

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

<p>CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p>JEWISH ETHICS RELI 2130A: FALL 2010 MON 2:35-5:25</p>
<p>Dr Deidre Butler deidre_butler@carleton.ca</p>	<p>Office: Paterson Hall 2a52 Phone: 613-520-2600 ext 8106 Office hours: Tues 1:05 – 2:00, Wed 2:45-4:00, also by appointment Mondays</p>
<p>Description: This 2000 level course explores Jewish ethics through biblical, rabbinic, and contemporary sources in the interest of understanding the historical, cultural, philosophical, and theological foundations of contemporary Jewish ethical issues. The first half of the course focuses on classical texts and historical context and highlights key issues in the development of Jewish ethical discourses. The second half of the course focuses on developing case studies using classical and contemporary sources with an emphasis on Jewish legal arguments. Case studies this year include: the body, intimacy and sexuality, and bio-medical ethics.</p>	
<p>Required Texts: Required readings prepare you for class lectures and discussions. Always read the required text and submit your Blog entry prior to the class meeting.</p> <ul style="list-style-type: none"> ▪ Louis E. Newman, <i>An Introduction to Jewish Ethics</i>, Prentice Hall ▪ Elliot N. Dorff and Danya Ruttenberg, <i>Jewish Choices, Jewish Voices: Sex and Intimacy</i>, Jewish Publication Society of America ▪ Elliot N. Dorff and Danya Ruttenberg, <i>Jewish Choices, Jewish Voices: Body</i>, Jewish Publication Society of America ▪ Additional Readings on Web CT and Online 	<p>Course Evaluation:</p> <ul style="list-style-type: none"> ▪ 10% Participation ▪ 30% In-class Exam ▪ 20% Final Assignment ▪ 40% Weekly Blog (due before coming to class) <p>NOTE: <i>There is a very clear correlation between attendance, doing work throughout the term, and success in a given course. The Weekly Blog and Participation grade are designed to encourage you to do both.</i></p>
<p>NOTE: Any student who misses more than 6 scheduled class meetings without valid and documented reasons for these absences will not pass the course.</p>	
<p>Course Goals: At the end of this course the student will:</p> <ul style="list-style-type: none"> ❑ Be familiar with key concepts necessary for the academic study of religion in general and Jewish ethics in particular ❑ Have a broad general knowledge and understanding of the history, teachings, and practices related to Jewish ethics. ❑ Be familiar with the rich Jewish ethical textual tradition and understand both its historical development and the ways in which it is brought to bear on contemporary debates. ❑ Gain an appreciation for communal diversity within the Jewish tradition. ❑ Develop critical reading, writing and thinking skills. 	
<p><i>Although there are no pre-requisites for this course, students with absolutely no background in Judaism are advised that many students taking this class have already taken RELI 1000 or RELI 2110 and therefore already have received an introduction to Judaism. Students with no background should seek out an introductory text about Judaism. A good place to start is Web CT and/or http://www.jewfaq.org. If you are at all concerned please speak to the professor or the TA.</i></p>	

EVALUATION AT A GLANCE			
Assignment	Value	Due Date	Description
Participation	10%		3 ways to get participation marks: 10 points max total. <ul style="list-style-type: none"> ▪ 5 points max excellent attendance: 2.5 points lost per class missed without medical documentation ▪ 5 points max thoughtful in-class or online participation (at discretion of professor) ▪ 5 points max extra thoughtful blog posts or other online contribution to class
Blog	40% = 8 x 5% / post	Due before class starts, total of 8 posts minimum	Must post every week before class for total of 8 of 10 possible weeks: <ul style="list-style-type: none"> ▪ 1 Outside resource with link or citation and short explanation ▪ 1 Critical response to week's readings Late post policy: accepted up to 2 weeks late, 50% late penalty
In-class Exam	30%	Nov 8	Multiple choice, may include short answer
Final Assignment	20%	In class, December 6	5-7 page Essay or Creative Assignment Late policy: Final assignment will not be accepted more than 10 days late without a documented reason.
Bonus Marks	5%		Opportunities for bonus marks will be posted on Web CT throughout the semester.

