

<p style="text-align: center;">CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p style="text-align: center;">RESPONSES TO THE HOLOCAUST RELI 4851A: FALL 2010 WEDNESDAYS 11:35 – 2:25</p>
<p style="text-align: center;">Dr Deidre Butler deidre_butler@carleton.ca</p>	<p style="text-align: center;">Office: Paterson Hall 2a52 Phone: 613-520-2600 ext 8106 Office hours: Tues 1:05 – 2:00, Wed 2:45-4:00, also by appointment Mondays</p>
<p>Course description: This seminar explores the development of religious, philosophical and historical responses to the Holocaust. Emphasizing Jewish perspectives and the questions the Holocaust raises for Jewish life today; the course opens up to consider a wide range of interdisciplinary responses including film studies, religious studies, theology, philosophy, critical theory, literature and memoir, and popular culture. The seminar opens with questions about Holocaust narratives: how are they framed? What do they tell us about the Holocaust and our relationship to this shattering event? Who speaks? What may be spoken? What are the key debates that frame the interdisciplinary scholarly study of the Holocaust? What are the theoretical and ethical issues at stake in Holocaust representation? What is the relationship between testimony, memory and history? How do Holocaust narratives reflect and/or construct identity? These questions and others invite us to think critically about the how the Holocaust frames contemporary religious, ethical, cultural and political discourses.</p>	
<p>Commitment to attendance and preparation: As a seminar this class depends on the thoughtful participation of the class. Please note the amount of weekly preparation this upper level seminar demands: Regular attendance, leading class discussions, having read the required texts in advance of the class meeting and preparing discussion points are all essential to your success in this class. In addition, many class videos are from my personal collection or borrowed and cannot be seen after their regular class viewing.</p>	<p>Policy on Attendance: The statement about commitment should alert you to how important your presence is to the success of the seminar and to your own performance in the class. Presence and participation in a seminar cannot be replaced. If you are regularly not here, you haven't completed a major component of the course, and cannot pass the course. Students who miss more than 3 class meetings will not receive course credit.</p>
<p>Required texts: (available at the Carleton Bookstore)</p> <ul style="list-style-type: none"> ▪ Morgan, Michael L.. <i>A Holocaust Reader: Responses to the Nazi Extermination</i>. Oxford and New York: Oxford University Press, 2001. ▪ Christopher Browning, <i>Collected Memories: Holocaust history and Post-War Testimony</i>, Madison: University of Wisconsin Press, 2003. ▪ Web CT and online readings <p>NOTE: Nov 11 “65 Years After Conference” at Carleton: Attend for participation marks. Write a 4-5 page critical response to any panel for a 5% bonus marks opportunity.</p> <p>NOTE: There are 2 internships available with the Holocaust Education Committee of Ottawa which can be pursued for course credit. Students interested must commit at the first class.</p>	<p>Evaluation at a Glance</p> <p>Option A: Term Project Option 40% Seminar Preparation (5% each x 8, 3 must be completed by Oct 27) 20% Lead Class Discussion x2 20% Participation 20% Take-Home Term Project (Traditional or Creative due one week after last day of class)</p> <p>Option B: Research Essay Option 30% Seminar Preparations (5% each x6, 3 must be completed by Oct 27). 20% Participation 10% Lead Class Discussion 5% Project Proposal Oct 27 35% Major Research Essay (20 pages, due one week after last day of class)</p>

Course Objectives: Upon successful completion of this course, you should be able to:

KNOWLEDGE & SKILLS SPECIFIC TO STUDY OF THIS TOPIC / DISCIPLINE

- Demonstrate knowledge of Judaism, the history of the Holocaust, anti-Judaism and anti-Semitism in order to respond to course materials.
- Demonstrate familiarity with a range of key examples of Jewish religious and philosophical responses to the Holocaust.
- Demonstrate familiarity with a range of key methodological and theoretical issues related to the study of the Holocaust from a variety of disciplinary perspectives.

