

**CARLETON UNIVERSITY
COLLEGE OF THE HUMANITIES
RELIGION PROGRAM: RELI 4851A WINTER 2010
Responses to the Holocaust**

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<p>Course description: This seminar explores the development of religious, philosophical and historical responses to the Holocaust with an emphasis on Jewish perspectives and the questions the Holocaust raises for Jewish life today. The seminar opens with questions about the origins of the Holocaust in Germany. We then proceed to a selection of film responses to the Holocaust to begin to think about the major religious and philosophical questions that the Holocaust provokes for Judaism, Christianity, and the world at large. We will then try to understand the historical development of these questions. Beginning with the first textual responses, we will consider the problem of writing and speaking the Holocaust. Who speaks? What may be spoken? We will then explore some of the key theological responses from both the Jewish and Christian tradition and examine how the Holocaust challenges these two traditions in strikingly different ways. The last sections of the course will focus on the questions of history, memory and representation where we will think about the how the Holocaust frames contemporary cultural, religious, ethical and political discourses.</p>	
<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. These films contain disturbing content. You may always leave class if you are unable to watch the film, but you will need to make up that missed material with additional readings and/or work.</p> <p>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.</p>	
<p>Required texts: (available at the Carleton Bookstore)</p> <ul style="list-style-type: none"> • Morgan, Michael L.. <i>A Holocaust Reader: Responses to the Nazi Extermination</i>. Oxford and New York: Oxford University Press, 2001 • Butler, D. <i>RELI 4851 Coursepack</i>. 	<p>Evaluation at a Glance</p> <p>25% Seminar Preparation (5) 25% Midterm In-Class Open Book Exam Feb 8 25% Lead Class Discussion x2 25% Project Proposal and Project</p>
<p>Mondays 11:35 - 2:25 Southam Hall 314</p>	

Course Objectives: Upon successful completion of this course, you should be able to:	
KNOWLEDGE & SKILLS SPECIFIC TO STUDY OF THIS TOPIC / DISCIPLINE	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate sufficient knowledge of Judaism, the history of the Holocaust, anti-Judaism and anti-Semitism in order to respond to course materials. <input type="checkbox"/> Demonstrate familiarity with a range of key examples of Jewish religious and philosophical responses to the Holocaust. <input type="checkbox"/> Demonstrate familiarity with a range of key methodological and theoretical issues related to the study of of the Holocaust from a variety of disciplinary perspectives. <input type="checkbox"/> Identify, locate and engage relevant primary and secondary sources relevant to your final essay topic.
GENERAL ACADEMIC SKILLS / KNOWLEDGE	<ul style="list-style-type: none"> <input type="checkbox"/> Improve / perfect critical reading, writing and thinking skills so that you are prepared to begin working at the graduate level. <input type="checkbox"/> Develop original and insightful scholarly arguments based on analysis of primary and secondary sources. <input type="checkbox"/> Understand and value the principles of academic integrity <input type="checkbox"/> Contribute thoughtfully to class discussions and online class resources. <input type="checkbox"/> Work cooperatively and effectively with classmates <input type="checkbox"/> Present material clearly yet with attention to complexity. <input type="checkbox"/> Present orally to peers prepared to participate in a graduate seminar.

THINGS YOU NEED TO KNOW: 4000 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.

Course requirements: You must complete all required assignments of the course in order to be eligible to pass the course.

Submitting work protocol: Assignments must be handed in at the beginning of class on the day that they are due. Late Seminar Preparations cannot be accepted.

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

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.

Midterm: By arrangement with professor.

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 2 Seminar Preps and receive the highest grade. Hand them back within 2 weeks of receiving the original back from your professor.

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.

Citations:

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: Because Religious Studies is an interdisciplinary discipline different citation styles are acceptable. You may use any recognized academic style guide in order to cite outside research. Recommended styles include: MLA (available as a sample guide on Web CT), Chicago Manual of Style, APA.

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.

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.

H1N1: "As you are probably aware, there is a risk of a flu pandemic this flu season.

In the event of a pandemic flu outbreak we may need to modify the course delivery and/or deadlines and/or assignments as they are currently outlined in this syllabus. Specific details will be provided to you if this becomes necessary. In the event that you do become ill and have to miss class or assignments, upon becoming well, you are expected to communicate with your instructor to identify missed in-class material, assignments and/or to arrange accommodations"

ASSIGNMENT DETAILS

25% SEMINAR PREPARATION (5 @ 5% PER SEMINAR PREP)

Due: Due every class as noted in the course schedule except days when you lead class discussion and the day the midterm is held. Label your prep according to the # of preps you have handed in plus date and topic. 8 possible dates to complete 5 seminar preps.

Length: 1.5-3 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.

