

**College of the Humanities**  
**Religion and History Programs: RELI 3140A/HIST 3714A Fall Term**  
**The Holocaust: Historical and Religious Dimensions (Holocaust Encounters)**

Instructor: Megan Hollinger  
Email: [meganhollinger@cunet.carleton.ca](mailto:meganhollinger@cunet.carleton.ca)  
Lecture: Fridays from 11:35pm-14:25pm  
Course Format: Online synchronous  
TA: TBD (email on Brightspace)

Office: Online (course Zoom)  
Office hours: By appointment

Syllabus

General Course Description:

Introduction to the historical and religious dimensions of the Holocaust. The foundations, perpetration and consequences of the Nazi Final Solution, including survivor testimony, will be examined.

Specific Course Description:

In this course, we will examine the timeline of the events of the Holocaust with a particular focus on Jewish voices and experiences. Using a mix of primary and secondary materials, we will explore the historical context and road leading to the Holocaust, including early and Medieval Christian anti-Judaism and racial antisemitism in the 19th century. We will then examine the road to World War II and the rise of Adolf Hitler and the Nazi party before looking at the various facets of the Holocaust. We will analyze how Jewish identity was conceptualized and how Jews were portrayed in Nazi Germany and Occupied Europe. We will also look at the different modes of extermination and methods of destruction used upon the Jewish people before and during the Final Solution, including the ghetto and camp systems. Additionally, we will explore Jewish, Christian, Muslim, and secular responses to the Holocaust. Lastly, we will see how the Holocaust is remembered in the contemporary world and how it can be misappropriated as a form of antisemitism.

This course is cross-listed as a Religion and History course, and so we will be mindful of this. Although we will explore the historical context and details of the Holocaust, both before and during its perpetration, we will focus primarily on Jewish voices and the complexities of Jewish identity and experiences during these times. We will also consider non-Jewish (both religious and nonreligious/secular) responses to and experiences during the Holocaust.

This course is online and synchronous, meaning it will be held on Zoom (the link can be found on our Brightspace page) weekly at the designated time. Attendance is expected and essential to fully understand the course material. If students fail to attend, this may be reflected in their work, and their grades may suffer. These lectures will be recorded and will only be available upon request in the event of an absence (absence for a reasonable excuse, such as an illness, death, or time conflict). If students need to miss a lecture for reasons other than the ones listed

above, they are responsible for obtaining the relevant material from that lecture (I will not provide the recordings in these cases).

**Warning:** This course contains disturbing content regarding the genocide of the Jews and other groups before and during World War II. This content is found in the lectures, readings, videos, and other course materials. If you have any questions or concerns, please speak to the professor.

#### Respect Clause:

In this course, some students may have opinions that differ from your own. Others also have their respective backgrounds, so disrespectful, intolerant, or discriminatory conduct will not be tolerated. If you have any concerns, please consult the professor.

#### General Learning Outcomes:

1. Apply a theoretical perspective to a primary text.
2. Formulate and defend a thesis based on advanced research.
3. Engage with secondary sources and their peers in thoughtful informed discussion of topics related to the study of religion, orally and in writing.
4. Recognize different modes of interpretation and be familiar with hermeneutics.
5. Articulate the debates within the field of the academic study of religion concerning both theories of religion and methods in the study of religion.
6. Write a well-researched academic paper on a topic in religious studies that is free of grammatical and syntactical errors and uses proper citation and bibliographic style.

#### Specific Learning Outcomes:

1. Develop a more robust background knowledge of the Holocaust and its historical events.
2. Understand the place of religious voices and perspectives and their relation to the events of the Holocaust.
3. Critically analyze primary and secondary source material to enrich understanding of the Holocaust, antisemitism, and Jewish identity throughout time and space and be able to formulate and communicate theoretical ideas about these sources.
4. Understand core debates in the academic study of the Holocaust and learn to make connections between events.
5. Understand the complexities of antisemitism and anti-Judaism, how these laid the foundation for the Holocaust and how both are appropriated in contemporary times to continue victimizing the Jewish people.

