of God after Auschwitz, <i>Franklin Sherman 196-208</i> • Auschwitz and the Nurturing of Conscience, <i>Robert E. Willis 209-222</i> • Religious Values after the Holocaust: A Catholic View, <i>David Tracy 223-237</i> • Christians and Jews after Auschwitz: Being a Meditation Also on the End of Bourgeois Religion, <i>Johann Baptist Metz 238-249</i> • The Holocaust and Philosophy, <i>Emil L. Fackenheim 250-258</i> • The Concept of God after Auschwitz: A Jewish Voice, <i>Hans Jonas 259</i>
<p>Class 110: Nov 26</p> <p>AAR Nov 22-25 San Diego</p>	<p>4851: Textbook all listed here 5851: Textbook all listed here, and Dwork/Pelt OR Horowitz</p> <p>Textbook: 4. THE HOLOCAUST AND WESTERN CULTURE: THE 1980s AND 1990s</p> <ul style="list-style-type: none"> • The Shoah in Present Historical Consciousness, <i>Saul Friedlander 276-289</i> • Intellectuals on Auschwitz: Memory, History, and Truth, <i>Omer Bartov 290-320</i> • Narrating the Shoah, <i>Michael André Bernstein 337-338</i> • The Representation of Evil: Ethical Content as Literary Form, <i>Berel Lang 349-358</i> • Monuments and Holocaust Memory in a Media Age, <i>Andreas Huyssen 359-364</i> <p>Recommended 4851/5851 pick one: Dwork, Deborah and Jan Van Pelt, Robert. "Reclaiming Auschwitz." <i>Holocaust Remembrance: The Shapes of Memory.</i> ed. Hartman, Geogrey H. 232-251. Oxford and Cambridge: Blackwell, 1994,1995.</p> <p>Horowitz, Sara R. "Gender, Geonocide, and Jewish Memory." <i>Prooftexts</i> 20. (2000): 158-190.</p>

<p>Class 12: Dec 3 AJS Dec 14-16 Baltimore</p>	<p>Part 1: Christianity Responses 4851: Read Ruether and either Roth or Rittner 5851: Read Ruether, and either Roth or Rittner, plus Vatican statement,</p> <p>Radford, Ruther. "Christology and Jewish-Christian Relations." <i>Jews and Christians after the Holocaust.</i> ed. Peck, Abraham, J. 25-38. Philadelphia: Fortress Press, 1982.</p> <p>Roth, John. "Good News After Auschwitz: Does Christianity Have Any?" <i>Good News After Auschwitz Christian Faith in a Post-Holocaust World.</i> eds. Rittner, Carol and Roth, John K. 173-185. Georgia: Macon University Press: 2001.</p> <p>Rittner, Carol. "What Can a Christian Say About Forgiveness After Auschwitz?" <i>Good News After Auschwitz Christian Faith in a Post- Holocaust World.</i> eds. Rittner, Carol and Roth, John K. 117-128. Georgia: Macon University Press. 2001</p> <p>"We Remember: A Reflection on the Shoah by the Vatican." Jewish Virtual Library. Accessed August 18, 2014. https://www.jewishvirtuallibrary.org/jsource/Holocaust/poperep.html</p> <p>Novak, David. "Jews and Catholics: Beyond Apologies." <i>First Things</i> 89. 20-25. 1999.</p> <p>Cohen, A. "The Holocaust is a Christian Issue: Christology Revisited." <i>Modern Believing</i> 47. 28-43. 2006.</p> <p>Part 2: Feminist Responses: 4851: Read one 5851: Read both</p> <p>Raphael, Melissa. "Is Patriarchal Theology still Patriarchal? Reading theologies of the Holocaust from a Feminist Perspective." <i>Journal of Feminist Studies in Religion</i> 18. 105-113. 2002.</p> <p>Litchfield, Sara. Feminist Theology and the Holocaust. <i>Feminist Theology</i> 18. 332-340. 2010.</p>
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ASSIGNMENT DETAILS

25% Seminar Preparation (5 @ 5% per Seminar prep)

Due: Due at the beginning of class. Focuses on readings for that day. *Label your prep according to the # of preps you have handed in plus date and topic.* 8 or 9 possible dates to complete 5 seminar preps (depending on if a class is cancelled for USHMM).

Length: 1.5-3 pages 4851. 5851 2.5-4 pages.

Research: Outside research is permitted but not recommended for Elements 1-3 as you should be focusing on course materials. Outside research is required for Element 4.

Elements: Label each Element clearly, complete each element fully and in order. USE THIS MODEL! Length guidelines are for 4851. 5851 extend length and scope of Critical Response, you will need more space to cover the increased number of readings for graduate students.

1. KEY QUESTION & DISCUSSION POINTS. Include 1 key question for EACH required reading and 3 discussion points needed to answer it. HINT: A good question isn't only factual, a good question opens an argument or a new understanding of the material. Discussion points should include quotes & page numbers and major ideas so that you could use them to orally answer your own question in class or prompt others to answer it. Note form is fine.