GENERAL SCHOLARLY SKILLS

- Improve / perfect critical reading, writing and thinking skills so that you are prepared to begin working at the graduate level.
- Develop original and insightful scholarly arguments based on analysis of primary and secondary sources.
- Understand and value the principles of academic integrity
- Contribute thoughtfully to class discussions and online class resources.
- Work cooperatively and effectively with classmates
- Present material clearly yet with attention to complexity.
- Present orally to peers prepared to participate in a graduate seminar.

THINGS YOU NEED TO KNOW: 4000 LEVEL SEMINAR

Contact me : The best way to reach me is through email or office hours. Should you email or come see me? Short questions that can be answered quickly can always be asked in email. But if your question requires more than a quick response you'd be better off coming to see me in person. I am happy to make appointments outside of office hours. Please email me to make an appointment. Although I usually check email daily, I may not do so on weekends and it may take 2-3 days during busy periods. Please put your full name and course number in the subject heading.

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

Late policy: The late policy of this class is designed to be fair to students who handed their work in on time. Late assignments will be penalized at a rate of one grade per class meeting (i.e. a B will be a B- if it handed in by the beginning of the next class meeting) unless they are accompanied by a signed medical excuse. Assignments will not be accepted after the graded assignment is returned to the class.

Absent from class and require accommodation to submit work: Do not email the original assignment

You must explain why you need accommodation (email is fine or speak to me during office hours) as soon as possible and provide the documentation required by university regulations. If you may replace the assignment, what you should do next depends on the assignment missed:

Seminar prep: It would not make sense to hand in seminar prep after the class has already met. Therefore, you may only replace the seminar prep with a 2-3 page analysis of the week's readings. Due next day you come to class.

Leading class discussion: If you have missed your presentation it is not possible to reschedule the class. Therefore, you must replace that presentation with a 4-5 page essay on the material you would have presented. Due the next day you come to class.

Term Project or Research Essay: If the course is over, contact me by email to make arrangements to submit the work.

Rough drafts: I am happy to review and comment on rough drafts that are submitted by email a minimum of 7 days before an assignment is due. I will return it to you with comments. In order to receive credit for the effort of doing a rough draft, always submit the rough draft (print if necessary) with my comments.

Rewrites: You may rewrite the first 2 Seminar Preps and receive the highest grade. Hand them back within 2 weeks of receiving the original back from your professor.

Sources: Assignments specify what types of sources are appropriate and expected for a given task. These guidelines are aimed at detecting plagiarism, preventing students from exclusively relying on faulty and/or suspect Internet research, and promoting the use of the range of types of scholarly sources that are standard for university level research. Any assignment which does not use the required sources does not meet the requirements of the assignment and will receive a failing grade.

Citations:

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

Failure to cite sources is a form of plagiarism. Please see the University regulations below.

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

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

List of Works Cited: Always include a list of works cited at the end of the assignment. Works Cited include only those sources you have cited.

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

You don't understand what is expected of you.

English is not your first language.

You have a learning disability.

You are doing poorly in the course and want to improve.

You don't understand the material.

You have a problem that is making you do poorly in the course.

If you are going to ask for a deferral for this course from the Registrar for any reason.

ASSIGNMENTS

SEMINAR PREPARATION

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

Length: 1.5-3 pages

Research: Outside research is permitted but not recommended for Elements 1-3 as you should be focusing on course materials. Outside research is required for Element 4.

Elements: Label each Element clearly, complete each element fully and in order as indicated here:

1 KEY QUESTIONS & DISCUSSION POINTS. Include 1 key question for EACH required reading and the discussion points needed to answer it. HINT: A good question isn't only factual, a good question opens an argument or a new understanding of the material. Discussion points should include quotes & page numbers and major ideas so that you could use them to orally answer your own question in class or prompt others to answer it.

2 CENTRAL ARGUMENT Demonstrate your comprehension of required reading by being able to quickly summarize what the reading is about. Normally this will be for EACH reading. See specific dates for any modifications in cases when you have many small readings. HINT: This is an overview not of the details of the whole text. Note the central argument, major questions, key points, major themes. You should be able to do this in one long paragraph per reading(1/3 -1/2 page).

