

CARLETON UNIVERSITY
College of the Humanities: Religion Program
3101B Judaism and the Body: Food, Sex and Death
Fall 2026: September 9–December 6
Online Asynchronous

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Professor Butler's Online Office Hours: By appointment

Course Description:

This 3000-level course explores Jewish life, law, and practice through bodily experiences of food, sex, and death in historical and contemporary perspective. From kosher bacon to sex work to zombies, we will reflect on the body as a material site of religion and use it to examine key questions about what it means to be human; holiness and the sacred; gender and sexuality; identity and otherness; health and wellness; and community, tradition, and authority. In religious studies, we study religion as a human phenomenon from critical, historical, and evidence-based perspectives. Jewish bodily practices include ritual observances, commanded and prohibited behaviours, and cultural practices. These practices reflect the diversity of Judaism itself: they are lived by people in specific times and places and shaped by particular cultural, social, and political contexts. Accordingly, we will consider a range of Jewish bodily practices and experiences that are both historical and contemporary.

Key questions include: How does religion construct, and how is it constructed by, understandings of the body? What are the central traditional teachings and practices related to food, sex, and death? How have Jewish bodily practices developed in response to particular historical and cultural forces? How do bodily experiences of food, sex, and death help us understand Judaism? How does Judaism variously imagine bodies that are hungry, pleased, gendered, transgendered, sexual, desirous, sated, obedient, transgressive, differently abled, well, sick, and mortal? How do interpreters of Jewish law respond to scientific and secular cultural developments? How does the body function as both a site of the sacred and the profane, as well as the locus of mitzvot (commandments) and sin? What is the relationship between the physical and the spiritual in a body understood to be created and commanded by God?

We will explore a wide range of interdisciplinary sources and scholarship, including sacred texts, religious law, liturgy, visual art, film, popular culture, recipes, medical texts, and scholarly analyses of case studies from Canada and around the world.

There are no prerequisites for this course, and no previous knowledge of Judaism or religious studies is required. Precludes additional credit for RELI 3130, RELI 3131, RELI 3331, and RELI 3734.

Although this course is online, we acknowledge that for many of us the land on which we gather to meet for this course is the traditional unceded territory of the Algonquin Anishnaabeg people.

Course Requirements and Evaluation

See Brightspace for the Portfolio Guide which includes detailed instructions for each Unit Portfolio, rubrics, Process Appendix template, group-work options, and AI-use instructions.

In order to be eligible to pass the course, all students must:

- Attend and pass the required online Check-In meeting discussing their Unit 1 Portfolio.
- Complete and each Unit, including all required parts and the required Process Appendix for each.

Required evaluation	Weight	Suggested length	Optional early-bird date	Due date
Unit 1 Portfolio: Food Modules 3–5	25%	Individual: 1500–2000 words. Group: +500 words per module per person.	Oct. 4	Final deadline: Oct. 11.
Required Online Check-In	15%	N/A		Book after Sept. 21; Check-Ins take place October 18–23 after Unit 1 grading.
Unit 2 Portfolio: Sex Modules 6–8	25	Individual: 1500–2000 words. Group: +500 words per module per person.	Nov 1	Nov 8
Unit 3 Portfolio: Death Modules 6–8	40	Individual: 2000–3000 words, plus Final Reflection. Group: +500 words per module per person, plus Final Reflection.	Dec. 10	TBD during Final Exam period, scheduled by Exam Services
Total	100%	All required evaluations must be completed to be eligible to pass the course.		

+Optional bonus assignment: Up to 5 bonus points added to final grade for course. See Brightspace.

Early-bird bonus: Submission by the early-bird deadline earns +5 bonus points on each Portfolio (graded out of 100) if it includes all required parts and the completed Process Appendix.

Students who submit their Unit 1 Portfolio by Oct. 4 may be able to schedule an earlier Check-In; see Brightspace.