#### Required Texts and Videos:

- Hochstadt, Steve. 2022. *Sources of the Holocaust*. Second edition. London: Bloomsbury Academic.
  - AVAILABLE ONLINE AS AN E-BOOK OR IN HARD COPY.
    - Approx. \$43 plus tax on Amazon for the e-book, or \$59 for the paperback on Amazon. Prices are subject to change.
    - The course textbook will be available on ARES as well, but is available for only one user at a time.
- Other readings, videos, and materials to be posted on Brightspace and ARES

#### Assessments\*:

- 4 quizzes, 1 per section, not including *Section I: Introduction* (5% x 4 = 20% of final grade)
- 4 Critical Reading Responses, 1 per section, not including *Section I: Introduction* (10% x 4 = 40% of final grade)
- Final Paper Proposal and Annotated Bibliography (15% of final grade)
- Final Paper (10-12 double-space pages (25% of final grade)

#### Course Outline:

##### *Section I: Introduction*

##### **Week 1 (September 5): Introduction**

##### *Section II: Historical Background of Anti-Judaism and Antisemitism*

##### **Week 2 (September 12): Christian Anti-Judaism**

- Primary source readings:
  - "Excerpts from the New Testament." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 11-12. Second edition. London: Bloomsbury Academic.
  - "Excerpts from Martin Luther, *On the Jews and Their Lies*, 1543." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 16-18. Second edition. London: Bloomsbury Academic.
  - "Papal Bull about Jews, '*Cum nimis absurdum*' by Pope Paul IV, 14 July 1555." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 19-21. Second edition. London: Bloomsbury Academic.
- Secondary source readings:

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\* All assessments and readings are in accordance with the standards set out by the Religion Department for 3000 level courses.

- Ruether, Rosemary R. 1987. "The Theological Roots of Anti-Semitism." In *The Persisting Question: Sociological Perspectives and Social Contexts of Modern Antisemitism*, edited by Helen Fein, 23–45. Berlin; New York: De Gruyter.

### Week 3 (September 19): Racial Antisemitism and Jews in 19<sup>th</sup> and 20<sup>th</sup> Century Europe

- Primary source readings:
  - "Bavarian petition opposing equality for Jews, 10 January 1850." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 27-30. Second edition. London: Bloomsbury Academic.
  - "Excerpt from Heinrich von Treitschke, 'Our Views', 1879." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 31-33. Second edition. London: Bloomsbury Academic.
- Secondary source readings:
  - Levy, Richard S. 2010. "Antisemitism in Germany and Austria, 1848-1914." In *Antisemitism: A History*, edited by Albert S. Lindemann and Richard S. Levy, 121-35. New York: Oxford University Press.
  - Sutcliffe, Adam. 2010. "The Enlightenment, French Revolution, and Napoleon." In *Antisemitism: A History*, edited by Albert S. Lindemann and Richard S. Levy, 107-20. New York: Oxford University Press.
  - "The creation of monsters in Germany: Jews and others." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 25-26. Second edition. London: Bloomsbury Academic.

### Section III: The Holocaust

### Week 4 (September 26): The Rise of Nazi Germany, Redemptive Antisemitism, and the Outbreak of World War II

- View:
  - "Nazi Military Occupations and Varying Occupation Policies." Yad Vashem. 2020.
  - "The Rise of Nazism to Power." Yad Vashem. 2020.  
<https://youtu.be/La5KZzbJeyQ>.
- Primary Source Readings:
  - Excerpts from *Mein Kampf* by Adolf Hitler, 1924." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 37-41. Second edition. London: Bloomsbury Academic.
- Secondary source readings:
  - "Nazi Imperialism: An Overview." United States Holocaust Memorial Museum. N.d. <https://encyclopedia.ushmm.org/content/en/article/nazi-imperialism-an-overview>
  - Friedländer, Saul. 1997. "Redemptive Anti-Semitism." *Nazi Germany and the Jews: Volume I: The Years of Persecution, 1933-1939*. New York: HarperCollins Publishers, 73-112.