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 5 of 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 exam, you must explain why you need accommodation (email is fine or speak to me during office hours) as soon as possible and provide the documentation required by university regulations. In either a missed in-class exam or a deferral of the final exam, the replacement exam may not take the same format as the original. In most cases a missed 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. 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.

Late policy: The late policy of this class is designed to be fair to students who handed their work in on time. Late blogs are receive a 50% late penalty and are accepted up to two weeks late at the latest. Late final assignments will be penalized at the rate of 10% per day (weekends included) until 100% has been reached. i.e. no assignments will be accepted after the assignment is 10 days late. 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.

Rewriting Blog Entries: You may rewrite the first 2 Blog entries in order to improve your grade. You have one week to submit the rewrite. Clearly mark the entry REWRITE to receive full credit.

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 Web CT.

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: Because Religious Studies is an interdisciplinary discipline different citation styles are normally acceptable in my classes. I recommend Chicago Manual of Style or Turabian.

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

<http://www.library.carleton.ca/howdoI/citing.html#chicago>

List of Works Cited: Always include a list of works cited at the end of the assignment if you are using any sources other than required readings. Works Cited include only those sources you have cited in a footnote or parenthetical citation.

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.
- You are uncomfortable with anything happening in the class.

Class	Topic	In-Class	Required Reading	Recommended resources
Class 1 Sept 13	Intro to Class, Intro to Judaism, & Film	Film: Essentials of Faith: Judaism. D5119 pt.2 disc Film: Kenny vs Spenny who is the Better Jew http://www.aish.com/j/jt/82249907.html	Newman: Chapter 1 (Go back and read this chapter for the exam)	Online Sources: What is Judaism http://www.jewfaq.org/judaism.htm What do Jews believe? http://www.jewfaq.org/beliefs.htm Jewish understanding of God's nature http://www.jewfaq.org/g-d.htm Jewish understanding of Human nature http://www.jewfaq.org/human.htm Who is a Jew http://www.jewfaq.org/whoisjew.htm Attitudes towards non-Jews http://www.jewfaq.org/gentiles.htm Land of Israel http://www.jewfaq.org/israel.htm Kenny vs Spenny who is the Better Jew http://www.aish.com/j/jt/82249907.html
Class 2 Sept 20	Judaism and Jewish Ethics	Film: Usphizin 92 minutes	Newman: Chapter 2 Primary Source: Ethics of the Fathers: Chapter 1: http://www.shechem.org/torah/avot.html Print Chapter 1 and bring to class (copy and paste is easiest)	Online Sources: "The Ethics of Preferring One's Own" Norbert Samuelson http://www.clal.org/e16.html Scholarly Peer Reviewed Sources: Web CT FULL TEXT Ager Every Day Ethics God is in the Details Web CT FULL TEXT Blackwell Jewish Ethics Articles (note each article is by a different author but all in one pdf file) The Obligation of Jews to seek observance of Noahide laws by gentiles http://www.jlaw.com/Articles/noach2.html

