

Carleton University
College of the Humanities: Religion Program
RELI 2110: Judaism
Fall 2024:
Online and Asynchronous

Professor: Deidre Butler

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In-person Office Hours: Paterson 2a49 Monday and Wednesdays drop in 3-4 pm or by appointment.

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Online Office Hours: 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 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; Anti-Semitism; the Holocaust; and Jewish religious and cultural perspectives on Israel (land, Zionism, and state).

Each weekly module asks students to engage course materials and content in a variety of ways throughout the semester. Course content includes short mini-lectures, traditional scholarly readings, class forum discussions, films, as well as academic and community-based online sources. There are no prerequisites for this course and no previous knowledge of Judaism or religious studies is required.

Course Evaluation:

10% 10 Open-Book Quizzes due weekly (multiple choice)

30% 8 Participation Challenges due weekly

30% Midterm Take-Home Assignment

30% Final Take-Home Assignment

Bonus Marks: up to 5%

NOTE: Students must complete both the Midterm and Final Assignments to pass the course.

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.

Getting started:

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 on Brightspace or are linked from Brightspace to external web sites. Recommended readings are also available through ARES on Brightspace.

Note that you cannot access the materials and assignments online (including quizzes and participation challenges) until you successfully complete the “Academic Integrity, Course Outline and Citation Quiz” with a passing grade of 70%.

Course weekly rhythm:

1. Read required readings and watch required videos.
2. Sunday: Complete 1 Open-book Quiz (10/12 count)
3. Sunday: Complete 1 Participation Challenge

This course includes a midterm take-home exam and a final take-home/final project.

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)

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

1. 2-3 hours of viewing / week: Carefully viewing and taking notes on 60-80 minutes of mini-lecture videos plus other video content.
2. 3-3.5 hours of reading/ week: Carefully reading and taking notes on 20-40 pages of readings, which include at least one scholarly article 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. 3-3.5 hours of assignments /week: This includes weekly quizzes, short participation challenges, as well as working towards the midterm and final assignments for the course. It does not include bonus or Time Machine assignments.

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. Locate appropriate sources and evidence 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.
4. Conduct close readings of primary texts (including biblical and rabbinic sources) and scholarly sources.
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.
6. Engage with other students critically and respectfully about their own and other belief systems.
7. Reflect on the how Judaism (and religion) in public life particularly around questions of equality, diversity, and inclusion.

Assignments:

10% Quizzes: Complete 10/12 possible weekly quizzes.

When: Weekly Quizzes are due each Sunday at Midnight.

Who: Individual

Why: The goal of each quiz is to keep you on track to complete weekly course content, not to memorize content. Complete the open book quizzes to reinforce your learning.

How: After completing the required course content for each module (lectures, readings, videos) each week, complete the module quiz. Quizzes include 10-15 randomly selected multiple-choice questions that focus on required readings and required videos.

Missed quiz? You may not complete a missed individual quiz. If you miss a week, complete a later quiz or bonus assignment.

30% Participation Challenges: Complete 8/12 possible weekly Participation Challenges.

You may do as many as you wish, I will only grade the highest grades for each module, up to maximum of each type.

See the Quick Guide: Participation Challenges for detailed instructions for all PC assignments.

See the Module Participation Challenge for the specific assignment for each week.

See the Participation Challenge Rubric for grading expectations.

30% Midterm Take-Home: 100 points, worth 30% of final grade

When: Due October 27 (Early Bird Bonus, +5 points, October 20)

Who: Individual or group submission

What: Covers material from Modules 1-6. Approximately 1750-2500 words

How: Part A: Close reading of Primary Source, Part B: Living Judaism Journal, Part C: TBD

See assignment details and grading rubric on Brightspace

30% Final Take-Home/Final project: 100 points worth 30% of final grade

When: Due: Scheduled by exam services, 10-12 days after the last day of class. Announced with exam schedule. Early Bird Bonus, +5 points, April 10)

Who: Individual or group submission

How: Approximately 1750-2500 words. Option A Take-Home exam: Mini-essays, similar to Midterm with separate elements focusing on course materials, primary sources, and major course themes. Option B: Final Project.