3 CRITICAL RESPONSE: Demonstrate your ability to reason through the required material for today's class and make connections by developing your own critical response. Explore one theme, argument, or analysis you want to discuss further in one or more readings. Since it is more difficult to do this with more than one reading, you will get more credit for synthesizing multiple readings and receive higher grades for the effort. HINT: Focus on something that excites you about the topic. Show that you are thinking about the material by showing the connection between multiple readings. Some questions to get you started: Do you have insight into this issue from other readings or courses you have studied? Do you have a problem with the argument and want to critique it? Is the text accurate, well argued, or biased? Is there something you find particularly interesting or insightful? Is there a weakness? Can you compare and contrast different author's arguments? Argue your case with specific examples (quotes & page numbers). (1/2-1 page)

4 OUTSIDE RESOURCE: Describe AND cite one outside resource to share with class (POST online in Web CT discussion group before class): Suggestions: *Easiest & fastest: something to add to the class online bibliography:* One annotated bibliographic entry for a relevant book, book chapter, essay, or article. *Better: something for class to discuss/see in class today:* Summary and copy of newspaper article, selection of relevant historical details, annotated image, or film clip that is relevant to this week's themes. **YOU MUST INCLUDE RESOURCE ON YOUR PREP THAT YOU HAND IN AND POST IT ONLINE BEFORE CLASS.**

Grading Rubric:

- Your grade will be based on all 4 elements. However, note that element 1 and 3 are key to receiving a grade above a B since they allow you to demonstrate critical thinking and original insight.
- At the end of the course I will verify that you have posted your outside contribution to Web CT. Students who have not posted required outside contributions or who have consistently posted them late will lose marks. This penalty is only applied at the end of term as part of calculating your final grade.

LEAD CLASS DISCUSSION

Your goal is to generate a lively class discussion. This is NOT a presentation.

- You will share leading class discussion with 1 or more other students depending on the enrolment of the class. It is your responsibility to coordinate your roles. You may be graded separately if you request or if your professor feels there is significantly uneven performance.
- Skip handing in Seminar prep on days you present. You do not need to replace it at a later date.
- Prepare handout, arrange printing, post on web ct (I will print it for you if you email it to me by Friday at noon, otherwise print enough copies for class). Handout should include quotes with page numbers, quotes, links to any relevant outside material and anything else you think will make leading your class discussion more lively.
- Lead Discussion. Introduce required material for discussion (5-15 minutes max) with attention to organizing material and making sure major concepts and issues are covered. Introduce new material when relevant. Invite students to participate in the discussion. Ask questions that welcome discussion. Take advantage of student seminar prep due for that day by asking for feedback from the readings AND for outside sources.
- Strongly recommended: include activity other than lecture style or group discussion: break into smaller groups, role playing, game, brainstorming, show film clip, etc.

GRADING RUBRIC:

A: Excellent leadership, begins with solid introduction and introduces required resources for today’s discussion. Elicits discussion, encourages other students to rise to occasion, major issues discussed. Introduces and integrates additional outside materials to enhance discussion. Superior handout demonstrates extra outside research. Includes creative ways of covering material. Demonstrates consultation and teamwork with other students leading discussion that day.

B: Strong leadership, begins with solid introduction and introduces required resources for today’s discussion. May spend too much time talking, not enough thought into getting other students to speak but generally manages discussion well. Strong handout has good examples, quotes, citations. Covers major issues. May include outside research and additional resources and may integrate them.

C: Satisfactory leadership: Either relies too much on class or does not let class speak sufficiently. May misunderstand or miss one or two points. Handout may have few errors. Outside research and additional resources are poorly integrated or not present.

D: Minimally satisfactory. Weakness in leading discussion, preparation, comprehension.

F: Unsatisfactory: Unprepared, incomplete or no handout, incomplete citations for handout, misunderstanding major issues, evidence of not having read all readings. Professor will step in.

