

College of the Humanities
Religion Program
**RELI 3140A/HIST 3714A:
HOLOCAUST ENCOUNTERS**

Southam Hall 416; Mondays and Wednesdays 11:35 am –2:25 pm

Professor: James Casteel

Office: Richcraft Hall (River Building) 3306

Office Hours: Wednesdays 10:00-11:00 am

or by appointment

Phone: 520-2600 ext. 1934

Email: james_casteel@carleton.ca

COURSE DESCRIPTION:

This course will explore the history of one of the most horrifying events in modern history: the systematic murder of European Jews by the Nazi regime during World War II. We will examine this history as a series of encounters between Germans, Jews, and their non-Jewish neighbors in different local contexts across the European continent. The course will be divided into three parts dealing with the origins, implementation, and aftermath of the Holocaust.

- 1) In the first section we will explore the longer-term origins of the Nazi genocide in Christian anti-Judaism, modern antisemitism, scientific racism, and nationalism and discuss how these trends intersected in the specific context of post-World War I, contributing to the rise of Nazism.
- 2) The second section will focus on Nazi racial policy, the organization and implementation of the Holocaust, and the responses of bystanders and victims. We will discuss historiographical debates concerning how to interpret the thoughts and actions of the perpetrators (intentionalists vs. functionalists, issues of perpetrator motivation, Nazi resettlement policy and empire-building during World War II). However, the study of the perpetrators, while certainly important, does not provide a complete picture of the event. Victims' responses (including resistance) and survivors' testimony are thus crucial sources for understanding the impact of the Holocaust. In addition, the actions and inactions of bystanders played an essential role in facilitating the genocide, an issue that still provokes controversy. We will pay particular attention to the different ways in which the interactions between perpetrators, bystanders, and victims played out in different local contexts.
- 3) Finally, we will turn to the aftermath of genocide, studying the ways in which the genocide has been inscribed differently in the collective memories of victims, bystanders and perpetrators. Topics to be discussed include postwar trials of perpetrators and how they shaped the history and memory of the Holocaust, the troubling phenomenon of Holocaust denial, conflicting memories, and the place of the Holocaust in a century of genocide.

Upon completion of the course, students should have a grasp of the main events in the history of the Holocaust, current historiographical debates (i.e. how historians and other scholars have understood and interpreted these events), the politics of Holocaust remembrance, as well as the challenges that the Holocaust poses for the writing of history. Students will also develop their research and writing skills as well as their capacity for critical analysis and thought.

COURSE OBJECTIVES & OUTCOMES:

- Upon successful completion of this course, you will be able to display knowledge of the history of the Holocaust and an understanding of major issues in the study of the Holocaust.
- You will have acquired knowledge and the ability to apply analytical concepts related to the study of the history of religious and ethnic diversity and the socio-cultural construction of identities.
- You will have gained practice in analyzing and interpreting primary source documents and engaging with arguments in the scholarly literature.
- Through your written work, you will have further developed your writing, editing, and analytical skills.
- You will have gained experience in the conduct of research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources) in your proposal and research paper assignment.
- In class discussions, you will hone your public speaking skills and your ability to present arguments and opinions that are supported by evidence.

COURSE REQUIREMENTS AND GRADING SCHEME:

In order to receive a final grade for the course, students must complete all course requirements:

Attendance and Participation	10%	
Assignments:		Due date:
3-4 page critical analysis paper	20%	May 23
Proposal for final paper (10 point deduction to final paper grade if not submitted)		May 28
10 page final paper (testimony assignment)	35%	June 18
Final Examination	35%	TBA

Attendance and Participation:

Although this course is primarily a lecture course, I will also integrate discussion into the class format whenever possible. Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Classes in which we will devote considerable time to discussion of particular issues are noted on the course outline.