See assignment details and grading rubric on Brightspace.

Optional Bonus Marks Assignments: There will be in-person and online opportunities to earn up to 5 points stacking on top of your final course grade. For each opportunity: 2.5 points for attendance. Up to 2.5 points for a short (250-500 word) reflection. You may complete more than one bonus opportunity. Bonus opportunities will be shared in Announcements.

Weekly Schedule of topics and course materials

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

Module 1: *Sept 04-08 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.
- Deidre Butler. Mini-Lecture 1: How to Study Religion at University
- BimBam. "What Is Rosh Hashanah? The Jewish New Year." *YouTube*. September 1, 2017.

Module 2: *Sept 09-15: Defining Judaism, Jewish Status and Jewish identity*

- Deidre Butler. Lecture 1: What is Judaism? Who is a Jew?
- BimBam. "How did Judaism Get Its name?" *BimBam.?" YouTube*. January 9, 2018. (4:17 mins)
- Deidre Butler. Lecture 2: Jewish Identity and Jewish Status
- Hahn Tapper, Aaron J. *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.
- Deidre Butler. Lecture 3: Jewish Identity: Israel, Canada and USA
- Insider source: 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.
- BimBam. "What is Yom Kippur." *YouTube*. September 12, 2017

Module 3: *Sept 16-22: Origins of Judaism: Hebrew Bible, Sacred Text, Sacred Story*

- Deidre Butler. Lecture 1: Hebrew Bible Origins
- BimBam, "The Blessing Over Children," *YouTube*. September 18, 2015,
- Deidre Butler. 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*.
- Deidre Butler. 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.
- Deidre Butler. Lecture 4: Biblical Covenant, Chosen People, and Circumcision
- Greenberg, Irving. "Covenant as Process." *My Jewish Learning*.
<https://www.myjewishlearning.com/article/the-covenant-as-process/>
- BimBam. "The LEGO Sukkot Movie: Jewish Holidays 101." *YouTube*. September 20, 2017. <https://www.youtube.com/watch?v=SRHkgWGyn4Y>.

Module 4: Sept 23-29: *Rabbis and Rabbinic Judaism*

- Deidre Butler. Lecture 1: From Exile to Second Temple Period
- Schama, Simon. "Part 1". *The Story of the Jews with Simon Schama*. BBC Two. 2013.
- Deidre Butler. Lecture 2: Origins of the Talmud
- BimBam. "Crowns -Moses visits Akiva's Beit Midrib Babylonian Talmud, Menachot 29 b. *YouTube*. <https://youtu.be/lyn7xRH11dk>
- Stemberger, Guenter. "The Formation of Rabbinic Judaism, 70–640 CE." In *The Blackwell Companion to Judaism*, 78–92. Oxford, UK: Blackwell Publishing Ltd, 2003.
- Deidre Butler. Lecture 3: Rabbinic Concepts
- 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 .
- "Simchat Torah." Religion and Ethics Newsweekly. PBS. Aired November 14, 2011. <https://www.pbs.org/video/religion-ethics-newsweekly-simchat-torah/>

Module 5: Sept 30-Oct 06: *Jews in the Middle Ages*

- Deidre Butler. 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)
- Amy Kaufman and Paul Sturtevant, "Anti-Semitism Is Older Than You Think | The Public Medievalist", *The Public Medievalist*, <https://www.publicmedievalist.com/anti-semitism-older-think/> 2019.
- Deidre Butler. 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)
- Deidre Butler. Lecture 3: Anti-Jewish Narratives, Practices and Violence
- Strickland, Debra Higgs. "Antisemitism in Medieval Art." In *The Cambridge Companion to Antisemitism*, edited by Steven Katz, 248–70. Cambridge: Cambridge University Press, 2017.
- Deidre Butler. 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: October 7-13*

