

Carleton University  
College of the Humanities: Religion Program  
Department of History

## **Antisemitism, Then and Now**

RELI 3840/HIST3908C: Winter 2023  
Monday/Wednesday 1:05 to 2:25 PA240

<b>Professor Deidre Butler (Religion)</b> <a href="mailto:deidre.butler@carleton.ca">deidre.butler@carleton.ca</a>	<b>Professor Pamela Walker (History)</b> <a href="mailto:pamela.walker@carleton.ca">pamela.walker@carleton.ca</a>
<b>Office Hours</b> In person: Wednesdays 3:00-4:00pm Paterson 2a49  Online Zoom: Tuesdays 4:00-5:00 pm or by appointment (link on Brightspace)	<b>Office Hours</b> In person: Monday 11am to noon Paterson 417  Online: by appointment

### **Course Description:**

We examine the long history of antisemitism to understand how historical forms of antisemitism continue into the present but also change. Co-taught by Religion and History professors, we will draw on religious texts, legislation, political propaganda, oral histories, and film.

This third-year course moves through the earliest expressions of antisemitism, sometimes referred to as anti-Judaism, in religious contexts from the ancient world through the medieval period. We begin to trace modern forms of antisemitism through the 19<sup>th</sup> and early 20<sup>th</sup> centuries in Europe, North America and the Middle East and Africa to provide a context for the genocidal antisemitism of the Holocaust. The second half of the course focuses on post-Holocaust and contemporary expressions of antisemitism with attention to politics and popular culture, including films, social media, and the press.

*There are no prerequisites for the course. Second year standing or above is required. This course will include disturbing material that is difficult. Course materials include examples of hate speech, antisemitic propaganda, detailed descriptions of antisemitic violence and genocide and gendered violence.*

*We acknowledge that the land on which we gather to meet for this course is the traditional unceded and unsurrendered territory of the Algonquin Anishnaabeg people*

### Course Requirements:

10%	Class contribution: Contemporary Antisemitism (2)
20%	In-class weekly writing. (10)
10%	In-class presentation on antisemitism and film (March 1)
10%	In-class final presentation on antisemitism in popular culture (April 10)
50%	Three Short Essays (Feb 1 March 8, March 27)

### Graded Work Details:

1. **Class Contribution:** Share one example of antisemitism twice during the semester. Your example should be drawn from the news, social media, print media, music, or other contemporary sources. Share briefly in class (5 minutes maximum, sign up for dates), and then on Brightspace. Post in the *Antisemitism in the news* discussion forum on Brightspace. We will collect these posts as a repository of contemporary examples on Brightspace and revisit them later in the course. Individual. (2x)
2. **In-class writing:** In response to the assigned reading and class lectures. The highest 10 grades will count towards final course grade. This in-class writing cannot be replaced if absent. Individual. (x10)
3. **In-class presentation on a film:** In class presentation and discussion of one film selected from an assigned list. (1)
4. **Final presentation:** find an example of antisemitism in modern culture and place that example in its historical and contemporary context, and present in class. (1)
5. **Short-Essays:** Religion and antisemitism (Feb 1), Antisemitism 19<sup>th</sup> century to 1946 (March 8); Antisemitism in the 20<sup>th</sup> century (March 22)

**Bonus marks:** Attend a lecture or program that focuses on antisemitism. Who was the audience? What was the central question being addressed? What were the major issues? What connections do you hear in our course? Up to 5 points. 2-3 pages with citations. Submit online within 2 weeks of the event and email Dr. Butler.

### Required Course Materials:

All required readings and videos are available through ARES on Brightspace or are linked from Brightspace to external web sites. Recommended readings are also available through ARES on Brightspace.

### Learning Outcomes:

At the end of this course, students will be able to:

1. Describe the historical development, key themes and disciplinary vocabulary associated with the academic study of antisemitism.
2. Rehearse the historical development of antisemitism and its relationship to present day antisemitic ideas and practices

3. Analyze and assess primary texts and secondary texts that are significant to the academic study of antisemitism in historical and contemporary perspectives.
4. Recognize antisemitic language, images and discourse whether explicit or implicit
5. Trace historical change and continuity in the expression and experience of antisemitism
6. Distinguish between scholarly and insider or faith-based approaches and deploy them in ways appropriate to the disciplines
7. Articulate how Jewish communities experience and engage with antisemitism in diverse historical and contemporary contexts
8. Develop written and oral arguments and analyses that critically relate antisemitism to other historical changes

**Important Note on Intellectual Property and Privacy:**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are the intellectual property of their respective author(s). All course content and materials, whether deriving from the instructor or fellow students, including PowerPoint presentations, outlines, Briefing Notes, Final Project, and other shared materials, are protected by copyright and remain the intellectual property of their respective author(s). Infringement violates the law.

**Do not record the class (video, voice, photo or any other form) nor post any materials from the class in any form. To do so violates Canadian Privacy laws.**

**Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes.**

**Please also make sure you read and understand the University guidelines on plagiarism (at the end of this document)**

**Students registered with the Paul Menton Centre will have guidelines particular to their own academic needs.**

**Course Culture:**

*It is crucial for us to work together build a supportive classroom environment and forge collective knowledge. This process requires active engagement and listening intently to one another. Many issues we explore will be challenging, personal, and potentially painful. Therefore, we must work together to create a space in which we can hear, support, and be accountable to one another as we search for ways to dismantle oppressive systems and create more just and humane systems.*

**Classroom/Community Values:**

- Our communication, both written and oral, should be respectful and civil.
- Share your stories with kindness and leave room for other people's stories.