<p>Class 3 Sept 27</p>	<p>Sources of Jewish Ethics</p> <p>Guest lecture Dr Susan Landau Chark</p>	<p>Source Workshop: Sin and Repentance from Bible, Talmud, Medieval, Contemporary Responsa</p> <p>Bring Newman Textbook to class</p>	<p>Newman Chapter 3</p>	<p>Online Sources: Sages and Scholars in Judaism: Who's Who http://www.jewfaq.org/sages.htm</p> <p>What is Jewish Law? http://www.jewfaq.org/halakhah.htm</p> <p>Personal Morality in the Talmud: http://www.sacred-texts.com/jud/wott/wott08.htm</p> <p>YouTube : Rabbi Steinsaltz : Finding (ethical) directives in the Talmud http://www.youtube.com/watch?v=oI1nfh923zc&feature=related</p> <p>Scholarly Peer Reviewed Sources: Web CT FULL TEXT Tendler Quality and Sanctity of Life in the Talmud and Midrash</p> <p>Web CT FULL TEXT Mackler How Do I Decide? Practical Reason, Particular Judgments and Holistic Concerns in Jewish Ethics</p> <p>Web CT FULL TEXT Neusner Ethics and God</p>
<p>Class 4 Oct 4</p> <p>Must begin Blog entries by this week or cannot complete required number of entries by end of course</p>	<p>Contours of Jewish Moral Life</p>	<p>Values, Virtues & Obligations: Justice, Humility, Honouring Parents, Marriage</p> <p>Bring Newman Textbook to class</p> <p>Jtube video: Up in the Air clip: Value of Marriage</p>	<p>Newman Chapter 4</p>	<p>Online Sources: "The Sin Against Persons" Arnold Jacob Wolf http://www.clal.org/e38.html</p> <p>"The Bystander's Duty to Rescue in Jewish Law" Aaron Kirschenbaum http://www.daat.ac.il/daat/kitveyet/assia_english/kirschenbaum.htm</p> <p>Jtube Value of Marriage clip from Up in the Air: http://www.aish.com/j/it/95940329.html</p> <p>Scholarly Peer Reviewed Sources: Web CT: FULL TEXT Freund Yetzer Hara The Evil Inclination Jewish Economic Ethics</p> <p>Web CT FULL TEXT Neusner Ethics of Making an Honest Living Web CT FULL TEXT Neusner Ethics of Family Life</p> <p>Web FULL TEXT Borrowitz Shame and Business Ethics</p> <p>Web CT FULL TEXT Freund Towards an Understanding of the Ethics of Women in Judaism</p>

Class 5: Oct 11
THANKSGIVING: UNIVERSITY CLOSED

Class 6 Oct 18	Foundations of Moral Obligation in Judaism	<p>Jewish Moral Theory: How do people define right and wrong? How do we know what our moral obligations are?</p> <p>How do Jewish and non-Jewish moral obligations differ or coincide?</p> <p>Film: Jtube: Last comic standing: Choseness</p> <p>Film: Tzedakah (10 mins)</p> <p>Bring Newman Textbook to class</p>	Newman: Chapter 5	<p>Online Sources: "Jtube: Last Comic Standing" at http://www.aish.com/j/jt/96460404.html.</p> <p>Jtube: Why do People Lie? http://www.aish.com/j/jt/85332917.html</p> <p>See how a rabbi answers a legal/ethical question: Is it permissible to pray for the health of a non-Jew using a prayer that is normally used for Jews? http://www.schechter.edu/responsa.aspx?ID=34</p> <p>YouTube: Jewish Law in day to day life http://www.youtube.com/watch?v=ojWgRS3wpqA</p> <p>Scholarly Peer Reviewed Source: Web CT: FULL TEXT: Atlan Chosen People</p>
Class 7 Oct 25	Jewish Ethics in Modern Times	<p>The Challenge of Modernity: Film: Heritage and the Jews: Roads from the Ghetto</p>	Newman Chapter 6	<p>Scholarly Peer Reviewed Sources: Stealing to Save Someone's Life http://www.jlaw.com/Articles/ch_stealsavelife.html</p> <p>Web CT: Peer Reviewed Source: FULL TEXT Roth In the Shadow of Birkenau Ethical Dilemmas During and After the Holocaust</p>
Class 8 Nov 1	The Body	<p>Classical Texts Workshop</p> <ul style="list-style-type: none"> ▪ Body Weight and Diet Choices ▪ Tattoos ▪ High Risk Behaviour <p>Bring Body Textbook to class</p>	<p>Dorff xi-26</p> <p>29-45 overview</p>	<p>Online Source: Judaism and plastic surgery: http://www.aish.com/ci/sam/48955041.html</p> <p>Web CT FULL TEXT JOFA Body Image Issue (Orthodox Feminist Journal –magazine articles and scholarly articles together)</p>

Class 9: Nov 8
IN-CLASS EXAM

Questions and Topics available on Web CT for final Assignment.

