

**THIS COURSE OUTLINE IS NOT FINAL UNTIL THE FIRST DAY OF CLASS**

<p>CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p>JUDAISM AND GENDER RELI 3131A: WINTER 2011 MONDAYS 11:35-2:25</p>
<p><b>Dr Deidre Butler</b> <a href="mailto:deidre_butler@carleton.ca">deidre_butler@carleton.ca</a></p>	<p>Office: Paterson Hall 2a52 Phone: 613-520-2600 ext 8106 Office hours: 2:30-3:30</p>

**Description:** Using a selection of interdisciplinary case studies, this 3000 level seminar explores the status and role of gender in Jewish life. From biblical sources, to historical examples, to contemporary debates, this course invites students to engage the study of Judaism through this intriguing and contentious category. We will explore the topic of Judaism and Gender as a lens that is helpful for studying Judaism and Jewish life from a variety of perspectives. The first and dominant focus of gender in this course will be on the experience of gender as it has been described and prescribed in Jewish life; by rabbinic authorities and communal institutions. The second focus will be on key historical examples where gender is particularly useful for understanding the social and cultural context of Jewish experience. Finally, we will think critically about the ways in which contemporary debates around gender resonate through and are reshaped in Jewish life. Throughout the course primary sources, scholarly analyses, and particularly film sources will be used to introduce students to gendered aspects of Jewish life and engage how gender in Jewish life is represented.

**Required Texts:** *Reading load: The average required reading load for this 3000 level seminar is 60-80 pages per week. Textbooks are available at*

**Haven Books: Haven Books is open 10-6 Monday through Saturday:  
Located at the corner of Sunnyside and Seneca St. (613) 730-9888.**

- TEXT BOOK: Hsia, R. Po-chia. Trent 1475 : Stories of a Ritual Murder Trial. New Haven and London: Yale University Press. 1996. \$23.50
- TEXT BOOK: David Shneer & Caryn Aviv, eds. *Queer Jews*. New York: Routledge, 2002. \$39.00
- FULL TEXT = available on Web CT
- Hebrew Bible required for 2 classes (or print from online). In stock at Carleton U bookstore JPS edition Tanakh.

**NOTE: Any student who misses more than 6 scheduled class meetings without valid and documented reasons for these absences will not pass the course.**

**NOTE: It is the responsibility of each student to ensure that they fulfill the requirements and meet all deadlines for their particular option.**

**Course Requirements: Two paths for different students**

The two options are designed for students with different strengths and needs.

Although they are different, each option evaluates:

- your preparation before coming to class
- your comprehension of the readings and lectures
- your ability to think critically and develop your own analysis / argument
- writing skills

**Course Requirements: Option A:**

10% Participation  
20% Workshop Director x2 2 10% each  
35% Reading Responses (7 x 5%, 1-2 pages)  
35% Take-Home Exam or Independent Project (due April 21)

**Course Requirements: Option B**

10% Participation  
25% Reading Quizzes (6 @ 5% each, drop lowest grade, 5 questions each = 5 x 5% = 25%)  
30% Take-Home Midterm (due Feb 20)  
35% Take-Home Exam (due April 21)

**Please note you cannot receive credit for this course if you took RELI 3205-RELI3205A [34619] Sel Top of Women in Religion (LEC) Fall 2008**

*Although there are no pre-requisites for this course, students with absolutely no background in Judaism are advised that many students taking this class have already taken RELI 1000 or RELI 2110 and therefore already have received an introduction to Judaism. Students with no background should seek out an introductory text about Judaism. A good place to start is Web CT and/or <http://www.jewfaq.org>. If you are at all concerned please speak to the professor or the TA.*

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

KNOWLEDGE & SKILLS SPECIFIC TO STUDY OF THIS TOPIC / DISCIPLINE	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate familiarity with key methodological and theoretical issues related to the study of gender and Judaism and, more generally, gender and religion.</li> <li><input type="checkbox"/> Critically reflect on gender as a category of scholarly analysis</li> <li><input type="checkbox"/> Demonstrate familiarity with key examples of gender in biblical and rabbinic texts, Jewish history, and contemporary Jewish life.</li> <li><input type="checkbox"/> Demonstrate awareness of diversity among and within Jewish communities</li> <li><input type="checkbox"/> Identify, locate and engage relevant primary and secondary sources specific to Jewish Studies.</li> </ul>
GENERAL ACADEMIC SKILLS /. KNOWLEDGE	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop critical reading, writing and thinking skills.</li> <li><input type="checkbox"/> Produce scholarly analysis of texts.</li> <li><input type="checkbox"/> Develop scholarly arguments based on evidence.</li> <li><input type="checkbox"/> Understand and value the principles of academic integrity</li> <li><input type="checkbox"/> Contribute thoughtfully to class discussions</li> <li><input type="checkbox"/> Work cooperatively and effectively with classmates</li> </ul>