**Week 5 (October 3): The Place of Jews in Nazi Europe**

- View (Watch the first two videos and one of the “Survivors Remembering Kristallnacht” videos):
  - “The Ghettos.” Yad Vashem. Posted 2016. <https://youtu.be/Sk0CPzfPKlw>.
  - “Ottawa Holocaust Survivors’ Testimonial (Excerpts): Cantor Kraus.” <https://chesatottawa.ca/ottawa-holocaust-survivors-testimonials-excerpts/>.
  - “Survivors Remember Kristallnacht: Hedi (Politzer) Pope.” United States Holocaust Memorial Museum. Posted 2012. <https://www.youtube.com/watch?v=2h5IBcDb8X8>.
  - “Survivors Remember Kristallnacht: Rabbi Gerd Jacob (Zwienicki) Wiener.” United States Holocaust Memorial Museum. Posted 2012. <https://www.youtube.com/watch?v=iufcf3dGxgo>.
  - “Survivors Remember Kristallnacht: Susan (Hilsenrath) Warsinger.” United States Holocaust Memorial Museum. Posted 2012. <https://www.youtube.com/watch?v=Z01WmCcpZ0Q>.
- Primary source readings:
  - “Excerpts from the Nazi Party training manual for Hitler Youth, *About the German People and Its Living Space* 1938.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 70-72. Second edition. London: Bloomsbury Academic.
  - “Children’s story from Ernst Hiemer, *The Poisonous Mushroom*, 1938.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 73-76. Second edition. London: Bloomsbury Academic.
- Secondary source readings:
  - Benz, Wolfgang. 2003. “Exclusion as a Stage in Persecution. The Jewish Situation in Germany, 1933-1941.” In David Bankier and Israel Gutman, eds., *Nazi Europe and the Final Solution*, 40-53. Jerusalem: Yad Vashem.
  - “The Nuremberg Race Laws.” United States Holocaust Memorial Museum. Last revised 2021. <https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws>.

**Week 6 (October 10): The Final Solution and Genocidal Antisemitism: Background**

- View:
  - “The Development of the ‘Final Solution’.” Yad Vashem. Posted 2015. <https://www.youtube.com/watch?v=GPXPjZurupc>.
  - “The ‘Final Solution’ – Jewish Life on the Brink of Death.” Yad Vashem. Posted 2015. <https://www.youtube.com/watch?v=GI35CvS6Ha0>.
- Primary source readings:
  - Frank, Anne. “Thursday, March 25, 1943.” *Anne Frank: The Diary of a Young Girl*. The Definitive Edition. Otto H. Frank and Mirjam Pressler, eds. Translated by Susan Massotty. New York: Anchor Books/Doubleday: 1991 (this edition), 94-96.

- "Report of *Einsatzgruppen* murders in Ukraine, 2 October 1941." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 148-149. Second edition. London: Bloomsbury Academic.
- "German Army orders on the 'Conduct of the Troops in the Eastern Territories', 10 October 1941." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 150-153. Second edition. London: Bloomsbury Academic.
- "Plan for 'solution of the Jewish question' by mass gassing, 25 October 1941." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 154-155. Second edition. London: Bloomsbury Academic.
- "The Wannsee Protocol (January 20, 1942)." German History in Documents and Images. N.d. [https://ghdi.ghi-dc.org/docpage.cfm?docpage\\_id=2361](https://ghdi.ghi-dc.org/docpage.cfm?docpage_id=2361).
- Secondary source readings:
  - Wistrich, Robert S. 2001. "The Final Solution." *Hitler and the Holocaust*. New York: Modern Library, 87-117.

### **Week 7 (October 17): The Final Solution and Genocidal Antisemitism: Case Study**

- **Please note that we will welcome a guest speaker during the first half of this week's lecture.**
- **This lesson will be 1.5 hours synchronous on Zoom, and 1.5 hours asynchronous to be completed at your convenience during the week. For the asynchronous part of the lesson, please complete all the material below.**
- View:
  - "The Destruction of the Lithuanian Jews: The Ponary Massacre - Online Event - July 2021." March of the Living Australia. Posted 2021. [https://youtu.be/ROUBWI06JoM?si=zgdFweT1\\_hVKBiFc](https://youtu.be/ROUBWI06JoM?si=zgdFweT1_hVKBiFc).
- Secondary source readings:
  - Stasiulis, Stanislovas. 2019. "The Holocaust in Lithuania: The Key Characteristics of Its History, and the Key Issues in Historiography and Cultural Memory." *East European Politics and Societies and Cultures* 34: 261-79.

### **Week 8 (October 24): Fall break, no class**

### **Section IV: Religious Voices**

### **Week 9 (October 31): Jewish responses**

- Explore:
  - HOV Pressbook: "Jewish Responses to the Holocaust." Hear Our Voices. 2022. ALL SUB-MODULES. <https://ecampusontario.pressbooks.pub/hearourvoices/chapter/part-1-jewish-responses-to-the-holocaust/>.
  - HOV Pressbook: "Secular Jewish Responses and Holocaust Literature." Hear Our Voices. 2022. ALL SUB-MODULES.

