

## Holocaust Responses

### Winter 2022 Weekly Synchronous Online Course

RELI 4850 / RELI 5850

Religion program: College of Humanities

Weekly Seminar Meeting: Mondays 14:35-17:25 p.m. required online Zoom meeting

Professor Deidre Butler: [deidre.butler@carleton.ca](mailto:deidre.butler@carleton.ca)

Office hours: Mondays 1:00-2:00 pm or by appointment on Zoom

*See Brightspace for Zoom links to class meeting and office hours.*

#### Course description:

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This seminar explores the historical development of religious, philosophical, and cultural responses to the Holocaust in Judaism, Christianity and Islam, with an emphasis on Jewish perspectives and the questions the Holocaust raises today. The seminar moves chronologically and thematically through a range of religious, philosophical, and cultural responses to the Shoah. These include voices from the Holocaust period itself, from Jewish and Christian sermons, letters within religious communities, rabbinic responsa, and Nazi propaganda films. Post-Holocaust responses include Jewish, Christian, and Muslim philosophical, theological and cultural responses, feminist theology, documentary and popular film, video survivor testimony, literature – fiction and memoir, museums and public memorials, official commemoration and educational curricula. These responses constitute a richly layered intertextual discourse that plays out within and among specific communities as well as participating in public narratives about the Holocaust in Canada, Israel and around the world. As such, the seminar focuses on interdisciplinary questions of history, memory, representation, identity, and public life.

The final project is a digital humanities project that is also experiential. The project provides students with real-world experience in developing and disseminating public-facing research. Students will identify, curate, and develop digital resources for the study of the Holocaust for secondary and post-secondary students and teachers to be made available through the Carleton University Zelikovitz Centre for Jewish Studies web site. Students may optionally apply to assist researching and producing a short documentary film based on raw footage filmed in 2021 of survivors and second generation speaking about the Holocaust.

**Is this class for me? Disturbing content:** Please note that while most of this class will involve discussing responses to the Holocaust and difficult details of the genocide. In addition, at certain points we will be viewing Holocaust-related feature and documentary films, oral history videos, and reading survivor narratives. These films and narratives contain disturbing content. If you have concerns please speak to the professor.

**Attendance requirement:** *Regular online attendance and participation are required. If any student misses more than three classes (which would mean missing a quarter of the course) they cannot receive credit for the course.*

**Synchronous participation and online technology requirement:** *Participation in this seminar depends on your ability to be present online and engage with the group on Zoom. This includes having a computer and internet connection that will facilitate your participation. It also means that you need a quiet space where you can participate, headphones or speakers where you can hear clearly, a web camera that is turned on so that you are “present” for the group. If you have any concerns about your ability to connect and be present for the class, please reach out to the professor as soon as possible. Please see guidelines for online learning including minimum technical requirements <https://carleton.ca/its/help-centre/learning-in-an-online-environment/>*

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

### **Evaluation & Requirements:** RELI 4850 / RELI 5850

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Note that this course brings together 4<sup>th</sup> year and MA level students. Level specific requirements are in blue/green.

- 30% Participation: Seminar and Workshops
- 20% Critical Responses (4)
- 10% Leading Seminar (2)
- 40% Final Project

**Breadth requirement:** As outlined in the schedule, the course is divided into four sections. Students must complete at least one assignment (Leading Seminar, Critical Reflection or Final Project Element) from each of the four Sections of the course.

RELI 5850 MA students are expected to produce assignments that are more theoretically sophisticated, reflect engagement with a broader set of sources, and MA students are strongly encouraged to connect their coursework with their Major Research Essay where appropriate.

**Optional Bonus assignments:** Up to 5% Bonus assignments based on written reflections after attending public lectures or events during the term. See class announcements on Brightspace for expectations and value of each bonus assignment. Most events will be around International Holocaust Remembrance day on January 27.

**Required texts and videos:** Note that RELI 4850 students must read and view all required sources / RELI 5850 students will normally be expected to complete 1-2 additional recommended sources. See class schedule for weekly requirements

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- Morgan, Michael L. *A Holocaust Reader : Responses to the Nazi Extermination* New York: Oxford University Press, 2001. (widely available used)
- Online course reserves. See Brightspace and Ares.
- Digital Toolbox guide. See Brightspace.

### **Learning Objectives:**

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**Upon successful completion of this course, 4850 students should be able to:**

1. Apply disciplinary theoretical and methodological frameworks to critically analyse primary sources from before, during, and after the Holocaust.
2. Engage with Religious studies secondary scholarly sources in thoughtful informed discussion related to the study of religious responses to the Holocaust, orally and in writing.
3. Articulate debates within the academic study of religion and the Holocaust concerning boundaries and definitions of the Holocaust, antijudaism, antisemitism, unicity, representation, and identity.
4. Research new topics, assess and address gaps in research areas in digital humanities resources for the study of the Holocaust from a religious studies perspective.

5. Present research findings to specialist and non-specialist audiences in a variety of formats (oral and written).
6. Produce a well-researched and professionally presented, suitable for public-facing final project that contributes to a religious studies analysis of the Holocaust.

**Upon successful completion of this course, 5850 students should be able to:**

1. Apply and reflect upon multiple disciplinary theoretical and methodological frameworks to critically analyse primary sources from before, during, and after the Holocaust.
2. Engage Religious studies secondary scholarly sources in conversation with cognate disciplinary approaches, in thoughtful informed discussion related to the study of religious responses to the Holocaust, orally and in writing.
3. Critically engage and reflect upon debates within the academic study of religion (and cognate disciplines) and the Holocaust, concerning boundaries and definitions of the Holocaust, antijudaism, antisemitism, unicity, representation, and identity.
4. Research new topics, assess and address gaps in research areas in digital humanities resources for the study of the Holocaust from a religious studies perspective.
5. Present research findings to specialist and non-specialist audiences in a variety of formats (oral and written).
6. Produce a well-researched and professionally presented public-facing final project that contributes to a religious studies analysis of the Holocaust.