Optional in-person field trips / workshops: This course includes opportunities to learn about Jewish practices through in-person field trips organized by your professor. There is no cost to participate, but you are responsible for your own travel. Space is limited, and you must sign up on Brightspace under Groups. A field trip or workshop may count as an element for the Portfolio for that Unit or as a bonus assignment. See Brightspace for requirements and details. Planned 2026 field trips, with dates to be confirmed, include:

- Jewish Foodways Workshop (cooking class). October 7 (afternoon)
- Mikveh Tour (Ritual Bath)
- Visit with Chevra Kadisha (Burial Society)

Learning Objectives

By the end of this course, students will be able to:

1. Explain a range of bodily practices, teachings and law related to the themes of food, sex, death and the body in Judaism.
2. Reflect on the body as a site where religion shapes cultures, identities, political systems, and public life in particular geographical and historical contexts.
3. Distinguish and appropriately deploy scholarly versus insider approaches.
4. Conduct close readings of primary texts (including biblical and rabbinic sources) and scholarly secondary sources.
5. Marshal evidence by locating appropriate sources and data from scholarly religious studies journal articles and monographs, employ relevant paraphrases and quotations, and cite using the Chicago Manual of Style Notes and Bibliography style.
6. Recognize the limitations of artificial intelligence tools such as ChatGPT for writing and research, explain how AI use can constitute academic misconduct, and demonstrate how AI tools may be used ethically for academic and professional purposes.

How This Online Course Works

Required materials and technology: All required readings and videos are available through ARES or Brightspace links. You will need reliable internet access to stream videos. Course materials are best viewed on a laptop or desktop computer.

Some materials include difficult topics or images that are important for studying Jews and Judaism; review content notes carefully and contact Professor Butler if you have concerns.

Weekly rhythm: This is an asynchronous online course. Each week, complete the assigned module by watching the lectures and videos, completing the readings, *taking notes, and keeping track of examples or questions that may help with the assignments.*

How much time will this course take? University courses are normally designed around 3 hours of class or contact time per week. You should also budget 2–3 hours of study and preparation time for every contact hour.

Course Organization: This course is organized into a Getting Started section followed by three thematic Units made up of weekly modules. The course opens with the Starting the Conversation section including Module 0, which gives you access to the course, followed by Modules 1 and 2, which introduce the study of religion, Judaism, and the body and provide the shared conceptual toolbox for the course. We then move to Unit 1 beginning with Module 3 which focuses on Food and the body at the intersections of the physical and the spiritual. Unit 2 examines the themes of Sex and the body as gendered, sexual, and sexualized. Unit 3 explores Death and the body as mortal.

WEEKLY SCHEDULE OF TOPICS AND COURSE MATERIALS

Module 0: Before You Start the Course.

Complete this module and the required “Getting Started” quiz with a 70% grade to gain access to the course on Brightspace.

Starting the Conversation: Modules 1–2

Week 1: September 9–13: Module 01

Toolbox: How Do We Do This?

- Deidre Butler, “Lecture 01: Studying Religion, Judaism and the Body,” RELI 3101: Judaism and the Body, Module 1, Carleton University, Fall 2026.
- Andrew Mark Henry, “What Does It Mean to Be Religious?,” *YouTube* video, 4:53, September 1, 2017, <https://www.youtube.com/watch?v=MrLj2MEcXO8>.
- Unpacked, “The Truth About Why Jewish Identity Makes No Sense | Explained,” *YouTube* video, 7:57, February 19, 2025, executive producer Barry Skolnick,

<https://youtu.be/qoRcccqMNM4>.

- Unpacked, “Are Jews Indigenous to Israel? | Explained,” *YouTube* video, 20:19, July 24, 2024, <https://www.youtube.com/watch?v=ZV5ddewYMok>.
- Deidre Butler, “Lecture 02: Big Picture: Bodies in the Jewish Tradition,” RELI 3101: Judaism and the Body, Module 1, Carleton University, Fall 2026.
- Bradley Shavit Artson, “Judaism and the Human Body,” *My Jewish Learning*, accessed July 30, 2026, <https://www.myjewishlearning.com/article/lets-get-physical/>.
- Sharon Gillerman, “More Than Skin Deep: Histories of the Modern Jewish Body,” *Jewish Quarterly Review* 95, no. 3 (Summer 2005): 470–78.