Class 10 Nov 15	The Body	Film: Circumcision Bring Body Textbook to class <ul style="list-style-type: none"> ▪ Circumcision ▪ Body Image / Food Disorders ▪ Tattoos 	Dorff 52-66 circumcision 67-80 body image / food disorders 93-104 tattoos 107-118 conclusion	Peer Reviewed Source Web CT FULL TEXT Oz Tattooing the Taboo: The Tattoo Trend in Israel Web CT FULL TEXT Shapiro Tattoo (poem)
Class 11 Nov 22	Intimacy and Sexuality	Classical Texts Workshop Bring Sexuality & Intimacy Textbook to class <ul style="list-style-type: none"> ▪ Dating Ethics ▪ Sexual Consequences ▪ Sex Work and Pornography 	Dorff ix-xii Dating Ethics: 3-8 9-15 Sexual Consequences 37-45 46-52 Sex Work and Pornography 75-81 91-97	Online Resource: Hebrew Bible: Marriage Readings: Gen 1–3 (creation of sex/gender) http://www.mechon-mamre.org/p/pt/pt0101.htm Exod 22:16–17 (seduction of a virgin) http://www.mechon-mamre.org/p/pt/pt0222.htm Deut 24:1–4 (divorce, important basis of rabbinic teachings on marriage) http://www.mechon-mamre.org/p/pt/pt0524.htm Online Source: Jtube: Appropriate Age for Marriage http://www.aish.com/j/jt/83749312.html Peer Reviewed Scholarly Sources Web CT: FULL TEXT Greenberg Marriage in the Jewish Tradition (includes primary sources) Web CT: FULL TEXT Davis Abortion in Jewish Thought A Case Study in Casuistry Web CT: FULL TEXT Human Trafficking Through A Jewish Lens Web CT: FULL TEXT Bronner Aggadic Attitudes Toward Prostitution Rabbinic Rehabilitation of the Marginalized Woman Web CT: FULL TEXT Mark Solomon, “Sexuality”, <i>Modern Judaism: An Oxford Guide</i> , 401-412 Online Peer Reviewed Resources: Available through the Library Catalogue then connect to online book: <i>God forbid</i> [electronic resource] : religion and sex in American public life / edited by Kathleen M. Sands. Publisher Oxford : Oxford University Press, 2000. Judith Plaskow “Decentering Sex: Rethinking Jewish Sexual Ethics.” In <i>God Forbid</i> (2000) 23–41.