## Section 1: ANTIJUDAISM AND ANTISEMITISM

### Class 1: Jan 10: Introductions & Foundations

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RELI 4850 / RELI 5850 both read all required readings

#### Seminar schedule:

- Overview of Course Outline
- Review Hear Our Voices project
- Sign up for Seminar Leader and Memorial/Museum
- Workshop on AntiJudaism vs. Antisemitism
- \* NOTE: you may choose to hand in a Critical Response on this week's readings next week if you prefer to respond to this material to meet the breadth requirement.

#### Before class:

##### View:

- *The Ancient Roots of Anti-Judaism*. n.d. Facing History & Ourselves.  
<https://www.facinghistory.org/resource-library/video/ancient-roots-anti-judaism>. (11:27 mins)
- "Why the Jews: History of Antisemitism." n.d. United States Holocaust Memorial Museum.  
<https://www.ushmm.org/antisemitism/what-is-antisemitism/why-the-jews-history-of-antisemitism>  
(13:44 mins)
- 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)

**Read:** 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.

#### View: HOV oral history clips from gender and sexuality module.

- **Annette Wildgoose.**  
[https://mediaspace.carleton.ca/media/2021\\_HOV\\_Module+2\\_Gender+and+Sexuality\\_Annette+Wildgoose/1\\_w1rzpnwj](https://mediaspace.carleton.ca/media/2021_HOV_Module+2_Gender+and+Sexuality_Annette+Wildgoose/1_w1rzpnwj)
- **Tom Deri.**  
[https://mediaspace.carleton.ca/media/2022\\_HOV\\_Module+2\\_Gender+and+Sexuality\\_Oral+History\\_Tom+Deri/1\\_iqknrtxa](https://mediaspace.carleton.ca/media/2022_HOV_Module+2_Gender+and+Sexuality_Oral+History_Tom+Deri/1_iqknrtxa)
- **Angela Orosz Richter**  
[https://mediaspace.carleton.ca/media/2021\\_HOV\\_Module+2\\_Gender+and+Sexuality\\_Angela+Orosz+Richter/1\\_4kpt0u4x](https://mediaspace.carleton.ca/media/2021_HOV_Module+2_Gender+and+Sexuality_Angela+Orosz+Richter/1_4kpt0u4x)

**Prepare for workshop:** During our workshop today, you will be working on identifying and developing primary and secondary digital resources to explore debates around the definitions and boundaries of the terms antisemitism and anti-judaism. Join the seminar ready to work on locating resources. You will work as a team for this class with another student who is interested in a similar topic.

## Class 2: Jan 17: Christian Anti-Judaism / Anti-Semitism? Which & When?

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RELI 4850 view and read all required / RELI 5850 view and read all required and one other reading (primary or secondary) that interests you.

### Seminar Schedule:

- Seminar Leader 1:
- Seminar Leader 2:
- Roundtable: Primary Sources: Texts and film
- Workshop: Framing primary sources
- \*NOTE: you may cover material from the first class for a critical response and submit today if you prefer.

### Before class:

**View:** Hippler, Fritz, director. *The Eternal Jew*. Deutsche Filmherstellungs- und Verwertungs- GmbH, 1940. 67 minutes.

### Read: Primary Source readings:

- John 8:37-47. New Revised Standard Version (NSRV)
- Martin Luther - 'The Jews & Their Lies.'" n.d. Jewish Virtual Library. <https://www.jewishvirtuallibrary.org/martin-luther-quot-the-jews-and-their-lies-quot>.
- Streicher, Julius. "Modern History Sourcebook: Selections from Der Stuermer." Internet Modern History Sourcebook. 1999. <https://sourcebooks.fordham.edu/mod/streicher-talmud.asp>

### Read: Scholarly readings

- Ruether, Rosemary R. "The Theological Roots of Anti-Semitism." In *The Persisting Question: Sociological Perspectives and Social Contexts of Modern Antisemitism*, edited by Helen Fein, 23–45. De Gruyter, 1987.
- Cohen, Shaye. "Anti-Semitism in Antiquity: The Problem of Definition." In *History and Hate: The Dimensions of Anti-Semitism*, edited by David Berger, 43–47. New York: The Jewish Publication Society. 1997

**Prepare for Workshop:** Think about one of the required primary sources for this week. What would a student or teacher need to engage that source in learning about the Holocaust? What background information? Historical context? Religious teachings? What are the scholarly debates around the source? What would enrich one's engagement with that source? Maps? Artwork? Music? You will work together in teams on each source. If you are excited about one of the recommended primary sources, reach out to find another student willing to work with you on it and create your own team.

### Recommended: Primary Source readings:

- "Jews and the Later Roman Law 315-531 CE." Jewish History Sourcebook. <https://sourcebooks.fordham.edu/jewish/jews-romanlaw.asp>
- "Thomas of Monmouth: The Life and Miracles of St. William of Norwich, 1173." Medieval Sourcebook. <https://sourcebooks.fordham.edu/source/1173williamnorwich.asp>
- Pope Benedict XIV. "On Jews and Christians Living in the Same Place." Papal Encyclicals Online, 1751. <https://www.papalencyclicals.net/Ben14/b14aquo.htm>.

- Hitler, Adolf. 1919. "Adolf Hitler's First Anti-Semitic Writing." Jewish Virtual Library. 1919. <https://www.jewishvirtuallibrary.org/adolf-hitler-s-first-anti-semitic-writing>.