Week	Topic	Today in Class	To Prepare Before Class Meeting: Readings & Films
Week 1: Sept 15	Intro & Holocaust and Anti-Semitism	Part 1: Overview of Course Outline FILM: Anti-Semitism: Frontline. FILM: Film: Triumph of the Will	Web ct: John K. Roth and Michael Berenbaum, “Who, What, Where, When, How?”, in Holocaust: Religious and Philosophical Implications. Roth and Berenbaum, eds. New York: Paragon House. 1989. xiii-xxviii. Recommended: View Online: Yale Testimony Project: http://www.library.yale.edu/testimonies/education/thematic.html 8076 <i>Witness: Voices from the Holocaust</i> 86 minutes
Week 2: Sept 22 1 st Opportunity to complete a Seminar Prep	Debates and Questions Film: Watmedia Title Ewige Jude: the Eternal Jew (117973); 62 min Subtitled English	Part 1: FILM: The Eternal Jew Discussion: 15 mins Part 2: Browning Goldhagen Debate (45 mins) LEADING: Part3: Mischievous Questions (45 mins) LEADING:	Part 1: FILM Part 2: Browning / Goldhagen Debates Web ct Daniel J. Goldhagen Christopher R. Browning Leon Wieseltier, ‘The “Willing Executioners”/ “Ordinary Men” Debate’: Selections from the Symposium. Washington, United States Holocaust Memorial Museum, 1996. http://www.ushmm.org/research/center/publications/occasional/1996-01/paper.pdf Part 2: Mischievous Questions Web ct Berel Lang, “Uncovering Certain Mischievous Questions About the Holocaust”, Washington, United States Holocaust Memorial Museum, 2002. http://www.ushmm.org/research/center/publications/occasional/2002-03/paper.pdf Recommended: Web CT: Lipstadt, Deborah. Invoking the Holocaust. Judaism, 30 Sum 1981, p 335-343
Week 3: Sept 29	Holocaust History and Postwar Testimony	Part 1: Perpetrator Testimony LEADING: Part 2: Survivor Testimony LEADING:	Part 1: Perpetrator Testimony: Chapter 1 in Browning Part 2: Survivor Testimony: Chapters 2 & 3 in Browning Recommended: Web CT Full Text Hartman Learning From Survivors Yale Testimony Project

<p>Week 4: Oct 6</p>	<p>Pious Voices: Jewish Religious Responses during and after the war</p>	<p>Part 1: Religious Responses LEADING</p> <p>Part 2: Guest speaker Cantor Moshe Krauss</p>	<p>Part 1: Religious Responses Web ct: Rabbi Ephraim Oshry, <i>Responsa From the Holocaust</i>. New York: Judaica Press. 1999. Read xv-xvii, and read any 5 of the following: 1-4, 9-10, 13,14-16,151-152, 193-194, 195-196, 206-207 If you are not familiar with responsa literature see: http://www.jewishvirtuallibrary.org/jsource/judaica/ejud_0002_0017_0_16661.html</p> <p>David Weiss Halivni, "Prayer in the Shoah", in <i>Breaking the Tablets</i>, Landham, Boulder, New York, Toronto, Plymouth: Rowman & Littlefield, 2007, 1-41</p> <p>SEMINAR PREP: Questions for all 4 authors (1 for all of Oshry), Central argument for Halivni & Baumel, Normal Critical Response, Normal Outside Resource</p>
<p>Week 5: Oct 13</p>	<p>Survivor's Voices: Resistance & Memory</p> <p>FILM: Primo Levi is Carleton University Library Collection, presenters should use clips. http://www.library.carleton.ca/help/FloorPages/Flr2vid.html_V2366</p>	<p>Part 1: Resistance and Memory LEADING:</p> <p>Part 2: Guest Speaker David Shentow</p>	<p>Part 1: Resistance and Memory: Survivor Testimonies Web ct Pelagia Lewinska, "Twenty Months at Auschwitz" in <i>Different Voices</i>, eds. Rittner and Roth, Paragon Press. 1993. pp. 84-93</p> <p>Textbook: Primo Levi: 19-27</p> <p>View Online: Yale Testimony Project http://www.library.yale.edu/testimonies/education/singlewitness.html 8035 <i>Helen K., Edited Testimony 30 mins</i></p> <p>View Online: Yale Testimony Project: http://www.library.yale.edu/testimonies/education/thematic.html 8067 <i>And Everything Else Was History 26 mins.</i></p> <p>Recommended Web ct: Henry Greenspan, "The Awakening of Memory: Survivor Testimony in the First Years after the Holocaust and Today", Washington, United States Holocaust Memorial Museum, 2000.</p> <p>Recommended: View Online: Yale Testimony Project: http://www.library.yale.edu/testimonies/education/thematic.html 8076 <i>Witness: Voices from the Holocaust 86 minutes</i></p> <p>Part 2: Testimony: Guest Speaker SEMINAR PREP: Questions for all 3 readings and one for one film testimony, Central argument for Greenspan, Normal Critical Response, Normal Outside Resource</p>