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/3-2-secular-jewish-responses-and-holocaust-literature/>.

- Primary source readings:
  - Fackenheim, Emil. 2007. "The 614<sup>th</sup> Commandment." In *Wrestling with God: Jewish Theological Responses During and After the Holocaust*, edited by Steven T. Katz, Shlomo Biderman, and Gershon Greenberg, 432-433. Oxford: Oxford University Press.
  - Levi, Primo. 2001. "Survival in Auschwitz." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 19-26. Oxford and New York: Oxford University Press.
  - Oshry, Rabbi Ephraim. "Responsa from the Holocaust." Chabad.org. N.d. [https://www.chabad.org/library/article\\_cdo/aid/275039/jewish/Responsa-From-the-Holocaust.htm](https://www.chabad.org/library/article_cdo/aid/275039/jewish/Responsa-From-the-Holocaust.htm)
  - Wiesel, Elie. 2001. "A Plea for the Dead." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 67-77. Oxford and New York: Oxford University Press.
- Secondary source readings:
  - Greenberg, Gershon. 2013. "German Displaced Persons Camps (1945-1948): Orthodox Jewish Responses to the Holocaust." *Historical Reflections / Réflexions Historiques* 39: 71-95.

#### **Week 10 (November 7): Christian Experiences/Responses**

- **We will welcome a special guest speaker (TBD) during the first half of our class. This will be a recorded public lecture in partnership with the Zelikovitz Centre for Jewish Studies in honour of Holocaust Education Month.**
- Primary Sources Readings:
  - Pope John Paul II. 1987. "Address to Jewish Leaders in Warsaw."
- Secondary source readings:
  - Bergen, Doris L. 1994. "Catholics, Protestants, and Christian Antisemitism in Nazi Germany." *Central European History* 27: 329-48.
  - Eckardt, Alice L. 1993. "Suffering, Theology, and the Shoah." In *Contemporary Christian Religious Responses to the Shoah*. Edited by Steven L. Jacobs, 34-57. Studies in the Shoah. Lanham: University Press of America.

#### **Week 11 (November 14): Muslim and Arab Experiences/Responses**

- **This lesson will be 1.5 hours synchronous on Zoom, and 1.5 hours asynchronous to be completed on your own time during the week. For the asynchronous part of the lesson, please complete all material below under "Explore."**
- Explore:
  - HOV Pressbook: "Muslim Responses During and After the War." Hear Our Voices. 2022. <https://ecampusontario.pressbooks.pub/hearourvoices/chapter/part-4-muslim-responses-during-and-after-the-war/>.

- HOV Pressbook: “Muslims as Targets.” Hear Our Voices. 2022.  
<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/muslims-as-targets/>.
- HOV Pressbook: “Muslims as Perpetrators.” Hear Our Voices. 2022.  
<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/muslims-as-perpetrators/>.
- HOV Pressbook: “Muslims as Righteous Gentiles.” Hear Our Voices. 2022.  
<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/muslims-as-righteous-gentiles/>.
- HOV Pressbook: “Concluding Reflection.” Hear Our Voices. 2022.  
<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/concluding-reflection/>.
- Listen:
  - “A ‘Righteous’ Honor for an Arab Who Saved Jews.” Morning Edition, NPR. April 19, 2007. <https://www.npr.org/2007/04/19/9678526/a-righteous-honor-for-an-arab-who-saved-jews>.
- Secondary source readings:
  - Afridi, Mehnaz M. 2014. *The Role of Muslims and the Holocaust*. In *Oxford Handbooks Online*. New York: Oxford University Press.
  - Litvak, Meir and Esther Webman. 2011. “1945-1948.” In *From Empathy to Denial: Arab Responses to the Holocaust*, 23-58. London: Hurst.

### Section V: Memory and the Holocaust in the Contemporary World

#### Week 12 (November 21): Aftermath and Legacy

- **Please note that we will welcome Annette Wildgoose during the first half of this week’s lecture to share her mother’s story.**
- Explore:
  - “Righteous Among the Nations.” Yad Vashem. N.d.  
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi68PLRkYj5AhWGkokEHUZsCFAQFnoECAIQAQ&url=https%3A%2F%2Fwww.yadvashem.org%2Frighteous.html&usg=AOvVaw3UZtp2Kbx-fOcEzSsSxh0D>.
- View:
  - “Remembering the Liberation of Auschwitz.” USC Shoah Foundation. 2016.  
[https://youtu.be/GZuxy5S\\_w0Y?si=l3kt59rfpJuOaOgK](https://youtu.be/GZuxy5S_w0Y?si=l3kt59rfpJuOaOgK).
- Primary source readings:
  - “Table of money saved by murdering disabled people, 1941.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 146-147. Second edition. London: Bloomsbury Academic.
  - “The aftermath.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 309-310. Second edition. London: Bloomsbury Academic.