Week 2: September 14–20: Module 02

Toolbox: The Jewish Tradition and the Body

- Deidre Butler, “Lecture 01: Big Picture: Body and Soul,” RELI 3101: Judaism and the Body, Module 2, Carleton University, Fall 2026.
- “Body and Soul,” *My Jewish Learning*, accessed July 30, 2026, <https://www.myjewishlearning.com/article/body-soul/>.
- Diane Elliot, “Elohai Neshama: Breathing the Soul Alive,” *My Jewish Learning*, accessed July 30, 2026, <https://www.myjewishlearning.com/article/elohai-neshama-breathing-the-soul-alive/>.
- Traditional Jewish Morning Prayer: Chloe Pourmorady, “Elohai Neshama,” *YouTube* video, 7:22, 2019, <https://youtu.be/Kxi8Ciscf04>.
- Deidre Butler, “Lecture 02: Toolbox: Purity and Impurity: Hebrew Bible to Jewish Practice,” RELI 3101: Judaism and the Body, Module 2, Carleton University, Fall 2026.
- David Block and Immanuel Shalev, “What Do Tumah and Tahara Mean Today? Part 1,” *Torah Café* video, 11:16, 2018, https://www.torahcafe.com/immanuel-shalev/tazria-what-do-tumah-and-tahara-mean-today-part-i-video_205d7d44d.html.
- Deidre Butler, “Lecture 03: Toolbox: The Problem of the Body,” RELI 3101: Judaism and the Body, Module 2, Carleton University, Fall 2026.
- Howard Eilberg-Schwartz, “The Problem of the Body for the People of the Book,” in *People of the Body: Jews and Judaism from an Embodied Perspective*, ed. Howard Eilberg-Schwartz (Albany: State University of New York Press, 1992), 17–46, <https://doi.org/10.1515/9781438401904-003>.
- Deidre Butler, “Lecture 04: Case Study: Tattoos,” RELI 3101: Judaism and the Body, Module 2, Carleton University, Fall 2026.
- Andy Abrams, “Tattoo Jew,” *YouTube* video, 15:50, December 12, 2011, <https://www.youtube.com/watch?v=nLszeZgvU5s>.
- *Tattooed4Life*, directed by Kineret Hay-Gillor (Israel: Go2Films, 2024), documentary film, 30:00. Note: Link to video is found on ARES.

Unit 1: Food, Modules 3–5

Week 3: September 21–27: Module 03
“You Are What You Eat”

- Deidre Butler, “Lecture 01: Big Picture: Creatures That Eat,” RELI 3101: Judaism and the Body, Module 3, Carleton University, Fall 2026.
- BimBam, “What Is Kosher?,” *YouTube* video, 4:09, February 3, 2017, <https://youtu.be/TYk0KeYhqYQ>.
- Unpacked, “Jewish Food: More Than Just Matzo Ball Soup,” *YouTube* video, 7:12, November 4, 2019, https://www.youtube.com/watch?v=thzlpncUG_4.
- Deidre Butler, “Lecture 02: Toolbox: Religious Studies, Foodways, and Jewish Identities,” RELI 3101: Judaism and the Body, Module 3, Carleton University, Fall 2026.
- Rachel B. Gross, “Table Talk: American Jewish Foodways and the Study of Religion,” *Religion Compass* 13, no. 4 (2019): e12297.
- Deborah Newbrun and BimBam, “Tu Bishvat: The Jewish Tree Holiday,” *YouTube* video, 3:35, January 16, 2018, <https://www.youtube.com/watch?v=BRHLw9jr9IY>.
- Deidre Butler, “Lecture 03: Case Study: You Are What You Eat: From Hygiene to Antisemitism to Lab-Grown Meat,” RELI 3101: Judaism and the Body, Module 3, Carleton University, Fall 2026.
- Simon J. Bronner, “Are You What You Eat?,” in *Revisioning Ritual: Jewish Traditions in Transition*, ed. Simon J. Bronner (Oxford: Littman Library of Jewish Civilization, 2011), 341–55.

Week 4: September 28–October 4: Module 04 — Consuming Identities: Memory and Community

Weekly Note: *Unit 1 Portfolio: Food deadline for optional early-bird submission October 4.*
Extra online office hours and citation workshop this week.