Class	Topic	Required Readings	Recommended:
Jan 3 Class 1	<b>Part 1: Intro to course</b>  <b>Part 2: Intro to Gender in Judaism</b>	<p><b>Readings for today are required reading for the midterm and are eligible for any reading response.</b></p> <p><b>Part 2: Intro to Gender in Judaism</b></p> <p><b>FULL TEXT Warne, “Gender”</b> Randi Warne, “Gender”, in Willi Braun and Russell T. McCutcheon 2000: <i>Guide to the Study of Religion</i> (London &amp; New York, NY: Cassell) 140-153</p> <p><b>FULL TEXT Boyarin, “Gender”</b> Daniel Boyarin, “Gender,” in <i>Critical Terms for Religious Studies</i>, ed. Mark C. Taylor (Chicago: Chicago University Press, 1998): 117-135.</p>	Lady Gaga Spoof: Youtube: <a href="http://www.youtube.com/watch?v=iaSAGMBzyw">http://www.youtube.com/watch?v=iaSAGMBzyw</a>
Jan 10 Class 2	<b>Part 1: Hebrew Bible: Creation</b>  <b>Part 2: Hebrew Bible: Focus on Matriarchs and Patriarchs: Guest lecture by Dr Shawna Dolansky</b>  <b>Guest lecture by Dr Shawna Dolansky</b>	Part 1 & 2: Hebrew Bible: Gen 1-38	Recommended: FULL TEXT: Brettler, How to Read the Bible, 5-46  FULL TEXT Biale Sexual Subversion on the Bible, in Eros and the Jews, 11-32  FULL TEXT Trible “Eve and Adam: Genesis 2-3 Reread”. 74-81  FULL TEXT Dolansky The Fall of Eve
Jan 17 Class 3	<b>Part 1: Hebrew Bible: God Language</b>  <b>Part 2: Rabbinic Judaism:</b>  <b>Bring a Hebrew Bible to class</b>	<b>Part 1: Hebrew Bible: God Language</b>  <b>FULL TEXT: Gross, “Female God Language in a Jewish Context”</b> Gross, Rita. “Female God Language in a Jewish Context.” In <i>Womanspirit Rising: A Feminist Reader in Religion</i> , edited by Carol P. Christ and Judith Plaskow,	Recommended: FULL TEXT: Umansky, Ellen M. “Finding God: Women in the Jewish Tradition”. Cross Currents, 41 no 4 Wint 1991-1992, p 521-537  FULL TEXT Tykva Frymer-Kensky

