

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

<p align="center">CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p align="center">JEWISH ETHICS RELI 2130A: WINTER 2012</p>
<p align="center">Dr Deidre Butler deidre_butler@carleton.ca USE THIS EMAIL NOT WEB CT</p>	<p align="center">Office: Paterson Hall 2a49 Phone: 613-520-2600 ext 8106</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 praxis and debates. The course is divided into four thematic quarters. This year's themes include Social Justice, Power, The Body, and Sex and Intimacy.</p>	
<p>NOTE: Canadian University, Canadian Focus, Canadian Content: Although our textbooks are from the US and often privilege American perspectives I have included online Canadian sources and in-class films to provide additional information about the Canadian context. Your context for all course work should be Canada and the Canadian experience. Students who dominantly address the US experience in their coursework will be sharply penalized and may receive failing grades.</p>	
<p>Required Texts: Required readings prepare you for class lectures and discussions. Always read the required text prior to class meeting.</p> <p>All by: Elliot N. Dorff and Danya Ruttenberg, Jewish Publication Society (used in order)</p> <ul style="list-style-type: none"> ▪ Jewish Choices, Jewish Voices: Social Justice ▪ Jewish Choices, Jewish Voices: Power ▪ Jewish Choices, Jewish Voices: Body ▪ Jewish Choices, Jewish Voices: Sex and Intimacy <p>Note that the films, in-class readings, and online readings in this class are also required texts that must be addressed in assignments. Most films are available through Carleton's Library On Demand collection.</p>	<p>Course Requirements</p> <p>80% 4 Online Assessments @ 20% each equally spaced through semester. 5-7 pages each. <i>Options for replacing some of these with research essays or creative assignments are available but require permission of the professor.</i></p> <p>20% in-class participation / in-class work, attendance</p> <p>NOTE: Any student who misses more than 5 out of the of 13 scheduled class meetings without valid and documented reasons for these absences is not eligible to pass the course.</p> <p>Students who miss a class for religious reasons MUST email the professor in advance to have the absence excused.</p>
<p>There are many options for evaluation and gaining marks that can lead to errors in the gradebook. Keep track of all of your grades until the final grade is posted. If you see an error, email the TA or Professor Butler. Note that participation and online grades will not be posted until shortly before the grades are finalized (10 days after the last class).</p>	

Course Evaluation at a Glance

ELEMENT	VALUE	DUE DATE	DESCRIPTION
Attendance participation & class work	20%	Ongoing	<p>4 ways of getting full participation/attendance marks. You may only receive a maximum of 20 points total in any combination:</p> <ul style="list-style-type: none"> ○ Excellent attendance: Max 5 points. 1 free absence. Begin with 5 points, subtract 1 point for second undocumented missed class, and subtract 2 more points for every subsequent class. Be sure to sign attendance sheet each week. ○ Participation: In class and/or Online: Max 5 points. <ul style="list-style-type: none"> ▪ <u>In class participation</u> should take the form of constructive engagement in class discussions, regular attendance, and evidence of having come to class prepared by having done the required readings. 4-5 = regular contributions, 2.5-3.5 = frequent contributions, 1-2 = occasional contributions. Each would be lowered by poor attendance, lack of preparation or unhelpful contributions. ▪ <u>Online participation</u> should take the form of regular thoughtful reflections posted on web ct throughout the semester. Should focus on course readings and/or class discussions, and/or engage other students' contributions, and/or contribute a new interesting resource for learning about Judaism (include bibliographic reference). 0.5 points per thoughtful post (100-200 words). Full marks (5 points) for making 10 satisfactory contributions throughout the term (normally weekly). ○ Learning Support Services workshops: Max 5 points attend 3 for full 5 marks. 1.5 marks per workshop. Remember to sign in. See below for details of which workshops are eligible. ○ Class Work: Max 10 points. Participate thoughtfully and regularly in class-work, uploading work to Web CT with your name on it.
Assignment 1: Social Justice	20%	Due Feb 2 at Midnight on Web CT.	<p>Assignment 1: Web CT Online Assessment. Answer Open Book quiz online: may include multiple choice, short answer and short essay questions based on lectures, films, guest lectures from the first class until January 30th. Equivalent to 5-7 pages written work.</p>