<p>Week 6: Oct 20</p>	<p>Film Responses & Feminist Reflections</p>	<p>Part 1: Film: Night and Fog 32 Minutes</p> <p>Part 2: Film Discussion</p> <p>LEADING</p> <p>Part 3: Feminist Reflections</p> <p>LEADING</p>	<p>Part 1: Night and Fog</p> <p>Part 2: Film Discussion Web ct Frank Stern. "Facing the Past Representations of the Holocaust in German Cinema Since 1945", http://www.ushmm.org/research/center/publications/occasional/2000-02/paper.pdf</p> <p>Web ct: Langford, Barry. "“You cannot look at this’: Thresholds of Unrepresentability in Holocaust film” . <i>The Journal of Holocaust Education</i>, Winter 1999; 8(3):23-40.</p> <p>Part 2: Feminist Reflections Web ct: Raphael, Melissa. Is patriarchal theology still patriarchal? Reading theologies of the Holocaust from a feminist perspective <i>Journal of Feminist Studies in Religion</i>, 18 no 2 Fall 2002, p 105-113.</p> <p>Web ct: Susan E Nowak, "In a World Shorn of Color: Toward a Feminist Theology of Holocaust Testimonies", in <i>Women and the Holocaust: Narrative and Representation</i>, Esther Fuchs, ed. Lanham, New York & Oxford: University Press of America, 1999. 33-46</p> <p>Recommended: Web ct: Joan Ringelheim, "The Split Between Gender and the Holocaust" in <i>Women in the Holocaust</i>, eds. Dalia Ofer and Lenore Weitzman. New Haven: Yale University Press, 1998. 340-350</p>
<p>Week 7: Oct 27 All options: must complete 3 Seminar Preps by this class.</p> <p>Option B Students: Project Proposal Due Today</p>	<p>Early Reflections</p>	<p>Early Reflections Part 1</p> <p>LEADING:</p> <p>Part 2</p> <p>LEADING:</p>	<p>Part 1: Early Reflections Textbook: Intro 9-18, Amery 27-42, Adorno 42-47,</p> <p>Part 2: Arendt & Wiesel Textbook: Arendt 47-63, Wiesel 63-67</p> <p>Recommended: Web ct: Elie Wiesel, "Recalling Swallowed Up Worlds", <i>Christian Century</i> 98 no 19 My 27 1981 609-612</p> <p>SEMINAR PREP: Questions for Amery, Adorno, Arendt, Wiesel, Central argument for any 3 (your choice), Normal Critical Response, Normal Outside Resource</p>
<p>Week 8: Nov 3</p>	<p>Central Theological Responses</p> <p>Film: Watmedia Title Faith In The First Person - Rabbi Emil Fackenheim (119066) Physical Color; 24:50 min Produced 1995</p>	<p>Part 1 Rubenstein, Berkovitz and Greenberg LEADING: 60 mins</p> <p>Part 2 FILM Fackenheim</p> <p>Part 3: Fackenheim and Cohen LEADING: 60 mins</p>	<p>Part 1: Central Theological Textbook: Rubenstein 90-94 Berkovitz 96-102 Greenberg 102-115</p> <p>Part 2: Film Fackenheim</p> <p>Part 3: Fackenheim & Cohen Textbook: 115-138 (Fackenheim) Textbook: 183-196 (Cohen)</p> <p>Recommended: Web ct: Daniel Rynhold. "The Problem of Evil" in <i>Modern Judaism</i>. Oxford University Press. 314-324</p> <p>SEMINAR PREP: Questions for all 5 readings (treat Fackenheim as one reading), central argument for 4 of the 5 readings (your choice), Normal Critical Reflection, Normal Outside Resource</p>