**Recommended:** Scholarly readings:

- Yerushalmi, Y.. "Response to Rosemary Reuther." In *Auschwitz: Beginning of a New Era?*, edited by Eva Fleischner, 97-107. New York: Cathedral of St. John the Divine. 1977
- Fredriksen, Paula. "The Birth Of Christianity and the Origins of Christian AntiJudaism ." In *Jesus, Judaism, and Christian Anti-Judaism: Reading the New Testament After the Holocaust*, edited by Paula Frederiksen and Adele Reinhartz, 8–30. Louisville: Westminster John Knox Press. 2002.
- Beinart, Haim. "Order of the Expulsion from Spain: Antecedents, Causes and Textual Analysis." In *Crisis and Creativity in the Sephardic World, 1391-1648*, edited by Benjamin Gampel, 79–94. New York: Columbia University Press. 1997.
- Bodian, Miriam. "Jews in a Divided Christendom." In *A Companion to the Reformation World*, edited by R. Po-Chia Hsiam, 471–85. Oxford: Blackwell Publishing Ltd. 2006.
- Cohen, Jeremy. "Traditional Prejudice and Religious Reform: The Theological and Historical Foundations of Luther's Anti-Judiasm." In *Anti-Semitism in Times of Crisis*, edited by Sander L. Gilman and Steven T. Katz, 81–102. New York: NYU Press. 1991.
- Heschel, Susannah. "Historiography of Antisemitism versus Anti-Judaism: A Response to Robert Morgan." *Journal for the Study of the New Testament* 33: 3 (2011) 257–276.

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**Class 3: January 24: Final Project Workshop**

**Seminar Schedule:**

**Roundtable:** with Annette Wildgoose, daughter of survivor who was a passenger on the St-Louis. Annette's interview will be the film footage we will work with and can be a jumping off point for a variety of final projects.

**Workshop:** Final Project Digital Tools and making connections

**Prepare for Final Project Workshop:**

- Locate an online oral history (video, audio or memoir) from the Holocaust on a theme that interests you.
- Explore and try out one of the digital tools in the Digital Toolbox to share information about your oral history. Be prepared to give a quick summary of the oral history that you are using if the tool you use does not already provide that introduction.

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**Class 4: Jan 31: AntiJudaism and AntiSemitism in Islam**

*You must meet with Dr Butler no later than today for your final project individual meeting. Book appointment or time slot during office hours in advance.*

4850: read and view required / 5850 read and view required, add one recommended primary or scholarly reading.

**Seminar Schedule:**

- Seminar Leader 1:

- Seminar Leader 2
- Roundtable: TBA
- Workshop: Assumptions and Biases

**Before class:**

**View:** *Among the Righteous: Lost Stories from the Holocaust in Arab Lands*. 2014. 60 minutes.

<https://www.ushmm.org/information/exhibitions/online-exhibitions/special-focus/among-the-righteous#>

**Read: Primary Source readings:**

- “Islam: References to Jews in the Koran” <https://www.jewishvirtuallibrary.org/references-to-jews-in-the-koran>

**Read: Scholarly readings:**

- Afridi, Mehnaz M., “Is Islam Anti-Semitic? No.” In *Shoah through Muslim Eyes*, 143-177. Brighton, MA: Academic Studies Press. 2017.

**Recommended: Primary Source readings:**

- “Pact of Umar, 7<sup>th</sup> Century?” Medieval Sourcebook. <https://sourcebooks.fordham.edu/source/pact-umar.asp>

**Recommended: Scholarly readings:**

- Kelsay, J. “Antisemitism in Classical Islamic Sources.” In *Not your father's antisemitism: hatred of the Jews in the twenty-first century*, edited by Michael Berenbaum, 101-118. St. Paul, MN: Paragon House. 2008.
- Gerber, Jane S., “Anti-Semitism and the Muslim World.” In *History and Hate: The Dimensions of Anti-Semitism*, edited by David Berger, 84-105. The Jewish Publication Society. 1997.

**Section 2: Religious Responses During the Holocaust (Jewish, Christian and Muslim): Jewish Responses to the Shoah**

**Class 5: Feb 7: Jewish Responses during the Shoah**

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Project Proposal due today

4850: read and view required / 5850 read and view required, add one recommended primary or scholarly reading.

**Seminar Schedule:**

- Seminar Leader 1:
- Seminar Leader 2:
- Roundtable: Primary Sources
- Workshop: Working with theological sources

**View:** Ottawa Holocaust Survivors Testimonial 2016: Cantor Kraus. Carleton University.

<https://www.youtube.com/watch?v=kPQNTIVRTRE> (26:24 mins).

**Read: Primary Source readings:**

- Shapira, Kalonymous Kalman. "Holy Fire, 15 August 1941" in *Wrestling with God: Jewish theological responses during and after the Holocaust*, edited by Steven T. Katz, Shlomo Biderman, and Gershon Greenberg. 39-43. Oxford: Oxford University Press. 2007. 39-43
- Katz, Steven T., Shlomo Biderman, and Gershon Greenberg "Shlomo Zalman Ehrenreich." In *Wrestling with God: Jewish Theological Responses During and after the Holocaust*, 61–65. New York: Oxford University Press. 2007.
- Oshry, Ephraim. *Responses From the Holocaust*. 1-4, 9-10, 13,14-16,151-152, 193-194, 195-196, 206-207. New York: Judaica Press. 1999.

**Read: Scholarly readings:**

- Katz, Steven T., Shlomo Biderman, and Gershon Greenberg. "Introduction." in *Wrestling with God: Jewish Theological Responses During and after the Holocaust*, 11-24. New York: Oxford University Press. 2007.
- Baumel, Judith. *The 93 Beth Jacob Girls of Cracow: History or Typology?*. 117-138. London: Vallentine Mitchell. 1998.