Critical Analysis Paper:

Throughout the term, you will write one critical analysis paper (3-4 pages), based on the course readings for a particular week. **The main focus should be on the primary and secondary sources on Ares (and not summaries of the Bergen textbook).** These papers should discuss a particular theme or issue that emerges in the readings in depth. Papers are not required to incorporate all of the readings, but should draw on the ones that are most relevant to the theme under discussion (although if a reading deals with the theme that you are writing on, then you should certainly make reference to it!). It is expected that students will have read all the readings for the week that they are writing on. Papers are due by the beginning of class on the day that the readings will be discussed. You may decide which weeks you wish to write on. You may submit papers earlier (i.e. submit a paper in Week 1 that covers the readings for Week 6). But you may not submit papers for weeks that we have already discussed (i.e. you cannot write on the readings for Week 1 and submit it during Week 3). The paper is due **on or before**

Wednesday, May 23. Papers submitted late will have late penalties applied (see below) and will not receive credit for ideas that were discussed in class.

Final Paper: Testimony Assignment

The final paper will be 10 pages long and involve analyzing a victim's testimony from the Holocaust and placing it in its broader historical context. This paper will require outside research for both the primary and secondary sources. Students will be required to submit a proposal for their final paper (students who do not submit a proposal will receive a 10 point deduction on their final paper mark). Detailed instructions regarding the proposal and the paper will be discussed in class. My preferred citation format is Turabian/Chicago Manual of Style, however students who have been trained in other disciplines or formats (MLA, APA, etc.) may use those as well.

Late papers will be penalized two points per day late including weekends (i.e. 87 to 85, 78 to 76, etc.). Unless a specific extension request has been granted, papers (including the proposal) more than 7 days late will no longer be accepted and receive a zero. I encourage any students who anticipate having issues meeting a deadline to be in touch with me. Extensions will be granted only in cases of serious illness, bereavement, or religious observance.

All papers will be submitted **electronically as PDF files** through **CU Learn**. Papers submitted in other formats (email, hard copy) will not be accepted. Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

I encourage students to consult with me while preparing their essays during my office hours or by appointment. Papers will be evaluated according to the following criteria: soundness of thesis, use of evidence to support thesis, coherence of argument, how well it integrates primary and/or secondary literature, logical structure, style, grammar and spelling.

As the approach of this course is historical, students may find the History Department guidelines for writing an historical essay to be helpful (<http://www2.carleton.ca/history/resources/essay-guide/>). Students with more general questions about the writing process may also wish to consult the Writing Tutorial Service (404 MacOdrum Library, 520-2600 x1125, <http://www2.carleton.ca/sasc/writing-tutorial-service/>).

Final Examination:

The final exam will consist of short identifications and questions based on the course readings, discussions and lectures. Details will be discussed in class. The final exam will be cumulative. There will be no make-up tests except in cases of serious illness (with doctor's note), bereavement, or religious observance. The Final Exam time and location will be determined by examination services.

Academic Integrity:

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in the Religion program in the College of the Humanities. Students are responsible for being aware of the University's Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. **Any suspected violations of the academic integrity policy will be referred to the College's Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the

standards of academic integrity will be subject to sanctions. An overview of the University's Academic Integrity Policy is available at <http://www1.carleton.ca/studentaffairs/academic-integrity/> and the full policy at http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf

Email Communication:

Following university policy, the instructors will communicate by e-mail with students using their university e-mail addresses (i.e. cmail). If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries on evenings or weekends. In addition to email, students who wish to communicate with the instructor are encouraged to meet in person during office hours, at another convenient time by appointment, or at the end of class.

REQUIRED READINGS:

The required readings include both primary sources (i.e. documents, testimonies, and other sources from participants or witnesses of the events) and secondary sources (scholarly interpretations and evaluations of the event based on the analysis of primary sources).

Assigned **books** are available for purchase at Havenbooks, 43 Seneca Street (at Sunnyside), 613-730-9888, www.havenbooks.ca, open 10am-6pm, Mon-Sat. The remaining **required** readings will be made available via the **Library Ares e-Reserve** system or via **CU Learn**.

