

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

Instructor: Megan Hollinger
Email: meganhollinger@cunet.carleton.ca
Lecture: Mondays from 14:35pm-17:25pm
Course Format: Online synchronous on Zoom
Teaching Assistant: TBD

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

Syllabus

General Course Description:

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

Specific Course Description:

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

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

This course is online and synchronous, meaning it will be held on Zoom (the link can be found on our Brightspace page) weekly at the designated time. Attendance is mandatory. These lectures will be recorded and only available upon request in the event of an absence (absence for reasonable excuse, such as an illness, death, or time conflict). If students need to miss a

lecture due for a reason other than the ones listed above, they are responsible for obtaining the relevant material from that lecture (I will not give the material in these cases) .

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

Respect Clause:

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

General Learning Outcomes:

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

Specific Learning Outcomes:

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

Required Texts and Videos:

- Hochstadt, Steve. 2022. *Sources of the Holocaust*. Second edition. London: Bloomsbury Academic.
 - AVAILABLE AT HAVEN BOOKS (43 Seneca St, Ottawa, ON K1S 4X2).
- Other readings, videos, and materials to be posted on Brightspace and ARES

Assessments:

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

Course Outline:

Section I: Introduction

Week 1 (September 4): Labour Day, no class

Week 2 (September 11): Introduction

Section II: Historical Background of Anti-Judaism and Antisemitism

Week 3 (September 18): Christian Anti-Judaism

- Primary source readings:
 - “Excerpts from the New Testament.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 11-12. Second edition. London: Bloomsbury Academic.
 - “Excerpts from Martin Luther, *On the Jews and Their Lies*, 1543.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 16-18. Second edition. London: Bloomsbury Academic.
 - “Papal Bull about Jews, ‘*Cum nimis absurdum*’ by Pope Paul IV, 14 July 1555.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 19-21. Second edition. London: Bloomsbury Academic.
- Secondary source readings:
 - Ruether, Rosemary R. 1987. “The Theological Roots of Anti-Semitism.” In *The Persisting Question: Sociological Perspectives and Social Contexts of Modern Antisemitism*, edited by Helen Fein, 23–45. Berlin; New York: De Gruyter.

Week 4 (Due to Yom Kippur falling on the Monday, we will decide in advance of a make-up date this week that works for the majority of students): Racial Antisemitism and Jews in 19th-20th Centuries Europe

- Primary source readings:
 - “Bavarian petition opposing equality for Jews, 10 January 1850.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 27-30. Second edition. London: Bloomsbury Academic.
 - “Excerpt from Heinrich von Treitschke, ‘Our Views’, 1879.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 31-33. Second edition. London: Bloomsbury Academic.
- Secondary source readings:
 - Levy, Richard S. 2010. “Antisemitism in Germany and Austria, 1848-1914.” In *Antisemitism: A History*, edited by Albert S. Lindemann and Richard S. Levy, 121-35. New York: Oxford University Press.
 - Sutcliffe, Adam. 2010. “The Enlightenment, French Revolution, and Napoleon.” In *Antisemitism: A History*, edited by Albert S. Lindemann and Richard S. Levy, 107-20. New York: Oxford University Press.
 - “The creation of monsters in Germany: Jews and others.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 25-26. Second edition. London: Bloomsbury Academic.
 - Zimmermann, Moshe. 1987. “Prologue: Germany in the Nineteenth Century.” In *Wilhelm Marr: The Patriarch of Antisemitism*, 3-7. Cary: Oxford University Press, Incorporated.
 - Zimmermann, Moshe. 1987. “The Man and His Origins.” In *Wilhelm Marr: The Patriarch of Antisemitism*, 8-13. Cary: Oxford University Press, Incorporated.
 - Zimmermann, Moshe. 1987. “Epilogue: The Decline of the Term ‘Anti-Semitism’.” In *Wilhelm Marr: The Patriarch of Antisemitism*, 112-115. Cary: Oxford University Press, Incorporated.