**Recommended: Primary Source readings:**

- Roth, C. "Folklore of the Ghetto." *Folklore* (London) 59, no. 2 (1948): 75–83.
- Katz, Steven T., Shlomo Biderman, and Gershon Greenberg. "Hayim Yisrael Tsimmerman," in *Wrestling with God: Jewish Theological Responses During and after the Holocaust*, 157-167. New York: Oxford University Press. 2007.
- TBD Excerpts from Sermons from 1941, 1942, 1943. Saperstein, Marc. *Agony in the Pulpit: Jewish Preaching in Response to Nazi Persecution and Mass Murder: 1933-1945*. Cincinnati, Ohio: Hebrew Union College Press. 2018.

**Recommended: Scholarly readings:**

- Greenberg, Gershon. "German Displaced Persons Camps (1945-1948): Orthodox Jewish Responses to the Holocaust." *Historical reflections* 39, no. 2 (2013): 71–95.

**CLASS 6: FEB 14: Christian Voices During the Holocaust**

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4850: [read and view required](#) / 5850 [read and view required, add one recommended primary or scholarly reading.](#)

**Seminar Schedule:**

- Seminar Leader 1:
- Seminar Leader 2:
- Roundtable: Primary Sources
- Workshop: Religion and Public Life

**Before class:**

**View:**

- Steven Pressman, director. *Holy Silence*, PBS. Documentary Film. 72 mins <https://carletonca.kanopy.com/video/holy-silence>



- Victoria Barnett. “The Confessing Church: Early German Protestant Responses to National Socialism” Facing History & Ourselves. <https://www.facinghistory.org/resource-library/video/confessing-church-early-german-protestant-responses-national-socialism> (6:43)

**Read:** Primary Source readings:

- Dietrich Bonhoeffer, “The Church and the Jewish Question,” in *No Rusty Swords: Letters, Lectures and Notes 1928–1936*. New York: Harper and Row, 1965. Racer request pages TBD

**Read:** Scholarly readings:

- Jantzen, Kyle, and Jonathan Durance. “Our Jewish Brethren: Christian Responses to Kristallnacht In Canadian Mass Media.” *Journal of Ecumenical Studies* 46:4 (2011) 537–48.

**Recommended:** Primary Source readings:

- “Corrie Ten Boom” <https://www.pbs.org/wgbh/questionofgod/voices/boom.html>

**Recommended:** Scholarly readings:

- 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.
- “Kristallnacht: How did Religious Leaders in the US Respond?” USHMM. <https://www.ushmm.org/research/about-the-mandel-center/initiatives/ethics-religion-holocaust/articles-and-resources/kristallnacht-how-did-religious-leaders-in-the-us-respond>
- Barnett, Victoria J. “Dietrich Bonhoeffer’s Relevance for Post-Holocaust Christian Theology.” *Studies in Christian-Jewish relations* 2, no. 1 (2011): 53–67.
- Michael, Robert. “Christian Antisemitism, the German People, and Adolf Hitler.” In *Holy Hatred: Christianity, Antisemitism, and the Holocaust*, 153–184. New York: Palgrave Macmillan US, 2006
- Donald Niewyk, ‘Solving the “Jewish Problem”–Continuity and Change in German Antisemitism, 1871-1945,” *Leo Baeck Yearbook* (1990): 369.

**Feb 21 NO CLASS WINTER BREAK**

**Class 7: Feb 28: Muslim / Arab Responses During the Holocaust**

4850: read and view required / 5850 read and view required, add one recommended primary or scholarly reading.

**Seminar Schedule:**

- Seminar Leader 1:
- Seminar Leader 2:
- Roundtable: The righteous Muslim in Holocaust narratives
- Workshop: Religion and Public Life

**Before class:****View:**

- Mini Lecture Hear Our Voices Project Mehnaz Afridi.2021.  
[https://mediaspace.carleton.ca/media/2022\\_HOV\\_Module+3\\_Religion+and+Culture\\_Scholar\\_Mehnaz+Afridi/1\\_gdewbv72](https://mediaspace.carleton.ca/media/2022_HOV_Module+3_Religion+and+Culture_Scholar_Mehnaz+Afridi/1_gdewbv72) (12 mins)
- Ferroukhi, Ismael. *Hommes Libres / Free Men*. 2012. (99 minutes)

**Read:** Scholarly readings:

- Katz, Ethan. "Did the Paris Mosque Save Jews?: A Mystery and its Memory." *Jewish Quarterly Review* 102:20 (2012): 256-287
- Litvak, Meir and Esther Webman. "1945-1948." In *From empathy to denial: Arab responses to the Holocaust*. 23-58. London: Hurst. 2011.

**Recommended:** Scholarly readings:

- Baer, Marc David. "Muslim Encounters with Nazism and the Holocaust: The Ahmadi of Berlin and Jewish Convert to Islam Hugo Marcus." *The American historical review* 120, no. 1 (2015): 140–171.
- Herf, Jeffrey. "Haj Amin Al-Husseini, the Nazis and the Holocaust: The Origins, Nature and Aftereffects of Collaboration." *Jewish Political Studies Review* 26:3/4 (2014): 13-37
- Robertson Huffnagle, Holly. "Peaceful Coexistence?" Jewish and Muslim Neighbors on the Eve of the Holocaust." *East European Jewish Affairs* 45:1 (2015): 42-64.
- 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): 709-36.
- Stein, Sarah Abrevaya, and Aomar Boum. *The Holocaust and North Africa* Stanford, California: Stanford University Press, 2019.