<p>Week 9: Nov 10 NOTE Nov 11 65 years after Conference at Carleton: Attend for participation marks. Write a 4-5 page critical response to any panel for a 5% bonus marks opportunity.</p>	<p>Memory and Memorials</p>	<p>Part 1: Memory and Representation</p> <p>LEADING</p> <p>Part 2: Monuments and Memorials</p> <p>LEADING</p>	<p>Part 1: Memory and Representation Textbook: Friedlander, 276-290, Lang 349-359</p> <p>Web ct: Horowitz, Sara R.. Gender, genocide, and Jewish memory Source: Prooftexts, 20 no 1-2 Wint-Spr 2000, p 158-190.</p> <p>Recommended: FULL TEXT Braiterman Against Holocaust Sublime, pp 7-28</p> <p>Part2: Monuments and Memorials Textbook: Huyssen, 359-365</p> <p>Web ct: Deborah Dwork and Robert Jan Van Pelt, "Reclaiming Auschwitz", in <i>Holocaust Remembrance: The Shapes of Memory</i>, ed.</p> <p>SEMINAR PREP: Questions for all 5 required readings, Central Argument for any 4 (your choice), Normal Critical Reflection, Normal Outside Resource.</p>
<p>Week 10: Nov 17</p>	<p>Christian Responses / Jews and Christians After the Holocaust</p>	<p>Christian Responses / Jewish responses to Christian responses</p> <p>Part 1: 40 mins</p> <p>LEADING</p> <p>Part 2: 40 mins</p> <p>LEADING Also responsible for debriefing after Film</p> <p>Part 3: FILM 80 mins</p>	<p>Part 1: Christianity Responses Web ct: Radford Ruether., "Christology and Jewish-Christian Relations," in Abraham J. Peck, ed., <i>Jews and Christians after the Holocaust</i>, Philadelphia: Fortress Press, 1982, pp. 25-38</p> <p>Web ct: Roth. "Good News After Auschwitz: Does Christianity Have Any?," in <i>Good News After Auschwitz Christian Faith in a Post-Holocaust World</i>, ed Carol Rittner and John K. Roth. Macon, Georgia: Macon University Press 2001. 173-185</p> <p>Web ct: Pinnock, Sarah K.. "Atrocity and Ambiguity: Recent Developments in Christian Holocaust Responses". in <i>Journal of the American Academy of Religion</i>, 75 no 3 S 2007, p 499-523.</p> <p>Part 2: Jews and Christians Web ct: David Novak: "Jews and Catholics: Beyond Apologies", <i>First Things</i>, no 89 Ja 1999, p 20-25.</p> <p>Web ct: A. Cohen. "The Holocaust is a Christian Issue: Christology Revisited. <i>Modern Believing</i>, 47 no 1 Ja 2006, p 28-43. "Christian Complicity? Changing Views on German Churches and the Holocaust" By Robert P. Ericksen, 2009</p> <p>Part 3: Film: Forgiving Dr Mengele 80 mins</p> <p>SEMINAR PREP: Complete questions for 4 of the readings (your choice), Complete 4 Central Arguments for 4 of the readings (your choice), Normal Critical Response, Normal Outside Resource</p>
<p>Week 11: Nov 24</p>	<p>TBA Film and the Holocaust</p>	<p>Guest Speaker Steve Carr</p>	<p>Web ct: Gourevitch, Philip. "A Dissent on 'Schindler's List'" Commentary, 97 F 1994, p 49-52.</p> <p>Web ct: Wright, Melanie J. 'Don't Touch my Holocaust': Responding to Life is Beautiful .. <i>The Journal of Holocaust Education</i>, Summer 2000; 9(1):19-32.</p>

