

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

The most up-to-date version of the syllabus is on CULearn

<p>CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p>JUDAISM RELI 2110A: FALL 2016 Class meets: Mondays and Wednesdays 11:35-12:55 p.m. Classroom: Southam Hall 515 Sept 7- Dec 9, 2016</p>
<p>Dr Deidre Butler deidre.butler@carleton.ca</p>	<p>OFFICE HOURS Mondays and Wednesdays 1-2 by appointment Office: Paterson Hall 2a49 Phone: 613-520-2600 ext 8106 (email strongly preferred)</p>
<p>Description: This 2000 level course explores Judaism as a lived religious tradition, practiced by men and women, that takes place in diverse communities across Canada and around the world. We begin with the premise that Judaism is defined by the teachings, beliefs and practices that form the core of Jewish communal life. From this point of view, Judaism is both historical and evolving; rooted in traditions yet diverse in its many expressions, responding to changing contexts, reflecting on its past and looking towards its own future. This diversity can be a challenge for students who are at the early stages of studying Judaism. One way into this problem is to begin where Jewish communities begin in defining their own identity: Jews understand themselves as standing in relationship to, and in continuity with, a historical past as expressed through sacred texts. The first half of the course will use primary sources to historically explore the teachings, traditions, practices and formative experiences of the Jewish people. The second half of the course will focus on contemporary Jewish life, thought and practice. To this end, films will be also be shown and several guest speakers from the local and national Jewish community will be invited into the class throughout the semester to illustrate the diversity of Judaism in Canada and around the world. Students may partially fulfil course requirements by participating in an optional field trip to Jewish Montreal in November.</p>	
<p>Course Goals: At the end of this course the student will:</p> <ul style="list-style-type: none">❑ Be able to explain and apply a selection of key theoretical principles and methodological approaches that used in the academic study of religion in general and in the study of Judaism in particular.❑ Be able to articulate a general knowledge and understanding of the history, teachings, and practices of Judaism.❑ Be able to discuss and reflect upon the rich textual traditions of rabbinic Judaism, its historical development, and its role in contemporary Jewish life.❑ Be able to discuss and reflect upon a range diverse of Jewish beliefs and practices in relation to their historical and communal contexts.❑ Be able to discuss and reflect upon a range of major debates within Jewish life as well as Jewish studies scholarly contribution to those debates.❑ Develop critical reading, writing and thinking skills through in class discussions and tasks, tests and written assignments.❑ Develop research writing skills including the ability to conduct library research, craft thesis statements, appropriately cite sources using the Chicago Manual of Style, locate and distinguish between primary and secondary sources etc.	
<p><i>We acknowledge that the land on which we gather to meet for this course is the traditional unceded territory of the Algonquin Anishnaabeg people.</i></p>	

Required Texts: Required readings prepare you for class lectures and discussions. Always read the required text prior to class meeting.

- **Eliezer Segal, *Introducing Judaism*** (available at bookstore, used and online retailers)
- **Additional readings online** and linked through CULearn
- **Hebrew Bible:** Use your own or refer to an online version. See Online Hebrew Bible and take a quick look at the Rashi (rabbinic) commentary for an insider /theological perspective
http://www.chabad.org/library/bible_cdo/aid/63255/jewish/The-Bible-with-Rashi.htm

Recommended for students continuing in courses in Jewish Studies: JPS translation of *Tanakh* (Hebrew Bible) (available at bookstore) or bring your own copy of another translation to class.

Recommended readings are readings that extend our discussion of a particular topic or open a new topic we may not have time for during class meetings. They may be used for assignments but are not tested on any exam.

Tests are 2/3 lecture based, 1/3 textbook based. Regular attendance is key to succeeding in this course.

Course slides are normally posted on CU Learn by midnight the night before a lecture in pdf format. They do not contain all content from the lecture but provide a roadmap of the lecture plus all quotations from texts we will discuss in class.

NOTE: Any student who misses more than 10 scheduled class meetings without valid and documented reasons for these absences is not eligible to pass the course.

Students who miss a class for religious reasons MUST email the professor to have the absence excused.

Course Requirements

Complete **any 4 of the following 5** requirements

- **23% Test 1** in class Oct 5
- **23% Test 2** in class Nov 16
- **23% Test 3** during Exam period
- **23% Living Judaism**
Assignment 5-7 pages due Dec 9 in class
- **23% Jewish Montreal Field Trip Blog** 5-7 pages due Nov 23 midnight CULearn
Total: 92%

PLUS all students MUST complete the 8% library research assignment based on the library research session on Oct 12 (due CULearn Oct 17 at midnight).

Total = 100%

Bonus Marks 5%: Attend Montreal Field Trip Nov 14 to receive up to 5% bonus OR if you cannot participate, you may also write a short 1-2 page summary / reflection on 2-3 sessions at Limmud Ottawa Nov 20

A note on independent course web sites/ course sharing sites from the University: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Course Requirements: *Students are encouraged to keep track of all grades until the final grade is posted. If you see an error, email the Professor Butler. Note that online grades will not be finalized until shortly before the grades are submitted (10 days after the final exam).*