Section III: The Holocaust

Week 5 (October 2): The Rise of Nazi Germany, Redemptive Antisemitism, and the Outbreak of World War II

- View:
 - “Nazi Military Occupations and Varying Occupation Policies.” Yad Vashem. 2020.
 - “The Rise of Nazism to Power.” Yad Vashem. 2020.
<https://youtu.be/La5KZzbJeyQ>.
- Primary Source Readings:
 - Excerpts from *Mein Kampf* by Adolf Hitler, 1924.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 37-41. Second edition. London: Bloomsbury Academic.
- Secondary source readings:
 - “Nazi Imperialism: An Overview.” United States Holocaust Memorial Museum. N.d. <https://encyclopedia.ushmm.org/content/en/article/nazi-imperialism-an-overview>

- Friedländer, Saul. 1997. "Redemptive Anti-Semitism." *Nazi Germany and the Jews: Volume I: The Years of Persecution, 1933-1939*. New York: HarperCollins Publishers, 73-112.

Week 6 (October 9): Thanksgiving Monday, no class

Week 7 (October 16): The Places of Jews in Nazi Europe

- View (Watch the first two videos and one of the "Survivors Remembering Kristallnacht" videos):
 - "The Ghettos." Yad Vashem. Posted 2016. <https://youtu.be/Sk0CPzfPKlw>.
 - "Ottawa Holocaust Survivors' Testimonial (Excerpts): Cantor Kraus." <https://chesatottawa.ca/ottawa-holocaust-survivors-testimonials-excerpts/>.
 - "Survivors Remember Kristallnacht: Hedi (Politzer) Pope." United States Holocaust Memorial Museum. Posted 2012. <https://www.youtube.com/watch?v=2h5IBcDb8X8>.
 - "Survivors Remember Kristallnacht: Rabbi Gerd Jacob (Zwienicki) Wiener." United States Holocaust Memorial Museum. Posted 2012. <https://www.youtube.com/watch?v=iufcf3dGxgo>.
 - "Survivors Remember Kristallnacht: Susan (Hilsenrath) Warsinger." United States Holocaust Memorial Museum. Posted 2012. <https://www.youtube.com/watch?v=Z01WmCcpZ0Q>.
- Primary source readings:
 - "Excerpts from the Nazi Party training manual for Hitler Youth, *About the German People and Its Living Space* 1938." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 70-72. Second edition. London: Bloomsbury Academic.
 - "Children's story from Ernst Hiemer, *The Poisonous Mushroom*, 1938." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 73-76. Second edition. London: Bloomsbury Academic.
- Secondary source readings:
 - Benz, Wolfgang. 2003. "Exclusion as a Stage in Persecution. The Jewish Situation in Germany, 1933-1941." In David Bankier and Israel Gutman, eds., *Nazi Europe and the Final Solution*, 40-53. Jerusalem: Yad Vashem.
 - Herf, C. Jeffrey. 2005. "The 'Jewish War': Goebbels and the Antisemitic Campaigns of the Nazi Propaganda Ministry." *Holocaust and Genocide Studies* 19: 51 – 80.
 - "The Nuremberg Race Laws." United States Holocaust Memorial Museum. Last revised 2021. <https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws>.

Week 8 (October 23): Fall break, no class

Week 9 (October 30): The Final Solution and Genocidal Antisemitism Part I

- View:
 - "The Development of the 'Final Solution'." Yad Vashem. Posted 2015. <https://www.youtube.com/watch?v=GPXPiZurupc>.
 - "The 'Final Solution' – Jewish Life on the Brink of Death." Yad Vashem. Posted 2015. <https://www.youtube.com/watch?v=GI35CvS6Ha0>.
- Primary source readings:
 - "Report of *Einsatzgruppen* murders in Ukraine, 2 October 1941." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 148-149. Second edition. London: Bloomsbury Academic.
 - "German Army orders on the 'Conduct of the Troops in the Eastern Territories', 10 October 1941." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 150-153. Second edition. London: Bloomsbury Academic.
 - "Plan for 'solution of the Jewish question' by mass gassing, 25 October 1941." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 148-149. Second edition. London: Bloomsbury Academic.
 - "The Wannsee Protocol (January 20, 1942)." German History in Documents and Images. N.d. https://ghdi.ghi-dc.org/docpage.cfm?docpage_id=2361.
- Secondary source readings:
 - Wistrich, Robert S. 2001. "The Final Solution." *Hitler and the Holocaust*. New York: Modern Library, 87-117.