- **Stick close to the text(s) in discussion.** Keep your readings open. When appropriate, be prepared to cite specifics in the language of the text to support, challenge, or question.
- **Collaborate, don't compete.** This learning space is not one of debate, but one of discussion. Discussion is collaborative: multiple sides work toward shared understanding. Debate is oppositional: opposing sides try to prove each other wrong.
- **Affirm comments made by other students.** Encourage others to clarify or expand ideas that might be foggy. Ask for more information or further explanation. Discuss ideas rather than one another's opinions.

## Course Schedule:

### Week 1: Jan. 09: Introductions

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#### Topics:

1. Welcome: Syllabus overview, Class culture
2. Tom Lehrer: National Brotherhood Week <https://youtu.be/LbtU11-Ucxc>
3. What is antisemitism? What does it look like?
4. How has antisemitism developed over time? How does understanding how antisemitism operated in the past help us understand antisemitism today? What are the continuities and what are the changes?
5. How does listening to Jewish voices, historically and in contemporary contexts, enrich our understanding.
6. How does thinking about antisemitism sharpen our thinking about race, ethnicity, religious identity and diversity? Why are definitions of antisemitism so fraught today?

#### Group work: Read in class:

Sharansky, Natan. "3D Test of Antisemitism: demonisation, double-standards and delegitimization." *Jewish Political Studies Review* 16 (Fall 2004) 3-4.

<https://www.icpa.org/phas/phas-sharansky-f04.htm>

## Week 1: Jan 11: Definitions

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### Read Before class:

- Deborah Lipstadt, "Holocaust Denial: An Antisemitic Fantasy." *Modern Judaism*, 40,1 (2020) 71-86
- Eric K. Ward "Skin in the Game: How Antisemitism Animates White Nationalism" <https://politicalresearch.org/2017/06/29/skin-in-the-game-how-antisemitism-animates-white-nationalism> *This essay takes a different starting point and the question it raises here is how does this argument allow us to define antisemitism, does it add to what the other essays say?*

### Topics:

1. Why are we starting with antisemitism definitions? Would we do this in a class on racism or sexism? Why are definitions of antisemitism so fraught
2. IHRA, Sharansky 3 Ds, Jerusalem definitions
3. Jewish studies / History definitions

### Workshop: Read in class:

- IHRA Working Definition of Antisemitism <https://www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-antisemitism>
- Jerusalem Declaration: <https://jerusalemdeclaration.org>

**Recommended sources:** *These sources directly address questions of definitions of antisemitism that will be useful for all assignments. Come back to these as helpful.*

- Feldman, David, "Towards a History of the Term 'Anti-Semitism'" *The American Historical Review* 123:4 (2018) 1139-1159. <https://doi.org/10.1093/ahr/rhy029>
- Antisemitism on the Left and Right: how to recognise it and how to fight it (Natan Sharansky) 11
- Marcus, Kenneth, "The Definition of Antisemitism" in *Global Antisemitism: a crisis of modernity* (Vol. I Conceptual Approaches), ed. Charles Asher Small (New York: ISGAP, 2013), 99-111. <https://isgap.org/wp-content/uploads/2019/10/Volume-1.pdf>
- Porat, Dina. "The Road to an Internationally Accepted Definition of Antisemitism." in *The Yale Papers: antisemitism in comparative perspective* ed. Charles Asher Small (New York: ISGAP, 2015). 19-32. <https://isgap.org/wp-content/uploads/2016/07/Yale-Papers-Complete-071315-Reprinted.pdf>
- "Call to reject the IHRA's 'working definition of antisemitism'" 11 January 2021 <https://fathomjournal.org/wp-content/uploads/2021/01/Call-to-reject-the-IHRAs-working-definition-of-antisemitism.pdf>

## Week 2: Jan 16: Ancient to Antique Antisemitism Early Christianity

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### Read Before Class:

- Reinhartz, Adele. "New Testament Origins of Christian Anti-Judaism." In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 42–56. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022.

### Topics:

1. Anti-Judaism and its relation to antisemitism
2. New Testament sources
3. Church Fathers

### Workshop: Read in Class

- Matthew: Chapter 27, verses 24-25 (NSRV)
- Acts 7:51-53 (NSRV)
- Thessalonians 2:14-16 (NSRV)
- John, Chapter 8: verses 37-49, New Testament (NSRV)
- John Chrysostom, Church patriarch, "Statement," c.390 CE. (available <https://ecampusontario.pressbooks.pub/hearourvoices/chapter/4-1-christian-anti-judaism/>)