- Deidre Butler, “Lecture 01: Big Picture: Food, Culture, and Memory,” RELI 3101: Judaism and the Body, Module 4, Carleton University, Fall 2026.
- Norma Baumel Joseph, “Cookbooks Are Our Texts: Reading an Immigrant Community Through Their Cookbooks,” *Religious Studies and Theology* 35, no. 2 (December 1, 2016): 195–206.
- i24NEWS, “Mideast Eats: Gondi,” *YouTube* video, 2:23, February 4, 2019, <https://www.youtube.com/watch?v=Y79JGvGR92c>.
- *Chewdaism: A Taste of Jewish Montreal*, by Eli Batalion and Jamie Elman, 2018, video, 44:00, <https://gem.cbc.ca/media/absolutely-canadian/season-19/episode-42/38e815a-01150166dcc?cmp=sch-chewdaism>.
- Deidre Butler, “Lecture 02: Cooking as a (Gendered) Spiritual Activity,” RELI 3101: Judaism and the Body, Module 4, Carleton University, Fall 2026.
- Susan Starr Sered, “Food and Holiness: Cooking as a Sacred Act Among Middle Eastern Jewish Women,” *Anthropological Quarterly* 61, no. 3 (July 1, 1988): 129–39.

- *The Gefilte Film*, directed by Rachel Fleit, April 16, 2018, film, 11:00, <https://www.thegefiltefilm.com/about>.

Week 5: October 5–11: Module 05 — The Hungry Body: Fasting, Holocaust Starvation, and Cannibalism

Weekly Note: *Unit 1 Portfolio: Food due Sunday, October 11. Extra online office hours and citation workshop this week.*

- Deidre Butler, “Lecture 01: Big Picture: Hungry Bodies,” RELI 3101: Judaism and the Body, Module 5, Carleton University, Fall 2026.
- Zev Farber and Malka Z. Simkovich, “Why Jews Fast,” *TheTorah.com*, accessed July 30, 2026, <https://thetorah.com/article/why-jews-fast>.
- Yid Life Crisis, “Breaking the Fast,” *YouTube* video, 5:19, September 16, 2014, <https://youtu.be/Yh5uWajtPtA>.
- Deidre Butler, “Lecture 02: Hunger and the Problem of Kosher Food during the Holocaust,” RELI 3101: Judaism and the Body, Module 5, Carleton University, Fall 2026.
- Murray Kenig, “Holocaust Survivor Murry Kenig,” *YouTube* video, 3:34, February 20, 2017, <https://www.youtube.com/watch?v=SX2IqyG4rhg>.
- Yad Vashem, “Food: Yehudit Aufrichtig,” *Women in the Holocaust*, accessed July 30, 2026, <https://www.yadvashem.org/yv/en/exhibitions/women-in-the-holocaust/food/yehudit-aufrichtig.asp>.
- Hagit Lavsky, “In the Wake of Starvation: Jewish Displaced Persons and Food in Post-Holocaust Germany,” in *Jews and Their Foodways*, ed. Anat Helman (New York: Oxford University Press, 2015), 28–45.
- Deidre Butler, “Lecture 03: Case Study: Cannibalism in Jewish Law,” RELI 3101: Judaism and the Body, Module 5, Carleton University, Fall 2026.
- Central Conference of American Rabbis, “Cannibalism RRT 271–273,” *CCAR Responsa*, n.d., accessed July 30, 2026, <https://www.ccarnet.org/ccar-responsa/rrt-271-273>.

Unit 2: Sex, Modules 6–8

Week 6: October 12–18: Module 06 Sexed Bodies and Bodily Sex

- Deidre Butler, “Lecture 01: Big Picture: Sexed Bodies and Bodily Sex,” RELI 3101: Judaism and the Body, Module 6, Carleton University, Fall 2026.
- Melanie Malka Landau, “Good Sex: A Jewish Feminist Perspective,” in *The Passionate Torah: Sex and Judaism*, ed. Danya Ruttenberg (New York: New York University Press, 2009), 93–104, <https://doi.org/10.18574/9780814777381>.
- Deidre Butler, “Lecture 02: Case Study: Modest Bodies,” RELI 3101: Judaism and the

Body, Module 6, Carleton University, Fall 2026.