Books for purchase (available at Havenbooks)

Bergen, Doris. *War and Genocide: A Concise History of the Holocaust*. 3rd edition. Lanham, MA: Rowman & Littlefield, 2016.

How to read for this course:

Textbook

The survey textbook *War and Genocide* by Doris Bergen, a prominent scholar in the field, is intended to provide you with the broader context for understanding the history of the Holocaust. Read it with an eye towards getting the "big picture" and to help contextualize other primary and secondary readings.

Primary Sources

The primary sources are writings, testimonies or other documents produced by eyewitnesses of and/or participants in the events of the Holocaust. These should be read as one would any other historical source. Who created it and for what reason or aim? What does the source tell us about the specifics of the time, place, and social context in which the creator of the source lived? What is the source's broader significance for our understanding of the Holocaust?

Secondary Sources:

The secondary sources are scholarly articles written by scholars in the field and generally draw on extensive primary source research. Read these with the following questions in mind: What question is the author attempting to answer? What is the author's argument? How does the

author support his or her argument, i.e. what evidence or source base does he or she draw on? Does his or her argument support or challenge other arguments that you have found in the readings?

CLASS SCHEDULE

Summer 2018 (Subject to Revision)

** All primary and secondary sources listed below are required readings for this course. **
Readings marked with a star (*) are available via Carleton Library's Ares Electronic Reserves.

Part I: ORIGINS

Week 1-1 - Mon., May 7 Introduction - Placing the Holocaust in European Jewish History

Secondary Sources:

Bergen, Doris. *War and Genocide*, Introduction and Chapter 1

*Volkov, Shulamit. "Anti-Semitism as Explanation: For and Against." In *Catastrophe & Meaning: The Holocaust and the Twentieth Century*, edited by Moishe Postone and Eric Santner. Chicago: University of Chicago Press, 2003, pp 34-48.

Week 1-2 Wed., May 9 Antisemitism/Scientific Racism

Discussion Antisemitism/Scientific Racism (pay particular attention to *Mein Kampf*)

Primary Sources:

*Hitler, Adolf. "Nation and Race" (excerpt from *Mein Kampf*). In *The Holocaust: A Reader*, edited by Simone Gigliotti and Berel Lang. Malden, MA: Blackwell, 2005, 68-81.

Secondary Sources:

Bergen, Doris. *War and Genocide*, Chap. 2

*Friedlander, Henry. "The Setting." In *The Holocaust: A Reader*, edited by Simone Gigliotti and Berel Lang. London: Blackwell, 2005, 92-115.

*Confino, Alon. "Burning the Book of Books" in *A World without Jews: The Nazi Imagination from Persecution to Genocide*. New Haven: Yale UP, 2014, 115-141.

Week 2-1, Mon., May 14 Rise of Nazism / Jewish Life in Interwar Europe

Secondary Sources:

Bergen, Doris. *War and Genocide*, Chap. 3 & 4

*Kauders, Anthony. D. "Weimar Jewry." In *Weimar Germany*, ed. Anthony McElligott. *Short Oxford History of Germany*. Oxford: Oxford UP, 2009, 234-259.

Part II: IMPLEMENTATION

Week 2-2, Wed., May 16
Nazi Germany

Nazism in Power in the 1930s / Jewish Life in

Discussion of Jewish Life in Nazi Germany (Pay particular attention to primary sources and how they provide evidence that supports or contests arguments in the secondary sources).