<p>Week 12: Dec 1 LAST CLASS</p>	<p>Contested Representations</p>	<p>Part 1: Holocaust Denial and Abuses of the Holocaust</p> <p>Part 2: TBA</p>	<p>Part 1: Holocaust Denial</p> <p>Browse the HDOT (Holocaust Denial on Trial) web site at Emory University (Deborah Lipstadt case inspired it) http://www.hdot.org/</p> <p>Web ct: and Holocaust Denial in the Iranian Media. MEMRI Special Dispatch Series no 855, January 28, 2005. http://memri.org/bin/articles.cgi?Page=countries&Area=iran&ID=SP85505</p> <p>Web ct: Litvak, Meir. The Representation of the Holocaust in the Arab World . <i>The Journal of Israeli History</i>, Spring 2004; 23(1):100-115.</p> <p>ONLINE Deborah Lipstadt. Deniers, Relativists and Pseudo-Scholarship. <i>Dimensions</i>, Vol. 6, No. 1, 1991 http://www.adl.org/Braun/dim_14_1_deniers.asp</p> <p>Finkelstein Interview videos: http://www.youtube.com/watch?v=5BaJCRXsgt4&feature=related</p> <p>http://www.youtube.com/watch?v=HaeMT44yX2M&feature=related</p> <p>http://www.youtube.com/watch?v=Y-UOwwigVGU&feature=related</p>
--	---	--	---

What’s the best way to succeed in this class (or any other)?

Attendance: Your high school teachers may have told you “no one will be making you go to class when you go to university!” but that’s only part of the story. Students who have excellent attendance do much better than students who miss a class here and there. You are expected to attend each and every class, the same way you are expected to be present for every shift at a job. You are rewarded twice for every class you attend: First by being there and learning, exploring and reinforcing the content for that day so that you will succeed in assignments and exams. Second, through participation and attendance marks. Make getting to class each and every day a priority.

Speak to your professor: Your first instinct might be to be anonymous, but you really do want your professor to learn your name. Whether you are doing well and want to do better, or are having a personal or academic problem and things seem to be spinning out of control; your best course of action is to open the lines of communication. Speak to your professor (and/or TA in large classes) during office hours or make an appointment.

Learn to think like a professor:

What does a professor want from you? If the course outline has objectives, look them over. Most professors don’t want you to just memorize material, they want you to gain knowledge, improve your skills, and think critically about the material. Why did your professor want you to learn this? Why does this matter? How does it connect to other things I am learning? What fact or step in the argument is missing? Whether you are reading a text, listening to a lecture, studying for an exam or writing an essay always ask “So what? Why does this matter?”

PREPARE the readings before you come to class: Professors assign readings for a reason. When you prepare the reading in advance, the class discussion and/or lecture and your reading work together. You can ask effective questions, trace relationships between the material and begin to think critically about the issues raised. Keeping up with readings also makes it easier to

complete assignments and study for exams effectively. Students who only read the material for the assignment or exam often feel lost and tend to memorize what they read without actually understanding it. Worse, they might never get through the readings because they got too far behind. Notice, you should not just read the readings but prepare them. What does it mean to prepare a reading? *Test your own preparedness for class by being able to answer the following before coming to class*

1. **What TYPE of text is it?** Primary or Secondary source? Textbook, encyclopaedia entry, scholarly article, web site, news article, fiction, memoir?
2. **What is the TOPIC of the reading?** This can be answered broadly: “The topic of the reading is homosexuality in Christianity” A scriptural passage might be “laws concerning sexuality” or “love poetry”, a textbook chapter might be “overview of history of menstruation laws” or “summary of wedding rituals”,
3. **OVERVIEW OR CENTRAL ARGUMENT:** For texts that do not include analysis or arguments (i.e. an encyclopaedia article) be able to **SUMMARIZE the content**. Be able to quickly summarize the main issues raised by the text OR be able to identify the three most important points? For scholarly readings (and opinion pieces) that do include argument and analysis be able to answer: **What is the CENTRAL ARGUMENT?** Most academic articles you will read in university are secondary sources that analyse or interpret primary sources (scripture, historical documents, laws, philosophic arguments, scientific data etc)
4. **EVALUATE the argument / analysis.** Saying that an article is easy to read or that you like the writing style or topic is not a critical response. Critically responding to the text asks more significant questions: Is the text accurate, well argued, biased? Why? Is there something you find particularly interesting or insightful? Is there a weakness? Be ready to argue your case with specific examples.

The above suggestions for preparing a reading before coming to class do NOT replace the actual instructions for the Seminar Prep. Follow those instructions precisely.

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

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

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

GRADING SYSTEM

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

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

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 6, 2010**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2011**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term. For more details visit the PMC website: carleton.ca/pmc/accommodations/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please **contact** the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library