	<b>Patriarchy and Gender</b>	<p>San Francisco: Harper &amp; Row, 1979 .167-173</p> <p><b>FULL TEXT Eilberg Schwartz. "A Masculine Critique of a Father God",</b> Eilberg Schwartz. "A Masculine Critique of a Father God", <i>Tikkun</i>; September 1, 1995; 58-62</p> <p><b>Part 2: Rabbinic Judaism: Patriarchy and Gender</b></p> <p><b>Miriam Peskowitz, "Patriarchy's Ordinariness",</b> <i>Spinning Fantasies: Rabbis, Gender, and History</i>. Berkeley, University of California Press, 1997. 27-48</p> <p><b>Available through NET LIBRARY connect through Carleton Library</b></p> <p><b>FULL TEXT Labovitz Gender Segregation in Rabbinic Law – Yichud (research summary) 1-4</b> <a href="http://www.brandeis.edu/projects/fse/judaism/juda-essays/juda-ess-yichud.pdf">http://www.brandeis.edu/projects/fse/judaism/juda-essays/juda-ess-yichud.pdf</a></p>	<p>The Wanton Wife 144-152 (Adultery metaphor in the Bible)</p> <p><b>FULL TEXT Seidman Theorizing Patriarchy in Extremis Judaism Since Gender 40-48</b></p> <p><b>FULL TEXT Eilberg Shwartz The nakedness of a woman s voice the pleasure in a man s mouth an oral history of ancient Judaism 165-181</b></p>
<b>Jan 24</b> <b>Class 4</b>  Workshop Directors: Part 2: Woman Constructed	<b>Part 1: Rabbinic Judaism: Man Constructed</b>  <b>Part 2: Rabbinic Judaism: Woman Constructed</b>	<p><b>Part 1: Man Constructed</b></p> <p><b>FULL TEXT Satlow, Michael L . "Try To Be A Man" : The Rabbinic Construction Of Masculinity.</b> <i>Harvard Theological Review</i>, 89 no 1 Ja 1996, p 19-40.</p> <p><b>Part 2: Rabbinic Judaism: Woman Constructed</b></p> <p><b>FULL TEXT Baskin, The Otherness of Women in Rabbinic Literature</b> Baskin, Judith. "Distinguishing Differences: The Otherness of Women in Rabbinic Literature", in <i>Midrashic Women: Formations of the Feminine in Rabbinic Literature</i>. Hanover and London: University Press of New England, 2002. 13-43</p>	<p>Recommended: I got Teffilin <a href="http://www.youtube.com/watch?v=t_c6K1AnxAU&amp;feature=related">http://www.youtube.com/watch?v=t_c6K1AnxAU&amp;feature=related</a></p> <p><b>FULL TEXT Cantor Macho to Mentch Redefining Jewish Manhood</b></p> <p><b>FULL TEXT Boyarin Torah Study and the Making of Jewish Gender 515-546</b></p> <p><b>FULL TEXT Gwyn Kessler, "Let's Cross that Body When We Come to It: Gender and Ethnicity in Rabbinic Literature", 329-359</b></p>
<b>Jan 31</b> <b>Class 5</b>  Workshop Directors: Part 2: Blood & Bone	<b>Part 1: Medieval Judaism: Martyrdom and Gender: The Hebrew Chronicles\</b>  <b>Part 2: Medieval Judaism: Blood &amp; Bone, Medicine &amp; Mysticism</b>	<p><b>Part 1: Part 1: Medieval Judaism: Martyrdom and Gender: The Hebrew Chronicles\</b></p> <p><b>FULL TEXT Chazan, Robert. "Appendix S",</b> Chazan, Robert. "Appendix S", in <i>European Jewry and the First Crusade</i>. Berkeley: University of California Press. 1996. 225-242</p> <p><b>Part 2: Medieval Judaism: Blood &amp; Bone, Medicine &amp; Mysticism</b></p> <p><b>FULL TEXT Koren, Menstruant as Other Judaism and Christianity Medieval</b> (focus on Jewish, skim Christian) Sharon Faye Koren "The Menstruant as "Other" in Medieval Judaism and Christianity" <i>Nashim: A Journal of Jewish Women's Studies &amp; Gender Issues</i> - Number 17, Spring 5769/2009, pp. 33-59</p>	<p><i>Required for Workshop Director, otherwise recommended:</i> FULL TEXT Navas Female Bodies in Medieval Jewish Manuscripts. 39-52</p>
<b>Feb 7</b> <b>Class 6</b>  Workshop Directors: Part 1 & 2	<b>Medieval Judaism: Violence, Gender, and Otherness</b>	<p><b>CASE STUDY Blood Libel</b></p> <p><b>TEXTBOOK Hsia, R. Po-chia. <i>Trent 1475: Stories of a Ritual Murder Trial</i>.</b> 1-131</p>	
<b>Feb 14</b> <b>Class 7</b>	<b>Part 1: Guest Lecture:</b>	<b>Part 1: NO equality in Orthodoxy-</b>	Recommended: FULL TEXT Stuart Charme, "The

<b>Guest Speaker: Rabbi Grunstein</b>	<b>Gender and Jewish Law: Orthodoxy and Equality</b>  <b>Part 2: Women and the Wall</b>	<b>Required Reading: TBA</b>  <b>Part 2: Film: Women and the Wall: (258840) 31 min, 1999</b>  <b>FULL TEXT Norma Baumel Joseph, "Shema B'Kolah: On Listening to Women's Voices in Prayer"</b> Norma Baumel Joseph, "Shema B'Kolah: On Listening to Women's Voices in Prayer", <i>Women of the Wall: Claiming Sacred Ground at Judaism's Holy Site</i> . Phyllis Chesler and Rivka Haut, Eds. Woodstork Vermont: Jewish Lights Publishing. 2003. 288-309	Political Transformation of Gender Traditions at the Western Wall in Jerusalem", <i>Journal of Feminist Studies in Religion</i> , 5-34  <a href="http://womenofthewall.org.il/">http://womenofthewall.org.il/</a>
---------------------------------------	---	--	---