- Deidre Butler. Lecture 1: Getting Started
- BimBam. "What is a Mitzvah? Intro to the Jewish Commandments." *YouTube*. March 6, 2018.
- Neusner, Jacob. "The Purpose of the Law, the Ten Commandments, The Sabbath," in *Judaism the Basics*, 77-91 London: Routledge, 2006.
- Deidre Butler. Lecture 2: "Keeping Shabbat"
- MidrashaRio. "Lecha Dodi." *YouTube*. *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." *Routledge Handbook of Jewish Ritual and Practice*, 1st ed., vol. 1, Routledge, 2023, pp. 361–70

- Bauman, Katie. "How to Havdallah" *Temple Israel*. 2012.
- Deidre Butler. Lecture 3: "Keeping Kosher"
- Mjl. "Kosher Food: What Makes Food Kosher Or Not | My Jewish Learning." *My Jewish Learning*.
- Joselit, Jenna Weissman. "Jewish in Dishes: Kashrut in the New World." In *The Americanization of the Jews*, 247–. NYU Press, 1995.
- Deidre Butler. Lecture 4: Nidah (Family Purity)

Module 7: Oct 15-20: Jews in the Modern World

- Deidre Butler. 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.
- Deidre Butler. 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.

Module 8: October 28-Nov 3: Hasidism

- Deidre Butler. 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.
- Deidre Butler. Lecture 2: Key Issues
- 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.
- Shaffir, William. "Hasidim in Canada." In *Canada's Jews*, 282–293. Boston, USA: Academic Studies Press, 2019.
- Deidre Butler. 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.
- "What is Purim," Inside Edition. Feb. 24, 2021. <https://youtu.be/sQbOoEBKfRw> 4:16 mins.

Module 9: Nov 4-10: Denominations

- Deidre Butler. Lecture 1: Religious Reform
- Jeremy Shuback. "How Reform, Conservative & Orthodox Began." *BimBam*. February 17, 2019. (5:25 min)
- Deidre Butler. Lecture 2: Denominations Today

- Golinkin, David. "Conservative Judaism." *Routledge Handbook of Jewish Ritual and Practice*, 1st ed., vol. 1, Routledge, 2023, pp. 229–47
- Deidre Butler. Lecture 3: "Ultra-Orthodox" Hareidi vs. Modern Orthodox Judaism
- Heilman, Samuel. "The Modern Orthodox in America." *Routledge Handbook of Jewish Ritual and Practice*, 1st ed., vol. 1, Routledge, 2023, pp. 193–202,
- Deidre Butler. Lecture 3: Jewish Spaces: Synagogues
- Segal, Eliezer. "Places of Worship" excerpt in *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.
https://youtu.be/Ej6n_2KJ_OI 5:49 mins.

Module 10: Nov 11-17: Sexuality, Marriage and the Family

- Deidre Butler. 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)
- Deidre Butler. 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).

Module 11: Nov 18-24: Responses to the Holocaust

- Deidre Butler. Lecture 1: From Christian Anti-Judaism to Modern Antisemitism to Genocide.
- "Victoria Barnett Extended Interview." *PBS*. Season 17, episode 10, 9:11. November 8, 2013.
- Deidre Butler. Lecture 2: Jewish Responses to the Shoah
- Rabbi Oshry, Ephraim. "Removing Numbers Branded by the Germans on Their Victims"; "Women Prostituted by the Germans;" "Endangering yourself to Save Another;" "A Kohein Who Was Forced to Convert;" in *Responsa From the Holocaust*. New York: Judaica Press, 1999. 1-4; 9-10; 93-196