### Recommended:

- John Chrysostom, "Against the Jews. Homily 1." Tertulian Project. [https://www.tertulian.org/fathers/chrysostom\\_adversus\\_judaeos\\_01\\_homily1.htm](https://www.tertulian.org/fathers/chrysostom_adversus_judaeos_01_homily1.htm) (386-387 ce)
- Reuther, Rosemary R. "The Theological Roots of Anti-Semitism." In *The Persising Question: Sociological Perspectives and Social Contexts of Modern Antisemitism*, edited by Helen Fein, 23–45. De Gruyter, 1987. *This watershed article changed the way many Christian theologians thought about antisemitism and its relation to Christology.*
- Paula Fredriksen, "The Birth of Christianity and the Origins of Christian AntiJudaism", in *Jesus, Judaism, and Christian anti-Judaism: reading the New Testament after the Holocaust*. Fredriksen, Paula, and Adele Reinhartz, Eds. Louisville, KY: Westminster John Knox Press. 2002. 8-30 *This chapter explores the early Christian community as the site of growing Christian antiJudaism.*
- Lange, Armin. "Jew-Hatred in Antiquity: Cultural, Legal, and Physical Forms of Antisemitic Persecution." *Comprehending Antisemitism through the Ages*. 41-78., 2021. Print. *Antiquity here refers to the 8<sup>th</sup> century b.c.e through the Muslim conquest and allows us to think about Jew hatred through this period across pagan, Christian and pre-Muslim contexts.*
- Garroway, Joshua. "Church Fathers and Antisemitism from the 2nd Century through Augustine (End of 450 CE)." Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 66–82. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022. *This article focuses on the early Church Fathers who set the stage*

for Jew hatred in Christian Europe. Note particularly Augustine's strategy and how it works to protect Jews while also making them a target of anti-Judaism.

- Jewish Virtual Library, (n.d.) "Socrates Scholasticus: blood libel in 4th Century Syria" <https://www.jewishvirtuallibrary.org/socrates-scholasticus-the-blood-libel-in-syria-4th-century>
- Levine, Amy-Jill. "When the Bible Becomes Weaponized: Detecting and Disarming Jew-Hatred." *Studia theologica* 75.2 (2021): 182–204. *This article is particularly helpful for thinking about how the New Testament is used to advance antisemitism in contemporary contexts.*

## Week 2: Jan 18: Medieval to Early Modern Antisemitism in Christian Europe Workshop

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### Read before class:

- Strickland, Debra Higgs. "Antisemitism in Medieval Art." Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 248–70. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022. doi:10.1017/9781108637725.017.

### Topics:

1. Augustine's Legacy
2. Antisemitic Imagery
3. Violence: Crusades, Blood Libels, Host Desecrations, Well poisonings, Inquisition
4. Martin Luther and Reformation

### Workshop:

- View in class: Images from Strickland
- View in class: Sculpture – Ecclesia and Synagoga
- Read in class: Martin Luther, "On The Jews and their Lies"

### Recommended:

- "Albert of Aix and Ekkehard of Aura: Emico and the Slaughter of the Rhineland Jews" *Medieval Sourcebook*. <https://sourcebooks.fordham.edu/source/1096jews.asp>
- "Jews and Christians in Teruel: The Fuero of Teruel, 1176 CE." *Medieval Internet Sourcebook*. <https://sourcebooks.fordham.edu/source/1276teruel.asp> *This city charter became an important model for how Jews should be treated under the law.*
- "Ephraim ben Jacob: The Ritual Murder Accusation at Blois, May, 1171" *Ancient History Sourcebook*. <https://sourcebooks.fordham.edu/source/1171blois.asp>
- "Roger of Hoveden: The Persecution of Jews, 1189" *Medieval Sourcebook*. <https://sourcebooks.fordham.edu/source/hoveden1189b.asp>
- "Gregory X: Letter on Jews, (1271-76) - Against the Blood Libel." *Medieval Sourcebook*. <https://sourcebooks.fordham.edu/source/g10-jews.asp>

- “Thomas of Monmouth: The Life and Miracles of St. William of Norwich, 1173.” *Medieval Sourcebook*. <https://sourcebooks.fordham.edu/source/1173williamnorwich.asp>
- “The Black Death and the Jews 1348-1349 CE” Jewish History Sourcebook: <https://sourcebooks.fordham.edu/jewish/1348-jewsblackdeath.asp>
- Pope Benedict XIV. “On Jews and Christians Living in the Same Place.” Papal Encyclicals Online, 1751. <https://www.papalencyclicals.net/Ben14/b14aquo.htm>.
- Cohen, Jeremy. “Traditional Prejudice and Religious Reform: The Theological and Historical Foundations of Luther’s Anti-Judaism.” In *Anti-Semitism in Times of Crisis*, edited by Sander L. Gilman and Steven T. Katz, 81–102. New York: NYU Press, 1991.
- Rose, Emily M. “Crusades, Blood Libels, and Popular Violence.” Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 194–212. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022.
- Chazan, Robert. “The Evolution of Anti-Jewish Imagery in Medieval Christian Europe.” *Comprehending Antisemitism through the Ages*. N.p., 2021. Print.
- Mayerhofer, Kerstin. “Inferiority Embodied: The ‘Men-Struating’ Jew and Pre-Modern Notions of Identity and Difference.” *Comprehending Antisemitism through the Ages*. N.p., 2021. Print.
- Kaplan, Debra. “Martin Luther and the Reformation.” Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 273–90. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022.