Class 12 Nov 29	Intimacy and Sexuality	<ul style="list-style-type: none"> Sexual Negotiation <p>Film: Trembling Before God</p> <p>Film: New Year's Resolution (15 mins)</p> <ul style="list-style-type: none"> Homosexuality <p>Bring Sexuality & Intimacy Textbook to class</p>	Dorff 113-120 127-132 133-140 Conclusion 141-143	<p>Lev 18:22; 20:13 (prohibiting sexual relations between males)</p> <p>Peer Reviewed Scholarly Sources (all below): Jewish Marriage and Ontario Law http://www.jlaw.com/Articles/JewMarrAndOntLaw.html</p> <p>Child Custody in Jewish Law http://www.jlaw.com/Articles/childcus1.html</p> <p>Web CT: FULL TEXT: Plaskow Sexuality and Teshuvah: Leviticus 18 (Homosexuality in the Hebrew Bible)</p> <p>Web CT: FULL TEXT: Dorff, Novak, Mackler Homosexuality a Case Study in Jewish Ethics</p> <p>Web CT: FULL TEXT: Bleich Marriage of a Kohen and a Daughter of a Non-Jew</p> <p>Web CT: <i>Labovitz Gender Segregation in Rabbinic Law – Yichud</i> (research summary)</p> <p>Web CT: FULL TEXT Labovitz Female Homoerotic Sexual Activity Sources</p> <p>Web CT FULL TEXT Labovitz SameSex Marriage Rabbinic Literature</p> <p>Web CT FULLTEXT Ruttenberg, Blood Simple: Transgender hits the Mikveh</p> <p>Web CT FULLTEXT A Jewish Approach to Homosexuality</p> <p>Web CT FULLTEXT Borowitz on Homosexuality and the Rabbinate</p> <p>Web CT FULLTEXT What's next gay rabbis?</p> <p>Web CT FULLTEXT Dresner Homosexuality and the Order of Creation in Judaism</p> <p>Web CT FULLTEXT Gayness and God</p> <p>Web CT FULLTEXT Plaskow: Toward a New Theology of Sexuality</p> <p>Web CT FULLTEXT Alpert Ahavat Hesed Transforming Relationships (Lesbian)</p> <p>Web CT FULL TEXT Kaufman Experiencing Hasidism Newly Orthodox Women's Perspectives on Sexuality and Domesticity</p>
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<p>Class 13 Dec 6</p>	<p>Biomedical Ethics</p>	<p>Classical Texts Workshop: Organ Donation</p> <p>Guest speaker Organ Donation under Jewish Law</p>	<p>TBA See Web CT</p>	<p>Online Sources: "Why Jewish Medical Ethics?" Daniel Eisenberg, M.D. http://www.aish.com/ci/sam/48931957.html</p> <p>Scholarly Peer Reviewed Sources: Web CT: FULL TEXT Warburg Renal Transplantation: Living Donors and Markets for Body Parts Halakha</p> <p>How a Rabbi Decides a Medical Halakhic Issue http://www.jlaw.com/Articles/decide.html</p> <p>The Ethics of Using Medical Data from Nazi Experiments http://www.jlaw.com/Articles/NaziMedEx.html</p> <p>AIDS A Jewish Perspective http://www.jlaw.com/Articles/aids.html</p> <p>Stem Cell Research in Jewish Law http://www.jlaw.com/Articles/stemcellres.html</p> <p>The Brain Death Controversy in Jewish Law http://www.jlaw.com/Articles/brain.html</p> <p>Cloning People and Jewish Law http://www.jlaw.com/Articles/cloning.html</p> <p>The Preembryo in Jewish Law http://www.jlaw.com/Articles/preemb.html</p> <p>Physician Assisted Suicide Under Jewish Law http://www.jlaw.com/Articles/phys-suicide.html</p> <p><i>WEB CT FULL TEXT Between Mothers, Fetuses and Society: Reproductive Genetics in the Israeli-Jewish Context</i></p> <p><i>Web CT FULL TEXT The Uses and Misuses of In Vitro Fertilization in Israel: Some Sociological and Ethical Considerations</i></p> <p>Online Source: Jewish Legal argument against cloning: YouTube http://www.youtube.com/watch?v=6tbIMy4vzEA</p>
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ASSIGNMENT DETAILS:

WEEKLY BLOG:

You are responsible for contributing to the class online discussion on Web CT by contributing to the Weekly Blog each week. All students must post 1. an outside resource AND 2. a critical response as part of their weekly online discussion contribution.

You must demonstrate that you have read and comprehended the readings. Lack of evidence of having read and/or comprehended the readings is grounds for failure.

DUE: Weekly contributions are due before the class meeting each week. You may always submit a contribution early.

Minimum number of posts: You are not required to submit a post on the first day of class or the day that the midterm takes place. Of the 11 possible dates that are left, you may skip one date. You are therefore responsible for 10 contributions total.

Late policy: Late blogs without a documented excuse will be accepted up to 2 weeks late but will receive a 50% penalty for lateness. Any responses more than 2 weeks late will not be accepted. Please note, late responses will not be accepted after the last week of class (i.e. the last entry cannot be late)

Minimum requirements: Every required Blog entry should have 2 labelled elements:

- 1. Outside resource:** Recommend one outside source that is relevant to the class discussion:
 - give citation or link (bibliographic or URL),
 - describe the resource briefly (1-3 sentences)
 - explain WHY the source is relevant in 2-3 sentences.