Element	Value	Date	Description
Test 1 In class exam	23%	Oct 5	Multiple choice, short answer. Test is based on all required course materials, lectures, guest lectures and films from Unit 1. Exam is 2/3 lecture based, 1/3 textbook based.
Test 2 in class exam	23%	Nov 16	Multiple choice, short answer. Test is based on all required course materials, lectures, guest lectures and films from Unit 2. Exam is 2/3 lecture based, 1/3 textbook based.
Test 3 during exam period	23%	During Exam Period	Multiple choice, short answer, optional essay. Test is based on all required course materials, lectures, guest lectures and films from Unit 3. Exam is 2/3 lecture based, 1/3 textbook based.
Library Assignment	8%	Oct 17, midnight, CU Learn	based on Library skills workshop (Oct 12). See Library Assignment on CU Learn for details.
Jewish Montreal Field Trip Blog Field Trip is tentatively planned for Sunday, Nov 13 from 9 a.m. -5 p.m.	25%	Due Nov 23 midnight CU Learn	Develop 3-4 blogs, each devoted to a particular site / institution that we visited in Montreal. Some research required. See Jewish Montreal Field Blog Assignment on CU Learn for details. 5-7 pages of text. <ul style="list-style-type: none"> ○ Students who cannot participate in the field trip should complete other assignments. ○ Students who wish to attend the field trip but NOT write the assignment may participate and earn the 5% bonus mark. ○ If the field trip is cancelled because of low participation, another optional written assignment will be offered.
Living Judaism Assignment	23%	Hardcopy. In class, last day of class, Friday Dec 9 (or before)	Observe either the Sabbath for one Sabbath (Fri sundown – Sat sundown) OR keep Kosher for one weekend (Breakfast Sat-Dinner Sun). In order to complete this assignment you must learn about the relevant practice by doing some scholarly research, observe the practice for the required amount of time, reflect on the experience and its role in Jewish life and the Jewish tradition. Please see assignment for details. 5-7 pages. See Living Judaism Assignment on CU Learn for details.
Bonus Marks	5%		Maximum 5 points: You may complete more than one to achieve the maximum points. <ul style="list-style-type: none"> ○ Up to 5% bonus mark for excellent participation in Montreal Field Trip (on time, good attitude, contributes to success of day) ○ Attend 3 sessions at <i>Limmud</i> Ottawa on Nov 20 (free admission) and write a short 1-2 page reflection on what you heard/saw. You should demonstrate attendance of the event, comprehension of the topic. Due 2 weeks after Limmud. Hand in hardcopy in person.

Class date	Today & Required & Recommended Readings	
Sept 7 Class 1	<p>UNIT ONE: Intro to Judaism, Ancient Israel, Hebrew Bible, Rosh Hashana, Second Temple, Rabbinic Judaism</p> <p>Introduction to the course:</p> <ul style="list-style-type: none"> ○ Course outline ○ What is Religion? ○ How do we study Religion? <p>Recommended Reading:</p> <ul style="list-style-type: none"> ○ From the American Academy of Religion: An overview of the academic study of Religion plus excellent short curated bibliographies http://www.studyreligion.org/why/index.html ○ From Indiana University: 10 best reasons to study Jewish Studies: http://www.indiana.edu/~jsp/prospective/tenReasons.shtml 	
Sept 12 Class 2	<p>Hebrew Bible: Part 1</p> <ul style="list-style-type: none"> ○ What is the Hebrew Bible? ○ Genesis Creation Stories (1 and 2) <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 1: 1-20 ○ Genesis Chapt 1-3 (First and Second Creation accounts) http://www.mechon-mamre.org/p/pt/pt0101.htm <p>Recommended Reading:</p> <ul style="list-style-type: none"> ○ Jewish History Timeline: http://www.jewishvirtuallibrary.org/jsource/History/timeline.html ○ Yom Kippur in Hebrew Bible Leviticus 16: 1-34 http://www.mechon-mamre.org/p/pt/pt0316.htm 	<p>Reader's Guide:</p> <p>Segal: Reminder –always be able to answer questions at end of chapter.</p> <p>Key terms: Torah, Neviim/Prophets, Ketuvim/Writings, Tanakh, Hebrew, Covenant, patriarchs/matriarchs, Egypt and exodus, mount Sinai, revelation, promised land, choseness, idolatry,</p> <p>Overview: Why Hebrew Bible and not Old Testament? How is the Hebrew Bible read in synagogues? Oral vs written. Narrative vs. law. Establishment and dating of canon. Traditional view of Torah. Major themes in Neviim/Prophets. Biblical narrative: be familiar with Segal's quick overview plus what is discussed in class.</p> <ul style="list-style-type: none"> ○ Genesis 1-3 We will read the two creation stories from the Hebrew Bible this week. We will read them in three ways: 1. As produced in a particular historical context 2. As traditionally interpreted, 3. As interpreted by Jewish reformers who seek to transform their communities. How does each approach yield different questions and answers? What do these stories teach about God's nature, gender, sexuality, humanity, ethics?