Week 10 (November 6): The Final Solution and Genocidal Antisemitism Part II

- Please note that we will be welcoming a guest speaker this week during the second half of our lecture.
- View (Please choose one of the Ottawa testimonials and then watch Hannah Pick's story):
 - "Ottawa Holocaust Survivors Testimonial 2016-Agnes Klein (full)." Centre for Holocaust Education and Scholarship. 2016. [Ottawa Holocaust Survivors' Testimonials \(Excerpts\) – Centre for Holocaust Education and Scholarship \(chesatottawa.ca\)](https://chesatottawa.ca/Ottawa-Holocaust-Survivors-Testimonials-Excerpts).
 - "Ottawa Holocaust Survivors Testimonial 2016-Elly Bollegraaf (full)." Centre for Holocaust Education and Scholarship. 2016. [Ottawa Holocaust Survivors' Testimonials \(Excerpts\) – Centre for Holocaust Education and Scholarship \(chesatottawa.ca\)](https://chesatottawa.ca/Ottawa-Holocaust-Survivors-Testimonials-Excerpts).
 - "'That's What I hope' - The Story of Hannah Pick." Yad Vashem. Posted 2020. <https://youtu.be/ZFtj33U3wel>.
- Primary source readings:
 - Frank, Anne. "Tuesday, November 17, 1942." *Anne Frank: The Diary of a Young Girl*. New York: Anchor Books/Doubleday: 1996 (this edition), 50-52.
 - Frank, Anne. "Thursday, March 25, 1943." *Anne Frank: The Diary of a Young Girl*. New York: Anchor Books/Doubleday: 1996 (this edition), 225-227.

- "Speech by Chaim Rumkowski, Chair of the Łódź Council, 17 January 1942." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 148-149. Second edition. London: Bloomsbury Academic.
- "Memoir by Filip Müller on use of gas chambers at Auschwitz in 1942." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 272-276. Second edition. London: Bloomsbury Academic.
- "Memoir by Shalom Kohn on the revolt in Treblinka on 2 August 1943." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 280-286. Second edition. London: Bloomsbury Academic.
- "Report on Auschwitz between 1942 and 1944 by escaped prisoners Alfréd Wetzler and Rudolf Vrba, April 1944." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 291-298. Second edition. London: Bloomsbury Academic.
- "Memoir by Judith Isaacson on selection of women in Auschwitz, July 1944." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 301-306. Second edition. London: Bloomsbury Academic.
- "List of transports to Birkenau gas chambers during October 1944." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 307-308. Second edition. London: Bloomsbury Academic.

Section IV: Religious Voices

Week 11 (November 13): Jewish Responses

- Primary source readings:
 - Fackenheim, Emil. 2007. "The 614th Commandment." In *Wrestling with God: Jewish Theological Responses During and After the Holocaust*, edited by Steven T. Katz, Shlomo Biderman, and Gershon Greenberg, 432-433. Oxford: Oxford University Press.
 - Levi, Primo. 2001. "Survival in Auschwitz." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 19-26. Oxford and New York: Oxford University Press.
 - Oshry, Rabbi Ephraim. "Responsa from the Holocaust." Chabad.org. N.d. https://www.chabad.org/library/article_cdo/aid/275039/jewish/Responsa-From-the-Holocaust.htm
 - Wiesel, Elie. 2001. "A Plea for the Dead." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 67-77. Oxford and New York: Oxford University Press.
- Secondary source readings:
 - Greenberg, Gershon. 2013. "German Displaced Persons Camps (1945-1948): Orthodox Jewish Responses to the Holocaust." *Historical Reflections / Réflexions Historiques* 39: 71-95.
 - Katz, Steven T., Shlomo Biderman, and Gershon Greenberg. 2007. "General Introduction." In *Wrestling with God: Jewish Theological Responses During and after the Holocaust*, 3-7. New York: Oxford University Press.

Week 12 (November 20): Christian Experiences/Responses

- **We will be doing an asynchronous class this week (HOV Pressbook). Please note that this is in lieu of class time; the readings are part of your regular work outside of class hours.**
- Explore (all sections):
 - HOV Pressbook: "Christian Responses to the Holocaust." Hear Our Voices. 2022. <https://ecampusontario.pressbooks.pub/hearourvoices/chapter/part-3-christian-responses-to-the-holocaust/>.
- Secondary source readings:
 - Bergen, Doris L. 1994. "Catholics, Protestants, and Christian Antisemitism in Nazi Germany." *Central European History* 27: 329-48.
 - Braham, Randolph L. 1999. "Remembering and Forgetting: The Vatican, the German Catholic Hierarchy, and the Holocaust." *Holocaust and Genocide Studies* 13: 222-251.