**University Closed**  
**Take-Home exam due on Web Ct**  
**February 20 at midnight.**

<b>Feb 28</b> <b>Class 8</b>  Workshop Directors: Part 2: Worship	<b>Part 1: Modernity, Race &amp; Gender</b>  <b>Part 2: Gender and Worship</b>	<b>Part 1: Modernity and Gender</b>  <b>Part 1: FULL TEXT Paula Hyman, Gender and the Shaping of Modern Jewish Identities</b>  <b>Hyman, Paula, 1946- <i>Gender and the Shaping of Modern Jewish Identities</i> Jewish Social Studies - Volume 8, Number 2/3, Winter/Spring 2002 (New Series), pp. 153-161</b>  <b>FULL TEXT Sander Gilman, "The Jewish Murderer: Jack the Ripper, Race, and Gender", FULL TEXT Sander Gilman, "The Jewish Murderer: Jack the Ripper, Race, and Gender", in <i>The Jew's Body</i>. New York: Routledge. 1991. 104-127</b>  <b>Part 2: Gender and Worship</b>  <b>FULL TEXT Adler Toward Inclusive Worship Gender and Judaism. Pages 61- 80 required. Read whole article (61-103) if time permits.</b> Rachel Adler, <i>Engendering Judaism: An Inclusive Theology and Ethics</i> (Philadelphia and Jerusalem: The Jewish Publication Society, 1998), chapter 3, "And Not Be Silent: Toward Inclusive Worship," 61-103  <b>FULL TEXT SHABBAT JOFA JOURNAL PDF-Spring 2009.</b> Read a selection of articles (at least 2, your choice)	Recommended: FULL TEXT Goldstein Between Race and Religion Jewish women and self definition in late 19 <sup>th</sup> century America  FULL TEXT Pellegrini Gender Race and the Jewish Woman Question Judaism Since Gender 49-52  FULL TEXT Kieval Imagining Masculinity in the Jewish fin the siecle (end of 19 <sup>th</sup> century) 142-152  FULL TEXT Tabory "The Benedictions of Self-identity and the Changing Status of Women and of Orthodoxy," Tabory, Joseph. <i>Kenishta</i> , Bar Ilan University Press, 1, 2001, 107-138.  TEXT BOOK Greenberg, "A Gay Orthodox Rabbi", Queer Jews, 36-43  TEXT BOOK In the Aron Kodesh: Wrestling With The Rabbinic Closet. Queer Jews. 100-107
<b>March 7</b> <b>Class 9</b>  Workshop Directors: Part 3: Theorizing Nidah	<b>Menstruation / Family Purity</b>  <b>FILM: Purity</b>	<b>Part 1: FILM: Watmedia: Title Purity Color; Sound; 63 min Year 2002</b>  <b>Part 2: Adler Recants</b> <b>FULL TEXT Adler Tumah and Taharah 63-71</b> Rachel Adler, "Tumah and Tahara" in <i>The Jewish Woman</i> , ed. E. Koltun (New York : Schocken Books), 1976. 63-71;  <b>FULL TEXT Adler In Your Blood Live 197-206</b> Rachel Adler, "In Your Blood, Live: Re-visions of a Theology of Purity," in <i>Lifecycles 2: Jewish Women on Biblical Themes in Contemporary Life</i> , ed. Debra Orenstein and Jane Rachel Litman, Jewish Lights, 1997) 197-206	Recommended: FULL TEXT Meacham, "An Abbreviated History of the Development of Jewish Menstruation Laws. 23-39  FULL TEXT Wenger Mitzvah and Medicine Gender Asimilation and the Scientific Defense of Family Purity  FULL TEXT Charnow Seasons of the Soul Context and Meaning in an Orthodox Girls High School Recommended: FULL TEXT  FULL TEXT Kaufman Experiencing