1. **KEY QUESTION & DISCUSSION POINTS.** Include 1 key question for EACH required reading and the 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.
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).
3. **CRITICAL RESPONSE:** Demonstrate your ability to reason through the required material for today's class and make connections. Explore one theme, argument, or analysis you want to discuss further. 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). (1/2-1 page)
4. **OUTSIDE RESOURCE:** Describe AND cite one outside resource to share with class (POST online in Web CT 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:

- Your 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.
- At the end of the course I will verify that you have posted your outside contribution to Web CT. Students who have not posted 8 outside contributions or who have consistently posted them late will lose marks.

25% LEAD CLASS DISCUSSION (12.5% PER LEADING DISCUSSION)

DUE DATE: 2x per semester, sign up for your date 2nd week of class (14 slots)

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, arrange printing, send to me by email to place on web ct (I will print it for you if you email it to me by Friday at noon, otherwise print enough copies for class). Handout should include quotes with page numbers, quotes, 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 (5-15 minutes max) 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.

GRADING RUBRIC: 12.5 % 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.

25% MIDTERM IN-CLASS EXAM

Date: Feb 8

Details:

- Permitted materials: Required texts, personal notes and outlines, dictionary.
- Material from first class until class before midterm.
- Open Book
- Some choice of questions
- Must demonstrate comprehension of readings, films, lectures and class discussions.

How to Study for this (or any) Exam

1. **GOAL:** Think about what the exam is testing: Here? Your ability to evaluate and analyze arguments about the Holocaust and construct your own response to them. The questions will ask you to show what you learned, differences between thinkers, historical development, major themes.
2. **DON'T SWEAT THE SMALL STUFF:** Don't memorize facts, dates, spelling, etc. You can look them up quickly.
3. **BIG IDEAS:** Think about differences between thinkers, major themes, overarching questions. Make quick lists of points and diagrams to explain those themes questions.
4. **SKIM and RE-REREAD:** Go back through texts to find elements #5-6 and verify you didn't miss anything for #3.
5. **CONTEXT:** Outline relationships between thinkers, ideas, historical events.
6. **EXAMPLES:** Be sure you prepare concrete examples from readings and can place them in context: i.e. Fackenheim argues for the 614th commandment in what text? The 614th commandment is part of what argument/question/theme? How does it relate to his larger work? Who would contradict that argument or phrase it differently?

25% FINAL PROJECT:

Argument Research Essay

Due: TBA

8-10 page research-based argument essay. Details TBA

OPTIONAL BONUS MARKS: Must be completed by Midterm Exam and handed in at the exam.

4-5 page essay on Anti-Semitism using the readings from Jan 4 AND outside research. Discussion should be analytical argument not merely historical summary of the evolution of Anti-Semitism.

Week	Topic & Assignments Due Today	Today in Class	To Prepare Before Class Meeting: Readings & Films
Jan 4	Intro & Holocaust and Anti-Semitism	Part 1: Overview of Course Outline Part 2: Anti-Semitism: Frontline. FILM	Read when you can: Optional bonus marks essay 4-5 pages on these readings. Coursepack: John K. Roth and Michael Berenbaum, "Who, What, Where, When, How?", in Holocaust: Religious and Philosophical Implications. Roth and Berenbaum, eds. New York: Paragon House. 1989. xiii-xxviii. Coursepack: Jeffrey Herff. "Building the AntiSemitic Consensus" in the Jewish Enemy: Nazi Propaganda during World War II and the Holocaust. London, England: Belknap Press 2006. 17-49 Coursepack: Walter Laqueur, "Toward the Holocaust", in The Changing Face of Anti-Semitism. New York: Oxford. 2006 107-124
Jan 11 <i>January 15, 2010 is last day to change courses or sections for winter term courses.</i>	Germany & the Jews Sign up for leading class discussions Optional Practice Prep 1: Receive early feedback	Part 1: Film: Triumph of the Will Part 2: Framing Questions	Part 1: Film: Triumph of the Will Part 2: Framing Questions Coursepack Berel Lang, "Uncovering Certain Mischievous Questions About the Holocaust", Washington, United States Holocaust Memorial Museum, 2002. http://www.ushmm.org/research/center/publications/occasional/2002-03/paper.pdf Coursepack Daniel J. Goldhagen Christopher R. Browning Leon Wieseltier, "The "Willing Executioners"/ "Ordinary Men" Debate": Selections from the Symposium. Washington, United States Holocaust Memorial Museum, 1996. http://www.ushmm.org/research/center/publications/occasional/1996-01/paper.pdf
Jan 18	Survivor Testimony / Pious voices during and After the War Leader Part 1: Seminar Prep 2	Part 1: Pious Voices Part 2: Guest Speaker: David Shentow	Part 1: Pious Voices: Coursepack: Steven T. Katz, Shlomo Biderman and Gershon Greenberg, eds. Wrestling with God: Jewish Theological Responses During and After the Holocaust. Oxford & New York: Oxford, 2007. Read any 3 of the following: 11-24, 61-72, 157-167, 191-199 Coursepack: Rabbi Ephraim Oshry, Responsa From the Holocaust. New York: Judaica Press. 1999. Read xv-xvii, and read any 5 of the following: 1-4, 9-10, 13,14-16,151-152, 193-194, 195-196, 206-207 Part 2: Testimony: Guest Speaker: David Shentow Coursepack Pelagia Lewinska, "Twenty Months at Auschwitz" in <i>Different Voices</i> , eds. Rittner and Roth, Paragon Press. 1993. pp. 84-93 Recommended: Coursepack: Henry Greenspan, "The Awakening of Memory: Survivor Testimony in the First Years after the Holocaust and Today", Washington, United States Holocaust Memorial Museum, 2000.