<p>Sept 14 Class 3</p>	<p>The Hebrew Bible: Part 2</p> <ul style="list-style-type: none"> ○ Story of Exodus & Torah at Sinai (recommend you bring bible readings to class) <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Exodus Chap 1-14 (story of Moses and Exodus from Egypt) and ○ Exodus 19-20 (God gives Torah to Moses & Decalogue) http://www.mechon-mamre.org/p/pt/pt0201.htm <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ Read about the concept of Tradition in Judaism. Especially note role of Moses and Sinai: http://www.jewishvirtuallibrary.org/jsource/judaica/ejud_0002_002_0_0_19989.html <p>Easy to understand reading about how each denomination understands revelation from Sinai: http://www.myjewishlearning.com/holidays/Jewish_Holidays/Shavuo/Themes_and_Theology/Denominations_on_Revelation.shtml</p>	<p>Reader's Guide: Exodus</p> <ul style="list-style-type: none"> ○ Context: These linked narratives are central to Jewish identity and Jewish understandings of the Jewish people's relationship to God in history. ○ This key moment of suffering followed by liberation and covenant is remembered throughout Jewish history to explain contemporary suffering. ○ This is the moment that is understood as when Jewish people are given the Written Law (Torah) and Oral Law (source for all rabbinic teachings, specifically Mishna in Talmud) ○ Source for Jews understanding themselves as nation, chosen by God (i.e. Election, Chosen People doctrine), obligated by divine commandment to fulfil God's law, to be a holy people. ○ The relationship between God and the Jewish people as liberator and redeemer will be remembered each weekly Sabbath. ○ 10 commandments are only a snapshot of law set out by God for the people. Speaks to religious obligation/theology, ethics, notion of just society, social order. ○ Sets up model for disobedience / sin, repentance, God's justice, divine mercy, God's love for Jewish people
<p>Sept 19 Class 4 Professor Butler at conference</p>	<p>Guest lecture: Rabbi Deborah Zuker, Ritual, Education & Outreach Director, Kehillat Beth Israel</p> <p>"Torah and Jewish Life today" Attendance taken, material covered in today's class is on Test 1 (and useful to writing assignments)</p> <p>Today's class is open to the public</p> <p>Required Reading: CU Learn, <i>Back to the Sources</i>, pgs 83-101</p>	<p>Reader's Guide:</p> <ul style="list-style-type: none"> ○ Focus on pages 83-84, 98-101 ○ "religion" in the Bible ○ why is the English word "law" not a perfect term to use to describe Biblical law? ○ What do the words "torah", "mitzvah", ○ What are some of the major ways God is understood in the Hebrew Bible? ○ How does one maintain "an environment worthy of God"? What is purity and holiness in this context? ○ What is the relationship between / boundaries between God / Creation, God / humans/animals ○ What is a historical critical perspective when reading the Hebrew Bible? What is the difference between a "modern" reading of biblical law and a "rabbinic" interpretation? ○ How does comparing the Code of Hammurapi with Biblical law help us appreciate Biblical emphases on morality / holiness?

<p>Sept 21 Class 5</p>	<p>The Second Temple</p> <ul style="list-style-type: none"> ○ Temple-based Judaism to the beginnings of Rabbinic Judaism <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 2 The Second Temple Era: 21-39 <p>Recommended Reading</p> <ul style="list-style-type: none"> ○ Read the story of Jewish Resistance against the Romans that leads to holiday of Chanukah I Maccabees I:1-57 http://www.earlyjewishwritings.com/text/1maccabees.html ○ Read the story of Masada from Josephus' point of view in Wars of the Jews (Chap 8-9) http://www.ccel.org/j/josephus/works/war-7.htm ○ Learn about the Dead Sea Scrolls and Qumran community http://www.ibiblio.org/expo/deadsea.scrolls.exhibit/intro.html ○ Read Chapter 1 of Josephus to learn about Essenes, Sadducees and Pharisees from his point of view, <i>Antiquities of the Jews</i>. http://www.ccel.org/j/josephus/works/ant-18.htm 	<p>Reader's Guide:</p> <p>Segal: <i>This is a critical period to understanding the development of rabbinic Judaism. Judaism is not homogenous or unified during this period; although a mainstream Judaism does emerge (and writes the history that describes itself as traditional Judaism) Judaism has always been and continues to be diverse and contentious.</i></p> <ul style="list-style-type: none"> ○ Use Segal's key points to study ○ Why are Jews outside the land of Israel? How do they return? Do all return? Why? Who is Ezra? What are the meanings and significance of Exile and Diaspora? ○ Who are the Samaritans? What are their relationship to mainstream Judaism of the time? ○ What are the two models of leadership? Which group is associated with each? How do the Essenes fit in? ○ How do other cultures impact Judaism during this period? ○ What is Hellenism? Who is Philo? What is the Greek/Jewish synthesis? Why are these important for understanding Jewish history? ○ Why do the Hasmoneans revolt? ○ How is the Jesus movement understood within this history of the Second Temple? How do Paul's teachings take Christianity on a path that is increasingly distinct from Judaism?
<p>Sept 26 Class 6</p> <p>Test 1 Study Guide posted on CULEARN</p>	<p>Rabbinic Judaism</p> <ul style="list-style-type: none"> ○ Intro to Talmud ○ Group Discussion: Talmud: Tractate Baba Metzia 21 a and 21b ○ How to study for Test 1 <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 3: 40-59 <p>Recommended Readings</p> <ul style="list-style-type: none"> ○ See the earliest inscription dating one of the first synagogues in the 1st century http://www.kchanson.com/ANCD/OCS/greek/theodotus.html ○ See archeological site at Capernum with early synagogue http://www.pohick.org/sts/capernaum.html 	<p>Readers Guide: Segal</p> <ul style="list-style-type: none"> ○ What happens to Jewish sectarian groups after the fall of the Second Temple? Who are rabbis? What are the two centers of rabbinic Judaism? Why are there two? How does the destruction of the Second Temple impact Jewish life? How does Masada and Bar Kochba fit into this history? ○ Who were the Tannaim and what is their relationship to the Mishna? Why was Yavneh important? What was Rabban Yohannan Ben Zakkai's role in Yavneh? What major questions for Jewish life are being worked out by the scholars? Why is Rabbi Akiva important to this history? How does the Bar Kochba revolt impact rabbinic Judaism? What happens to Hebrew? Who was Rabbi Judah the Patriarch and what is his relationship to the Mishnah? ○ Who were the Amoraim? What is important about them? ○ What is the Oral Torah? How is this literature? What is Midrash? What are the two main goals? Can all rabbinic