Creative and fun sources (such as youtube clips, web sites, fiction, movies, poetry, artwork) are very welcome but you must make a case for why it is relevant to the course. **NOTE: the outside source may only be relevant to the course in general and not directly to the readings but I am more impressed if you can find something relevant to the week's readings.**

- 2. Critical Response:** (100-200 words) **May take any of the following formats but must refer to required readings and demonstrate you understood the readings.** Spelling and grammar do count. Use a traditional academic essay format with a scholarly tone. Quotes and page numbers are not minimally required but are encouraged –i.e. more effort = higher grades:

USE ONE OF THE FOLLOWING THREE OPTIONS FOR YOUR CRITICAL RESPONSE:

- A. Post your own critical analysis of the week's topic.** You may address the weekly topic as a whole or some smaller aspect or question. Here are some questions to get you started:
 - What is the author arguing and why is it important/significant to the study of Jewish ethics?
 - What are the key issues to the topic?
 - What are the key sources that inform Jewish understandings of the topic? How are those sources used to make arguments?
 - Why is this topic important to understanding Judaism and/or Jewish ethics?
 - How has the topic evolved over time?
 - Do all Jews in all places share the same view of the topic?
- B. Respond critically to another student's analysis.** Responding critically to another person's work depends on hearing what a person has to say and entering into a respectful conversation with them. To do so you need to make an argument that is grounded in the readings and what you have learned about your topic. Here are some questions to get you started:
 - What are the strengths and weaknesses of the author's analysis in terms of the course readings and the subject of the course?
 - Do you agree or disagree with the writer's description of the issue in terms of the course readings? Why or why not? How would you frame the issue instead?

- What other sources or information from the readings (and perhaps previous readings or outside sources) could you bring to the discussion to broaden and deepen our understanding of the issue/topic?
- C. Respond critically to another student's recommended resource (but not your own). Responding critically to another student's recommended resource means viewing or reading the source and making an argument about how it enhances our understanding of the issues addressed in the readings. Here are some questions to get you started:
- How does the source help us understand the topic better especially in terms of this week's readings?
 - Does it confirm, contradict, or complicate what we learn about Jewish ethics from the readings (and perhaps what we've learned in this class)? Explain.
 - What are the strengths or weaknesses of using this outside source as an additional resource in this class in terms of this week's readings?
 - If it is an example from popular culture, what does this popular representation say about the topic? What do we learn from it that we don't otherwise learn from scholarly sources? Why is this mode of representation effective?

Bonus marks for extra Blog Entries: If you are submitting an extra blog entry for bonus marks, always mark it BONUS in capital letters so it will be graded accordingly.

Receive bonus marks for doing more than the minimum. Any of the following completed satisfactorily earn bonus marks.

- Extra thoughtful responses throughout the term beyond the 10 required entries.
- Responding to a recommended resource in addition to the required readings
- Your own thoughtful reflections on particular ethical questions or issues related to the study of Judaism.
- Your own respectful responses to other students' contributions (see B and C in description of Critical Response)
- *Bonus mark entries must be tied to the specific weekly discussion and so must be posted within one week (i.e. if you want to complete a bonus entry on the things we talked about in class on Sept 20, you must submit it online by Sept 27 which would be the next class meeting).*

MIDTERM EXAM

Format: in-class, may include: multiple choice, short answer, mini essay.

Spelling and grammar do not count but expression must be clear.

Exam covers all course materials from first class to class before exam.

(i.e. all required readings, class lectures, guest lectures, films, in-class handouts)

FINAL ASSIGNMENT

Traditional Essay or Creative Assignment.