Primary Sources:

- *Appel, Marta. "Memoirs" in *Jewish Life in Germany: Memoirs from Three Centuries*. Bloomington: Indiana University Press, 1991, 351-361.
Documents of Nazi Racial Legislation (CU Learn)

Secondary Sources:

- *Kaplan, Marion A. "In Public: Jews Are Turned Into Pariahs, 1933-1938." Chap. in *Between Dignity And Despair: Jewish Life In Nazi Germany*. New York: Oxford UP, 1998, pp 17-49.
- *Koonz, Claudia. *The Nazi Conscience*. Cambridge: Harvard University Press, 2003, pp 163-189

Week 3-1 * NO CLASS Victoria Day — Monday, May 21 *****

Week 3-2, Wed., May 23 Organizing Genocide
***** First Essay Due *****

Primary Sources:

- Hitler Speech Oct 1939; Wannsee Conference Protocols (CU Learn)

Secondary Sources:

- Bergen, *War and Genocide*, Chap. 5
- *Friedländer, Saul. "Ideology and Extermination: The Immediate Origins of the 'Final Solution'." In *Catastrophe and Meaning: The Holocaust and the Twentieth Century*, edited by Moishe Postone & Eric Santner. Chicago: University of Chicago Press, 2003, pp 17-33.
- *Longerich, Peter, *Holocaust: The Nazi Persecution and Murder of the Jews*. Oxford: Oxford UP, 2010, 422-435.

Week 4-1, Mon., May 28. Ghettoization / Mobile Killing Units
***** Submit Proposal for Final Essay *****

Primary Sources:

- *Kruk, Herman. *The Last Days of the Jerusalem of Lithuania: Chronicles from the Vilna Ghetto and the Camps, 1939-1944*. Edited and translated by Benjamin Harshav. New Haven: Yale UP, 2002, 391-403.

Secondary Sources:

- Bergen, Doris. *War and Genocide*, Chap. 6
- *Horwitz, Gordon, "Give Me Your Children" in *Ghettostadt: Łódź and the Making of a Nazi City*. Cambridge: Harvard UP, 2008, 192-231.

Recommended:

- *Lower, Wendy. "Facilitating Genocide: Nazi Ghettoization Practices In Occupied Ukraine, 1941-1942." In *Life In The Ghettos During The Holocaust*, ed. Eric J. Sterling. Syracuse: Syracuse UP, 2005, pp 120-144.

Week 4-2, Wed., May, 30. Killing Centres / Perpetrator Motivation

Discussion of Perpetrator Motivation (Pay particular attention to the primary documents and think about how they support or challenge arguments made in the secondary sources).

Primary Sources:

- *Klee, Ernst, Willi Dressen, and Volker Riess, ed. *'The Good Old Days': The Holocaust As Seen By Its Perpetrators And Bystanders*. Old Saybrook, CT: Konecky & Konecky, 1991, pp 87-106, 163-171.

Secondary Sources:

- Bergen, Doris. *War and Genocide*, Chap. 7 & 8
- *Browning, Christopher R. "'Ordinary Men'." In *The Holocaust: Problems and Perspectives of Interpretation*, ed. Donald L. Niewyk. 2nd. ed. Boston, New York: Houghton Mifflin, 1997, 168-184.
- *Goldhagen, Daniel Jonah. "Hitler's Willing Executioners." In *The Holocaust: Problems and Perspectives of Interpretation*, ed. Donald L. Niewyk, 2nd. ed. Boston, New York: Houghton Mifflin, 1997, pp 184-197.

Week 5-1, Mon., Jun 4 Bystanders? Local Participation

Primary Sources:

- *Sakowicz, Kazimierz. *Ponary Diary 1941-1943. A Bystander's Account of a Mass Murder*. Ed. Yitzhak Arad. New Haven, CN: Yale UP, 2005, 11-22, 27-30, 34-40.

Secondary Sources:

- *Gross, Jan. "Who Murdered the Jews of Jedwabne?" In: *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland*. Princeton: Princeton UP, 2001, 79-89
- *Bartov, Omer. "Wartime Lies and Other Testimonies: Jewish Christian Relations in Buczacz, 1939-1944." *East European Politics and Societies* 25, no. 3 (2011): 486-511.