- Danya Ruttenberg, “Toward a New Tzniut,” in *The Passionate Torah: Sex and Judaism*, ed. Danya Ruttenberg (New York: New York University Press, 2009), 203–11, <https://doi.org/10.18574/9780814777381>.
- *Kosher Beach*, directed by Karin Kainer (Go2Films, 2019), documentary film, 62:00. Note: Link to video is found on ARES.
- *Modesty*, directed by Mordechai Vardi and Raaya Vardi Teboulle, produced by Mordechai Vardi (Israel, 2025), documentary film, 62:00. Note: Link to video is found on ARES.
- Deidre Butler, “Lecture 03: Sexed / Gendered Bodies,” RELI 3101: Judaism and the Body, Module 6, Carleton University, Fall 2026.
- Elliott Rose Kukla, “Created by the Hand of God: The *Androgynos*,” in *The Passionate Torah: Sex and Judaism*, ed. Danya Ruttenberg (New York: New York University Press, 2009), 193–202, <https://doi.org/10.18574/9780814777381>.
- Deidre Butler, “Lecture 04: Case Study: Queer Mikveh,” RELI 3101: Judaism and the Body, Module 6, Carleton University, Fall 2026.
- Chani Bockwinkel, “Queer Mikveh Project,” *Vimeo* video, 3:48, March 23, 2018, <https://vimeo.com/261502559>.
- Josefin Dolsten, “Queer Jews Finding Meaning in the Laws of Family Purity,” *Jerusalem Post*, October 22, 2020, <https://www.jpost.com/diaspora/queer-jews-finding-meaning-in-the-laws-of-family-purity-646520>.

Week 7: October 19–25: Module 07

Desiring Bodies: Desire and (Self-)Pleasure

Extra online office hours and citation workshop this week to prepare for Unit 2 Portfolio

- Deidre Butler, “Lecture 01: Big Picture: Lustful Bodies,” RELI 3101: Judaism and the Body, Module 7, Carleton University, Fall 2026.
- Talia Osteen, “The Shabbos Goy,” produced by Omeleto, *YouTube* video, 7:00, 2019, https://youtu.be/qIige41_h1Q.
- Gail Labovitz, “Heruta’s Ruse: What We Mean When We Talk About Desire,” in *The Passionate Torah: Sex and Judaism*, ed. Danya Ruttenberg (New York: New York University Press, 2009), 229–44, <https://doi.org/10.18574/9780814777381>.
- Deidre Butler, “Lecture 02: Solitary Sex,” RELI 3101: Judaism and the Body, Module 7, Carleton University, Fall 2026.
- Rebecca Alpert, “Reconsidering Solitary Sex from a Jewish Perspective,” in *The Passionate Torah: Sex and Judaism*, ed. Danya Ruttenberg (New York: New York University Press, 2009), 182–92, <https://doi.org/10.18574/9780814777381>.
- *Sacred Sperm*, directed by Ori Gruder (Israel: Go2Films, 2014), film, 74:00. Note: Link to video is found on ARES.

Reading Week: October 26–Nov.1
Unit 2 Portfolio: early-bird bonus is due Sunday Nov 1.

Week 8: November 2–8: Module 08

Bad Sex (NOT Sex): Sex Work, Sexual Assault, and Sexualized Violence

Weekly Note: Unit 2 Portfolio: Sex due Nov. 8 Extra online office hours and citation workshop this week.