ELEMENT	VALUE	DUE DATE	DESCRIPTION
Assignment 2: Power	20%	Due Feb 20 th Midnight	<p>Assignment 2: Same as Assignment 1, but covers January 30 – February 13.</p> <p>You may replace Assignment 2, 3, or 4 with a short research essay that integrates your own research into your topic with all relevant course materials, lectures, guest lectures, films. Topic must be approved in advance by the professor and it must connect with the theme from this section of the course such that a good proportion of the primary sources in the textbook apply. If you choose this option, submit your essay in Web CT under Assignment. <i>You may do this for all remaining assignments but you are not required to do so.</i></p> <p><i>You may also complete ONE of these assignments in a creative format: film, web site, blog, creative writing. Must still cite and address scholarly sources and be critical. Must have approval of the Professor.</i></p>
Assignment 3: Body	20%	Due March 15 th at Midnight	Assignment 3: Same As Assignment 2, but covers Feb 6- March 12
Assignment 4: Sex and Intimacy	20%	Due April 5 Midnight	Assignment 4: Same As Assignment 2, but covers March 19- April 2
Bonus Marks	5%	Due 2 weeks after event	<p>Maximum 5 points: You may complete more than one to achieve the maximum points.</p> <ul style="list-style-type: none"> Attend an event recommended by your professor and write a short 2-3 page essay about the topic. You should demonstrate attendance of the event, comprehension of the topic, relevant scholarly research about the topic (2 outside journal or book sources minimum), and essay writing skills. See web ct announcements for bonus marks assignment opportunities. Due 2 weeks after the event, none accepted after last class on Dec 1. Submit Online on Web CT under Assignments.

Class & Topic	In-Class	Required Reading (bring readings to class, often used for discussion groups)	Recommended
<p style="text-align: center;">Jan 9</p> <p style="text-align: center;">Intro to Class, Intro to Jewish Ethics</p>	<p>Intro to Course</p> <p>Intro Lecture on Judaism and Jewish Ethics</p> <p>In-class workshop on Ethics of the Fathers (Pirkei Avot)</p> <p>BREAK</p> <p>FILM ON DEMAND: Standing up as a citizen [electronic resource] / ABC News Productions. New York, N.Y. : Films Media Group, [2008], c2008. 33 mins</p> <p>Discussion</p>	<p>ONLINE Primary Source: Ethics of the Fathers: Chapter 1: http://www.shechem.org/torah/avot.html</p>	<p>If you have no background in Judaism, spend some time on an introduction to Judaism web site such as www.jewfaq.com or read the Judaism chapter in a Religions of the World textbook</p>
<p style="text-align: center;">Jan 16</p> <p style="text-align: center;">Sources, Social Justice, Poverty</p>	<p>Intro to Sources of Jewish Ethics</p> <p>Groups Discussion: Reading: Personal Morality in the Talmud</p> <p>Intro to Social Justice Issues in Judaism</p> <p>BREAK</p> <p>In class workshops: Case 1: Poverty</p> <p>FILM: No place called home [videorecording] / narration written by Michael Lavoie ; script, narration and direction, Craig Chivers ; executive producers, Silva Basmajian, Silvia Sweeney ; producer, Peter Starr. Publisher [Montréal] : National Film Board of Canada, c2004. Call number: <u>D2788</u> 57 minutes (first 30 mins)</p> <p>Discussion of film from Jewish Ethics perspective</p>	<p>ONLINE: Personal Morality in the Talmud www.sacred-texts.com/jud/wott/wott08.htm</p> <p>Textbook: Social Justice: Read Introduction ix-xi and Case 1 (skip Gelberg Response) 3-34</p>	<p>Film: Jewish law [electronic resource] : in the community / Electric Sky (Firm) Publisher New York, N.Y. : Films Media Group, [2006], c2004. 50 mins</p>