2. OVERVIEW / CENTRAL ARGUMENT Demonstrate your comprehension of EACH required reading by being able to quickly summarize what the reading is about. HINT: This is an overview not of the details of the whole text. Note the central argument, major questions, key points, major themes. You should be able to do this in one long paragraph per reading (1/3 -1/2 page total for 4851, 1 page max for 5851).

3. CRITICAL RESPONSE: Demonstrate your ability to reason through the required material for today's class and make connections. Do not create a response for each reading or cover every reading. Explore one theme, argument, or analysis you want to discuss further that connects 2 or more readings. HINT: Focus on something that excites you about the topic. Show that you are thinking about the material by showing the connection between multiple readings. Some questions to get you started: Do you have insight into this issue from other readings or courses you have studied? Do you have a problem with the argument and want to critique it? Is the text accurate, well argued, or biased? Is there something you find particularly interesting or insightful?

Is there a weakness? Argue your case with specific examples (quotes & page numbers). Note that this is difficult to do for primary sources in many cases. Pick the right readings to work with! (1/2-1 page for 4851, 1-1.5 pages for 5851)

4. OUTSIDE RESOURCE: Describe AND cite one outside resource to share with class (POST online on the CU Learn discussion group before class): Suggestions: *Easiest & fastest: something to add to the class online bibliography:* One annotated bibliographic entry for a relevant book, book chapter, essay, or article. *Better: something for class to discuss/see in class today:* Summary and copy of newspaper article, selection of relevant historical details, annotated image, or film clip that is relevant to this week's themes.

Grading Rubric:

OYour grade will be based on all 4 elements. However, note that element 1 and 3 are key to receiving a grade above a B since they allow you to demonstrate critical thinking and original insight.

OAt the end of the course I will verify that you have posted your outside contribution to Web CT. Students who have not posted 5 outside contributions or who have consistently posted them late will lose marks.

20% LEAD CLASS DISCUSSION (10% per leading discussion)

DUE DATE: 2x per semester, sign up for your date first and second week of class, dates are first come first served.

DATE 1:

DATE 2:

Details:

- Your goal is to generate a lively class discussion. This is NOT a presentation.
- You will share leading class discussion with 1 or more other students depending on the enrolment of the class. It is your responsibility to coordinate your roles. You may be graded separately if you request or if your professor feels there is significantly uneven performance.
- Skip handing in Seminar prep on days you present. You do not need to replace it at a later date.
- Prepare handout, post electronically on CU Learn by midnight the night before the class meets. If you cannot do so in time, it is your responsibility to print one copy for each student. *Handout should include quotes with page numbers, links to any relevant outside material and anything else you think will make leading your class discussion more lively.*
- Lead Discussion. Introduce required material for discussion (5-10 minutes max, may also be spaced through the class) with attention to organizing material and making sure major concepts and issues are covered. Introduce new material when relevant. Invite students to participate in the discussion. Ask questions that welcome discussion. Take advantage of student seminar prep due for that day by asking for feedback from the readings AND for outside sources.
- Strongly recommended: include activity other than lecture style or group discussion: break into smaller groups, role playing, game, brainstorming, show film clip, etc.
- Note that different students will have read different readings. You are responsible for all required readings for your course level (i.e. 4851 or 5851). You may choose to spend more time on some readings rather than others or divide readings per student if more people are leading the class with you. Look at the schedule to see how much time we have to discuss all readings.

GRADING RUBRIC 4851: 10 % per leading discussion

A: Excellent leadership, begins with solid introduction and introduces required resources for today's discussion. Elicits discussion, encourages other students to rise to occasion, major issues discussed. Introduces and integrates additional outside materials to enhance discussion. Superior handout demonstrates extra outside research. Includes creative ways of covering material. Demonstrates consultation and teamwork with other students leading discussion that day.

B: Strong leadership, begins with solid introduction and introduces required resources for today's discussion. May spend too much time talking, not enough thought into getting other students to speak but generally manages discussion well. Strong handout has good examples, quotes, citations. Covers major issues. May include outside research and additional resources and may integrate them.

C: Satisfactory leadership: Either relies too much on class or does not let class speak sufficiently. May misunderstand or miss one or two points. Handout may have few errors. Outside research and additional resources are poorly integrated or not present.

D: Minimally satisfactory. Weakness in leading discussion, preparation, comprehension.

F: Unsatisfactory: Unprepared, incomplete or no handout, incomplete citations for handout, misunderstanding major issues, evidence of not having read all readings. Professor will step in.