- Deidre Butler, “Lecture 01: Case Study: Sex Work,” RELI 3101: Judaism and the Body, Module 8, Carleton University, Fall 2026.
- *Tzniut*, directed by David Formentin, *YouTube* video, 10:45, 2015, <https://www.youtube.com/watch?v=81qjNAwoIDQ>. Yiddish with English subtitles.
- Judith Baskin, “Prostitution: Not a Job for a Nice Jewish Girl,” in *The Passionate Torah: Sex and Judaism*, ed. Danya Ruttenberg (New York: New York University Press, 2009), 24–35, <https://doi.org/10.18574/9780814777381>.
- Karin Hügel, “Queer Readings of Jewish Male Prostitution in Antiquity: Mishnah *Horayot* 3:7 and Two Different Rabbinic Traditions Based on Tosefta *Horayot* 2:5–6,” *Journal of the European Society of Women in Theological Research* 31 (December 2023): 115–36. Excerpt: read abstract, introduction, first section on “Mishnah *Horayot* 3:7: A Man Is Given the Precedence over a Woman in Case of Disgrace,” and conclusion.
- Deidre Butler, “Lecture 02: Toolbox: Sexual Assault in Jewish Texts,” RELI 3101: Judaism and the Body, Module 8, Carleton University, Fall 2026.
- Rachel Biale, “Rape,” in *Women and Jewish Law* (New York: Knopf Doubleday Publishing Group, 2011), 239–55.
- Deidre Butler, “Lecture 03: Case Study: Religious Responses to Sexualized Violence during the Holocaust,” RELI 3101: Judaism and the Body, Module 8, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 04: Case Study: Jewish Responses to Mass Sexual Violence on October 7,” RELI 3101: Judaism and the Body, Module 8, Carleton University, Fall 2026.
- *Screams Before Silence*, directed by Anat Stalinsky (Kastina Productions, 2024), video, 56:56, <https://www.youtube.com/watch?v=zAr9oGSXgak>.

Unit 3: Death, Modules 9–12

Week 9: November 9–15: Module 09

Bodies That Die

- Deidre Butler, “Lecture 01: Big Picture: Bodies That Die,” RELI 3101: Judaism and the Body, Module 9, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 02: Toolbox: Bodies in the Afterlife: Resurrection,” RELI 3101: Judaism and the Body, Module 9, Carleton University, Fall 2026.
- Alan E. Bernstein, “Rabbinic Judaism: One Fire, Two Fates,” in *Hell and Its Rivals* (Ithaca, NY: Cornell University Press, 2017), 271–82.
- Deidre Butler, “Lecture 03: Toolbox: Suicide and Martyrdom,” RELI 3101: Judaism and the Body, Module 9, Carleton University, Fall 2026.
- Andrew Mark Henry, “The Siege of Masada: What Really Happened?,” *YouTube* video, posted by Religion for Breakfast, 8:00, August 8, 2018, <https://www.youtube.com/watch?v=XVvn2IUFleo>.
- Robert Chazan, “Radical Jewish Martyrdom,” *AJS Perspectives*, Spring 2009, 18–20.
- Robert Chazan, “Appendix S,” in *European Jewry and the First Crusade* (Berkeley: University of California Press, 1996), 225–42.

Week 10: November 16–22: Module 10

— The Living and the Dead: Mourning Rituals, Corpses and Ritual Impurity, Autopsies

- Deidre Butler, “Lecture 01: Big Picture: Mourning Rituals and Practices,” RELI 3101: Judaism and the Body, Module 10, Carleton University, Fall 2026.
- Deidre Butler, “Lecture 02: Toolbox: Chevra Kadisha and Tahara: Preparing the Body for Burial,” RELI 3101: Judaism and the Body, Module 10, Carleton University, Fall 2026.
- Judith Maeryam Dunkelberger Wouk, “Women, Chevra Kadisha, and the Gift Economy,” *Canadian Woman Studies* 34, nos. 1–2 (2019): 132–39.
- Deidre Butler, “Lecture 03: Case Study: Autopsies and ZAKA,” RELI 3101: Judaism and the Body, Module 10, Carleton University, Fall 2026.
- Nurit Stadler, “Recomposing Decimated Bodies,” in *Routledge Handbook of Body Studies*, ed. Bryan Turner (London: Routledge, 2012), 228–38.
- Deidre Butler, “Lecture 04: Jewish Body in Pop Culture: The ‘Kaddish Episode,’” RELI 3101: Judaism and the Body, Module 10, Carleton University, Fall 2026.
- Kim Manners, “Kaddish,” *The X-Files*, season 4, episode 15, 1997. Available through Disney+ subscription or for rental through Apple TV.
- Mikel J. Koven, “‘Have I Got a Monster for You!’: Some Thoughts on the Golem, *The X-Files*, and the Jewish Horror Movie,” *Folklore* 111, no. 2 (January 1, 2000): 217–30.