	<ul style="list-style-type: none"> ○ Film: YouTube: Jewish Law Orthodox Jews living in the Modern World ○ http://www.youtube.com/watch?v=ojWgRS3wpqA ○ Explore a page of Talmud to understand its different parts http://people.ucalgary.ca/~elsegal/TalmudPage.html ○ Preview Online Source for class discussion: Tractate Baba Metzia 21 http://www.halakhah.com/babamezia/babamezia_21.html#chapter_ii 	<p>teachings be found in the Bible? Be able to explain example of Sabbath in bible vs. Sabbath in rabbinic teaching.</p> <ul style="list-style-type: none"> ○ Explain difference between midrash and Mishnah? What is the difference between Halakhah and Aggadah? What characterizes each? What is the purpose of the orders of the Mishnah? Babylonian vs. Palestinian Talmud <p>Reader's Guide: Talmud Page: Bava Metzia 21a-b</p> <ul style="list-style-type: none"> ○ What is the subject of the Mishnah? ○ How would you describe the Mishna's text vs. the Gemara? ○ What do we learn about how the Rabbis think from these linked texts? ○ What are their concerns?
<p>Sept 28 Class 7</p>	<p>Medieval Judaism</p> <ul style="list-style-type: none"> ○ From ancient to medieval ○ Ashkenazic and Sephardic Jews ○ Jews under Christianity ○ Jews under Islam ○ Thinking about history of antiJudaism, anti-Semitism and the roots of the Holocaust and Jewish responses <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 4: 60-69 ○ Jews blamed for black death http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html (read any one of the historical texts that make the accusation) ○ Pact of Umar (Jews under Muslim Rule) http://www.fordham.edu/halsall/source/pact-umar.html <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ Expulsion of Jews from France 1182 http://www.fordham.edu/halsall/jewish/1182-jewsfrance1.html ○ Early Anti-Jewish text http://www.fordham.edu/halsall/source/1200geraldwales-cistconv.html ○ Jews Expelled from Spain http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html <p>Modern day Marrano (hidden) Jews who are rediscovering their Jewish identity in Columbia http://www.tabletmag.com/news-and-politics/38694/question-of-faith/?utm_source=Tablet+Magazine+List&utm_campaign=cdf1fad427-7_8_2010&utm_medium=email</p> <p>Recommended: Kabbalah & Jewish Mysticism</p> <ul style="list-style-type: none"> ○ Segal, Chap 6, Kabbalah ○ Kabbalah and Safed: http://www.myjewishlearning.com/article/isaac-luria-kabbalah-in-safed/ ○ Gershom Scholem and the modern academic study of Jewish Mysticism http://www.myjewishlearning.com/article/gershom-scholem-the-study-of-mysticism/ Insider's perspective (read as primary source): Aish's outreach intro to Kabbalah http://www.aish.com/sp/k/ 	

<p>Oct 3 Class 8</p> <p>Rosh Hashana Jewish New Year No class</p> <p>(began Oct 2 at sundown, ends Oct 4 at sundown)</p>	<p>NO CLASS TODAY: Required Reading even though we do not meet for class, this material is on test.</p> <ul style="list-style-type: none"> ○ Intro to Rosh Hashana http://www.jewfaq.org/holiday2.htm ○ Days of Awe http://www.jewfaq.org/holiday3.htm <p>Reader's Guide: Rosh Hashana: Be able to answer these for the Test</p> <ul style="list-style-type: none"> ○ What is Rosh Hashana? When is it celebrated? ○ Is this a holiday when Jews are permitted to work? ○ How is it celebrated in synagogues? (refer to shofar here) What is the central religious teaching of this holiday? ○ How is it celebrated in the home? What are common holiday foods? ○ What are the Days of Awe? What is the most common practice/central theme of this time? ○ What is the meaning of the greeting: May you be inscribed and sealed for a good year?
<p>Oct 5 Class 9</p> <p>TEST 1</p>	<p>In class Test 1: <i>All students must complete 4 out of 5 requirements each worth 23%. If you miss today's exam for any reason (medical or otherwise) you are still responsible for completing 4 requirements. Bring pencil for Scantron.</i></p> <ul style="list-style-type: none"> ○ Covers material from Unit 1: the first day of class to Sept 28 (Medieval Judaism) ○ If you choose not to take the exam you are not required to attend class. ○ If you do poorly on this test, note that the lowest grade for assignments is automatically dropped so you may always do another assignment. ○ Because you have a choice of assignments, normally there is no rewrite for missed tests. If exceptional circumstances warrant it, the test may be replaced with an essay test.
<p>Oct 10</p>	<p>Thanksgiving No class today University closed</p>
<p>Oct 12 Class 10</p> <p>Yom Kippur Jewish Day of Atonement (began Oct 11 at sundown, ends tonight at sundown)</p>	<p>Library Assignment Workshop</p> <ul style="list-style-type: none"> ○ <i>Library Tutorial by Trish O'Flaherty</i> ○ The Library Writing Assignment is worth 8% of your final grade and is required. ○ Library Assignment is due Oct 17 at midnight on CU Learn. ○ The assignment brief is on CU Learn and may be completed at any time. Attending the workshop will give you a headstart on finding the sources you need for the assignment. ○ Attendance will be taken. ○ Professor Butler will not be in class today because it is Yom Kippur. Professor Butler's Research Assistant will be there to assist and give tips on how to find sources. If you are missing class for religious reasons please email Professor Butler in advance. Please contact Prof Butler for guidance on the Library Assignment since you will be missing the workshop. <p>UNIT 2: Begins today with Yom Kippur material</p> <p>Required Reading: Intro to Yom Kippur http://www.jewfaq.org/holiday4.htm <i>You are responsible for this content for Test 2 even if though there is no class today.</i></p> <p>Readers Guide Yom Kippur: What is Yom Kippur? When is it celebrated? What is its relation to Rosh Hashana? Is this a holiday when Jews are permitted to work? How does one fast for this holiday? What other practices are common? How is it celebrated in synagogues? (refer to shofar, kol nidre, plural confession of sins –general and specific here, note emphasis on Lashon Hara) What is the central religious teaching of this holiday? Explain the role of repentance and reconciliation –to God, to persons. What does this holiday teach about God –i.e. justice, mercy, judgment. What does it teach about human ethics?</p>