- “London Agreement among Allies about nature of war crimes trial, 8 August 1945.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 311-314. Second edition. London: Bloomsbury Academic.
- “Summary of evidence from defense witnesses at Nuremberg Trial, August 1946.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 315-320. Second edition. London: Bloomsbury Academic.
- Secondary source readings:
  - Bergen, Doris L. 2009. *War and Genocide: A Concise History of the Holocaust*. Second edition. Lanham: Rowman & Littlefield Publishers: pgs. 11-16, 18-26, 127-133.
  - Wittmann, Rebecca. 2010. “Punishment.” In *The Oxford Handbook of Holocaust Studies*, edited by Peter Hayes and John K. Roth, 544-58. Oxford: Oxford University Press.

### **Week 13 (November 28): Holocaust Denial, the New Antisemitism, and Responses**

- View (please watch all 7 videos in the series):
  - “Antisemitism Uncovered.” Anti-Defamation League. 2022.  
[https://www.youtube.com/playlist?list=PLEPACLR6xldqg8NFGsOqXpM\\_1WDCNn\\_42](https://www.youtube.com/playlist?list=PLEPACLR6xldqg8NFGsOqXpM_1WDCNn_42).
- Secondary source readings:
  - Lipstadt, Deborah. 2020. “Holocaust Denial: An Antisemitic Fantasy.” *Modern Judaism* 40: 71-86.
  - Porat, Dina. 2013. “Holocaust Denial and the Image of the Jew: Or, ‘They Boycott Auschwitz as an Israeli Product’.” In *Resurgent Antisemitism: Global Perspectives*, edited by Alvin H. Rosenfeld, 467-481. Bloomington: Indiana University Press.

### Description of Assessments:

#### **Quizzes (5% each; 20% total):**

Excluding the introductory section, each of the other four sections will have a quiz to complete on Brightspace. These quizzes will be comprised of 20 multiple-choice or true/false questions and will be available the Monday following the end of each section. They are closed-book quizzes, and so you will have 15 minutes to complete each quiz. They will remain open for 24 hours (starting at 12:01 a.m. until 11:59 p.m.). Please see the dates below.

Section II Quiz: Monday, September 22

Section III Quiz: Monday, October 27 (because of the Fall break)

Section IV Quiz: Monday, November 17

Section V Quiz: Monday, December 1

**N.B.** The readings are mandatory and will be included on all four quizzes.

**Critical Reading Responses (10% each; 40% total):**

Students will be required to write four readings responses (1 per section, excluding the introductory section; students can choose which week in each section they wish to write a response). For each response, students must engage with at least 2 of the readings and/or viewings for their chosen week. Please do not just summarize the material; rather, engage with it. You should offer reflections, thoughts, questions, points for further debate and discussion, etc. Responses should be 2-3 pages double-spaced and should include appropriate citational information (using Chicago style). Each response is due by the end of the corresponding course section at 11:59pm on Brightspace (e.g., Section IV ends on November 14, so your response for Section IV is due Friday, November 14 at 11:59pm).

Section II Response: Friday, September 19

Section III Response: Friday, October 17

Section IV Response: Friday, November 14

Section V Response: Friday, November 28

**Project Proposal and Annotated Bibliography (15%):**

Students will be required to submit a project proposal and an annotated bibliography to me in advance, allowing me to provide relevant feedback and guidance on their papers. The proposals must be 1 page double-spaced and should include your chosen piece of Holocaust-related art, your research question(s), the outline of the paper (subtopics, main points, etc.), and a working hypothesis (what you predict that you will be arguing or demonstrating).

Second, students will provide me with an annotated bibliography containing the minimum number of secondary sources (see “Final Paper” below), with 3-4 sentences for each source justifying why they are relevant and how they will help you with your project. The proposal and annotations should be written in complete sentences, not in point form. I will be checking in your final paper to see if you incorporated the feedback from the proposal/bibliography into your final drafts.