**Section 3: Post-Holocaust Responses****Class 8: March 7: Listening to Survivors**

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4850: [read and view required](#) / 5850 [read and view required](#), add one recommended primary or scholarly reading.

**Seminar Schedule:**

- Seminar Leader 1:
- Seminar Leader 2:
- Roundtable: Survivor's Voices the Holocaust and Public Life
- Workshop: Interviewing for Religion

**Before class:****View:** TBD**Read:** Primary Source readings:

- Levi, Primo. "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. 2001.
- Wiesel, Elie. "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. 2001.

- Amery, Jean. "On the Necessity and Impossibility of Being a Jew," In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 27-41. Oxford and New York: Oxford University Press. 2001.

**Read:** Scholarly readings:

- Greenspan, Henry. 2000. "The Awakening of Memory: Survivor Testimony in the First Years after the Holocaust and Today." Washington: *United States Holocaust Memorial Museum*.  
[http://www.ushmm.org/m/pdfs/Publication\\_OP\\_2001-02.pdf](http://www.ushmm.org/m/pdfs/Publication_OP_2001-02.pdf)
- Hartman, Geoffrey H. "Learning from Survivors: The Yale Testimony Project." *Holocaust and genocide studies* 9, no. 2 (1995): 192–207.

**Recommended:** Primary Source readings:

- Molly Applebaum. *Buried Words: The Diary of Molly Applebaum*.  
<https://memoirs.azrielifoundation.org/titles/buried-words/> (free to order for students as e-book or hardcopy)
- Klüger, Ruth. *Still Alive: a Holocaust Girlhood Remembered* New York: Feminist Press, 2001.
- Wiesel, Elie, and Marion. Wiesel. *Night*. 1st ed. of new translation. New York, NY: Hill and Wang, a division of Farrar, Straus and Giroux, 2006.

**Recommended:** Scholarly readings:

- Browning, Christopher R. "Perpetrator Testimony: Another Look at Adolf Eichman" in *Collected Memories : Holocaust History and Postwar Testimony*. Madison, Wis: The University of Wisconsin Press, 3-36. 2003
- Sheftel, Anna, and Stacey Zembrzycki. "Professionalizing Survival: The Politics of Public Memory Among Holocaust Survivor-Educators in Montreal." *Journal of modern Jewish studies* 12, no. 2 (2013): 210–231.
- Greenberg, Gershon. " German Displaced Persons Camps (1945-1948): Orthodox Jewish Responses to the Holocaust." *Historical Reflections / Réflexions Historiques* 39:1 (2013): 71-95.
- Gil, Imitz. "Between Reception and Self-Perception: Testimonies of Holocaust Survivors in Israel." *Journal of modern Jewish studies* 12, no. 3 (2013): 493–515.

**Class 9: March 14: Jewish Theological Voices**

4850: read and view required / 5850 read and view required, add one recommended primary or scholarly reading.

**Seminar Schedule:**

- Seminar Leader 1:
- Seminar Leader 2:
- Roundtable: Jewish Thought After the Holocaust
- Workshop: Survivor and victim narratives in Jewish thought

**Before class:**

**Read:** Primary Source readings:

- Buber, Martin. 1878-1965. "Dialogue between Heaven and Earth." in *Wrestling With God*, 372-373. New York: Oxford University Press. 2007

- Richard Rubinstein, "The Making of a Rabbi" and "Symposium on Jewish Belief" In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 90-95. Oxford and New York: Oxford University Press. 2001.
- Fackenheim, Emil. "Jewish Faith and the Holocaust: A Fragment", "Holocaust", "The Holocaust and the State of Israel: Their Relation. In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 115-137. Oxford and New York: Oxford University Press. 2001.
- Levinas, Emmanuel. 1979. "To Love the Torah More than God," translated by Helen A. Stephenson and Richard I. Sugarman. 216-223. *Judaism* 28 (2).

**Recommended:** Primary Source readings:

- Greenberg, Irving. 1977. "Cloud of Smoke, Pillar of Fire: Judaism, Christianity, and Modernity after the Holocaust." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan. 102-112, Oxford and New York: Oxford University Press, 2001.
- Berkovitz, Eliezer. "Faith After the Holocaust." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 96-101. Oxford and New York: Oxford University Press, 2001.

**Recommended:** Scholarly readings:

- Raphael, Melissa. "Is Patriarchal Theology still Patriarchal? Reading theologies of the Holocaust from a Feminist Perspective." *Journal of Feminist Studies in Religion* 18 (2002): 105-113.
- Nowak, Susan E. "In a World Shorn of Color: Toward a Feminist Theology of Holocaust Testimonies." In *Women and the Holocaust: Narratives and Representations*, 33-46. New York and Oxford: University Press of America, 1999.

**Class 10: March 21: Christian theological responses**

4850: [read and view required](#) / 5850 [read and view required](#), add one recommended primary or scholarly reading.

**Seminar Schedule:**

- Seminar Leader 1:
- Seminar Leader 2:
- Roundtable: Christian faith after the Holocaust
- Workshop: TBD

**Before class:**

**View:**

**Read:** Primary Source readings:

- Eckardt, Roy. "Christians and Jews: Along a Theological Frontier." In *A Holocaust Reader: Responses to the Nazi Extermination*. Oxford and New York: Oxford University Press, 2001. 138-151.
- Tracy, David. 2001. "Religious Values After the Holocaust: A Catholic View." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan. Oxford and New York: Oxford University Press, 2001. 223-237.
- Ruether, Rosemary Radford. "Christology and Jewish-Christian Relations." In *Jews and Christians after the Holocaust*, edited by Abraham J. Peck. Philadelphia: Fortress Press, 1982. 25-38.