<p>Oct 17 Class 11</p> <p>Sukkot, Jewish festival of booths, began on Oct 16 at sundown, continues and holiday ends with Simcha Torah on</p> <p>Library Assignment due tonight at midnight on CU Learn</p>	<p><i>Next class we will have a guest speaker speak about his experiences during the Holocaust. In preparation for that lecture, we will pause in our historical exploration of Judaism to speak about questions Jewish belief in justice and morality and introduce you to the history of the Holocaust.</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal 226-236 ○ Roth, “Who, Where, When and How?”, 13-28 (particularly 13-20 on the background to the Holocaust) 	<p>Justice, Morality, Evil in the World</p> <p>Readers Guide: Segal</p> <ul style="list-style-type: none"> ○ How does the Hebrew Bible understand human nature, sin, repentance and free will? ○ What is the good urge (Yetzer tov) vs. bad urge (Yetzer hara) ○ Why does God’s justice require that humans have free will? ○ What is required for human society (not just Israelite/Jewish) to be just? ○ What is relationship between biblical justice, law and social values? What is role of prophets in this relationship? ○ What is theodicy? How does the bible explain? How do rabbis? ○ How does the Holocaust impact Jewish understandings of evil in the world and God’s justice? ○ Be able to summarize theological responses to Holocaust: Rubenstein, Fackenheim, Berkovitz, Greenberg <p>Readers Guide: Roth</p> <ul style="list-style-type: none"> ○ What was the Holocaust? How were Jews the focus? Who else was the victim of Nazi policies? ○ How did the Nazis come to power? ○ How did most Christian churches respond to the Nazi rise to power and its policies? How did the Vatican respond? ○ What was racial purity? What was Aryan supremacy? How were Jews described by Nazis in terms of questions of racial purity? What were some of the stereotypes? ○ What are some of the explanations for why Jews were targeted? ○ Using the categories of perpetrators, bystanders and victims, how does Roth explain the behaviour of perpetrators and bystanders in allowing victims to be dehumanized and murdered? <p>Recommended Reading Sukkot:</p> <ul style="list-style-type: none"> ○ Sukkot in Hebrew Bible: Leviticus 16:40-44 http://www.mechon-mamre.org/p/pt/pt0323.htm ○ Read the Mishna on how to build a Sukkah (part of the Talmudic discussion) Sukkah 2a-b http://www.ou.org/shabbat_shalom/article/masechet_sukkah25/ ○ Read the Sukkot home ritual http://www.jewfaq.org/prayer/sukkot.htm
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<p>Oct 19 Class 12</p> <p>Guest Speaker: Holocaust survivor, philanthropist, Dr. Thomas Hecht</p> <p>Note this lecture will be public and the room location may change. Check CU LEARN for final details</p>	<p>Guest lecture, open to the public, Dr. Thomas Hecht</p> <p>Required Reading: Roth, “Who, Where, When and How?”, 13-28 (particularly 21-28 on what happened during the Holocaust)</p> <p>Required Viewing:</p> <ul style="list-style-type: none"> ○ View online: Living History documentary (Ottawa survivors and students, viewing advisory, includes graphic details) http://media1.cuol.ca/play.php?file= Profs/Deidre_Butler/Living_History_Medium.mp4 <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ The Holocaust: Introduction to the Holocaust http://www.ushmm.org/learn/introduction-to-the-holocaust ○ Review if you need an introduction to the history of the Holocaust: History of the Holocaust: An Overview from USHMM http://www.ushmm.org/education/foreducators/resource/pdf/history.pdf ○ Witness : Voices from the Holocaust 86 minutes http://www.library.yale.edu/testimonies/education/thematic.html ○ Judaism and Christianity : After the Holocaust http://www.myjewishlearning.com/beliefs/Issues/Jews_and_Non-Jews/Attitudes_Toward_Non-Jews/Christianity/After_the_Holocaust.shtml ○ Nazi Source Documents speaking about Jews and the Final Solution: http://shamash.org/holocaust/denial/nazi_doc.txt
<p>Oct 24 – 26</p> <p>Fall Break No classes</p>	<p>Recommended light-hearted web surfing during the break:</p> <ul style="list-style-type: none"> ○ YouTube Lady Gaga Spoof http://www.youtube.com/watch?v=uJG9FEipYnl&feature=related ○ Best Jewish blogs http://www.fruitsatire.net/2010/03/11/25-jewish-blogs-you-should-read-daily/ ○ Best feminist historical web site: http://jwa.org/feminism ○ Best Jewish acapella pop music: http://www.maccabeats.com/ ○ Best break the orthodoxy stereotypes: http://jewinthecity.com/ ○ Great Jewish films http://www.momentmag.com/great-jewish-films/ ○ Irreverent Jewish popculture http://www.heebmagazine.com ○ Parenting web site that gives good insights into community concerns about the next generation http://www.kveller.com/
<p>Oct 31 Class 13</p>	<p>Judaism in the Modern World</p> <ul style="list-style-type: none"> ○ The Emancipation ○ Jewish Enlightenment ○ Religious Reform and Denominational Origins <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal, Chap 7 The Modern Era <p>Recommended Reading:</p> <ul style="list-style-type: none"> ○ “Mary Antin, A Little Jewish Girl in the Russian Pale, 1890” http://www.fordham.edu/halsall/mod/1890antin.asp