- Wiesel, Eli. "A Plea for the Dead," in *A Holocaust reader: responses to the Nazi extermination*, 67-78. Edited by Morgan, Michael. New York: Oxford University Press. 2001.
- Excerpts from Deidre Butler, *Hear Our Voices* project: Oral Histories by Pinchas Gutter; Esther Bernstein; Truda Rosenberg; Cantor Moshe Kraus (shared to Brightspace directly)
- Deidre Butler. 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*. <https://encyclopedia.ushmm.org/content/en/article/postwar-refugee-crisis-and-the-establishment-of-the-state-of-israel>
- An Ethiopian Jewish Holiday of Communal Repentance: Sigd. *Jewish Unity Through Diversity Institute*. <https://youtu.be/vRoQb-R8dpc>

Module 12: Dec 2-6: 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).
- Deidre Butler. Lecture 3: Israeli Jews and the Diaspora
- Gil-Shuster, Corey. "Israelis: Why did your family come to Israel?" *AskProject*. September 23, 2017.
- CBN News. "Ethiopian Jews Celebrate Ancient Holiday, Thank God for Jerusalem." CBN News. November 9, 2018. (2:26 mins)
- Salamon, Hagar. "Ethiopian Jewry and New Self-Concepts" In *The Life of Judaism*, 2: Berkeley: University of California Press, 2019. 227–240.
- Brym, Robert & Neuman, Keith & Lenton, Rhonda. "Chapter 7: Connection to Israel" 2019. (page 57-61)
- "How do we celebrate Shavuot as Orthodox Sephardic Jews?" *Frum it Up*. May 26, 2020. <https://www.youtube.com/watch?v=QPqS6jQ4QMo>
- Deidre Butler. Lecture 4: Final Thoughts

Course Policies:

Readings: Your success in this online course depends on you completing all of the course content including readings. This course includes different types of readings to help you gain an understanding of Judaism. These include insider sources written by Jews, usually for Jews, and reflect a faith-based perspective. These are often very short and useful for gaining a quick understanding of a practice or belief. Each module includes at least one scholarly secondary source that illustrates the ways that scholars of Religion study Judaism. These scholarly sources should be given priority in your written assignments. All assignments should demonstrate that you have read, understood and thoughtfully engaged the required readings.

Videos / Films: These are an important required resource for this course. They allow you to learn by seeing and hearing about Jewish life in a rich and complex way. They sometimes overlap with readings to reinforce learning and to give you additional details, but they always offer new and separate content as well. Several

videos are from the PBS series *The Story of the Jews with Simon Schama* which does an excellent job of telling a story. Schama is a scholarly documentary source, but he moves quickly and in the interest of a good story doesn't always give you the whole context. Readings and my own mini-lecture videos fill in the gaps in these cases. Always check if there is a viewer's guide before viewing and be ready to take notes on definitions and concepts for quizzes and assignments.

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. This is especially important in online courses where you are likely to tune out without your professor and fellow students in the room keeping you focused and engaged. 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: https://www.youtube.com/watch?v=E7CwqNHn_Ns

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 (i.e. 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

E-mail:

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.

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 Brightspace, 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.

Citing sources: As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, whereas you do risk serious consequences if you fail to cite when you should. When in doubt, cite (including Forum Posts and bonus marks assignments). You must use the required style, Chicago Manual of Style (Humanities: Notes and Bibliography). See Brightspace on how to include citations in forum posts.

Chicago Manual of style: (CMOS) Citing sources is a necessary academic and professional skill. The

Religion program at Carleton requires that you use the Chicago Manual of Style (Humanities: Footnotes and Bibliography). This means I should be seeing endnotes or footnotes and a bibliography for all assignments. Assignments that do not use the CMOS will be returned to the student for correction. Reach out for help if you are struggling with this skill. *Note that there is a CMOS for Social Sciences that uses parenthetical citation. *Do not use that method.*

Quick Citation Links: Chicago Manual of Style (Notes and Bibliography)

http://www.chicagomanualofstyle.org/tools_citationguide.html

<http://www.library.carleton.ca/help/citing-your-sources>

<https://library.carleton.ca/guides/help/generative-ai-chatgpt-and-citations>

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.