**Read:** Scholarly readings:

- Haynes, Stephen R. "Christian Holocaust Theology: A Critical Reassessment." *Journal of the American Academy of Religion* 62:2 (1994): 553-85.
- Roth, John. "Good News After Auschwitz: Does Christianity Have Any?" In *Good News After Auschwitz Christian Faith in a Post-Holocaust World*, edited by Carol Rittner and John K. Roth. 173-185. Georgia: Macon University Press.
- Rittner, Carol. "What Can a Christian Say About Forgiveness After Auschwitz?" In *Good News After Auschwitz Christian Faith in a Post- Holocaust World*, edited by Carol Rittmer and John K. Roth. 117-128. Georgia: Macon University Press. 2001.

**Recommended:** Primary Source Reading:

- Pope Paul VI. "Declaration on the Relation of the Church to Non-Christian Religions: Nostra Aetate [In Our Time,]" (The Holy See: Oct 28, 1965).  
[https://www.vatican.va/archive/hist\\_councils/ii\\_vatican\\_council/documents/vat-ii\\_decl\\_19651028\\_nostra-aetate\\_en.html](https://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_nostra-aetate_en.html)
- Pontifical Commission for Religious Relations with the Jews. "We Remember: A Reflection on the Shoah," (The Holy See: March 16, 1998).

**Recommended:** Scholarly readings:

- Novak, David. "Jews and Catholics: Beyond Apologies." *First Things* 89 (1999): 20-25.
- Pinnock, Sarah K. "Atrocity and Ambiguity: Recent Developments in Christian Holocaust Responses." *Journal of the American Academy of Religion* 75:3 (2007): 499-523.
- Cohen, A.. "The Holocaust is a Christian Issue: Christology Revisited." *Modern Believing* 47: 28-43. 2006
- Marrus, Michael R.. "The Vatican and the Custody of Jewish Child Survivors after the Holocaust." *Holocaust and Genocide Studies* 21:3 (2001): 378-403.

**Section 4: Cultural Responses & Questions of Representation: Film, Memorials, Museums**

**Class 11: March 28: Holocaust Film**

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4850: read and view required / 5850 read and view required, add one recommended primary or scholarly reading or film

**Seminar Schedule:**

- Seminar Leader 1:
- Seminar Leader 2:
- Roundtable: Film and the Holocaust
- Workshop: Holocaust and Public Life

**Before class:**

**View:**

- Resnais, Alain, director. *Night and Fog*. Argos Film, 1956. 32 minutes.
- Rob Epstein and Friedman, Jeffrey. *Paragraph 175*. 2002. United States: New Yorker Films. 76 mins. Clips TBD
- Benigni, Roberto, dir. *Life is Beautiful*. 1997; Italy: Cecchi Gori Group. Film. (122 mins)

**OR** Spielberg, Steven, dir. *Schindler's List*. 1983; United States: Universal Pictures. Film. (195 minutes)

**Read:** Scholarly readings:

- Langford, Barry.. "You Cannot Look at This': Thresholds of Unrepresentability in Holocaust Film." *The Journal of Holocaust Education* 8 (1999): 23-40.
- Gourevitch, Philip.. "A Dissent on 'Schindler's List.'" *Commentary* 97 (1994): 49-52.
- Wright, Melanie.. "Don't Touch my Holocaust': Responding to Life is Beautiful." *The Journal of Holocaust Education* 9 (2000): 19-32.

**Recommended Films**

- Lanzmann, Claude, dir. *Shoah*. 1985; France: New Yorker Films. Film. (613 minutes)
- Cohen, Eli, dir. *The Quarrel*. 1991; Canada. Film. (90 minutes)
- Herman, Mark, dir. *The Boy in the Striped Pyjamas*. 2008; United Kingdom: BBC Films. (90 minutes)

**Recommended:** Scholarly readings:

- Joshua Hirsch. "Night and Fog and the Origins of Posttraumatic Cinema." In *Afterimage*. Philadelphia: Temple University Press, 2010. 28-62
- Haskins, Casey. "Art, Morality, and the Holocaust: The Aesthetic Riddle of Benigni's Life Is Beautiful." *The Journal of Aesthetics and Art Criticism*. Vol. 59, No. 4. (Autumn 2001): 373-384.
- Zelizer, Barbie. "Collective Memories, Images, and the Atrocity of War." *Remembering to Forget: Holocaust Memory Through the Camera's Eye*. Chicago: University of Chicago Press, 1998.
- Lewis, Paul. "Three Jews and a Blindfold: The Politics of Gallows Humor." in *Semites and Stereotypes: Characteristics of Jewish Humor*, edited by Avner Ziv and Anat Zajdman, 47-58. Westport, CT: Greenwood Press, 1993.
- Metz, Walter C.. "'Show me the Shoah!': Generic experience and spectatorship in popular representations of the Holocaust." *Shofar* 27:1 (2008).16-35.
- Fuchs, Esther. "Images of women in Holocaust films." *Shofar* 17 (2): 49-56. 1999
- Bartrop, Paul R. "Portrayals of Christians in Holocaust movies: priests in Dachau and Volker Schlöndorff's the Ninth Day." *Shofar* 28.4 (2010): 28+.
- Bayer, Gerd. "After postmemory: Holocaust cinema and the third generation." *Shofar* 28:4(2010): 116-32.
- Bernstein, Michael André.. "Narrating the Shoah." in *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael E. Morgan. 337-338. Oxford and New York: Oxford University Press. 2001

**Class 12: April 4: From Sacred Ground, to Museums and Memorials**

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[4850: read and view required](#) / [5850 read and view required, add one recommended primary or scholarly reading](#)

**Seminar Schedule:**

- Seminar Leader 1:
- Seminar Leader 2:
- Workshop: Holocaust, Religion and Public Life: Museums and Memorials (each student signs up for one in advance and introduces briefly to group)

**Before class:**

**View:**

**Read:** Primary Source readings:

**Read:** Scholarly readings:

- Huyssen, Andreas. "Monuments and Holocaust Memory in a Media Age." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan. 359-363. New York: Oxford University Press. 2001
- Bartov, Omer. "Intellectuals on Auschwitz: Memory, History, and Truth." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan. 290-320. New York: Oxford University Press. 2001
- 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: 2, 1 (August 2015): 189–211.