	<ul style="list-style-type: none"> ○ Michael Meyer, “Where Does Modern Jewish History Begin?”, http://www.jewishideasdaily.com/5770/features/where-does-the-modern-period-of-jewish-history-begin/ ○ Are you a visual learner? 90,000 plus photographs of Jewish life –synagogues, cemeteries, Holocaust, etc http://www.jewishphotolibrary.com/ <p>Virtual museum collections http://www.judaica-europeana.eu/virtual-exhibitions.html</p> <ul style="list-style-type: none"> ○ Overview of holiday Sukkot http://www.jewfaq.org/holiday5.htm
<p>Nov 2 Class 14</p>	<p>Hasidism film: A Life Apart Watch first 70 minutes</p> <p>Required Reading</p> <ul style="list-style-type: none"> ○ Segal, 86-88, and 98-103 ○ Hasidic Story: A Joke Made in Heaven http://www.chabad.org/library/article_cdo/aid/482519/jewish/A-Joke-Made-in-Heaven.html <p>Recommended Reading:</p> <ul style="list-style-type: none"> ○ Read Hasidic Stories Online: http://www.chabad.org/library/article_cdo/aid/6588/jewish/Chassidic.html ○ Online Source: 10 Principles of the Baal Shem Tov http://www.baalshemtov.com/ten-principals.html ○ National Geographic: Inside Hasidism Video: http://natgeotv.com/za/inside-hasidism/videos/newly-hasidic-life
<p>Nov 7 Class 14</p>	<p>Reform Judaism Guest Speaker: Rabbi Rob Morais, Temple Israel</p> <p>Required Readings: Louis Jacobs, “Reform Judaism”, http://www.myjewishlearning.com/article/reform-judaism/ Segal Chapter 8, Devotion to One God</p> <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ Primary Source: Reform Judaism 1885 Pittsburgh Platform (landmark articulation of what Reform Judaism would look like) http://www.sacred-texts.com/jud/1885.htm ○ Overview Reform Practices http://www.jewishvirtuallibrary.org/jsource/Judaism/reform_practices.html ○ Gateway to dozens of brief articles about different ethical issues and how Judaism engages them: http://www.jewishvirtuallibrary.org/jsource/Judaism/jewethictoc.html ○ Collection of ethical questions collected by chabad (Hasidic halakhically observant) http://www.chabad.org/library/article_cdo/aid/145404/jewish/Jewish-Ethics-Morality.htm

<p>Nov 9 Class 15</p>	<p>Orthodox Judaism & God and the World Guest speaker: Rabbi Idan Sher, Machzikei Hadas synagogue.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Louis Jacobs. "Orthodox Judaism" http://www.myjewishlearning.com/article/orthodox-judaism/ ○ Segal Chapter 9 <p>Recommended Readings: Samson Raphael Hirsch: "Religion Allied to Progress" (primary source where Hirsch argues against Reform Judaism and articulates his vision of what modern (Orthodox) Judaism will look like. http://people.ucalgary.ca/~elsegal/363_Transp/Orthodoxy/SRHirsch.html</p>
<p>Nov 14 Class 16</p> <p>Field Trip to Montreal Sunday Nov 13 9-5</p>	<p>If enough students are interested, we will have an optional field trip to Montreal on Nov 13 and class on Nov 14 would be cancelled.</p> <p>Possible itinerary would include: Walking tour of Jewish Montreal including Hasidic Montreal, Spanish and Portuguese synagogue, Holocaust museum, Jewish food workshop / lunch</p> <p>Sunday Nov 14: 9 a.m. – 5 p.m: Students would make their own travel arrangements to Montreal to meet in Montreal Sunday morning at 9 a.m. If desired, students would be responsible for making their own arrangements for an overnight stay (a central hotel will be recommended) and would be responsible for their own meals and incidental expenses. I am applying for funds to pay for the programming for the day so there will be no additional costs to students. Part of the programming includes a session on Jewish food and so would include Sunday's lunch.</p>
<p>Nov 16 Class 17</p> <p>TEST 2</p>	<p>Test 2 Covers material from Unit 2 beginning with readings on Yom Kippur from Oct 12 until Nov 9 (Orthodox Judaism)</p> <p>Limmud Ottawa 2016: Adult Jewish Learning Conference Attend for bonus marks –see details below Date: Nov 20, 2015 Location: Soloway Jewish Community Centre Free admission for Carleton students http://limmudottawa.ca/</p>
<p>Nov 21 Class 18</p> <p>American Academy of Religion conference Nov 19-22 San Antonio Texas</p>	<p>Judaism and Daily Life:</p> <ul style="list-style-type: none"> ○ Case Study: Keeping Kosher <p>Earn Bonus Marks: Learn how easy or challenging it is to locate kosher food in Ottawa (or on campus!). For 1 extra bonus point: Bring 1 kosher item (with Heksher) to class to share with class. Any leftover food will be donated to the local kosher food bank.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 17 <p>Recommended Reading:</p> <ul style="list-style-type: none"> ○ Kashruth/ Kosher: Jewish Dietary Laws: http://www.jewfaq.org/kashrut.htm