Week 11: November 23–29: Module 11

The Murdered / Murderous Body

- Deidre Butler, “Lecture 01: Big Picture: Murder in the Jewish Tradition,” RELI 3101:

Judaism and the Body, Module 11, Carleton University, Fall 2026.

- Deidre Butler, “Lecture 02: Toolbox: Antisemitic Fantasies: Jew as Murderer, from Blood Libel to Jack the Ripper and Nazi Propaganda,” RELI 3101: Judaism and the Body, Module 11, Carleton University, Fall 2026.
- Francesca Matteoni, “The Jew, the Blood and the Body in Late Medieval and Early Modern Europe,” *Folklore* 119, no. 2 (August 1, 2008): 182–200.
- Anonymous, “The Abortion Trial: Jewish Doctors as Murderers,” *Der Stürmer* 17, no. 5 (February 1939): 1–2, English translation.
- Deidre Butler, “Lecture 03: Case Study: Religious Responses to Mass Murder during the Shoah,” RELI 3101: Judaism and the Body, Module 11, Carleton University, Fall 2026.
- Gershon Greenberg, “German Displaced Persons Camps (1945–1948): Orthodox Jewish Responses to the Holocaust,” *Historical Reflections* 39, no. 2 (2013): 71–95.
- Deidre Butler, “Lecture 04: Jewish Religious Responses to Mass Murder on October 7: Israel and the Diaspora,” RELI 3101: Judaism and the Body, Module 11, Carleton University, Fall 2026.
- Andrew Silow-Carroll, “The Jewish Texts That Changed for Me Since Oct. 7: A Symposium,” *Jewish Telegraphic Agency*, September 30, 2024, <https://www.jta.org/2024/09/30/religion/the-jewish-texts-that-changed-for-me-since-oct-7-a-symposium>.

Week 12: November 30–December 6: Module 12

Monstrous Bodies: Vampires, Werewolves, Dybbuks, and Zombies

Early bird submission for Final Portfolio: Unit 3 & Final Portfolio Reflection due December 10.
Extra online office hours this week.

- Deidre Butler, “Lecture 01: Monstrous Bodies: Vampires, Werewolves, Dybbuks,” RELI 3101: Judaism and the Body, Module 12, Carleton University, Fall 2026.
- Saul Epstein and Sara Libby Robinson, “The Soul, Evil Spirits, and the Undead,” *Preternature* 1, no. 2 (2012): 232–46.
- Deidre Butler, “Lecture 02: Case Study: Playing with Jewish Sources: Zombies and Vampires in Jewish Law,” RELI 3101: Judaism and the Body, Module 12, Carleton University, Fall 2026.
- *Demon*, directed by Marcin Wrona (Poland: Lava Films, 2015), film, 94:00. Available for rental through YouTube.
- Deidre Butler, “Lecture 03: Final Thoughts: Thinking about the Body through the Horror Film *Demon*,” RELI 3101: Judaism and the Body, Module 12, Carleton University, Fall 2026.

Portfolio 3: Death (with the Final Reflection) is submitted as a Final Take-Home

assignment scheduled by Exam Services and due during Exam period. See the Exam Schedule for the due date.

Important Information for Submitting Course Work

Portfolio Assignments: Full instructions for the Unit Portfolio are posted in the separate Portfolio Assignment Guide on Brightspace. Students are responsible for reviewing that document before beginning each Unit Portfolio.

You may complete each portfolio as a take-home exam with a choice of essay questions, or a creative format, or a hybrid format combining traditional and creative elements. Portfolios may be completed individually or as group work. To be eligible to pass, each portfolio must meet the minimum module-coverage requirements for the format chosen and include all required components (e.g. Process Appendix and Citations and Bibliography, group reflection where applicable etc.).

Required Online Check-in and follow-up questions: The required online Check-in is designed to help you review your progress in an online course and prepare for the next unit. After your Unit 1 portfolio has been graded, you will attend a Check-in during October 18–23 to discuss your portfolio, ask questions, receive feedback, and review your Process Appendix. Most Check-ins are about 15 minutes long. You can book this check-in through Brightspace after the second week of class.