**Recommended:** Scholarly readings:

- Chalmers, Jason. "Settled Memories on Stolen Land: Settler Mythology at Canada's National Holocaust Monument." *American Indian quarterly* 43:4 (2019): 379–407.
- Dekelm I. "Jews and other others at the holocaust memorial in Berlin." *Anthropological Journal of European Cultures* 23:2 (2014): 71-84.
- Goldberg, Amos. "The 'Jewish Narrative' in the Yad Vashem Global Holocaust Museum." *Journal of Genocide Research* 14:2 (2012): 187-213
- Dwork, Debra and van Pelt, R. J. "Reclaiming Auschwitz." In *Holocaust Remembrance: The Shapes of Memory*, edited by Geoffrey Hartman, 232-251. London: Blackwell, 1993.
- Young, J.E.. "Memory and the Politics of Identity." In *The texture of memory: Holocaust memorials and meaning*. 335-349. New Haven, CT: Yale University Press. 1993
- Young, James E. "Daniel Libeskind's Jewish Museum in Berlin: The Uncanny Arts of Memorial Architecture." *Jewish Social Studies* 6.2 (Winter 2000): 1-23.
- Greenberg, Reesa. "Jews, Museums, and National Identities." *Ethnologies* 24:2 (2002): 125-137.
- Moses, Dirk A. "The Canadian Museum for Human Rights: The 'Uniqueness of the Holocaust' and the Question of Genocide." *Journal of Genocide Research* 14:2 (2012): 215-238.
- Rosenfeld, Gavriel D. "Mixed Metaphors in Muranów: Holocaust Memory and Architectural Meaning at the POLIN Museum of the History of Polish Jews." *Dapim: Studies on the Holocaust* 30:3 (2016): 258-273.

## Holocaust Memorials

- Berlin, Germany: Memorial to the Murdered Jews of Europe <http://www.holocaust-mahnmal.de/en>
- Washington, D.C., USA: USHMM as memorial
- Jerusalem, Israel. Yad Vashem as memorial <http://www.yadvashem.org/>
- Paris, France: Shoah Memorial <http://www.memorialdelashoah.org/en/>
- Budapest, Hungary. Shoes on the Danube Promenade <http://www.yadvashem.org/yv/en/education/newsletter/31/shoes.asp>
- Boston, Mass. USA: New England Holocaust Memorial

- Stolperstein stones
- Kassel, Germany. Aschrott Fountain <http://www.harvarddesignmagazine.org/issues/9/memory-and-counter-memory>
- Athens, Greece. Holocaust Memorial. <https://www.theguardian.com/world/2010/may/09/athens-holocaust-memorial>
- London, U.K., Proposed Memorial <https://www.ft.com/content/9db82184-b8bc-11e7-9bfb-4a9c83ffa852>

#### **Holocaust Museums:**

- USHMM: <https://www.ushmm.org/>
- Yad Vashem: <http://www.yadvashem.org/>
- Canadian Museum for Human Rights <https://humanrights.ca/>
- Auschwitz Birkenau: <http://auschwitz.org/en/museum/news/the-auschwitz-memorial-in-virtual-panoramic-images,1113.html>
- Jewish Museum, Berlin <https://www.jmberlin.de/en>

#### **[Class 13: April 11: Site visit to Canadian Holocaust Memorial, Ottawa](#)**

This optional site visit is being tentatively planned on the basis of current conditions and will be canceled if health and safety conditions do not permit. If canceled, we will replace this course content with an online class meeting. Students attending this outdoor must observe all Covid safety protocols including but not limited to masking and physical distancing. Students who cannot attend should speak to the professor about how to replace this course content.



## COURSE REQUIREMENTS

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### 30% Participation: Force for Good™:

I ask you to be a “force for good” in this seminar. Participation includes:

- Regular attendance
- Active participation in workshops and completing workshop tasks
- Arriving Prepared to discuss all required readings for the day
- Collegiality: be invested in the success of the class and supporting your fellow students’ learning and growth as scholars of religion through critical discussion and debate

### 20% CRITICAL RESPONSES

- 4x per semester.
- [RELI 4850 2-3 pages](#) / [RELI 5850 3-4 pages each](#)
- Due at the beginning of class.
- Focus on minimum of 2 of the week’s required readings.
- Explicitly reflect on Holocaust responses using Religious Studies approaches and perspectives.
- Please label CR #1, #2, #3 etc. with the week it is due and the readings you are referring to.
- Cite the reading by using the Chicago Manual of Style citation. Bibliography is not required for Critical Responses.

Any of the following modes are acceptable:

1. Identify theme(s) that tie the readings together. Discuss the theme in light of each reading.
2. Compare and contrast readings: although each of the readings are about religion, they have different central arguments and are concerned with different questions. Explore and explain similarities and differences.
3. Identify one major question that you still have after reading each reading (one per reading) and critically explore that question.
4. Write a letter about the readings that allow you to explore the readings. Address the letter to someone that will allow you to do this in an interesting way: to one of the authors, to a clergy person, to a student who does not study religion, to your parents who wonder what it is you do when you study religion etc.