	<ul style="list-style-type: none"> ○ Jewish Diversity and Innovation: The View from the Kitchen http://jwa.org/teach/golearn/nov06 ○ Overview of keeping Kosher: http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Kashrut_101.shtml?PRRI ○ How to make a kitchen kosher http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Keeping_Kosher/Kashe ring_Making_Kosher_.shtml ○ Keeping Kosher for the first time http://www.aish.com/spirituality/odysseys/Keeping_Kosher3_Kicking_and_Screaming.asp ○ Always Coca-Cola, Not Always Kosher: Produced by Philip Graitcer and Marit Haahr. http://www.tabletmag.com/podcasts/1985/always-coca-cola-not-always-kosher/ ○ Trip to Bountiful: Sensory Overload kicks in on a tour through a kosher food convention. Sara Ivry. http://www.tabletmag.com/podcasts/3133/trip-to-bountiful/
<p>Nov 23 Class 19</p> <p>Montreal Blog Assignment Due</p>	<p>The Sacred Calendar Case Study: Keeping Shabbat</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 18 <p>Read in class: Genesis 2:1-3 http://www.mechon-mamre.org/p/pt/pt0102.htm#1 Exodus 16:26 http://www.mechon-mamre.org/p/pt/pt0216.htm#26 Exodus 20:8-11 http://www.mechon-mamre.org/p/pt/pt0220.htm#8</p> <p>Recommended Readings</p> <ul style="list-style-type: none"> ○ Shabbat as a Sanctuary in time: Abraham Joshua Heschel http://www.myjewishlearning.com/practices/Ritual/Shabbat_The_Sabbath/Themes_and_Theology/Sanctuary_in_Time.shtml ○ Jewish Calendar (http://www.jewfaq.org/calendar.htm http://www.jewfaq.org/calendr2.htm) ○ Shabbat overview http://www.jewfaq.org/shabbat.htm ○ Read the Havdallah home ritual http://www.jewfaq.org/prayer/havdalah.htm ○ Read the Shabbat evening home ritual http://www.jewfaq.org/prayer/shabbat.htm

<p>Nov 28 Class 20</p>	<p>Conservative Judaism & Sacred History Guest speaker: TBA</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 10: Israel's Sacred History ○ Louis Jacobs. History of Conservative Judaism. http://www.myjewishlearning.com/article/conservative-judaism-how-the-middle-became-a-movement/ <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ Conservative Judaism's stance on Halakha: http://www.myjewishlearning.com/practices/Ritual/Jewish_Practices/Halakhah_Jewish_Law_/Contemporary_Attitudes/Conservative.shtml <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ Read Agudath Israel's (local Ottawa synagogue) statement about its status as a "Traditional Egalitarian Conservative Synagogue". http://www.agudath-israel.net/about/egalitarian ○ Conservative Judaism's stance on Halakha: http://www.myjewishlearning.com/practices/Ritual/Jewish_Practices/Halakhah_Jewish_Law_/Contemporary_Attitudes/Conservative.shtml
<p>Nov 30 Class 21</p>	<p>Sex & Marriage</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ "Marriage in Judaism" http://jwa.org/encyclopedia/article/marriage <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ "Mikveh" http://jwa.org/encyclopedia/article/mikveh ○ Contraception in Jewish law http://jwa.org/encyclopedia/article/contraception ○ Orthodox Rabbi's view of sex http://www.yoatzot.org/article.php?id=143 ○ Lesbianism in Jewish Law http://www.utoronto.ca/wjudaism/journal/vol1n1/v1n1zeid.htm "Sex" by Daniel Boyarin (sex/gender) http://jwa.org/encyclopedia/article/sex
<p>Dec 5 Class 22</p>	<p>Death and Afterlife</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 11: 182-188 ○ The Mourner's Kaddish http://www.ou.org/news/article/kaddish ○ Vidui Prayer http://www.chabad.org/library/article_cdo/aid/364287/jewish/The-Viduy-Confession-Prayers.htm <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ Psalm 23 http://www.mechon-mamre.org/p/pt/pt2623.htm ○ Funeral Service http://www.chabad.org/library/article_cdo/aid/282451/jewish/The-Funeral-Service-and-the-Interment.htm ○ Jtube clip: the 3 Coolers: http://www.aish.com/j/jt/94684504.html ○ Death http://www.jewfaq.org/death.htm ○ Afterlife http://www.jewfaq.org/olamhaba.htm

<p>Dec 7 Class 23</p>	<p>Jewish Identity / Jewish Status</p> <ul style="list-style-type: none"> ○ Who is a Jew? How many ways can this question be asked and answered? Would all Jews agree on the answers? ○ Current conversion controversy ○ Film: Green Chariot 48 mins, Hebrew with English Subtitles <p>Required Readings: Rebecca Alpert, "Jewish Identity and Jewish Genetic Diseases" <i>The Reconstructionist</i> 7:2 (Spring 2007) 69-84 http://www.bjpa.org/Publications/details.cfm?PublicationID=4181</p> <p>Recommended Readings:</p> <ul style="list-style-type: none"> ○ A story of conversion: http://www.tabletmag.com/life-and-religion/15619/taking-the-plunge/ ○ Who is a Jew http://www.jewfaq.org/whoisjew.htm
<p>Dec 9 Class 24</p> <p>Living Judaism Assignment due at beginning of class: Late at 11:45 a.m.</p>	<p>Topic: Test 3 Review</p>

THINGS YOU NEED TO KNOW: 2000 LEVEL LECTURE

Attendance, Participation & Passing this course: Your learning depends not only on successfully completing course assignments and exams but also in actively participating in the classroom where essential learning takes place. If you have not attended this class, you cannot be said to have taken the class. **Any student who misses more than 10 of the scheduled class meetings without valid and documented reasons for these absences will not pass the course.**

Absent from in-class exam / medical deferral for final exam:

In the case of a missed in-class test you are expected to complete an assignment as there is a choice of requirements. In either a missed test or a deferral of the final exam, the replacement exam may not take the same format as the original. In most cases a missed test or exam is replaced with a 100% essay exam.