### Week 3: January 23: Monday: Antisemitism & Islam and the Arab world: Early Islam through Medieval to early Modern

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**Guest Speaker: Dr. Syed Adnan Hussain, Associate Professor, Religious Studies, St-Mary's University.** *Professor Hussain will join us by Zoom in our in-person classroom. Please attend in-person as usual for in-class updates and in-class writing.*

#### Read before class:

- Firestone, Reuven. “The Medieval Islamic World and the Jews.” Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 137–57. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022. doi:10.1017/9781108637725.011.

#### Topics:

1. Jews in the Qu’ran and Haddith (Bani Israel, Yahud and Yahudi)
2. Jews in the Early Muslim community
3. Sources: Quran, Haddith, Pact of Umar (history and reception)
4. Jews and Medieval Islam to early Modern

#### Recommended:



- Islam and the Jews: The Status of Jews and Christians in Muslim Lands, 1772 CE. Ancient History Sourcebook. <https://sourcebooks.fordham.edu/jewish/1772-jewsiniislam.asp>
- Kuntzel, Matthias. "Islamic Antisemitism: Its Genesis, Meaning, and Effects." *Antisemitism studies* 2.2 (2018): 235–253. Web.
- John Kelsay, "Antisemitism in Classical Islamic Sources", in *Not your father's antisemitism: hatred of the Jews in the twenty-first century*. Berenbaum, Michael, Ed. St. Paul, Minn: Paragon House. 2008 101-118
- Mehnaz M. Afridi. "Is Islam Antisemitic? No" in *Shoah through Muslim Eyes*. Brighton, MA: Academic Studies Press, 2017. 143-177
- Webman, Esther. "From the Damascus Blood Libel to the 'Arab Spring': The Evolution of Arab Antisemitism." *Antisemitism studies* 1.1 (2017): 157–206. Web.

### Week 3: January 25: Wednesday: 19<sup>th</sup> Century: Europe

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*The Jews should be denied everything as a nation but granted everything as individuals. They must be citizens...It is intolerable that the Jews should become a separate political formation or class in the country. Every one of them must individually become a citizen. If they do not want this, they must inform us and we shall then be compelled to expel them. The existence of a nation within a nation is unacceptable to our country. -Count de Clermont Tonnerre*

#### Read before class:

- Karl Marx, On the Jewish Question (1844) <https://www.marxists.org/archive/marx/works/1844/jewish-question/>
- Volkov, Shulamit. "Modern Antisemitism in Western Europe: Romantic Nationalism, Racism and Racial Fantasies." Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 307–24. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022.

#### Topics:

1. How is Antisemitism modern?
2. The Enlightenment and the Jews
3. Marx and the Jews

#### Workshop: Read in Class.

- Napoleon's Sanhedrin (1807) <https://www.jewishhistory.org/napoleons-sanhedrin/> In 1807, Napoleon attempted to revive the Great Sanhedrin, the religious court that oversaw Jewish religious legal questions that had existed in Biblical and Talmudic times. Preparatory to its convening, Napoleon convened a "Council of Notables." He put before this Jews "Council of Notables" a series of 12 questions outlines here.
- Theodor Herzl. "The Jewish Question." In *The Jewish State*. Jewish Virtual Library. Translated from the German by Sylvie D'Avigdor. This edition was published in 1946 by the American Zionist Emergency Council, Essential Texts of Zionism. <https://www.jewishvirtuallibrary.org/quot-the-jewish-state-quot-theodor-herzl> This early

*Zionist text outlines the problem of antisemitism in Europe and the solution of Zionism to that problem. It is part of a larger book where Herzl makes his case for Zionism.*

**Recommended:**

- Arkush, Allan. "The Enlightenment and Its Negative Consequences." Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 291–306. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022.
- Cohen, Deborah. "Who Was Who? Race and Jews in Turn of the Century Britain". *Journal of British Studies* 41 (October 2002): 460-483.
- Pinsker, Leon (1882) Autoemancipation <https://www.jewishvirtuallibrary.org/quot-auto-emancipation-quot-leon-pinsker>
- Zola, Emile "An Open Letter to the President of the Republic, I accuse (J'Accuse)" First Published: L'Aurore, 13 January 1898.  
<https://www.marxists.org/archive/zola/1898/jaccuse.htm>

**Week 4: January 30 Monday: 19<sup>th</sup> Century: Middle East North Africa**

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**Read before class:**

- Frankel, Johnathan "Ritual Murder in the Modern Era: the Damascus Affair of 1840" *Jewish Social Studies*, New Series 39: 2 (1997). 1-16.  
<https://www.jstor.org/stable/4467492>

**Topics:**

1. The Damascus Blood Libel 19<sup>th</sup> century
2. Antisemitism 19<sup>th</sup> century

**Recommended:**

- Webman, Esther. "New Islamic Antisemitism, Mid-19th to the 21st Century." Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 430–47. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022.  
doi:10.1017/9781108637725.029.

**Week 4: February 1 Wednesday: 20<sup>th</sup> Century: WW1-1930s**

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**Read before class:**

- Lynn S. Neal "Christianizing the Klan: Alma White, Branford Clarke and the Art of Religious Intolerance" *Church History* 78:2 (2009) 350-378
- Appel, John, and Selma Appel. "Anti-Semitism in American Caricature." *Society* (New Brunswick) 24.1 (1986): 78–83. Web.