Jan 25	Film Responses Prep 3 Leader Part 2:	Part 1: Film: Night and Fog Part 2: Discuss: N&F, Schindler's List, Life is Beautiful	See at least one of two films: Life is Beautiful or Schindler's List. Be ready to discuss in class. Try to see both. Part 1: Night and Fog Part 2: Film Discussion Coursepack Frank Stern. "Facing the Past Representations of the Holocaust in German Cinema Since 1945", Washington: United States Holocaust Museum. 2000. 1-18 http://www.ushmm.org/research/center/publications/occasional/2000-02/paper.pdf Coursepack: Langford, Barry. "You cannot look at this': Thresholds of Unrepresentability in Holocaust film". <i>The Journal of Holocaust Education</i> , Winter 1999; 8(3):23-40. Read both of the following if possible, or if you can only read one, read the essay for the film you did not see: Coursepack: Gourevitch, Philip. "A Dissent on 'Schindler's List'" Commentary, 97 F 1994, p 49-52. Coursepack: Wright, Melanie J. 'Don't Touch my Holocaust': Responding to Life is Beautiful .. <i>The Journal of Holocaust Education</i> , Summer 2000; 9(1):19-32.
Feb 1	Early Reflections – Central Theological Responses Prep 4 Leader Part 1: Leader Part 2:	Part 1: Early Reflections Part 2: Central Theological Responses	Part 1: Textbook: Primo Levi: 19-27, Arendt 47-63, Buber 63-67, Wiesel 67-79, Recommended: Coursepack: Elie Wiesel, "Recalling Swallowed Up Worlds", Christian Century 98 no 19 My 27 1981 609-612 Part 2: Textbook: Rubenstein x2 79-96. Berkovitz 96-102, Greenberg 102-115 Recommended: Coursepack: Daniel Rynhold. "The Problem of Evil" in <i>Modern Judaism</i> . Oxford University Press. 314-324
Feb 8	In-class open book midterm exam		
Winter Break Classes cancelled Feb 15-19			
Feb 22	Fackenheim & Cohen Prep 5 Leader Part 2: Leader Part 3:	Part 1: Film: Fackenheim Part 2: Discussion Fackenheim & Cohen Part 3: Memory and Representation	Part 1: FILM Part 2: Textbook: 115-138 (Fackenheim x3), 250-259 Textbook: 183-196 (Cohen) Memory and Representation Textbook: Lang, 349-358, Huyssen, 359-365 Coursepack: Deborah Dwork and Robert Jan Van Pelt, "Reclaiming Auschwitz", in <i>Holocaust Remembrance: The Shapes of Memory</i> , ed. Geoggrey H. Hartman. Oxford and Cambridge: Blackwell, 1994, 1995. 232-251 Coursepack: Horowitz, Sara R.. Gender, genocide, and Jewish memory Source: Prooftexts, 20 no 1-2 Wint-Spr 2000, p 158-190.