Please note that of the 15 points for this part of the assignment, I will allocate 10 points to the proposal and 5 points to the bibliography.

Due Friday, October 10, 2025

**Final Paper (25%):**

Students will choose a work of Holocaust-related art that elicits an emotional response and design their research around this piece.<sup>†</sup> Students will use the piece and research the historical and religious elements the piece contains. Students must formulate an overall argument about the elements of their research (e.g., what are these telling us about the Holocaust or the artist's experiences? How does this help us develop and preserve Holocaust research and memory?). Students must also formulate a research question (or questions) to guide their research on the piece. Papers must consider both historical and religious studies perspectives. The papers will include an introduction, a reflection on the piece of art, the secondary source research that demonstrates the overall thesis, and a conclusion.

Students must use one artistic source (e.g., a drawing, painting, song, etc.) and at least 5 scholarly secondary sources (e.g., peer-reviewed journal articles, books, book chapters). All papers must be 10-12 pages double-spaced. Please use the Chicago style. Author-date style or footnotes are acceptable; choose one format and be consistent. Spelling, grammar, and syntax count.

Due Friday, November 21, 2025

### Penalties

All students are expected to complete and submit assignments and quizzes within the designated time periods and by the due dates mentioned above. If a student fails to write a quiz on the assigned day, the student will receive a mark of 0, unless they provide proper documentation (e.g., a valid medical note) for an extenuating circumstance no later than 3 days following a quiz. If a student needs an extension for a Critical Reading Response or for the Project Proposal and Annotated Bibliography, they must inform me no later than a week in advance and provide any relevant documentation for their circumstance. For each day an assignment is submitted late, including the Final Research Paper, students will lose 1 mark off their grade for that assignment. After 3 days of no submission, the student will receive a 0 for the assignment.

If you must miss a deadline for a quiz or to submit a reading response, you will need to let me know in advance and provide proper documentation (e.g., a doctor's note). In the event of an emergency, please inform me ASAP and provide appropriate documentation, if needed. The professor reserves the right to reject an extension request.

All work submitted by students must be completed without the use of AI. All quotes, paraphrases, facts, and ideas that are not the student's own must be properly cited according to departmental standards (see "Description of Assignments" above).

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<sup>†</sup> I will accept older pieces that have antisemitic themes (e.g., Medieval anti-Jewish artwork or a piece of pre-1933 antisemitic propaganda).

For notes on plagiarism and academic integrity, please see the Academic Integrity Policy below.

## **COPYRIGHT AND CONFIDENTIALITY POLICY**

The materials you receive for this course are protected by [copyright](#) and to be used for this course only. You do not have permission to upload the course materials, including any lecture recordings you may have, to any website. If you require clarification, please consult your professor.

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## Humanities

### Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. Please review the processes for [academic accommodation requests](#). Note that the information on the Academic Accommodations website does not need to be duplicated in all course outlines; instead, please include the following paragraph in your course outlines:

**Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).**

### Important Dates for 2024-25

Please note the following important dates. Consult the [Calendar website](#) for a full list of important dates and the most updated information.

Date	Notes
August 28	Deadline for course outlines to be made available to students for Early Fall, Full Fall and Fall/Winter courses
September 20-22	Deferred Exam Period: Full Summer term final examinations; Late Summer term final examinations
October 21	Deadline for course outlines to be made available to students for Late Fall courses
October 21-25	Fall Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, October 20 to Sunday, October 27. The following exceptions may apply: <ul style="list-style-type: none"> <li>If it is necessary to hold a test after Friday, October 18 due to exceptional circumstances, the test may be scheduled on Saturday, October 19. <b>This timing must be announced on the course outline that is distributed at the beginning of the term.</b></li> <li>Final exams for Early Fall undergraduate courses may be held on October 26-27 and November 1-2.</li> </ul>
November 11	Remembrance Day is on Monday, November 11. As much as possible, course instructors are asked to observe a moment of silence for personal reflection at 11 a.m. in accordance with <a href="#">Senate policy</a> .
November 15-17	Deferred Exam Period: Early Fall term undergraduate final examinations
December 9-21	Final examinations in Full Fall and Late Fall courses and mid-term examinations in Fall/Winter courses are held. Examinations are normally held all seven days of the week.
December 21	All final take-home examinations are due on this day
December 30	Deadline for course outlines to be made available to students for Early Winter and Full Winter courses
January 24-26; January 31-February 2	Deferred Exam Period: Full Fall term final examinations; Late Fall term final examinations
February 17	Deadline for course outlines to be made available to students for Late Winter courses
February 17-21	Winter Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, February 16 to Sunday, February 23. The following exceptions may apply: <ul style="list-style-type: none"> <li>Final exams for Early Winter undergraduate courses may be held on February 16-17 and February 23-24.</li> <li>Final exams for Late Winter undergraduate courses may be held on February 23-24 and February 25-26.</li> </ul>