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. Quizzes and Forum Posts are not accepted after the due date because you have multiple opportunities to complete each and you also have options for bonus assignments. Midterm and Final Assignment 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. 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.

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

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. Chat GPT is only one of many ways of using AI tools to generate content. For simplicity, I will refer to all such sites and applications as “Chat GPT.” An open access version of Chat GPT is available free of charge at <https://chat.openai.com>

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 so that you can use these tools, or not, for the midterm and final project.

The rules for using ChatGPT: *You may use any AI tool with the following conditions:*

1. Always cite your use of ChatGPT (how you used it in footnotes or endnotes).
2. Cite the AI tool you are using in your bibliography (only).
3. You may not use ChatGPT to complete an assignment in full.
4. You must show what ChatGPT contributed to the assignment, i.e. all content generated at each step.
5. You must show your own contribution to the completion of the assignment. i.e. showing prompts used, versions of texts to show editing, brainstorming, reorganization.

See Brightspace for more information including how to cite, how to document use, and specific requirements.

Opting out of Chat GPT: Some students may wish to opt out of Chat GPT focused assignments. If you wish to opt out, you will be required to:

1. Declare on each assignment that you are not using Chat GPT or any other AI tools to complete the assignment.
2. Complete the alternate assignment.
3. Be prepared to explain or show your work as required by the assignment. This may include:
 - being asked to orally describe how you completed your assignment in a zoom meeting with your professor or TA
 - provide notes and rough drafts.
 - submit digital copies of all cited sources.

I reserve the right to request that you meet with me to discuss your assignments if I have any questions about your process.

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 PowerPoint presentations, outlines, Briefing Notes, Final Project, and other 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.

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.

Critical reflection vs. subjective, personal reflection: this course asks you to critically reflect on the material.

- More than a feeling: Personal reflection is about feeling. It reflects on your emotional response, your pleasure or displeasure, your interest or disinterest, your personal experience and it stops there.
- Thinking to understand better: Critical reflection is about thinking about the material and asking questions that will lead us to understand things in a more nuanced way.
- Evidence-based analysis: All critical reflection is evidence-based. It reflects on whether things are argued logically and fairly, whether evidence has been effectively marshaled, and whether there is missing data.
- Strategic use of the personal: Depending on the assignment, critically reflecting may connect to your personal experience but only does so if that experience is relevant and enriches our understanding of the topic.
- "When I was growing up": Students of religion (and your professor!) will often compare, contrast, connect what we study with our own experience of religion. This should be done not only purposefully (i.e. to enrich that understanding we seek), but also respectfully and critically.

Critical yet respectful: "Lest ye be judged": Our goal as students of religion is to understand religion and religious phenomena as a human phenomenon. We study religion using evidence-based practices.

DO

- Both when posting and when replying, make new connections between the discussion topics and the assigned readings by referring to specific pages in the readings.
- Include thoughtful questions to show that you care what your classmates think.

DON'T

- Copy material from other course participants' posts. If you're not sure what you can add, contact the instructor or TA for support.
- Post about things that are off topic for a particular assignment and/or unrelated to the coursework.
- Insult or make fun of posts or use sarcasm. If you disagree with a post, then explain why in a constructive and empathetic manner. Remember the Human: if you wouldn't say it to someone's face, then don't say it online.

Sources: Carleton University. "EDC: Online Discussions Tips for Students." Accessed February 27, 2017: <http://carleton.ca/edc/wp-content/uploads/Online-Discussions-Tips-for-Students.pdf>.
Shea, Virginia. 1994. Netiquette, Albion Books. Digitized December 14, 2009.
University of Phoenix. "Going to Class: What is a substantive post?" and "Going to Class: Online discussions." Accessed February 27, 2017: <http://www.phoenix.edu/student-orientation/going-to-class.html>.

Things I need to know: (Contact me by email or speak with me online or in person)

- You don't understand what is expected of you.
- English is not your first language.
- You require accommodations
- 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.