<p>March 1</p>	<p>Christian Responses / Jews and Christians After the Holocaust</p> <p>Prep 6</p> <p>Leader Part 1:</p> <p>Leader Part 2:</p>	<p>Christian Responses / Jewish responses to Christian responses</p>	<p>Christianity Responses</p> <p>Coursepack: Radford Ruether., "Christology and Jewish-Christian Relations," in Abraham J. Peck, ed., <i>Jews and Christians after the Holocaust</i>, Philadelphia: Fortress Press, 1982, pp. 25-38</p> <p>Coursepack: Roth. "Good News After Auschwitz: Does Christianity Have Any?," in <i>Good News After Auschwitz Christian Faith in a Post-Holocaust World</i>, ed Carol Rittner and John K. Roth. Macon, Georgia: Macon University Press 2001. 173-185</p> <p>Coursepack: Carol Rittner, "What Can A Christian Say About Forgiveness After Auschwitz?," in <i>Good News After Auschwitz Christian Faith in a Post-Holocaust World</i>, ed Carol Rittner and John K. Roth. Macon, Georgia: Macon University Press 2001. 117-128</p> <p>Coursepack: Pinnock, Sarah K.. "Atrocity and Ambiguity: Recent Developments in Christian Holocaust Responses". in <i>Journal of the American Academy of Religion</i>, 75 no 3 S 2007, p 499-523.</p> <p>Coursepack: David Novak: "Jews and Catholics: Beyond Apologies", <i>First Things</i>, no 89 Ja 1999, p 20-25.</p> <p>Coursepack: A. Cohen. "The Holocaust is a Christian Issue: Christology Revisited." <i>Modern Believing</i>, 47 no 1 Ja 2006, p 28-43.</p>
<p>March 8</p> <p><i>March 12, 2010</i></p> <p>• Last day to withdraw from fall/winter and winter-term courses.</p>	<p>Contested Representations</p> <p>Prep 7</p> <p>Leader Part 1:</p> <p>Leader Part 2:</p>	<p>Part 1: Holocaust Denial</p> <p>Part 2: The Uses and Abuses of the Holocaust</p>	<p>Part 1: Holocaust Denial</p> <p>Browse the Jewish Virtual Library site on Holocaust denial http://www.jewishvirtuallibrary.org/jsource/Holocaust/denialtoc.html</p> <p>Coursepack: and Holocaust Denial in the Iranian Media. MEMRI Special Dispatch Series no 855, January 28, 2005. http://memri.org/bin/articles.cgi?Page=countries&Area=iran&ID=SP85505</p> <p>Coursepack: Litvak, Meir. The Representation of the Holocaust in the Arab World . <i>The Journal of Israeli History</i>, Spring 2004; 23(1): 100-115.</p> <p>ONLINE Deborah Lipstadt. Deniers, Relativists and Pseudo-Scholarship. <i>Dimensions</i>, Vol. 6, No. 1, 1991 http://www.adl.org/Braun/dim_14_1_deniers.asp</p> <p>Part 2: Uses and Abuses</p> <p>Coursepack: Lipstadt, Deborah. Invoking the Holocaust. <i>Judaism</i>, 30 Sum 1981, p 335-343</p> <p>Coursepack: Finkelstein, Norman G.. The Holocaust Industry: Reflections on the Exploitation of Jewish Suffering . <i>Judaism</i>, Fall 2002; 51,4(204):504-507.</p> <p>http://www.youtube.com/watch?v=5BaJCRXsgt4&feature=related</p> <p>http://www.youtube.com/watch?v=HaeMT44yX2M&feature=related</p> <p>http://www.youtube.com/watch?v=Y-UOwwigVGU&feature=related</p>

March 15	Feminist Responses & Ethics Prep 8 Leader Part 1: Leader Part 2:		Part 1: Feminist Reflections Coursepack: 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 no 2 Fall 2002, p 105-113. Coursepack: Susan E Nowak, “In a World Shorn of Color: Toward a Feminist Theology of Holocaust Testimonies”, in <i>Women and the Holocaust: Narrative and Representation</i> , Esther Fuchs, ed. Lanham, New York & Oxford: University Press of America, 1999. 33-46 Recommended: Coursepack: Joan Ringelheim, “The Split Between Gender and the Holocaust” in <i>Women in the Holocaust</i> , eds. Dalia Ofer and Lenore Weitzman. New Haven: Yale University Press, 1998. 340-350 Part 2: Ethics Coursepack John K. Roth. In the Shadow of Birkenau: Ethical Dilemmas during and after the Holocaust. Washington: United States Holocaust Memorial Museum. 2005 Coursepack Michael Morgan “Jewish Ethics After the Holocaust” <i>Journal of Religious Ethics</i> , 12 no 2 Fall 1984, p 256-277.
March 22	TBA	Part 1: TBA Part 2: TBA	TBA
March 29 Class cancelled Passover			

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 range from a mark of zero for the plagiarized work to a final grade of “F” for the course, and even suspension from all studies or expulsion from the University.

GRADING SYSTEM

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

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

F	Failure. No academic credit
WDN	Withdrawn from the course
ABS	Absent from the final examination
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 November 16, 2009. The last day to withdraw from Fall/Winter (full year) and Winter term courses is March 12, 2010.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www.carleton.ca/equity/accommodation/student_guide.htm

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www.carleton.ca/equity/accommodation/student_guide.htm

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 are 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 I receive 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 the last official day to withdraw from classes in each term. For more details visit the PMC website: http://www.carleton.ca/pmc/students/acad_accom.html

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

PETITIONS TO DEFER

Students unable to complete a **final** term paper or write a **final** examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply in writing within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Classics and 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	500 Unicentre
Writing Tutorial Service 520-6632	4 th floor Library
Learning Commons 520-1125	4 th floor Library