		<p><b>Part 3: Theorizing Nidah:</b></p> <p><b>FULL TEXT Jonah Steinberg. "From a "Pot of Filth" to a "Hedge of Roses"</b></p> <p>Jonah Steinberg. "From a "Pot of Filth" to a "Hedge of Roses" (And Back): Changing Theorizations of Menstruation in Judaism" <i>Women, Gender, Religion: A Reader</i>. Elizabeth Castelli, Ed. New York: Palgrave. 2001. 369-388</p>	<p>Hasidism Newly Orthodox Women's Perspectives on Sexuality and Domesticity</p> <p>FULL TEXT Jody Myers and Rachel Litman. "The Secret of Jewish Femininity: Hiddenness, Power, and Physicality in the Theology of Orthodox Women in the Contemporary World," in <i>Gender and Judaism: The Transformation of Tradition</i>, ed. T.M. Rudavsky, (New York University Press, 1995). 51-77</p>
<b>March 14</b> <b>Class 10</b>  Workshop Directors: Part 1: Other Bodies	<b>Gendered Bodies</b>	<p><b>Part 1: Other Bodies</b></p> <p><b>FULL TEXT Riv Ellen Prell Why Jewish Princesses don't sweat desire and consumption in postwar American Jewish culture</b> People of the Body 329-360 In Howard Eilberg-Schwartz, ed. <i>People of the Body: Jews and Judaism from an Embodied Perspective</i>. SUNY Series: The Body in Culture, History, and Religion. Albany: State University of New York Press, 1992</p> <p><b>Part 2: Body Parts</b></p> <p><b>FULL TEXT Weissler Mitzvot Built into the Body Tkhines for Niddah Pregnancy and Childbirth</b> in <i>People of the Body</i> 101-115</p> <p><b>FULL TEXT Gilman Decircumcision the First Aesthetic Surgery</b> in <i>People of the Body</i> 201-210</p>	<p>Recommended: FULL TEXT Weissler Introduction Tkhines Voices of the Matriarchs 3-35</p> <p>FULL TEXT Riv-Ellen Prell. "Strangers in Paradise: The Devouring Jewish Mother",, <i>Fighting to Become Americans</i>, Boston: Beacon Press. 1999. pp. 143-176</p> <p>Reading: Riv-Ellen Prell. "The Jewish American Princess: Detachable Ethnicity, Gender Ambiguity, and Middle Class-Anxiety". <i>Fighting to Become Americans</i>, Boston: Beacon Press. 1999. pp. 177-208</p>
<b>March 21</b> <b>Class 11</b>  Workshop Directors: Part 2: Rituals	<b>Queer Judaisms</b>	<p><b>Part 1: Queer Bodies</b></p> <p><b>TEXTBOOK Jaron Kanegson, "A Young Man from Chelm: Or A Nontraditionally Gendered Hebrew School Teacher Tells All", Queer Jews. 55-69</b></p> <p><b>TEXTBOOK TJ Michels and Ali Cannon, "Whose Side Are You On?: Transgender at the Western Wall" Queer Jews. 84-99</b></p> <p><b>FULL TEXT: Ruttenberg, Blood Simple: Transgender hits the Mikveh</b> Danya Ruttenberg, "Blood Simple: Transgender Theory Hits the Mikveh," in <i>Yentl's Revenge: The Next Wave of Jewish Feminism</i>. Rutterberg, Danya (ed.). Seattle, WA: Seal Press, 2001. 77-87</p> <p><b>Part 2: Queer Rituals</b></p> <p><b>TEXT BOOK: Queer Naked Seder . Queer Jews. 70-83</b></p> <p><b>TEXT BOOK Jane Rachel Litman. "Breaking</b></p>	<p>Recommended: TEXT BOOK Oscar Wolfman "Remaking Family: Canadian Jews, Sexuality, and Relationships" , Queer Jews. 156-171</p> <p>FULL TEXT Labovitz SameSex Marriage Rabbinic Literature 1-4</p> <p>FULL TEXT Hall Nice Jewish Boy _Masculinity and Sexuality</p>