The conversation will build on work you have already completed in the Process Appendix: your rationale, your learning evidence, and your AI-use documentation, if applicable. Constructive participation might include explaining a portfolio choice, describing how a course source shaped your thinking, discussing how your ideas changed during drafting or revision, identifying a challenge, asking about feedback, or naming what you want to strengthen in the next unit. You do not need perfect answers; the goal is to talk honestly and thoughtfully about your own learning process.

The Check-in is graded as part of the Unit 1 assessment process. If you come prepared, participate constructively, and can discuss your own work and learning process, you can expect to earn at least the same grade as your Unit 1 portfolio for this component. A strong Check-in can also improve your Unit 1 portfolio grade by showing deeper understanding, thoughtful reflection, or clearer evidence of your learning process than was visible in the submitted portfolio alone. If there are concerns about comprehension, academic skills, process documentation, or academic integrity, you may be asked to complete an additional Check-in for Unit 2 and/or Unit 3.

Citations: As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when

you should. When in doubt cite (including for participation challenges). The Religion program at Carleton requires that you use the Chicago Manual of Style (Humanities: Footnotes and Bibliography). Assignments that do not use the Chicago Manual of Style will be docked 10% of the final grade. Assignments that do not include citations will be returned ungraded.

*Note that there is a Chicago Manual of Style for Social Sciences that uses parenthetical citation. Do not use that method.

Late policy: The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time. Unit Portfolios submitted after the due date will be penalized at the rate of one grade point (e.g. A to A-, A- to B+, and so on) per 24-hour period beginning at midnight of the due date. Late work will be graded as my schedule allows.

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

Support: Take advantage of scheduled online office hours with your TA or book an appointment with Professor Butler for early help. See Brightspace.

Optional early feedback: You may submit a rough draft of part of your portfolio to the TA or Professor Butler for early feedback. Rough drafts must be submitted at least 10 days before the portfolio due date. Early feedback is meant to help you strengthen your work, but it does not guarantee a particular grade.

Academic integrity and the use of AI in this course.

Academic Integrity: The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;

- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course or even suspension or expulsion from the University.

Course AI Policy: As someone who researches and writes professionally, I recognize the growing use and usefulness of generative AI for writing among my peers. In the same way that there are ways to use the Internet to conduct research that are ethical and appropriate and extremely helpful, there are ways to use AI in ways that one can and should use professionally. My goal as a professor is for you to not only learn the content of this course, but for you to develop the skills you need as a professional as you continue your studies and move into your chosen career. One skill you will need is to use Co-Pilot, Chat GPT or a similar AI content generating tool.

You may use AI tools for brainstorming, organization, grammar, or revision, but not to generate the submitted analysis or replace your own reading, viewing, note-taking, interpretation, or argument.

If you use AI in any way, disclose the tool, explain how you used it, and include relevant prompts and outputs in the Process Appendix. Undisclosed or inappropriate AI use will be treated as academic misconduct.

I reserve the right to request that you meet with me to discuss your work if I have any questions about your writing process. In addition to your submitted process document, and the check-in for Unit 1, you may be asked to show revision histories of early drafts and/or orally explain your process and the sources you have used. Save these until the end of the course and you have received your final grade.

Final Grades: "Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."

Course Copyright: "Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copyright 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)."

Note on Intellectual Property and Privacy: Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are the intellectual property of their respective author(s). All course content and materials, whether derived from the instructor or fellow students, including shared materials, are protected by copyright and remain the intellectual property of their respective author(s). Infringement violates the law.

- Do not record the class (video, voice, photo or any other form) nor post any materials from the class in any form. To do so violates Canadian Privacy laws.
- Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes.

Students registered with the Paul Menton Centre will have guidelines particular to their own academic needs.

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.

University Regulations for All College of the Humanities Courses (Updated Aug 12,2026)

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

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, 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, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- 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
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

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.
More information on the process [here](#).

Academic Accommodations

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.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

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](mailto:equity@carleton.ca) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

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 extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) 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.

1. 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 extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), 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 consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration 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: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), 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 extenuating circumstances normally lasting no more than five (5) 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 extenuating circumstances lasting longer than five (5) 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](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information 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

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus)

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

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.](#)

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