Week 13 (November 27): Muslim and Arab Experiences/Responses

- View:
 - HOV Pressbook: "Oral History: Eva Bourkis Weisel." Hear Our Voices. 2022. <https://sfi.usc.edu/video/eva-boukris-weisel-being-saved-arab-neighbor>.
- Listen:
 - "A 'Righteous' Honor for and Arab Who Saved Jews." Morning Edition, NPR. April 19, 2007. <https://www.npr.org/2007/04/19/9678526/a-righteous-honor-for-an-arab-who-saved-jews>.
- Secondary source readings:
 - Afridi, Mehnaz M. 2014. *The Role of Muslims and the Holocaust*. In *Oxford Handbooks Online*. New York: Oxford University Press.
 - Litvak, Meir and Esther Webman. 2011. "1945-1948." In *From Empathy to Denial: Arab Responses to the Holocaust*, 23-58. London: Hurst.

Section V: Memory and the Holocaust in the Contemporary World**Week 14 Part I (December 4):** Aftermath and Legacy

- Primary source readings:
 - "Table of money saved by murdering disabled people, 1941." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 146-147. Second edition. London: Bloomsbury Academic.
 - "The aftermath." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 309-310. Second edition. London: Bloomsbury Academic.
 - "London Agreement among Allies about nature of war crimes trial, 8 August 1945." In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 311-314. Second edition. London: Bloomsbury Academic.

- “Summary of evidence from defense witnesses at Nuremberg Trial, August 1946.” In Hochstadt, Steve. 2022. *Sources of the Holocaust*, 315-320. Second edition. London: Bloomsbury Academic.
- Secondary source readings:
 - Bergen, Doris L. 2009. *The Holocaust: A Concise History*. Lanham: Rowman & Littlefield Publishers: pgs. 11-16, 18-26, 127-133.
 - Bergen, Doris. 2016. *The Holocaust: A New History*. Cheltenham: History Press: pgs. 22-28, 32-38, 141-146.
 - Wittmann, Rebecca. 2010. “Punishment.” In *The Oxford Handbook of Holocaust Studies*, edited by Peter Hayes and John K. Roth, 544-58. Oxford: Oxford University Press.
- View:
 - “Alan Moskin One Liberator’s Testimony.” Holocaust Museum & Center for Tolerance and Education. Posted 2020. <https://youtu.be/oh8O0C59q2k>.
- Explore:
 - “Righteous Among the Nations.” Yad Vashem. N.d. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi68PLRkYj5AhWGkokEHUZsCFAQFnoECAIQAQ&url=https%3A%2F%2Fwww.yadvashem.org%2Frighteous.html&usg=AOvVaw3UZtp2Kbx-fOcEzSsSxh0D>.

Week 14 Part II (Friday, December 8): Holocaust Denial, the New Antisemitism, and Responses

- View (please watch all 7 videos in the series):
 - “Antisemitism Uncovered.” Anti-Defamation League. 2022. https://www.youtube.com/playlist?list=PLEPACLR6xldqg8NFGsOgXpM_1WDCNn_42.
- Secondary source readings:
 - Lipstadt, Deborah. 2020. “Holocaust Denial: An Antisemitic Fantasy.” *Modern Judaism* 40: 71-86.
 - Porat, Dina. 2013. “Holocaust Denial and the Image of the Jew: Or, ‘They Boycott Auschwitz as an Israeli Product’.” In *Resurgent Antisemitism: Global Perspectives*, edited by Alvin H. Rosenfeld, 467-481. Bloomington: Indiana University Press.

Description of Assessments:

Quizzes (5% each; 20% total):

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

Section II Quiz: Friday, September 29

Section III Quiz: Friday, November 10

Section IV Quiz: Friday, December 1

Section V Quiz: Friday, December 15

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

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

Students will be required to write four readings responses (1 per section, excluding the introductory section; students can choose which week in each of those sections they wish to write a response). For each response, students are required to engage with at least 2 of the readings and/or viewings for their chosen week. Please do not just summarize the material, rather, engage with it. This means you should offer reflections, thoughts, questions, points for further debate and discussion, etc. Responses should be 2-3 pages double-spaced and should include appropriate citational information (using Chicago style). Each response is due by the end of the course section at 11:59pm on Brightspace (e.g., if you are completing a response for Section III and this section ends on November 6, you have until Monday, November 6 at 11:59pm to hand it in).