<p style="text-align: center;">Jan 23 Social Justice, Discrimination, Environment, Guest lecture</p>	<p>Workshop: Case 2: Discrimination</p> <p>FILM ON DEMAND: Title Elie Wiesel [electronic resource] : dead stars, dead eyes / Digital Classics (Film) 58 mins (first 30 mins)</p> <p>Workshop continued: Thinking about the Holocaust as a source for thinking about Jewish ethics.</p> <p>Break</p> <p>Guest Lecture Case Study 3: The Environment Rabbi Yeshoshua Grunstein, "Recycling in 2012-Jewish imperative or just Canadian Law?" This part of the class is open to the public.</p>	<p>Textbook: Social Justice: Case 2: Discrimination 35-46</p> <p>ONLINE: Browse section on Discrimination to understand definition under Canadian law: Canadian Human Rights Commission. http://www.chrc-ccdp.ca/discrimination/discrimination-eng.aspx</p> <p>Browse = read it over quickly to have overview of topic, key issues, key terms and be ready to discuss. Go back to read more closely as source for assignments.</p> <p>Textbook: Social Justice: Case 3: The Environment 71-80, 88-104</p>	<p>Ethics after the Holocaust conference all 9 youtube videos are worth watching</p> <p>http://www.youtube.com/watch?v=hfbQKStipgA&feature=relmfu</p>
<p style="text-align: center;">Jan 30 Discrimination / Criminal Justice Assignment 1 Due Feb 2 at midnight.</p>	<p>FILM ON DEMAND: Title A History of punishment [electronic resource] / TVA Films (Firm) Publisher New York, N.Y. : Films Media Group, [2006], c1998. 53 minutes</p> <p>Workshop: Social Justice: Case 4 :Criminal Justice & The Death Penalty</p> <p>Break: Everything after today's break is eligible for Assignment 2</p> <p>Introduction to Thinking About Power</p> <p>Workshop: Power: Case Study 1 : Soliciting Charitable Donation</p> <p>Handout: Community Organization and The Donor</p>	<p>Textbook: Social Justice: Case 4: Criminal Justice 105-112, 114 (#5) - 116, 123-128, 141-142</p> <p>ONLINE Browse CBC news: Hate Crimes in Canada http://www.cbc.ca/news/canada/story/2011/06/15/f-hate-crimes.html</p> <p>ONLINE Browse Death Penalty in Canada (Summary of history of abolition by Amnesty International) http://www.amnesty.ca/deathpenalty/canada.php</p> <p>ONLINE Browse statistics about prisons and imprisoned populations by PrisonJustice.ca http://www.vcn.bc.ca/august10/politics/facts_stats.html</p> <p>Textbook: Power: Introduction xi-xvi & Case 1 3-26</p>	<p>Torah Perspective on Incarceration http://www.jlaw.com/Articles/PrisonerRights.html</p> <p>YouTube: David Suzuki speaks about the environment http://www.youtube.com/watch?v=wAAoqH-8UFg&feature=results_main&playnext=1&list=PL20A7FEB33B7CA8CD</p>

<p style="text-align: center;">Feb 6 Power, Authority, Business Ethics</p>	<p>Workshop: Case Study 2: Developing Personal Relationships</p> <p>FILM ON DEMAND: Title Obeying or resisting authority [electronic resource] : psychological retrospective / ABC News Productions. Publisher New York, N.Y. : Films Media Group, [2007], c2007. 36 mins</p> <p>Case Study 3: Monitoring Ethics in Business</p> <p>FILM ON DEMAND: Newshour business ethics anthology [electronic resource] / MacNeil/Lehrer Productions. Publisher New York, N.Y. : Films Media Group, [2006], c2006. (approx 30 mins)</p>	<p>Textbook: Power: Case Study 2 10-15 Textbook: Power: 38-49 65-84</p> <p>Textbook: Power: Case Study 3: 16-26 Textbook: Power:27-37</p>	<p>Value Conflicts in Jewish Business Ethics http://www.jlaw.com/Articles/fiduciary.html</p>
<p style="text-align: center;">Feb 13 Power in the Public Sphere. FILM</p>	<p>Workshop: Power</p> <p>Break:</p> <p>Film: Ushpizim 92 minutes Discuss film in light of Jewish ethical principles and practices</p>	<p>Textbook: Power: Symposium: The Power of Executives: 27-53 Power in Government 54-64 The Power of Ideals 85-96 Conclusion 97-108</p>	<p>Should Moral Individuals Ever Lie? http://www.jlaw.com/Articles/hf_LyingPermissible.html</p>
<p style="text-align: center;">Feb 20</p>	<p>NO CLASS WINTER BREAK Assignment 2 Due Feb 20 at Midnight on Web CT</p>		