**Topics:**

Antisemitism in early 20<sup>th</sup> century in relation to other racial categories

**Workshop:**

Antisemitism in Caricature in the US

**Recommended:**

- Brackman, Harold David. "The attack on 'Jewish Hollywood': A chapter in the history of modern American Antisemitism" *Modern Judaism* 20.1 (2000): 1–19. Web.

## February 6 Week 5: Monday: Antisemitism in the Weimar Republic and the Third Reich

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**Read before class:**

- Katz, Steven T. "Antisemitism in the Weimar Republic and the Third Reich." Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 412–29. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022. doi:10.1017/9781108637725.028.

**Topics:**

1. Antisemitism in Hitler's early thought and as the Nazi's rise to power
2. Anti-Jewish laws
3. Christian contexts

**Workshop:**

Christian responses to rising Antisemitism

**Recommended:**

- Roth, John K.. "Who, What, Where, When, How?" In *Holocaust: Religious and Philosophical Implications*, eds. Michael Berenbaum, and Roth John. xiii–xxviii, New York: Paragon House. 1998. *This very short text gives an overview of the Holocaust.*
- Bergen, Doris L. "Catholics, Protestants, and Christian Antisemitism in Nazi Germany." *Central European History* 27, no. 3 (1994): 329–48. <http://www.jstor.org/stable/4546438>. 1994.
- Heschel, Susannah. "Introduction" in *The Aryan Jesus : Christian Theologians and the Bible in Nazi Germany* Princeton: Princeton University Press, 2008. 1-26
- Braham, Randolph L. "Remembering and Forgetting: The Vatican, the German Catholic Hierarchy, and the Holocaust." *Holocaust and Genocide Studies* 13:2 (1999): 222-251.

## February 8 Week 5 Wednesday: Antisemitic Propaganda

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### View before class:

- Hippler, Fritz, director. *The Eternal Jew*. Deutsche Filmherstellungs- und Verwertungs-GmbH, 1940. 67 minutes.  
[https://archive.org/details/derewigejudeenglishsubtitles\\_201908](https://archive.org/details/derewigejudeenglishsubtitles_201908) Please note that this is antisemitic propaganda produced by the Nazis aimed at depicting Jews as intent on world domination; parasitic, manipulative, depraved. It includes graphic imagery and historical falsifications. In order to represent the Jewish religion as barbaric, it includes a staged “kosher slaughter” of a cow and sheep.

### Read before class:

- Küntzel, Matthias. “Nazi Propaganda in the Middle East and Its Repercussions in the Postwar Period.” *Comprehending Antisemitism through the Ages*. 257-274., 2021.

### Topics:

1. Nazi Propaganda in Europe
2. Nazi Propaganda aimed at Middle East and North Africa

### Recommended:

- Explore the online exhibit: “State of Deception: The Power of Nazi Propaganda”  
<https://exhibitions.ushmm.org/propaganda/home>
- Streicher, Julius. “Modern History Sourcebook: Selections from Der Stuermer.” *Internet Modern History Sourcebook*. 1999. <https://sourcebooks.fordham.edu/mod/streicher-talmud.asp>
- Grabowski, Jan. “German Anti-Jewish Propaganda in the Generalgouvernement, 1939–1945: Inciting Hate through Posters, Films, and Exhibitions.” *Holocaust and genocide studies* 23.3 (2009): 381–412. Web.
- Herf, Jeffrey. “Nazi Germany's Propaganda Aimed at Arabs and Muslims During World War II and the Holocaust: Old Themes, New Archival Findings.” *Central European History* 42:4(2014): 709- Jeffrey Herf, “The ‘Jewish War’: Goebbels and the Antisemitic Campaigns of the Nazi Propaganda Ministry,” *Holocaust and Genocide Studies* 19, no. 1 (2005): 51–80
- Caesar C. Aronsfeld, “Perish Judah! Extermination Propaganda,” *Patterns of Prejudice* 12, no. 1 (1978): 17–26
- Aronsfeld, *The Text and the Holocaust: A Study of the Nazis’ Extermination Propaganda, 1919–1945* (Marblehead, MA: Micah Publications, 1985).

## February 13 Week 6 Monday: Oral Histories and the experience of Antisemitism and the Shoah

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### Read Before Class:

TBD

### Topics:

1. Shoah
2. Oral histories
3. Resistance stories

**Workshop:** Oral histories

### Recommended:

- Greenberg, Gershon. "Orthodox Jewish Reflective Responses to Kristallnacht." *New Perspectives on Kristallnacht*. Purdue University Press, 2019. 195–. Web.

## February 15 Week 6 Wednesday: Everyone Loves Dead Jews? When Responses to the Holocaust are tangled with antisemitism

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**To do today:** Meet your group for Antisemitism Film presentation. Choose which films you will watch over reading week. Exchange contact info.

### Read Before Class:

- Dara Horn, *People Love Dead Jews* chapter one "Everyone's (Second) Favourite Dead Jew"

### Topics:

1. Popular representations of the Holocaust & reinscribing antisemitic tropes
2. What are Mischievous questions?
3. Explicit versus implicit antisemitism

### Workshop:

Berel Lang "Uncovering Certain Mischievous Questions About the Holocaust" United States Holocaust Memorial Museum

## Reading Week February 20-22

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Watch any 2 films listed here over Reading Week: Those that are available through Carleton are noted with a \* Others may be available through other means. Choose films you know you can access.