Section II Responses: Monday, September 25

Section III Responses: Monday, November 6

Section IV Responses: Monday, November 27

Section V Responses: Friday, December 8

Final Research Paper (40%):

Students will be required to formulate a research question (or questions) and hypothesis to guide their research on a topic related to a theme we covered in the course. Once the research is complete, students will formulate a thesis (an argument or line of thought about your topic based on what the research showed) around which the paper will centre. If you choose a topic related to the historical background (such as Christian anti-Judaism), please relate it back to the Holocaust. Papers must consider both historical and religious studies perspectives. Students must also draw from primary (**at least 1**) and secondary sources (**at least 5 scholarly sources**). All papers must be 10-12 pages double-spaced. Please use the Chicago style and be consistent throughout your paper. Spelling, grammar, and syntax count.

Students will be required to submit a project proposal and an annotated bibliography to me in advance so I can provide relevant feedback and guidance on the projects. The proposals must

be 1 page double-spaced and should include your research question(s), outline of the paper (sub-topics, main points, etc.), a working hypothesis (what you predict at that point you will be arguing or demonstrating), and an annotated bibliography containing the minimum number of sources mentioned above, with 3-4 sentences for each source explaining why they are relevant and how they will help you with your project. We will be checking in your final paper if you incorporated the feedback from the proposal/bibliography into your final drafts. Please note that of the 15 points for this part of the assignment, we will be assigning 10 to the proposal and 5 to the bibliography.

-Project Proposal and Annotated Bibliography (15 points): Monday, October 16, 2023, at 11:59pm on Brightspace

-Research Paper (25 points): Friday, November 24, 2023, at 11:59pm on Brightspace

Penalties

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

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

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

University Regulations for All College of the Humanities Courses

Tuesday, July
4, 2023

Academic Dates and Deadlines

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

Copies of Written Work Submitted

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

Online Learning Resources

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

Academic Integrity Policy

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.

Co-operation or Collaboration

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

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

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

The full Academic Integrity Policy can be found [here](#). More information on the process [here](#).

Academic Accommodation Policy

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

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

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the

University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age,

ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

Requests for Academic Accommodation

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

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

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

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

Survivors of Sexual Violence

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

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

Accommodation for Student Activities

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

[content/uploads/SCCASP-Accommodation-for-Student-Activities-Cleancopy-final-Sept-2022-2.pdf](#)

Grading System at Carleton University

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

Course Sharing Websites and Copyright

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

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

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

In some situations, students are unable to complete term work because of short-term incapacitation (illness, injury, emergency, or other circumstances beyond their control) which forces them to delay submission of the work.

1. Students who claim incapacitation as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with

the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. 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](#).

Deferred Final Exams

Students who are unable to write a final examination because of incapacitation (illness, injury, emergency, or extraordinary circumstances beyond a student's 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 (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term incapacitation normally lasting no more than 10 days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of incapacitation lasting longer than 10 days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Financial vs. Academic Withdrawal

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

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

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

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

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

Mental Health and Wellness at Carleton

Discover the tools and resources Carleton offers to help understand, manage and improve your mental health and wellness while at university.

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

Get Help Now

<https://wellness.carleton.ca/get-help-now/>

If in crisis call:

Counselling Services: 613-520-6674 (press 2) *Monday-Friday, 8:30 a.m. – 4:30 p.m.*

After Hours

If you need assistance with an urgent situation outside of our regular operating hours, contact:

- [Distress Centre of Ottawa and Region](#): Available 24/7-365 days/year and is bilingual (English/French).
 - **Distress**: 613-238-3311 ◦ **Crisis**: 613-722-6914 ◦ **Text**: 343-306-5550 (available 10:00 am – 11:00 pm, 7 days/week, 365 days/year) ◦ **Web Chat**: blue chat icon at the bottom right corner of the website. ◦ **Text Service** is available in English only to residents of Ottawa & the Ottawa Region.)
- [Good2Talk](#): Available 24/7-365 days/year and is available in English, French and Mandarin
 - Call: **1-866-925-5454** ◦ Text GOOD2TALKON to 686868 ◦ [Facebook Messenger](#)
- [Empower Me](#): A 24/7 resource service for undergraduate students. 1-833-628-5589 (toll-free)
- International SOS's Emotional Support: Offers 24/7 access to mental health professionals in more than 60 languages through their dedicated line +1 215-942-8478. Students can call this number collect (the person being telephoned receives the charges) to access services.

The Centre for Indigenous Support and Community Engagement

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

[More information and to book an appointment.](#)

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca