

Carleton University
College of the Humanities: Religion Program
RELI 2110: Judaism
Summer 2025 May 05-June 17
Online and Asynchronous

Professor Deidre Butler

Email: deidre.butler@carleton.ca

Teaching Assistants: TBA

Weekly online office hours with TA team: TBD see Brightspace

Online Office Hours with Professor Butler: By appointment on Zoom

Course Description: What makes a Jew a Jew? How do Jews practice their religion? What do Jews believe? This 2000-level online asynchronous course explores Judaism as a diverse and always developing living tradition. In Religious Studies we understand religion as a human phenomenon that we study from a critical, historical, and evidence-based perspective. We think about Judaism as lived by humans in specific times and places, in particular cultural, social, and political contexts, and as experienced in gendered bodies. We also want to understand what Jews have to say about themselves as a people, their own history, faith, and tradition. We will draw on sacred texts, art, film, and case-studies from Canada and around the world to explore Judaism in contemporary and historical perspectives.

Key themes will include: the diversity of Jewish cultures and practices; modern Jewish identity; sacred texts and beliefs; human nature, ethics, and values; religious law and observance; lifecycle, holidays, and rituals; gender and sexuality; Antisemitism; the Holocaust; and Jewish religious and cultural perspectives on Israel (land, Zionism, and state).

Course Evaluation: See Brightspace for detailed instructions and grading rubrics			
Students must complete both Unit Portfolio Assignments to be eligible to pass the course.			
20%	5 Open-Book Quizzes due each week Sunday at midnight		
Portfolio Assignments			Optional Early bird bonus for weekly submissions
40%	Unit 1 Portfolio	May 28	May 11, May 18, May 25
40%	Unit 2 Portfolio	June 17	June 1, June 8, June 15

There are no prerequisites for this course and no previous knowledge of Judaism or religious studies is required.

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 ORGANIZATION:

This course is organized into two Units, with six thematic Modules in each Unit. Unit 1 begins with the origins of Judaism in the ancient world focusing on how historical experiences shape Judaism and Jewish life into the modern period. Unit 2 focuses on Jewish life in the modern world, with an emphasis on practice, contemporary issues, as well as the 20th century historical experiences of the Holocaust and the formation of the State of Israel. ***In the Summer session you will complete two modules every week.*** Each module asks students to engage course materials and content in a variety of ways. Course content includes short mini-lectures, traditional scholarly readings, class forum discussions, films, as well as “insider” faith-based sources.

LEARNING OUTCOMES: At the end of this course, students will be able to

1. Describe the historical development, key themes, and disciplinary vocabulary associated with the academic study of Judaism.
2. Distinguish and appropriately deploy scholarly versus insider approaches.
3. Conduct close readings of primary texts (including biblical and rabbinic sources) and scholarly secondary sources.
4. 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.
5. Recognize the limitations of artificial intelligence tools like Chat GPT for both writing and research and employ AI tools to (1) generate raw content, (2) organize your own ideas, (3) edit your own work.

ASSIGNMENTS:

Weekly Quizzes: You must complete 5 out of a possible 6 weekly quizzes. These open-book quizzes may be completed as soon as you have completed the week’s of content (two modules in the Summer session) and must be completed by Sunday of each week. Quizzes remain open until Sunday at midnight of each week. There is no time limit on the quizzes. They include 20-30 multiple-choice questions that are randomly selected from each of the required readings and videos for the week. *The goal of open-book quizzes is not to memorize the material in advance, but to think about the questions and find the necessary information in the sources. This will help you think through the material (and keep up with the weekly readings) so you are better prepared for your writing assignments.*

Portfolios: You will complete two Portfolios; one Portfolio for each Unit. Each Portfolio asks you to complete several assignments (including traditional essays and creative options) that engage course skills and content related to each of the modules you will complete in the Unit.

Portfolios are due at the end of Unit 1 and Unit 2. You can think of each Portfolio as a midterm and final project with multiple elements. Or you can complete the work as a weekly set of assignments. Students who complete assignments each week get early feedback and an early-bird bonus. Students who choose to hand in their work only at the end of each Unit get a bit more time and flexibility.

Optional: Time Machine Assignments:

Because it is easy to get behind in an online class, the following optional assignments are designed to help you catch up or earn bonus marks. You are encouraged to complete these as soon as possible, however you may hand them in as late as the last day of the course. See Assignments on Brightspace for these options.

1. You may complete up to two optional Time Machine Assignments (TMs) per Unit.
2. One TM may be submitted to replace a missing quiz (you must complete a minimum of 5/6 for the course). You may only replace one quiz per Unit.
3. A second TM may be submitted as a bonus assignment (up to 2.5 points). You may only earn one bonus per Unit.

CHAT GPT AND OTHER FORMS OF AI CONTENT GENERATORS:

As someone who researches and writes professionally, I recognize the growing use and usefulness of Chat GPT and other forms of 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 Chat GPT 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 Chat GPT or a similar AI content generating tool. **To that end, this course includes assignments that are designed to teach you the strengths and weaknesses of Chat GPT/AI tools.**

You may use any AI tool with the following conditions: See Brightspace for the *Quick Guide to Chat GPT* and each assignment for specific requirements and instructions. If you use Chat GPT or any AI tool:

1. **You may not use ChatGPT or any AI tool to complete an assignment in full.** i.e. whatever you submit must be wholly your own words, thinking, analysis and argument.
2. You must summarize HOW you used ChatGPT or any other AI tool in a footnote (i.e. spell check, citations, outline, etc.)
3. You must cite WHICH AI tool you are using in your Bibliography.
4. You must document HOW you used ChatGPT/AI tool in a *process document*, i.e. all prompts you used, and content generated at each step that you attach to your assignment.

Students may wish to opt out of Chat GPT focused assignments. If you wish to opt out, see Brightspace for alternative assignments and instructions.

I reserve the right to request that you meet with me to discuss your assignments if I have any questions about your writing process. *You may be asked to show your work on any assignment. i.e. your notes, versions of texts to show editing, brainstorming, reorganization, copies of sources you used etc. and/or to orally explain your process and the readings you have used. Save these until the end of the course and you have received your final grade.*

GETTING STARTED:

Module 0: To get started in the course, begin with Module 0. Complete this module (and the required Getting Started Quiz with a 70% grade) to gain access to the course.

Required technology: Reliable high-speed internet connection to stream videos. Course content is optimized for laptops or desktops. The use of cell phones is not recommended for viewing course lectures, as they often include text on the screen.

Required Course Materials: All required readings and videos are available through ARES Library reserves on Brightspace or are linked from Brightspace to external web sites. Recommended readings are also available through ARES on Brightspace.

Course rhythm:

Each Week: Read required readings and watch required videos, complete 1 Open-book Quiz (5/6 count), and work on Portfolio elements.

Submit Portfolio Unit Assignment at the end of Week 3 and at the end of the course (Week 6).

How much time will this course take? Online and in-person courses are designed with 3 hours of “class time” or contact hours. For all classes, you should also budget 2-3 hours for every contact hour for study / completing assignments (i.e. 36 hours of class time plus 36 hours of class work = 6 hours per week/ 72 hours/semester). **Summer classes are twice as fast so you should book 12 hours per week for this class for class content and assignments.**

Workload Calculator: An average week (including all term work) will require approximately:

1. 4-6 hours of viewing / week: Carefully viewing and taking notes on 120-180 minutes of mini-lecture videos plus other video content.
2. 6-7 hours of reading/ week: Carefully reading and taking notes on 40-80 pages of readings, which include at least two scholarly articles and several short blogs or other online content, plus review of primary sources. *Online courses generally have more readings than in person courses because you don't have as much class time.*
3. 6-7 hours of assignments /week: This includes weekly quizzes and Unit Portfolios. It does not include bonus assignments.

WEEKLY SCHEDULE OF TOPICS AND COURSE MATERIALS

Before you start the course: Module 0: Complete this module (and the required Quiz with a 70% grade) to gain access to the course.

UNIT 1: Weeks 1-3: Modules 1-6

Week 1: May 05 – May 11: Module 01 & 02

Module 1: *How to Study Judaism at University*

- Henry, Andrew Mark. "[What is Religion?](#)" *Religion for Breakfast*, 2016. (7:00 mins)
- Harvard Religious Literacy Project. "[Misunderstandings About Religion](#)." *World Religions Through Their Scriptures*, 2016. (2:19 mins)
- Nye, Malory. *Religion: The Basics*, 1-22. Taylor and Francis Group, 2014.
- Lecture 01: How to Study Religion at University
- BimBam. "[What Is Rosh Hashanah? The Jewish New Year](#)." *YouTube*. September 1, 2017.
- BimBam. "[What is Yom Kippur](#)." *YouTube*. September 12, 2017

Module 2: *What is Judaism & Jewish Identity?*

- Lecture 1: What is Judaism? Who is a Jew?
- BimBam. "[How did Judaism Get Its name?](#)" *BimBam.?*" *YouTube*. January 9, 2018. (4:17 mins)
- Lecture 2: Jewish Identity and Jewish Status
- Tapper, Aaron J. Hahn. *Judaisms: A Twenty-First-Century Introduction to Jews and Jewish Identities*, 1-10. Oakland, California: University of California Press, 2016.
- Wright, Melanie Jane. "What is Judaism." *Studying Judaism: the Critical Issues*. London: Continuum (2012): 35-47.
- Lecture 3: Jewish Identity: Israel, Canada and USA
- Sacks, Jonathan. "[In Search of Jewish Identity \(Kedoshim 5776\)](#)." *Rabbi Sacks*. May 12, 2016. Audio blog with transcript.
- Goldschmidt, Gilad, dir. *A Green Chariot*. 2005: Tel Aviv: Inosan Productions, 2005. Go2Films. (Hebrew with subtitles) 47 minutes.

Week 2: May 12 – May 18: Module 03 & 04

Module 3: *Origins of Judaism: Hebrew Bible, Sacred Text, Sacred Story*

- Lecture 1: Hebrew Bible Origins
- BimBam. "[The Blessing Over Children](#)." *YouTube*. September 18, 2015.
- Lecture 2: Hebrew Bible and Jewish Tradition
- Schama, Simon. "Part 1: The Story of The Jews: Sanctification of Words". *The Story of the Jews with Simon Schama*. BBC Two. 2013. ARES.
- "[Genesis 1-3](#)". *Sefaria.org*.
- Lecture 3: Humanity and Gender: Genesis 1-3
- Tribble, Phyllis. "Eve and Adam: Gen. 2 Reread" in *Womanspirit Rising: a Feminist Reader in Religion*, edited by Carol P. Christ and Judith Plaskow, 74-83. San Francisco: Harper San Francisco, 1979.
- Lecture 4: Biblical Covenant, Chosen People, and Circumcision
- Sohn, Ruth. "[Does Abraham's Covenant Include Jewish Daughters? How Women Figure into the Male-Oriented Covenant That Begins with Abraham and Circumcision](#)." *My Jewish*

Learning. Reprinted with permission from *The Torah: A Women's Commentary*, edited by Tamara Cohn Eskenazi and Andrea L. Weiss, 2008. New York: URJ Press and Women of Reform Judaism.

- BimBam. "[The LEGO Sukkot Movie: Jewish Holidays 101](#)." *YouTube*. September 20, 2017.
- "Simchat Torah." *Religion and Ethics Newsweekly*. PBS. Aired November 14, 2011. <https://www.pbs.org/video/religion-ethics-newsweekly-simchat-torah/>

Module 4: Rabbis and Rabbinic Judaism

- Lecture 1: From Exile to Second Temple Period
- Schama, Simon. "Part 1". *The Story of the Jews with Simon Schama*. BBC Two. 2013.
- Lecture 2: Origins of the Talmud
- BimBam. "[Crowns -Moses visits Akiva's Beit Midrib Babylonian Talmud, Menachot 29 b.](#)"
- Lecture 3: Rabbinic Concepts
- Satlow, Michael. "Rabbinic Concepts." In *Creating Judaism*, 140-163. United States: Columbia University Press, 2006.
- Rivkin, Jacob. MacDonald, Muriel. "Waiting for Ewe: Based on the Babylonian Talmud, Ketubot 62b-63a." *YouTube, BimBam*. December 9, 2013. (4:01)
- Jessica Tamar Deutsch, *The Illustrated Pirkei Avot: A Graphic Novel of Jewish Ethics*. Philadelphia, PA: Print O Craft Press, 2017. Pages 8-14; 48; 53; 67 .

Week 3: May 19 – May 25: Module 05 & 06

Module 5: Jews in the Middle Ages

- Lecture 1: Getting Started
- Eban, Abba. "Part 4 Crucible of Europe" in *Heritage, Civilization and the Jews*. Vol. 2. *The Shaping of Tradition*. New York: Home Vision Entertainment, 1984. (57 mins)
- Lecture 2: Jews in Christian Lands
- Schama, Simon. "Part 2: Among Believers" *The Story of the Jews with Simon Schama*. Documentary. BBC Two. 2013. (Section Jews under Christianity)
- Lecture 3: Anti-Jewish Narratives, Practices, and Violence
- Amy Kaufman and Paul Sturtevant, "[Anti-Semitism Is Older Than You Think](#) ", *The Public Medievalist*.
- Strickland, Debra Higgs. "Antisemitism in Medieval Art." In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 248–70. Cambridge: Cambridge University Press, 2017.
- Lecture 4: Jews in Muslim Lands
- Cohen, Mark R.. "Medieval Jewry in the World of Islam" in *The Oxford Handbook of Jewish Studies*, edited by Martin Goodman, Jeremy Cohen, and David Sorkin, Oxford, and New York: Oxford University Press, 193-218. 2004.
- Henry, Andrew Mark. "[Intro to Hanukkah](#)." *Religion for Breakfast*, 2020. <https://youtu.be/a-feLb8PbA4> (14:56 mins)

Module 6: Living the Law

- Lecture 1: Getting Started
- BimBam. "[What is a Mitzvah? Intro to the Jewish Commandments](#)." *YouTube*. March 6, 2018.
- BimBam. "[The Oven of Achnai](#)." *YouTube*. Nov, 8, 2012.

- Neusner, Jacob. "The Purpose of the Law, the Ten Commandments, The Sabbath," in *Judaism the Basics*, 77-91 London: Routledge, 2006.
- Lecture 2: "Keeping Shabbat"
- MidrashaRio. "[Lecha Dodi](#)." *YouTube*, March 5, 2012.
- Hatch, Trevan G., and Loren D. Marks. "Sanctuary in Time: Shabbat as the Soul of Modern Jewry and the Essence of 'Doing' Judaism." In *Routledge Handbook of Jewish Ritual and Practice*, 1st ed., vol. 1, 361–70. New York: Routledge, 2023.
- Bauman, Katie. "[How to Havdallah](#)" *Temple Israel*. 2012.
- Lecture 3: "Keeping Kosher"
- My Jewish Learning. "[Kosher Food: What Makes Food Kosher Or Not](#)." *My Jewish Learning*.
- Cohn-Sherbok, Dan. "Dietary Laws." In *Judaism*, 572–76. Routledge, 2003.
- Lecture 4: Nidah (Family Purity)

UNIT 2: Weeks 4-6: Modules 07-12

Week 4: May 26-June 1: Module 07 & 08

Module 7: *Jews in the Modern World*

- Lecture 1: The Enlightenment and the Jews
- Schama, Simon. "A Leap of Faith: Part 3." *The Story of the Jews with Simon Schama*. Documentary. BBC Two. 2013.
- Lecture 2: Jewish Responses to Modernity
- Schama, Simon. "Over the Rainbow: Part 4." *The Story of the Jews with Simon Schama*. Documentary. BBC Two. 2013.
- H.N. Bialik, "The City of Slaughter" in *Complete Poetic Works of Hayyim Nahman Bialik*, Israel Efros, ed. (New York, 1948): 129-43 (Vol. I)
- Richarz, Monica. "The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries," *Discussion Papers Journal*. Edited by Kimberley Mann. New York: United Nations Dept. of Public Information, The Holocaust and the United Nations Outreach Programme, 2009. 77-87.
- Newbrum, Deborah and BimBam, "[What is Tu B'shevat](#) " *YouTube*. January 16, 2018.
- Inside Edition. "[What is Purim](#)," *Inside Edition*. Feb. 24, 2021.

Module 8: *Hasidism*

- Bimbam. "[What is Hasidic Judaism? A Brief History of the Movement](#)" *YouTube*. November 8, 2018.
- Jacob Katz. "The Transition to Hasidism" in *Tradition and Crisis: Jewish Society at the End of the Middle Ages*, 202-213. New York: Schocken Books. 1993.
- Lecture 1: Mysticism
- Parker, Sarah Jessica. Oren, Rudavsky. Menachem, Daum. Robert, Seidman. Leonard, Nimoy. and Yale, Strom. *A Life Apart Hasidism in America* New York, NY: First Run/Icarus Films, 2005. 96 mins.
- Lecture 2: Key Issues

- Shaffir, William. "Hasidim in Canada." In *Canada's Jews*, 282–293. Boston, USA: Academic Studies Press, 2019.
- Lecture 3: Contemporary Issues
- Goldman Carrel, Barbara. "Shattered Vessels That Contain Divine Sparks: Unveiling Hasidic Women's Dress Code." In *The Veil: Women Writers on Its History, Lore, and Politics*, 44-57. Berkeley; Los Angeles; London: University of California Press, 2008.

Week 5: June 2-June 08: Module 09 & 10

Module 9: Denominations

- Lecture 1: Religious Reform
- Jeremy Shuback. "How Reform, Conservative & Orthodox Began." *BimBam*. February 17, 2019. (5:25 min)
- Lecture 2: Denominations Today
- Kaplan, Dana Evan. Excerpt from "Reform Judaism." In *The Blackwell Companion to Judaism*, 291-295. Oxford, UK: Blackwell Publishing Ltd, 2003.
- Golinkin, David. "Conservative Judaism." *Routledge Handbook of Jewish Ritual and Practice*, 1st ed., vol. 1, Routledge, 2023, pp. 229–47
- Heilman, Samuel. "The Modern Orthodox in America." *Routledge Handbook of Jewish Ritual and Practice*, 1st ed., vol. 1, Routledge, 2023, pp. 193–202,
- Reconstructing Judaism. ["Who Is A Reconstructionist Jew?"](#) *Reconstructing Judaism*. December 6, 2016.
- Lecture 3: "Ultra-Orthodox" Hareidi vs. Modern Orthodox Judaism
- Lecture 4: Jewish Spaces: Synagogues
- Segal, Eliezer. "Places of Worship" excerpt from *Introducing Judaism*, 248-255. London and New York: Routledge. 2009.
- "Holy Cribs: The Synagogue." *New London Synagogue*. 2014.
- ["What is Passover."](#) *Inside Edition*. Aired March 27, 2021. 5:49 mins.

Module 10: Sexuality, Marriage and the Family

- Lecture 1: Dating and Marriage
- Refinery 29. "The Deep Meaning Behind An Orthodox Jewish Wedding." *YouTube*. January 20, 2018.
- Deidre Butler. Lecture 2: Male Homosexuality and Practice
- Greenberg, Steven (Under pseudonym Rabbi Yaakov Levado). "Gayness and God: Wrestlings of an Orthodox Rabbi." *Tikkun Magazine*. 1993. (10 pages)
- Greenberg, Steven. "Trembling Before G-d". *Films That Change the World*. 2007. (2:26 mins)
- Dubowski, Sandi Simcha, dir. *Trembling Before God*. Israel: Simcha Leib Productions, 2001.(10 mins)
- Lecture 3: Lesbian Sexuality and Practice
- Sarah, Elizabeth. "Judaism and Lesbianism: A Tale of Life on the Margins of the Text." *Jewish Quarterly* 40 (1993): 20–23..
- Alexander, Lilli. *Keep Not Silent: Orthodoxy*. Israel: Channel 8, 2004. (10 mins)
- Deidre Butler. Lecture 4: Transgender Issues

- Teutsch, David. "Understanding Transgender Issues in Jewish Ethics." *Reconstructing Judaism*. April 18, 2016.
- "How This Hasidic Rabbi Became a Trans Woman Activist." *Now This News*. November 3, 2017. (6:47 mins).
- Irshai, Ronit. "Cross Dressing In Jewish Law and the Construction of Gender Identity." *Nashim: A Journal of Jewish Women's Studies and Gender Issues*, no. 38 (2021): 46+. Gale Academic OneFile (accessed August 21, 2024).
- Nakar, Moran, director. *The Holy Closet*. Produced by Avigail Sperber. Israel, 2023. Documentary film, 58 minutes / 7 episodes × 8 minutes.

Week 6: June 09-June 15 Module 11 & 12

Module 11: Responses to the Holocaust

- Lecture 1: From Christian Anti-Judaism to Modern Antisemitism to Genocide.
- Barnett, Victoria. "[Victoria Barnett Extended Interview](#)." *PBS*. Season 17, episode 10, 9:11. November 8, 2013.
- Lecture 2: Jewish Responses to the Shoah
- Oshry, Ephraim. *Responsa from the Holocaust*. New York: Judaica Press, 1999. Selections: "Removing Numbers Branded by the Germans on Their Victims," 1–4; "Women Prostituted by the Germans," 9–10; "Endangering Yourself to Save Another," and "A Kohein Who Was Forced to Convert," 193–196.
- Wiesel, Elie. "A Plea for the Dead." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael Morgan, 67–78. New York: Oxford University Press, 2001.
- Oral History excerpts from Deidre Butler, [Hear Our Voices](#) Oral Histories by Pinchas Gutter; Esther Bernstein; Truda Rosenberg; Cantor Moshe Kraus (shared to Brightspace directly)
- Berenbaum, Michael, Peter Hayes, and John K. Roth. "Judaism." In *The Oxford Handbook of Holocaust Studies*, 608–618. Oxford: Oxford University Press, 2010.
- Lecture 3: The Holocaust and the State of Israel
- United States Holocaust Memorial Museum. "Postwar Refugee Crisis and the Establishment of the State of Israel." *United States Holocaust Memorial Museum*.
- JUTDI. [An Ethiopian Jewish Holiday of Communal Repentance](#): Sigd. *Jewish Unity Through Diversity Institute*, Nov 14, 2019. 5:29.
- Shakarov, Hodaya, Talia Saadon, and Sarit Greenwood. "[The Holiday of Sigd in the Shadow of the War](#)." *Government Press Office*. December 4, 2024.

Module 12: Israel: Traditional and Contemporary Jewish Perspectives

- Deidre Butler. Lecture 1: The Land and Tradition
- Deidre Butler. Lecture 2: Zionism
- Schama, Simon. "Return: Part 5." *The Story of the Jews with Simon Schama*. Documentary. BBC Two. 2013. (Watch Segments 1-11. 36:25 mins).
- Shuback, Jeremy. "[Yom Ha'Atzmaut](#)". *BimBam*. April 27, 2018. (3:38 mins).
- Lecture 3: Israeli Jews and the Diaspora
- Brym, Robert & Neuman, Keith & Lenton, Rhonda. "Chapter 7: Connection to Israel" 2019. (page 57-61)

- Salamon, Hagar. "Ethiopian Jewry and New Self-Concepts" In *The Life of Judaism*, 2:.. Berkeley: University of California Press, 2019. 227–240.
- Frum it Up. "[How do we celebrate Shavuot as Orthodox Sephardic Jews?](#)" *Frum it Up*. May 26, 2020.
- Deidre Butler. Lecture 4: Final Thoughts

COURSE POLICIES:

E-mail to you: This is an entirely online course. Email is my only means of contacting you. Carleton's connect email is the official mode of communication for all university communications, including this course. You must check your email regularly (at least each day). If you regularly use another account, remember that I can only discuss personal information (like your grades) through the official connect email.

Email to your teaching team: 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 emails 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.

Minimum Required 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.

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.

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

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

Chicago Manual of style: The Religion program at Carleton requires that you use the Chicago Manual of Style (Humanities: Footnotes and Bibliography). You should be using footnotes and include a bibliography. Assignments that do not use the Chicago Manual of Style will be returned to the student for correction. See Brightspace for resources. *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 designed to be fair to students who handed their work in on time. Unexcused late work will be docked one letter grade per day. Please note that late work will be graded as my schedule allows. If you require accommodation for medical or another serious reason, please contact the professor as soon as possible. Missed quizzes cannot be taken after the deadline. To make up missed quizzes, note that you may miss one quiz without penalty and/or you may complete one Time Machine Assignment per Unit to replace the quiz.

Important 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.

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

Professional Writing: Your goal as a student writer at university is to become a professional writer who can function in the real-world workplace. This means that you should try to use:

- university level appropriate language
- discipline appropriate vocabulary (never use “Old Testament” instead of Hebrew Bible in this course)
- correct spelling and grammar with no typos
- always cite sources using Chicago Manual of Style Notes and Bibliography

The difference between a lower and higher grade is often a matter of effort. Review the grading

rubric for each assignment and see that engaging more course material, working with more difficult material (such as scholarly sources and primary sources), and doing outside extra research (especially scholarly and primary sources) are all ways to improve your grade. Completing a rough draft and responding to feedback is also a way to improve. *Use this information to determine how much effort and time you want to put in to succeed to your own expectations.*

Classroom/Community Values:

- Our communication, both written and oral, should be respectful and civil.
- Share your stories with kindness and leave room for other people's stories.
- Stick close to the text(s)/ source(s) in discussion, in posts and in assignments. Keep your readings open. When appropriate, be prepared to cite specifics in the language of the text to support, challenge, or question.
- Collaborate, don't compete. This online learning space is not one of debate, but one of discussion. Discussion is collaborative: multiple sides work toward shared understanding. Debate is oppositional: opposing sides try to prove each other wrong.
- Affirm comments made by other students. Encourage others to clarify or expand ideas that might be foggy. Ask for more information or further explanation. Discuss ideas rather than one another's opinions.

Things I need to know: (Contact me by email or book an online appointment)

- 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

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; 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.

Co-operation or Collaboration

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

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

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

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

Academic Accommodation Policy

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

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

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

Requests for Academic Accommodation

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

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

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

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

Survivors of Sexual Violence

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

Accommodation for Student Activities

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

<https://carleton.ca/senate/wp-content/uploads/SCCASP-Accommodation-for-Student-Activities-Clean-copy-final-Sept-2022-2.pdf>

Grading System at Carleton University

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

Course Sharing Websites and Copyright

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

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

[More information](#)

Student Rights and Responsibilities at Carleton

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

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

Deferred Term Work

In some situations, students are unable to complete term work because of 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](#).

1. 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](#).

Financial vs. Academic Withdrawal

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

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

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

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

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

Mental Health and Wellness at Carleton

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

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

[Get Help Now](#) **If in crisis call:** Counselling Services: 613-520-6674 (press 2)

Monday-Friday, 8:30 a.m. – 4:30 p.m.

After Hours

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

- [Distress Centre of Ottawa and Region](#): Available 24/7-365 days/year and is bilingual (English/French).
 - **Distress:** 613-238-3311
 - **Crisis:** 613-722-6914
 - **Text:** 343-306-5550 (available 10:00 am – 11:00 pm, 7 days/week, 365 days/year)
 - Web Chat: blue chat icon at the bottom right corner of the website.
 - Text Service is available in English only to residents of Ottawa & the Ottawa Region.)

- [Good2Talk](#): Available 24/7-365 days/year and is available in English, French and Mandarin
 - Call: **1-866-925-5454**
 - Text GOOD2TALKON to 686868
 - [Facebook Messenger](#)
- [Empower Me](#): A 24/7 resource service for undergraduate students. 1-833-628-5589 (toll-free)
- International SOS's Emotional Support: Offers 24/7 access to mental health professionals in more than 60 languages through their dedicated line +1 215-942-8478. Students can call this number collect (the person being telephoned receives the charges) to access services.

The Centre for Indigenous Support and Community Engagement

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

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