	<ul style="list-style-type: none"> <li>If it is necessary to hold a test after Friday, February 14, it can only be scheduled on Saturday, February 15. <b>This timing must be announced on the course outline that is distributed at the beginning of the term.</b></li> <li>Final exams for Early Winter undergraduate courses may be held on February 24 and 25.</li> </ul>
March 14-16	Deferred Exam Period: Early Winter term undergraduate final examinations
April 11-26	Final examinations in Full Winter, Late Winter, and Fall/Winter courses will be held. Examinations are normally held all seven days of the week.
April 26	All final take-home examinations are due on this day

## Exam Information

There are now fees associated for e-Proctoring, in-term assessment and late service. Scheduling and Examination Services (SES) will send a detailed memo before the beginning of the term outlining their services, timelines and applicable fees. You must receive approval from your Chair/Director for the use of an examination service that is associated with a fee.

### e-Proctoring

SES offers e-Proctoring for online and in-person digital exams. If you wish to use this service, apply via the [e-Proctoring application form](#) by September 18 for Fall courses and January 20 for Winter courses. For more details, visit the SES [e-Proctoring overview page](#). If you are using e-Proctoring in your course, include the following paragraph in your course outlines:

**Please note that tests and examinations in this course will use a remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring>. The minimum computing requirements for this service are listed on the SES website (<https://carleton.ca/ses/online-exams/e-proctoring/e-proctoring-course-outline-template>).**

### Administration of in-person tests/exams outside of class time

SES offers in-person exam administration for online courses without a fixed class time or multi-section courses that require synchronized testing. Services provided include conflict-free scheduling, space reservation, online exam creation (if applicable), accommodation for Paul Menton Centre (PMC) students and proctoring/paper reproduction for a fee. To use this service, [submit a request through the Term Exam Administration Request form](#) by September 17 for Fall courses and January 17 for Winter courses. SES will reach out to you with finalized exam scheduling within two weeks of the request. We strongly encourage those who are opting for assessments outside of class time to have them scheduled by SES in order to reduce conflicts and overloads for students. If you have a text/exam that will occur outside of class time, please include the following paragraph in your course outlines:

**Assessments will occur on campus outside of regular class time (which can include Friday evening, Saturday or Sunday).**

For students studying remotely, varsity athletes or those with extenuating circumstances, the flexibility of distance exams is available. Interested students [should apply via the Distance Exam Request Form](#) by September 18 for Fall courses and January 20 for Winter courses. Approval is contingent on course requirements. More details can be found on the [Distance Exams overview page](#). If you have questions, contact [OnlineExams@carleton.ca](mailto:OnlineExams@carleton.ca).

### Note: Class Transition Time

Please respect the start and end times of courses in order to ensure a smooth transition between classes. In general, course instructors have five minutes to set up course materials before beginning teaching and

five minutes to wrap up course materials before the next class commences. If you have questions, contact [timetabling@carleton.ca](mailto:timetabling@carleton.ca).

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

### Academic Dates and Deadlines

[This schedule](#) contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the [Important Dates and Deadlines section](#) of the Registration Website.

### Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

### Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the

- unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

### **Co-operation or Collaboration**

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

**Group Work:** There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

**More information on the process** [here](#).

## **Academic Accommodations**

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



Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

### Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

### Addressing Human Rights Concerns

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

## Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

[The system of grades used](#), with corresponding grade points and the percentage conversion can be found [here](#).

## Course Sharing Websites and Copyright

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

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

## Student Rights and Responsibilities at Carleton

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

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

## Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

## Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

## Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

## Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and

dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

## Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

### Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

### Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

## The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

### Department Contact Information

**Bachelor of the Humanities** 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

**Greek and Roman Studies** 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

**Religion** 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

**Digital Humanities (Graduate)** 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

**Digital Humanities (Undergraduate Minor)** 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

**MEMS (Undergraduate Minor)** 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)