		<b>Ground: A Traditional Jewish Lesbian Wedding” Queer Jews 148-155</b>  <b>TEXT BOOK “Next Year in Freedom” Taking our Seder to the Streets. Queer Jews. 258-268</b>	
<b>March 28</b> <b>Class 12</b>  Workshop Directors: Part 2: Lesbians	<b>Jewish Lesbians / Judaism and Lesbians Movie: Keep Not Silent</b>	<b>Part 1: Keep Not Silent (263300)</b> <b>Color; Sound; 52 min Year 2004</b>  <b>Part 2: Jewish Lesbians / Judaism and Lesbians</b>  <b>FULL TEXT Labovitz Female Homoerotic Sexual Activity Sources 1-8</b> <a href="http://www.brandeis.edu/projects/fse/judaism/juda-essays/juda-ess-femhomoeroticism.pdf">http://www.brandeis.edu/projects/fse/judaism/juda-essays/juda-ess-femhomoeroticism.pdf</a>  <b>FULL TEXT Alpert Challenging Male Female Complementarity Jewish Lesbians and the Jewish Tradition</b> People of the Body 361-378  <b>TEXT BOOK “Jewish Dyke Baby-Making 44-54</b>	Recommended: FULL TEXT Mark Solomon, “Sexuality”, <i>Modern Judaism: An Oxford Guide</i> , 401-412  FULL TEXT Plaskow Sexuality and Teshuvah Leviticus 18  FULL TEXT Alpert Ahavat Hesed Transforming Relationships (Lesbian)
<b>April 4</b> <b>Class 13</b> <b>Last day of class</b>  Workshop Directors: Orthodox Bodies	Part 1: Orthodox Bodies  Part 2: Orthodox Masculinity & Homosexuality: Film: Eyes Wide Open	<b>Part 1: Orthodox Bodies: Body Image, Dress and Modesty</b>  <b>FULL TEXT Hartman Modesty and the Religious Male Gaze 45-61</b> Hartman, Tova. “Modesty and the Religious Male Gaze”, <i>Feminism Encounters Traditional Judaism: Resistance and Accommodation</i> . Waltham: Brandeis University Press, 2007. 45-67  <b>FULL TEXT BODY IMAGE DRESS JOFA JOURNAL Fall 2009</b> Read a selection of articles to discuss in class (your choice, read at least 2)  <b>Part 2: Film: Eyes Wide Open 91 minutes</b>  <b>TEXT BOOK Greenberg, “A Gay Orthodox Rabbi”, Queer Jews, 36-43</b>  <b>TEXT BOOK In the Aron Kodesh: Wrestling With The Rabbinic Closet. Queer Jews. 100-107</b>	

### DESCRIPTION OF ASSIGNMENTS

General Grade Rubric (see each assignment for specific expectations)

A+	Exceeds expectations in terms of comprehension, analysis, argument, insight
A-/A range	Excellent comprehension, analysis, argument AND original insight.
B range	Very good comprehension of material, analysis, argument OR original insight. A typical B paper is a solid summary of the material with no problems with comprehension or expression.
C range	Good comprehension and complete but may include some weaknesses in comprehension or expression.
D range	Minimally satisfactory in terms of comprehension and expression but still complete.
F	Late without medical excuse, Incomplete or inadequate comprehension

### **PARTICIPATION: OPTION A & B**

**Gain participation points from any of the following up to a maximum of 10 points.**

- 5 points max: Contribution to class resources: For up to 2 points each: Contribute a 1/3 - 1/2 page critical analysis of an article, tv show, book, current event, image, film, or other item that is relevant to the course topic and would be helpful for students studying gender and Judaism and/or gender and religion in general. Discuss it in terms of its relevance to course. Post on online discussion group. Grade based on relevance to course, depth/length, significance of discussion, and citation. (i.e. clearly indicate where the source can be found by using MLA citation. See Web CT for MLA guide). **MUST BE SUBMITTED by March 28 by posting on Web CT discussion group and/or by sharing source in-class**
- 5 points max: Starting with 5 points. 1 mark docked for the first absence. 2 marks docked for every subsequent attendance missed. NOTE that the cost of absences is high because it is very important that you attend every class. If you miss classes, be sure to make the extra effort to make up those absences.
- 5 points max: At discretion of professor, points awarded for thoughtful participation in in-class or on-line discussions. Grade scheme: 4-5 = regularly contributing thoughtfully to class discussions. 3-3.5 = frequently contributing thoughtfully to class discussions . 1-2 = Contributes to class discussions on occasion.