### 10% LEADING SEMINAR:

- Choose 1 of the required articles to focus on. You may also swap in one recommended reading if it interests you. Advise your professor at least one week before your presentation which required readings you will NOT focus on so she can lead discussion around those.
- Leading Discussion: Normally you will lead the seminar for 30-45 minutes of the class meeting time.

- Coordinate with the other student leading that day.
- Develop activities and questions to encourage students to participate and enrich their understanding of the article, and especially its significance for religion and public life.
- During the class discussion contribute your own critical analysis of the article and identify key strengths and/or weaknesses in the article.

Tips to succeed:

- Plan and think about timing: how will you fit what you want to do in one hour and allow for discussion?
- You will be evaluated on your ability to encourage a rich discussion of the article and the issues it touches on for the study of religion.

**40% Final Project (100 points) April 12**

Your final project will be a digital humanities final project where you will produce work as a public scholar. You will either contribute to the Hear Our Voices project by developing content or contribute to the development of a short film documentary based on raw footage from HOV.

Your final project should be the equivalent of a major final research paper (suggested equivalent length [RELI 4850 17-22 pages](#) / [RELI 5850 25-30 pages](#)) As you are developing online resources for the academic study of the Holocaust, your project will be made up of several written and visual elements (i.e. maps, charts, time lines etc. ) and must reflect scholarly and historical research, critical thinking and analysis, as well as appropriate religious studies theoretical approaches and methods.

We will discuss expectations for the project at the first class and throughout the semester. Weekly workshops and roundtable discussions will provide you with the tools and resources for you to develop and refine your final project. Please see the grading rubric on Brightspace for prompts on how to succeed at this assignment, as well as the Digital toolbox guide to assist you in developing online elements.

*Anyone who does not wish their work published or who does not meet the standards for publication will not have their work published.*

**5 points: Individual meeting with Dr Butler: Latest January 31**

Meet with Dr. Butler once (on zoom during office hours or by appointment) **by January 31** to discuss your plans for your final project. You should come to this meeting prepared with several ideas about topics that interest you, whether you want to apply to work on the film or create online content etc.

**5 points: Project proposal: February 7**

1. One page summary of items you will work on for your final project
2. Annotated bibliography. An annotated bibliography explains, in your own words, why the source is relevant to the project. [4850 minimum 10 sources.](#) [5850 minimum 15 sources.](#)

**Course Policies:**

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

- You don't understand what is expected of you.
- English is not your first language.
- You have a learning disability.
- You are doing poorly in the course and want to improve.
- You don't understand the material.
- You have a problem that is making you do poorly in the course.
- You are behind in the course material and don't know how to recover.

**E-mail.** If you ask a question that is not of a private nature, and that would benefit everyone, then you are encouraged to post your questions in the Ask Your Teaching Team discussion forum on the course webpage, so that everyone can benefit from the answer. I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail.

**Late policy:** The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time. Late work is penalized at 5% per day. Late work will be graded according to my schedule.

**Citing sources:** As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when you should. When in doubt cite (including for participation challenges). You must use the required style, Chicago Manual of Style (Notes and Bibliography).

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

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

**Taking Notes:** "Output is as important as input." Taking notes in your own words will help you understand and remember material. This is necessary for quizzes and all assignments so you should always be taking notes as you read or view videos. If you read electronically, think about how you will do this: will you digitally "mark up the readings" or take notes separately. Tip: Taking notes loads content into different parts of your memory if you put them in your own words. This explains why people who take notes by hand have better recall and comprehension than people who use laptops to take notes in lectures. The laptop people can type much more content, but they do so word for word, so it is not loading into that different part of the brain for learning. If you use a laptop, make an effort to put things in your own words or rewrite them later. See this video for tips on how to take notes: [https://www.youtube.com/watch?v=E7CwqNHn\\_Ns](https://www.youtube.com/watch?v=E7CwqNHn_Ns)

### Additional Comments Regarding Student Supports

- Carleton's Centre for Student Academic Support has online resources to help you succeed. Their online workshops can improve your personal and academic skills. Go to this link: <https://carleton.ca/csas/online-support/> to become a member of their online community.
- The Academic Advising Centre advises students on a drop-in basis from 8:30 a.m. – 4 p.m. and in the case of distance students, it is possible to arrange for calls. Advisors can help you manage your course load and create feasible work schedules.
- Your professor holds weekly online office hours on the course webpage through zoom where students can get personalized feedback on assignments plans/outlines and discuss academic challenges or goals. If you have another commitment at these times, you can book a meeting outside of the regular office hours by emailing the professor.
- Every Carleton student has access to free counselling services, including teleconferencing ones, via Aspiria's EmpowerMe 24-hour, 365 days a year referral services, which can be reached toll-free at 1-866-741-6389.
- Students with a documented disability, or who need advice on how to become documented, should refer to the Paul Menton Centre's website, <https://carleton.ca/pmc/> or send an e-mail to [pmc@carleton.ca](mailto:pmc@carleton.ca) requesting an Pre-Intake Meeting. Those who are registered with the PMC receive accommodations to support various temporary or permanent impairments (see list below) and are encouraged to contact the instructor if they require a specific accommodation, such as an alternative assignment format, in order to best demonstrate their learning.



# 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 (updated June 2021)

**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, 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 Policy](#)

[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:

#### Religious Accommodation

Please contact your 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, please review the [Student Guide to Academic Accommodation](#).

#### Pregnancy Accommodation

Please contact your 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, please review the [Student Guide to Academic Accommodation](#).

### **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 the [Equity and Inclusive Communities website](#).

### **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 must be provided to students who compete or perform at the national or international level. Please contact your 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 [Senate Policy on Accommodation for Student Activities](#).

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

## **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.

## 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)