## Films that are antisemitic

*Jud Suss* (1940) This extremely successful Nazi propaganda film Depicts an 18<sup>th</sup> century banker named Suss Oppenheimer who was financial adviser to a German duke. Jews are generally depicted as ugly, immoral, and dirty while the banker is depicted as a sexual deviant who rapes the blond Aryan heroine. <https://www.youtube.com/watch?v=dMTHwuQnIKA>

### \*Passion of the Christ (2004)

This Mel Gibson directed film was a worldwide box office success and aroused considerable controversy in the media as many critics, including senior scholars, argued that its representations of the Jews in the story of Jesus' persecution and death reinforced and amplified ancient antisemitic narratives.

### Hebrews to Negroes (2018)

This is the film that NBA player Kyrie Irving referenced in his antisemitic tweets and interviews. It argues that certain people of colour, including Black Americans, are the true descendants of the Israelites of the Hebrew Bible. It includes many familiar antisemitic arguments and tropes including Jews control the media, fabricated the Holocaust, a global Jewish conspiracy that particularly targets Black Americans, that Jews are responsible for the transatlantic slave trade, and that Jews today are actually descended from the Khazars and have no historical link to the land of Israel.

## Films that represent antisemitism

### Mr Skeffington (1944)

A Hollywood classic that was produced during the war years. Focusing on Bette Davis as a flighty socialite who marries the Jewish Claude Rains character to restore the family fortune and protect their place in society. The treatment of Rains is a subtle portrayal of antisemitism with off-screen references to the Holocaust. The film does not actually use the word Jewish anywhere in the script.

### \*Gentleman's Agreement (1947)

Academy award winning film from Hollywood's golden age, produced after the Holocaust when newsfootage of the liberation of concentration camps were familiar images. The main character is assigned to write an expose of antisemitism and decides to assume the identity of a Jew.

### Crossfire (1947)

Another classic Hollywood film from the post-war years. The film tells the story of an antisemitically motivated murder and the subsequent investigation.

### Chosen and Excluded-The Hate on Jews in Europe

This documentary narrates a description of antisemitism in Europe that includes anti-Zionist discourses. The documentary was commissioned by two European broadcasters and was rejected

*on the basis that it represents claims that anti-Zionism crosses the boundary of reasonable critique and can move into antisemitism. This aroused charges of censorship and media bias.*

*\*School Ties (1992)*

*A working-class Jewish student conceals his Jewish identity at a wealthy prep school. When his Jewish identity is revealed he faces increasing victimization.*

*\*American History X (1998)*

*Edward Norton plays the part of a neo-Nazi in Los Angeles.*

*Denial (2016)*

*Based on the true story of antisemitism and Holocaust scholar Deborah Lipstadt's libel trial in the UK. David Irving sued her for libel when she described him as a Holocaust denier in her academic work. The trial involved bringing evidence to refute Irving's claims which minimized or denied the scale of the Holocaust.*

*\*Jojo Rabbit (2019)*

*This film received critical acclaim and considerable criticism for its representation of a member of the Hitler youth becoming aware of the plight of the Jews in Nazi Germany through his experience of his mother hiding a Jewish girl in their home. The satirization of the Nazis and its focus on the redemption of good Nazis are particular objects of criticism.*

*The Fablemans (2022)*

*A post-World War II coming of age story in America.*

## **February 27 Week 7 Monday: Antisemitism and Film**

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### **Read Before Class:**

- Brackman, Harold David. "The attack on 'Jewish Hollywood': A chapter in the history of modern American Antisemitism" *Modern Judaism* 20.1 (2000): 1–19. Web.

### **Topics:**

1. Antisemitism in Hollywood
2. Invisible Jews / Silence and the Holocaust

### **Workshop: Working with your group, finalize your group presentation**

- Write about your film in terms of questions
- Come back and group presentation in class
- How to represent Holocaust / antisemitism in film
- How to use film to think about social issues

**Recommended:**

- Reinhartz, Adele. "Judaism and Antisemitism in Bible Movies." *The Bible in Motion*. 771-791, 2016. Print.
- Schoeman, F. K, and Christian K Anderson. "Funny Professors, Serious Lessons: An Analysis of the Image of Jews as Academics in Film." *Jewish film & new media* 8.2 (2020): 153–185. Web.
- Hansen, Jennifer. "The Art and Science of Reading Faces: Strategies of Racist Cinema in the Third Reich." *Shofar* (West Lafayette, Ind.) 28.1 (2009): 80–103. Web.

**March 1 Week 7 Wednesday**

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Group Presentations on films

**March 6 Week 8 Monday: Post-Holocaust Canada**

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**Read before class:**

- Robinson, Ira. "Perspectives on Antisemitism in the Second Half of the Twentieth Century." In *A History of Antisemitism in Canada*, 175-194. Waterloo, Ontario: Wilfrid Laurier University Press, 2015.