## **WORKSHOP DIRECTOR: OPTION A**

**Details: Workshop Directors must work together in groups of 2-4**

- Your goal is to generate a lively class discussion. This is NOT a presentation.
- Be careful of time management. Determine how much time you have for your segment and what you need to cover so that the majority of the segment the class is talking and not you.
- Introduce material for discussion (5-15 minutes max) with attention to organizing material and making sure major concepts and issues are covered.
- Invite students to participate in the discussion. Ask questions that welcome discussion. Take advantage of student Reading Responses due for that day by asking for feedback from the readings AND for outside sources.
- Strongly recommended: include activity other than class wide discussion for group: break into smaller groups, role playing, game, brainstorming, show film clip, debate, questions, etc.
- You may share directing the workshop with another student. It is your responsibility to coordinate your roles. You may be graded separately if you request or at the professor's discretion.
- Skip handing in Reading Responses on days you present. You may hand it in at the next class or skip this week (Remember you are still responsible for 7 during the semester)
- Prepare handout, arrange printing, post on web ct (I will print it for you if you email it to me by Tuesday afternoon, otherwise print enough copies for class). Handout should include quotes with page numbers, links to any relevant outside material and anything else you think will make leading your class discussion more lively. Note that your grade depends significantly on this handout because it will demonstrate your research and thinking.
- If you are absent with a medical note on the day you are presenting you will need to replace your workshop direction with a 4-5 page essay. Consult with the professor on topic and sources to use. If you are absent without a medical note you cannot replace the assignment.

## **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 weak.
- 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 may step in.

## **READING RESPONSE: OPTION A**

**Label your Reading Response according to the # of Responses you have handed in plus date and topic.**

**Due:** Due at the beginning of class except on the day when you lead class discussion. On days you direct the workshop you may hand them in at the next class. If you are absent and cannot hand in your Reading Response you may write a short essay (3-4 pages) to replace it. See late penalty below:

**Late penalty:** late Reading Responses are not normally accepted because they are designed to prepare you for participating in the class discussion. Replace with a short essay (3-4 pages) by next class with a 10% late penalty. Reading Responses that are more than one week late may be accepted with a late penalty, discuss it with the professor as soon as you see that the work will be late to address the issue.

**Length:** 1-2 pages

**Research:** Outside research is not recommended for Elements 1-2 as you should be focusing on course materials. Outside research is required for Element 3.

**When there are multiple readings:** When there are multiple readings complete one central argument for each reading up to a maximum of four readings (your choice of readings).

### **Elements:**

1. **CENTRAL ARGUMENT** Demonstrate your comprehension of the readings by being able to quickly summarize what the reading is about: central argument, major questions, key points, major themes. You should be able to do this in one long paragraph per reading. (Strong Central Arguments focus in on major issues and give key examples) This should be approximately  $\frac{1}{2}$  -  $\frac{2}{3}$  of your reading response not counting the outside resource.
2. **CRITICAL RESPONSE:** Demonstrate your ability to reason through the material and make connections. Explore one theme, argument, or analysis you want to discuss further –this might be because you have insight into this issue from other readings or courses you have studied or you have a problem with the argument and want to critique it. Is the text accurate, well argued, biased? Why? Is there something you find particularly interesting or insightful? Is there a weakness? Argue your case with specific examples. THIS IS NOT A BOOK REVIEW OR SUBJECTIVE RESPONSE. This should be approximately  $\frac{1}{3}$  –  $\frac{1}{2}$  of your reading response not counting the outside resource.
3. **OUTSIDE RESOURCE:** One outside resource to share with class (POST online in Web CT discussion group before class): Every outside resource must include a way to find that source (i.e. link, bibliographic entry), a short description of the source (1-2 sentences), and a quick explanation of why interesting / relevant for students of this course (1-2 sentences). 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.

### **Grading Rubric:**

- Your grade will be based on all 3 elements. However, note that element the Critical Response is key to receiving a grade above a B since it best allows 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 all outside resources or who have consistently posted them late will lose marks.

## **POP QUIZZES: OPTION B**

Pop quizzes test that you have read the readings assigned for that day and understood them. Typical questions ask broad thematic or overview questions. You are not required to memorize dates or minor details. Each quiz is worth 5% of your final grade for a total of 25%. There will be 6 pop quizzes throughout the semester. The lowest grade for one will be dropped. If you are absent with a medical note you will be required to write a 2-3 page essay on the readings for that day to replace the quiz. It is due the next class. If you are absent without a medical note or miss the quiz due to being late you cannot replace the quiz.

**TAKE HOME MIDTERM: OPTION B**

- Value: 35%
- Due: Feb 20, Midnight
- Submit online through Web CT
- Based on lectures, guest lectures, films, required readings.
- No outside research permitted.
- Based on 1<sup>st</sup> half of course.
- 8-10 pages, double spaced, 11 point standard font like Times New Roman.
- Late take-home send by email as soon as possible with explanation. Late penalty is 10% per day.