<p style="text-align: center;">Feb 27 Body Image, Self Care, Health Care</p>	<p>Lecture: Jewish Ethics and the Body: Topics may include: Doctors, Health Care, Euthanasia, Suicide, Abortion, plastic surgery –to be continued next class as time permits.</p> <p>Break</p> <p>Workshop: The Body : Case Study 1: Weight and Diet</p>	<p>INTRO / OVERVIEW: Textbook: The Body: Symposium: 29-31, Textbook: The Body: Introduction xi-xvii</p> <p>HEALTH CARE 86-92, 86-92</p> <p>BODY & WEIGHT: Textbook: Body: Case Study 1: Body Weight and Diet 3-12 Textbook: Body: Symposium: 67-73, 74-80</p>	<p>Physician Assisted Suicide under Jewish Law http://www.jlaw.com/Articles/phys-suicide.html</p> <p>How a Rabbi Decides a Medical Issue http://www.jlaw.com/Articles/decide.html</p>
<p style="text-align: center;">March 5 Body Modification</p>	<p>Workshop: The Body: Case Study 2: Tattoos</p> <p>FILM: Open Eyes Body Mod Documentary Excerpt http://www.youtube.com/watch?v=HsNojyOugVw</p> <p>FILM: Adin Steinzaltz on Plastic Surgery http://www.youtube.com/watch?v=xQPX41C3hYU</p> <p>Break:</p> <p>TBA</p>	<p>TATTOOS: Textbook: Body: Case Study 2: Tattoos 13-19</p> <p>Textbook: Body: Symposium: 93-98, 99-106</p> <p>GENERAL BODY: Textbook: The Body: Symposium: 40-45, 46-51</p> <p>The Ethics of Using Medical Data from Nazi Research Experiments http://www.jlaw.com/Articles/NaziMedEx.html</p>	<p>The Desecration of Graves in Israel http://www.jlaw.com/Articles/heritage.html</p>
<p style="text-align: center;">March 12 High Risk & Circumcision Assignment 3 Due March 15th at Midnight</p>	<p>Workshop: The Body: High Risk Behaviour</p> <p>Break</p> <p>Lecture: Circumcision & Jewish Law</p> <p>Film: Circumcision</p> <p>Debate: Jewish Ethics and Circumcision</p>	<p>Textbook: The Body: Case Study 3: High Risk Behaviour</p> <p>CIRCUMCISION Textbook: Body: Symposium: , 52-59, 59-66,</p> <p>CONCLUSION: Textbook: The Body: Symposium: 107-118</p>	

<p>March 19 Ethics of Dating & Lesbian Sex</p>	<p>Lecture: Sexual Ethics</p> <p>Workshop: Sex & Intimacy: Case 1: Dating Ethics</p> <p>Break</p> <p>Film: Keep Not Silent 52 minutes watmedia</p>	<p>Textbook: Sex & Intimacy introduction ix-xii, case 1: dating ethics: 3-36</p>	
<p>March 26 Sexual Consequences & Sex Work</p>	<p>Workshop: Sex & Intimacy: Case 2: Sexual Consequences</p> <p>break</p> <p>Sex & Intimacy: Case 3: Sex Work and Pornography</p>	<p>Textbook: Sex & Intimacy: Sexual Consequences : 37-74</p> <p>Textbook: Sex & Intimacy: Case 3: Sex Work and Pornography: 75-112</p>	
<p>April 2 Assignment 4 Due April 5. Sexual Negotiation</p>	<p>Sex & Intimacy: Case 4: Sexual Negotiation</p> <p>TBA</p>	<p>Textbook: Sex & Intimacy: Case 4: Sexual Negotiation: 113-144</p>	

<p>Course Goals: At the end of this course the student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> have familiarity with basic concepts in the historical and thematic development of Jewish Ethics. <input type="checkbox"/> have a strong understanding of the relationship between biblical and rabbinic sources and contemporary Jewish ethical praxis and debates <input type="checkbox"/> have the ability to critically engaging key themes in Jewish Ethics through primary sources and supplement that analysis through scholarly secondary sources <input type="checkbox"/> be able to discuss these key themes in light of contemporary Jewish practice and thought and the Canadian context <input type="checkbox"/> Develop critical reading, writing and thinking skills.

ASSIGNMENT DETAILS:

Assignments 1, 2, 3, 4: You may simply complete the online 4 assignments available on web ct. These assignments are tied to each of the 4 textbooks. Web CT assignments are a combination of multiple choice, short answer, and mini-essay questions that are directly based on the textbook and do not require (or permit) outside research. See each assignment for details. Assignments will be available 7-10 days before they are due and must be submitted on Web CT.

Research Essay Option:

Optionally, you may replace Assignment 2, 3 and/or 4 with a research essay of 5-7 pages. Your grade will be based on your topic proposal and bibliography AND essay.