Contact me: The best way to reach me is through email or office hours. Should you email or come see me? Short questions that can be answered quickly can always be asked in email. But if your question requires more than a quick response you'd be better off coming to see me in person. I am happy to make appointments outside of office hours and can make phone appointments as well. Please email me to make an appointment. Although I usually check email daily, I may not do so on weekends and it may take 2-3 days during busy periods. Please put your full name and course number in the subject heading. Email directly deidre.butler@carleton.ca.

Late policy: The late policy of this class is designed to be fair to students who handed their work in on time. Late assignments will be penalized at the rate of 10% per day (weekends included) until 100% has been reached. Extensions will only be granted for documented medical or family emergencies. Please note that late work will be graded as my schedule allows.

Rough drafts: I am happy to review and comment on rough drafts that are submitted by email a minimum of 7 days before an assignment is due. I will return it to you with comments. In order to receive credit for the effort of doing a rough draft, always submit the rough draft (print if necessary) with my comments.

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:

Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site and class CULearn.

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.**

Style: The Religion program uses the Chicago Manual of Style as its standard style. Use it for all citations. I also strongly recommend using citation management software/sites/apps for your citations. See the Library web site for information on both.

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

<http://www.library.carleton.ca/services/refworks>

<https://owl.english.purdue.edu/owl/resource/717/01/> (Chicago manual of style resource)

List of Works Cited: Always include a list of works cited at the end of the assignment.

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.
- If you are going to ask for a deferral for this course from the Registrar.

How to cite Scripture / Rabbinic Sources: There are standard abbreviations for each book in the Hebrew Bible or the Talmud, check online if in doubt. You must include a complete citation even if it is a biblical or rabbinic source. Cite the edition you are using in the List of Works Cited at the end of your assignment.

WHAT'S THE BEST WAY TO SUCCEED IN THIS CLASS (OR ANY OTHER)?

Attendance: Your high school teachers may have told you “no one will be making you go to class when you go to university!” but that’s only part of the story. Students who have excellent attendance do much better than students who miss a class here and there. You are expected to attend each and every class, the same way you are expected to be present for every shift at a job. Make getting to class each and every day a priority.

Speak to your professor: Your first instinct might be to be anonymous, but you really do want your professor to learn your name. Whether you are doing well and want to do better, or are having a personal or academic problem and things seem to be spinning out of control; your best course of action is to open the lines of communication. Speak to your professor (and/or TA in large classes) during office hours or make an appointment.

Learn to think like a professor:

What does a professor want from you? If the course outline has objectives, look them over. Most professors don’t want you to just memorize material, they want you to gain knowledge, improve your skills, and think critically about the material. Why did your professor want you to learn this? Why does this matter? How does it connect to other things I am learning? What fact or step in the argument is missing? Whether you are reading a text, listening to a lecture, studying for an exam or writing an essay always ask “So what? Why does this matter?” In this course we will always be moving back and forth between two vantage points –trying to gain knowledge about Judaism from the perspective of its practitioners to understand why and how they believe and do what they do, and thinking critically about Judaism as religious studies scholars; asking a variety of interdisciplinary questions, interested in Judaism as a human phenomenon.

PREPARE the readings before you come to class: Professors assign readings for a reason. When you prepare the reading in advance, the class discussion and/or lecture and your reading work together. You can ask effective questions, trace relationships between the material and begin to think critically about the issues raised. Keeping up with readings also makes it easier to complete assignments and study for exams effectively. Students who only read the material for the assignment or exam often feel lost and tend to memorize what they read without actually understanding it. Worse, they might never get through the readings because they got too far behind. Notice, you should not just read the readings but prepare them. What does it mean to prepare a reading? *Test your own preparedness for class by being able to answer the following before coming to class*

1. **What TYPE of text is it?** Primary or Secondary source? Textbook, encyclopaedia entry, scholarly article, popular, web site, news article, fiction, memoir?
2. **What is the TOPIC of the reading?** This can be answered broadly: “The topic of the reading is homosexuality in Judaism” A scriptural passage might be “laws concerning sexuality” or “love poetry”, a textbook chapter might be “overview of history of menstruation laws” or “summary of wedding rituals.”
3. **OVERVIEW OR CENTRAL ARGUMENT:** For texts that do not include analysis or arguments (i.e. an encyclopaedia article) be able to **SUMMARIZE the content**. Be able to quickly summarize the main issues raised by the text OR be able to identify the three most important points. For scholarly readings (and opinion pieces) that do include argument and analysis be able to answer: **What is the CENTRAL ARGUMENT?** Most academic articles you will read in university are secondary sources that analyse or interpret primary sources (scripture, historical documents, laws, philosophic arguments, scientific data etc)
4. **EVALUATE the argument / analysis.** Saying that an article is easy to read or that you like the writing style or topic is not a critical response. Critically responding to the text asks more significant questions: Is the text accurate, well argued, biased? Why? Is there something you find particularly interesting or insightful? Is there a weakness? What connections can you make to other material? Why is this important? Be ready to argue your case with specific examples.

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

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

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 9, 2016**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 7, 2017**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 11, 2016** for the Fall term and **March 10, 2017** for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please [contact](#) the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of a final assignment or take home, in courses without a final examination, must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic & Career Development Services 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-6632	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library