**Topics:**

1. Civil Disabilities
2. Holocaust survivors

**Recommended**

- Goldberg, Adara. "Ordinary Survivors." In *Holocaust Survivors in Canada: Exclusion, Inclusion, Transformation, 1947-1955*. Vol. 14. 43-74. Winnipeg, CA: University of Manitoba Press, 2015. Print.
- Abella, Irving M., and Harold Martin Troper. *None Is Too Many : Canada and the Jews of Europe, 1933-1948*. Toronto, [Ontario] ;: University of Toronto Press, 2012. Print.
- Franklin Bialystok. "The Disease of Anti-Semitism Has Again Become Active: The Community and the Hate-Mongers in the Early 1960s." *Delayed Impact*. MQUP, 2000. 95–. Print.



### March 8 Week 8 Wednesday: Post-Holocaust Soviet Union

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Guest Speaker: TBD

#### Read Before Class:

- Izabella Tabarovsky, "Soviet Anti-Zionism and Contemporary Left Antisemitism"  
<https://fathomjournal.org/soviet-anti-zionism-and-contemporary-left-antisemitism/>

#### Topics:

1. Soviet Antisemitism
2. Soviet Anti-Zionism
3. Legacies

#### Recommended:

- Yuli Kosharovsky, *We are Jews Again: Jewish Activism in the Soviet Union* (2017)
- William Korey *Russian Antisemitism, Pamyat and the Demonology of Zionism* 1995)

### March 13 Week 9 Monday: Operation Wedding film

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Watch on your own before class

In-class discussion

### March 15 Week 9 Wednesday: Post-Holocaust Germany: Munich Olympics

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Before this date: Watch *After Munich* (CBC GEM)

NO CLASS MEETING TODAY: Please note, we are arranging a zoom meeting with the director of the film, Francine Zukerman. Because of time differences, she will be unable to join us during our regularly scheduled class meeting. Therefore, this class will be rescheduled for an evening time slot. We hope you can attend, if you cannot, arrange for notes from a fellow student. We will confirm the scheduled time / date closer to the date.

## March 20 Week 10 Monday: Antisemitism and Holocaust Denial

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### Read Before Class:

- Cotler, Irwin. "Holocaust Denial, Equality, and Harm: Boundaries of Liberty and Tolerance in a Liberal Democracy." *Liberal Democracy and the Limits of Tolerance*. N.p., 2000. Print.
- Jaspal, Rusi. "Delegitimizing Jews and Israel in Iran's International Holocaust Cartoon Contest." *Journal of modern Jewish studies* 13.2 (2014): 167–189. Web.

**Topics:** Holocaust Denial: US, Canada, Poland and Iran

**Workshop:** Holocaust denial cartoons

### Recommended:

- Robinson, Ira. "The Holocaust and its Deniers." In *A History of Antisemitism in Canada*, 131-148. Waterloo, Ontario: Wilfrid Laurier University Press, 2015.
- Grad, Kenneth. "A Gesture of Criminal Law: Jews and the Criminalization of Hate Speech in Canada." *Osgoode Hall law journal* (1960) 59.2 (2022): 375–. Print.
- Küntzel, Matthias. "Judeophobia and the Denial of the Holocaust in Iran." *Holocaust Denial*. Berlin, Boston: DE GRUYTER, 2012. 235–256. Web.
- Tingle, Jason. "Holocaust Denial and Holocaust Memory: The Case of Ernst Zündel." *Genocide studies international* 10.2 (2016): 210–229. Web.
- Davies, Alan T. "A Tale of Two Trials: Antisemitism in Canada 1985." *Holocaust and genocide studies* 4.1 (1989): 77–88. Web.
- Lipstadt, Deborah. "Behind the Lies of Holocaust Denial." TedxSkoll, April 2017. [https://www.ted.com/talks/deborah\\_lipstadt\\_behind\\_the\\_lies\\_of\\_holocaust\\_denial/footnotes?c=93241](https://www.ted.com/talks/deborah_lipstadt_behind_the_lies_of_holocaust_denial/footnotes?c=93241) (15:22 mins)
- Lipstadt, Deborah. "Holocaust Denial: An Antisemitic Fantasy." *Modern Judaism* 40.1 (2020): 71–86. Web.

## March 22 Week 10 Wednesday: A Contemporary China: Antisemitism

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Guest speaker Dr. Mary Anslie

Reading TBD

*Choose sources for next class*

**Read before class:** Primary sources

- On Corbyn: <https://www.theguardian.com/politics/2018/aug/13/jeremy-corbyn-not-involved-munich-olympics-massacre-wreath-laying>
- On the Rev. Sizer: <https://www.churchtimes.co.uk/articles/2022/9-december/news/uk/tribunal-finds-the-revd-dr-stephen-sizer-guilty-of-conduct-unbecoming-and-anti-semitic-activity>
- Read Taylor Greene's facebook post: <https://nymag.com/intelligencer/article/marjorie-taylor-greene-qanon-wildfires-space-laser-rothschild-execute.html>
- Farrakhan's words: <https://www.jewishvirtuallibrary.org/minister-louis-farrakhan-in-his-own-words>

**Workshop:** *Before this class we will ask you to get into groups and divide these sources to discuss in class. Read before class.*

- David Hirsh, "How Raising the Issue of Antisemitism puts you outside the community of the progressive: The Livingstone Formulation"  
<https://engageonline.files.wordpress.com/2016/04/livingstone-formulation-david-hirsh.pdf>
- S. Ilan Troen "Countering the BDS Settler Colonial Narrative"  
<https://academicengagement.org/wp-content/uploads/2019/09/Troen-Pamphlet-Final.pdf>
- Norwood, Stephen H., and Eunice G. Pollack. "White Devils, Satanic Jews: The Nation of Islam from Fard to Farrakhan." *Modern Judaism* 40, no. 2 (2020): 137-168.  
[muse.jhu.edu/article/760878](https://muse.jhu.edu/article/760878).