Traditional Essay: 5-7 pages. No outside research, demonstrates comprehension of relevant course readings and uses at least 2 readings from course Web CT online library of full text articles (includes scholarly peer reviewed sources and primary sources that are recommend in the syllabus). Choice of questions TBA

Creative Option: Instead of a traditional essay you may complete a creative assignment that still demonstrates your comprehension of class lectures and readings. You make work independently or as a group for this creative option.

For your information, here are some details about how the creative option will work:

Instructions: The goal of this final assignment is for you to examine a particular question in Jewish ethics. You may work together in groups to create a larger project or work independently.

Format: Choose one of the following

- Short Video (submit link on web ct or on cd/dvd in class)
- Short story or equivalent length poem (submit on web ct or in class)
- Original artwork (submit during office hours at my office)
- Wiki, ezine, blog or other online presentation (no powerpoint presentations) (submit link on web ct or by email)
- Zine

Information for creative projects & group creative projects:

Outside research: Outside research is permitted but you must still demonstrate comprehension of required readings. Cite outside sources fully (citation and list of works cited).

Required Sources: You must demonstrate comprehension of relevant required readings and course materials. Cite your source to make it clear that you did use the source.

Recommended Sources: You are encouraged to use relevant readings from course Web CT library of full text articles.

Demonstrating Comprehension & Use of Appropriate sources: Every assignment should demonstrate that they understand the topic and the resources used to complete the assignment. It is your responsibility to prove that you understand the material and that you used appropriate sources. If your project does not allow you to do so, rethink the project or attach an appendix that does demonstrate comprehension and appropriate use of sources.

Individual contributions in groups: **EVERY Group project must indicate clearly (in the actual project or in an extra appendix) who did what and who used what sources.** Use complete names AND student numbers. EACH student is responsible for the equivalent amount of work as a 5-7 page essay and the equivalent amount of sources needed to complete such an essay. The more students in the group, the larger the project should be and the more sources should be used.

Demonstrating individual participation & grades:

Group projects are normally given a group grade unless it is clear that there is a real disparity between different students' work. This is at the discretion of the professor. You may always request an individual grade.

Online publication:

Be aware that there are ways of posting your work online that is private and ways that are quite public and permanent. Use common sense in how you publish your work. You may always publish your work within web ct and are encouraged to share your work with the class. Consult the professor if you have any concerns.

Group Topics (solo topics need to be narrowed, see Prof Butler)

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|---------------------------|-------------------------------|------------------------|
| • Life and Death | • Sexual Ethics | • Social Justice |
| • Whose Body Anyway? | • Sexual Orientation | • Environmental Ethics |
| • Reproductive Ethics | • Business Ethics | • Food Ethics |
| • Women and Jewish Ethics | • Relationships with Non-Jews | |

What's the best way to succeed in this class (or any other)?

Attendance: Your high school teachers may have told you "no one will be making you go to class when you go to university!" but that's only part of the story. Students who have excellent attendance do much better than students who miss a class here and there. You are expected to attend each and every class, the same way you are expected to be present for every shift at a job. You are rewarded twice for every class you attend: First by being there and learning, exploring and reinforcing the content for that day so

that you will succeed in assignments and exams. Second, through participation and attendance marks. Make getting to class each and every day a priority.

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

Learn to think like a professor:

What does a professor want from you? If the course outline has objectives, look them over. Most professors don't want you to just memorize material, they want you to gain knowledge, improve your skills, and think critically about the material. Why did your professor want you to learn this? Why does this matter? How does it connect to other things I am learning? What fact or step in the argument is missing? Whether you are reading a text, listening to a lecture, studying for an exam or writing an essay always ask "So what? Why does this matter?"

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, 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 Christianity" 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? 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. 6, 2010**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2011**.

REQUESTS FOR ACADEMIC ACCOMMODATION

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

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 the last official day to withdraw from classes in each term. For more details visit the PMC website: carleton.ca/pmc/accommodations/

PETITIONS TO DEFER

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

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

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

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

ADDRESSES: (Area Code 613)

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