GRADING RUBRIC 5851: Leading Class Discussion. Expectations are higher for graduate students. You should think of yourself as the professors leading the class. Here outside research and critical command of the material are key to excelling at this assignment. Your introductory remarks should be somewhat longer in the 15 minute range and you probably want to space that speaking out throughout the class discussion as students often find it difficult to listen attentively to fellow students for extended periods. Your presentations must address questions about Religion and Public life as they apply to the day's readings. Part of your task will be to educate 4851 students about the questions, methods and concerns of Religion and Public Life. 4851 students will give feedback to you as novice teachers.

5% Project Proposal: Propose a viable topic for an argument based research essay. Required elements include:

- Thesis statement
- Short paragraph outlining project, argument, sources.
- Point form outline.

Due: Oct 22

5% Annotated Bibliography: Develop annotated bibliography for your topic. Annotations describe source in terms of why relevant to your topic/argument. Must be in your own words. In a separate list, develop an annotated bibliography for the relevant course materials you will be using.

4851: Minimum 8 sources.

5851: Minimum 12 sources and must address theme of Religion and Public Life

Due: Oct 22.

25% Final Project:

Argument Research Essay integrating outside research and relevant course materials. May incorporate themes/material/research from optional USHMM visit.

Due: TBA

4851: 8-10 page research-based argument essay.

5851: 12-15 pages research-based argument essay.

Optional: Final Project:

I am open to proposals that include human research, group or partner work, audiovisual projects, zines, web based presentations, and other formats that will provide you with an opportunity to explore your topic in a critical, scholarly fashion. Such projects must still demonstrate your ability to develop critical analyses of the required course materials and outside research. All projects subject to approval by the professor and university ethics clearance if including human research. Speak to Dr. Butler early if you are interested in pursuing such an option.

THINGS YOU NEED TO KNOW: 4000 LEVEL SEMINAR / 5000 LEVEL SEMINAR

Contact me : The best way to reach me is through email or office hours. Should you email or come see me? Short questions that can be answered quickly can always be asked in email. But if your question requires more than a quick response you'd be better off coming to see me in person. I am happy to make appointments outside of office hours. Please email me to make an appointment. Although I usually check email daily, I may not do so on weekends and it may take 2-3 days during busy periods. Please put your full name and course number in the subject heading.

Submitting work protocol: Assignments must be handed in at the beginning of class on the day that they are due. Late seminar preps must be submitted as 2-3 page essays analysing the week's required readings.

Late policy: The late policy of this class is designed to be fair to students who handed their work in on time. Late assignments will be penalized at a rate of one grade per class meeting (i.e. a B will be a B- if handed in by the beginning of the next class meeting) unless they are accompanied by a signed medical excuse. Assignments will not be accepted after the graded assignment is returned to the class.

Absent from class and require accommodation to submit work: Do not email the original assignment without contacting the professor first. You must explain why you need accommodation (email is fine or speak to me during office hours) as soon as possible and provide the documentation required by university regulations. If you may replace the assignment, what you should do next depends on the assignment missed:

Seminar prep: It would not make sense to hand in seminar prep after the class has already met. Therefore, you may only replace the seminar prep with a 2-3 page analysis of the week's readings. Due next day you come to class.

Leading class discussion: If you have missed your presentation it is not possible to reschedule the class. Therefore, you must replace that presentation with a 4-5 page essay on the material you would have presented. Due the next day you come to class.

Rough drafts: I am happy to review and comment on rough drafts that are submitted by email a minimum of 7 days before an assignment is due. I will return it to you with comments. In order to receive credit for the effort of doing a rough draft, always submit the rough draft (print if necessary) with my comments.

Rewrites: You may rewrite the first 3 Seminar Preps and receive the highest grade. Hand them back within 2 weeks of receiving the original back from your professor. The purpose of this option is to improve your writing and critical thinking and writing skills.

Sources: Assignments specify what types of sources are appropriate and expected for a given task. These guidelines are aimed at detecting plagiarism, preventing students from exclusively relying on faulty and/or suspect Internet research, and promoting the use of the range of types of scholarly sources that are standard for university level research. Any assignment which does not use the required sources does not meet the requirements of the assignment and will receive a failing grade.

Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site and class web site.

Failure to cite sources is a form of plagiarism. Please see the University regulations below. Check for plagiarism in your own work: Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one. **When in doubt, cite.**

Style: The Religion program uses the Chicago Manual of Style, humanities style (footnotes).

List of Works Cited: Always include a list of works cited at the end of the assignment. Works Cited include only those sources you have cited. Use the Chicago Manual of Style.

Things I need to know: (Contact me by email or come speak with me)

- You don't understand what is expected of you.
- English is not your first language.
- You have a learning disability.
- You are doing poorly in the course and want to improve.
- You don't understand the material.
- You have a problem that is making you do poorly in the course.
- If you are going to ask for a deferral for this course from the Registrar for any reason.

REGULATIONS COMMON TO ALL HUMANITIES COURSES

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.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 8, 2014**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2015**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and 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. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 7, 2014** for the Fall term and **March 6, 2015** for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please [contact](#) the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library