**Topics:**

1. Jeremy Corbyn, Ken Livingstone, Margery Taylor Greene, Louis Farrakhan
2. Antisemitism in politics in contemporary contexts
3. Conspiracy theories
4. Intersectionality

**Recommended:**

- Irwin Cotler, "Global Antisemitism: Assault on Human Rights", *The Yale Papers: Antisemitism in Comparative Perspective* (ISGAP)

## March 29 Week 11: Wednesday: Workshop: 21st Century Antisemitism in Politics, Education and the Media in Arab and Muslim Contexts

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### Read & view before class:

- Syrian drama television series. Jews kill Christian child to use his blood to bake Passover matzah <https://www.youtube.com/watch?v=augLMZVqo8o&feature=youtu.be>
- Egyptian Prof. of Hebrew: Jews Eat Matzos Prepared with Human Blood (Donated by Jews) on Passover <https://www.youtube.com/watch?v=KxvYsb-ITCM>
- Bostom, Andrew G. "Teaching Islamic Antisemitism in Toronto." *Antisemitism in North America*. BRILL, 2016. 190–. Web.
- Anti-Semitic Cartoons (Gaza war) <https://www.jewishvirtuallibrary.org/gaza-war-anti-semitic-cartoons>
- Antisemitic and Anti-Zionist cartoons: <https://www.aljazeera.com/opinions/2012/12/24/zionism-anti-semitism-and-colonialism>

### Topics:

1. Antisemitism in MENA contexts
2. How are these ideas different or similar to the material examined on March 27
3. How can we understand these texts in relation to historical ideas and to contemporary issues

**Workshop:** Discuss primary source examples you read for this class (videos and texts)

### Recommended:

- Webman, Esther. "New Islamic Antisemitism, Mid-19th to the 21st Century." Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 430–47. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022. doi:10.1017/9781108637725.029.

**April 3 Week 12: Monday: the culture of popular antisemitism**  
**Ye, Kyrie Irving, Mel Gibson, celebrity culture**

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Read & view online sources before class:

- <https://www.rollingstone.com/culture/culture-news/kyrie-irving-boosts-antisemitic-movie-peddling-jewish-slave-ships-theory-1234620125/>
- <https://fathomjournal.org/the-lust-libel-sexual-antisemitism-in-history-and-contemporary-culture/>
- <https://isgap.org/media/2020/08/the-history-of-louis-farrakhan-and-antisemitism/>
- Nation of Islam Leader Louis Farrakhan on Kyrie Irving, Kanye West Antisemitism Scandals <https://www.youtube.com/watch?v=RGwFNyudyZI>

Topics

1. Online hate
2. Celebrity culture and antisemitism
3. Popular culture and academic research

Workshop:

Students should read through all our Antisemitism in the News forum posts on Brightspace to consider what we see, how we analyze it, and how we respond to the concepts present in these sources.

**April 5 Week 12; Wednesday: Campus Antisemitism**

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Read before class:

- Schraub, David. "White Jews: An Intersectional Approach." *AJS review* 43.2 (2019): 379–407. Web.
- Einat Wilf, "Feminism and Zionism" <https://fathomjournal.org/women-and-feminism-in-israel-anti-feminism-and-anti-zionism/>
- Amy Elman, "BDS and the Queer Appropriation of Pink Washing", AEN Pamphlet series [https://academicengagement.org/wp-content/uploads/2019/10/aen\\_pamphlet2-1-4.pdf](https://academicengagement.org/wp-content/uploads/2019/10/aen_pamphlet2-1-4.pdf)

Workshop:

1. Carleton's EDI statement <https://carleton.ca/edi-plan/wp-content/uploads/Carleton-University-EDI-Action-Plan-Full.pdf>
2. "Palestinian Feminist" petition, <http://genderstudiespalestinesolidarity.weebly.com>

Recommended: TBD

Read before class:

- Weitzman, Mark. "Antisemitism in Social Media and on the Web." Chapter. In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 481–96. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022. doi:10.1017/9781108637725.032.

Topics:

1. Final Presentations
2. Conclusions



# Humanities

## University Regulations for All College of the Humanities Courses

### 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.

### Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [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.

### 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.

### 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;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;

- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### [Academic Integrity Process](#)

## Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

### Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

### Requests for Academic Accommodation

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

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** [The Paul Menton Centre for Students with Disabilities \(PMC\)](#) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.



Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **Grading System at Carleton University**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

## **Course Sharing Websites and Copyright**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

## **Student Rights and Responsibilities at Carleton**

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

## Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

## Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,

2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the 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](#).

[More information on Final Exam Deferrals](#)  
[Registrar's Office "Defer an Exam" page](#)

## 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.

## Student Mental Health

As a University 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. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### 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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

## 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)