- **Topic proposal and bibliography:**
 - The topic must be approved in advance by the professor (email is fine) AND you must submit an emailed bibliography for your topic. This MUST be handed in one full week before the assignment is due. The Research Essay must focus on a topic that fits with the theme of the textbook for that quarter (i.e. Assignment 2 must be on Power, Assignment 3 on Body, Assignment 4 on Sex and Intimacy).
- **Required Sources Class Materials:** You may delve into a topic not covered by the text but you must address any and all relevant required class sources (i.e. from the textbook, other required readings, guest lectures, films etc.).
- **Required Sources Outside Research:** You must use at least 4 scholarly sources such as scholarly monographs (books), book chapters, and journal articles. You may use recommended sources for this purpose and they will count towards the minimum. Remember that the minimum is the minimum and those who want to excel should exceed these expectations.
- **Internet Sources:** There are excellent scholarly and primary sources on the Internet. There are also many distortive and useless sources. An academic journal that is available on the internet, or a primary source is always acceptable and would count towards your minimum scholarly sources. If the source looks popular instead of academic it will not count towards your 4 minimum scholarly sources. If you have any doubts, email the professor.
- **Required Primary and Secondary Sources:** You must use both primary and secondary sources. Primary sources are available in your textbook but may be insufficient for your topic. Use secondary sources that quote primary sources to find additional sources for you to use. See the professor if you need assistance.
- **Writing / Organization:** Your essay should have a clear question / argument that is announced in the thesis statement in the introduction. This should be explored/argued in the body of the paper. Each paragraph should have its own topic and topic sentence. Use quotations to illustrate your points throughout. End with a strong conclusion that reinforces your central argument / summary and highlights key issues and your own argument/analysis.
- **Citations:** Use Chicago Manual of Style: Humanities version that includes page numbers. Include list of works cited. Footnotes are preferred to endnotes. In-line citation is perfectly acceptable. Cite all sources -including primary sources and include in works cited (yes, even for the Hebrew Bible).

Creative Option:

Optionally, you may replace any ONE of Assignment 2, 3, and/or 4 with a creative format that still critically addresses the topic. Formats include video, blog, web site, creative writing.

- **Creative Project Proposal:** The topic must be approved in advance by the professor (email is fine) AND you must submit an emailed bibliography for your topic. This MUST be handed in one full week before the assignment is due. The Creative Project must focus on a topic that fits with the theme of the

textbook for that quarter (i.e. Assignment 2 must be on Power, Assignment 3 on Body, Assignment 4 on Sex and Intimacy).

- **All other conditions of the Research Essay must be met by the Creative Project:** You must demonstrate research, use of required course materials, comprehension, and argument/analysis and use quotations and cite sources. Some formats make this easier than others. You should always clarify any requirement that may be in question. For example, online projects should use hyperlinks, written projects should use footnotes; visual projects should use an accompanying statement or appendix.

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?”

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 out of the 13 scheduled class meetings without valid and documented reasons for these absences will not pass the course.**

Participation: Learning Support Services Workshops: Earn a maximum of 5 participation points by attending 3 workshops or 1.5 marks per workshop. You must sign in at the workshop to receive credit.

Learning Support Services’ (LSS) mission is to educate Carleton students of the skills and strategies needed to be independent and active learners, and to achieve academic success. LSS programs and services promote learning and development in students by helping them strengthen academic skills and by teaching students the strategies necessary for achieving their goals.

Your course has been registered in the Incentive Program offered through LSS. By attending study skills workshops in LSS, it is our hope that you are developing and expanding on your current academic skill set.

There are over 20 different workshops to choose from. ELIGIBLE Topics include:

Academic Integrity	Learning Styles	Time Management
Academic Reading	Note-Taking in Lectures	Tips for New Students
Critical Thinking	Preparing for Exams	Research Skills
Effective Presentations	Managing Procrastination	Writing Essays
Strategies in Proofreading	Balancing Work and School	Writing Exams
Memory & Concentration		

All workshops are held in room 402 ML. To see the complete workshop schedule and to preregister (although not mandatory) please login to Carleton Central, and click on the SASC Learning Support Services – workshops link under the mySuccess tab. If you attend 5 or more workshops you can earn your Study Skills Certificate to be added to your co-circular record.

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. ALWAYS EMAIL ME DIRECTLY AT deidre_butler@carleton.ca. DO NOT USE THE MAIL IN WEB CT AS THIS WILL SIGNIFICANTLY DELAY MY RESPONSE TO YOU.

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 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: The Religion program uses the Chicago Manual of Style as its standard style. Use it for all citations. I also strongly recommend using RefWorks 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>

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. Cite the edition you are using in the List of Works Cited at the end of your assignment. To cite Hebrew Bible, use the following format: Book Chapter:Verse (Gen. 23:13-16 for Genesis Chapter 23 verse 13 to 16). To cite Talmud, if it is from the Babylonian Talmud (the most commonly cited, also referred to as Bavli), use the following format: BT Book folio page (BT San. 64a-b for Babylonian Talmud Sanhedrin folio 64a and b). If you need help citing, ask the Librarian, TA or professor of this course.

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. 5, 2011**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2012**.

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, 2011 for the Fall term and March 7, 2012 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 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
Greek and Roman Studies Office 520-2809	300 Paterson
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