**TAKE HOME FINAL EXAM: OPTION A (MAY COMPLETE INDEPENDENT PROJECT INSTEAD) OR OPTION B**

- Value: 35%
- Due: April 21
- Submit Online through Web CT
- No outside research permitted.
- Based on lectures, guest lectures, films, required readings. Emphasis on 2<sup>nd</sup> half of course.
- 8-10 pages, double spaced, 11 point standard font like Times New Roman.
- Late take-home send by email as soon as possible with explanation. Late penalty is 10% per day.

**INDEPENDENT PROJECT: OPTION A (MAY COMPLETE TAKE HOME FINAL INSTEAD)**

- Value: 35%
- Due: April 21
- Submit Online through Web CT
- Outside Research required & must use required readings.
- 8-10 pages, double spaced, 11 point standard font like Times New Roman
- Develop topic and format in consultation with Professor. Creative formats permitted.
- Send by email as soon as possible with explanation. Late penalty is 10% per day.

**Things you need to know:**

**Contact me :** The best way to reach me is through email [deidre\\_butler@carleton.ca](mailto:deidre_butler@carleton.ca) 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. Please note that mail sent through Web CT stays in Web CT. I check my regular email more often than the web ct email. If your case is urgent, do email me directly.

**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. Type of citation: You may use footnotes or parenthetical citation. Please do not use endnotes.

**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.

**Submitting work protocol: Assignments must be handed in at the beginning of class on the day that they are due.**

**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.

**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. Doing a rough draft will also count towards your participation grade.

**Absent from class and require accommodation to submit work late:** Do not simply 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 and the arrangement made with the professor.

See assignment descriptions for details.

**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?”

***Dr Butler's mission to get you to use scholarly sources***

**What is a scholarly source:**

Articles in scholarly publications receive what is called in the academic world "peer review." Prior to acceptance for publication, all manuscripts of proposed articles are reviewed by scholars in the field to judge scholarly merit, research

value, and accuracy. Scholarly articles normally indicate the credentials of the author, explain the methodology used in the research, and list footnotes or references to document the source material used in writing the article.

<http://www.ohiolink.edu/help/sch-articles.html>

Also see the excellent and detailed discussion of what a scholarly source is here:

<http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtorecognizeascholarlysource.html>

#### *Scholarly vs. Non-Scholarly Sources*

**How can you tell if the book, magazine/journal article, or web site would be considered a scholarly source? Here are some clues to help you decide. If you can't decide from these hints, ask the librarian or your instructor for help. Source: <http://www.stchas.edu/library/scholar.shtml>**

Scholarly Source	Non-Scholarly Source
Articles or books are written by a scholar or a professional in the field.	May be written by a professional writer who is not an expert in the field.
Always cite their sources of information in the form of footnotes or bibliography.	Rarely offers information (footnotes or bibliography) about the sources of information.
Text gives research results, includes specialized vocabulary and is aimed at a scholarly audience.	Text reports events or opinions and is aimed at a general audience (easy to read).
Journal cover and pages tend to be plain in design, with few or no pictures or graphics.	Tend to be highly pictorial. Magazines accept advertising.
Most are published by professional organizations, associations, scholarly groups or universities and colleges.	Are generally published for profit. May be intended as a vehicle of opinion: political, moral, or ethnic.
Authors are always named, and their institutional affiliation is given.	Authors may be anonymous.
Journal issues are likely to be successively numbered (for example, issue 1 includes pages 1-356, issue 2 has pages 357-585, etc.)	Magazine issues are likely to begin with page 1.
Articles may be long.	Articles may be short, some only 1-2 pages.
Journal issues tend to be published less often (monthly, quarterly, semi-annually).	Magazine issues tend to be published more frequently (monthly, weekly, daily).
Journals would usually be found in a library or in a professor's office.	Magazines can be found at any bookstore or convenience store.
Examples: Articles in Journal of American History, Journal of Educational Psychology or books published by a University Press written by a scholar with footnotes.	Examples: Articles in Newsweek, National Review or books published by Scribner written by a journalist or professional writer without footnotes.

#### **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 will be absent

## 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/](http://carleton.ca/equity/accommodation/)

Students with disabilities requiring academic accommodations in this course must register with the Paul Merton 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/](http://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 Merton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 <sup>th</sup> Floor Library
Learning Support Service 520-2600 Ext 1125	4 <sup>th</sup> Floor Library