Recommended:

- *Moore, B. "The Rescue of Jews in Nazi- Occupied Belgium, France and the Netherlands." *Australian Journal of Politics & History* 50, no. 3 (2004): 385-95.

Week 5-2, Wed., Jun 6 Victims' Responses

Primary Sources:

- *Hochstadt, Steve. *Sources of the Holocaust*. New York: Palgrave, 2004, pp 183-189, 227-231.
- *Perl, Gisela. *I Was A Doctor In Auschwitz*. New York: International UP, 1948; [Reprint Salem, NH; Ayer, 1984], pp 56-60, 80-96, pp 105-111.

Secondary Sources:

- *Corni, Gustavo. "The Judenräte." In *Hitler's Ghettos: Voices from a Beleaguered Society, 1939-1941*. Trans. Nicola Rudge Iannelli. London: Arnold, 2002, 61-105.
- *Sinnreich, Helene J. "The Rape of Jewish Women during the Holocaust." In *Sexual Violence against Jewish Women during the Holocaust*, edited by Sonja M. Hedgepeth and Rochelle G. Saidel. Waltham, MA: Brandeis University Press, 2010, pp. 108-123.

Part III: AFTERMATH

Week 6-1, Mon., Jun. 11 Survivor Testimony / Liberation

Discussion of Victims' Responses and Survivor Testimony

Primary Source:

- *Levi, Primo. "The Gray Zone." In *The Drowned and the Saved*. New York: Vintage, 1989, pp 36-69.

Secondary Source:

- Bergen, Doris. *War and Genocide*, Chap. 9.
- *Waxman, Zoë. "Testimonies as Sacred Texts: The Sanctification of Holocaust Writing." *Past & Present* Supplement 5 (2012): 321-41.

Week 6-2, Wed., Jun 13 Justice and Responsibility

Primary Sources:

- *Arendt, Hannah. "Eichmann in Jerusalem: A Report on the Banality of Evil." In: *Genocide: An Anthropological Reader*. Ed. Alexander Laban Hinton. Malden, MA: Blackwell, 2002, 91-109.

Secondary Sources:

- *Wieviorka, Annette. "The Advent of the Witness." In *The Era of the Witness*, Ithaca: Cornell UP, 2006, pp 56-95.

Week 7-1, Mon. Jun 18 Conflicting Memories

*****Final Essay Due*****

Discussion of Memory

Secondary Sources:

- Bergen, Doris. *War and Genocide*, Conclusion
- *Moeller, Robert G. "The Third Reich in Post-War German Memory." In *Nazi Germany*, edited by Jane Caplan. Oxford: 2008, Oxford UP, pp 246-66.

Week 7-2, Wed. Jun. 20 The Holocaust in a Century of Genocide

**Final Course Discussion
Discussion of Exam Review Sheet**

Secondary Sources:

*Chatterley, Catherine D. "Canada's Struggle with Holocaust Memorialization: The War Museum Controversy, Ethnic Identity Politics, and the Canadian Museum for Human Rights." *Holocaust and Genocide Studies* 29, no. 2 (August 13, 2015): 189–211.

Final Exam, Date and Time TBA - To be Scheduled by Examination Services



University Regulations for All Humanities Courses

Copies of Written Work Submitted

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

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism 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, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found on <https://carleton.ca/registrar/academic-integrity/#AIatCU>.

Academic Accommodation Policy

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 the instructor 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 see the [Student Guide](#)

Religious obligation: write to the instructor 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 see the [Student Guide](#)

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 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).

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 is below. 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.

[Grading System Chart](#)

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).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and

preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

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.

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 (3.0) 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. More information is available [in the calendar](#).

Deferred Exams

Students who do not write/attend a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination.

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 [forms and fees page](#).

The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance.

More information can be found [in the calendar](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to: [Registrar's Office](#)

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA.

NEW FALL 2017: WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term. Students may withdraw on or before the last day of classes.

Dates can be found here: <http://calendar.carleton.ca/academicyear/>

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)