

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>GENDER AND RELIGION (RELIGION AND GENDER, PREVIOUSLY WOMEN AND RELIGION) RELI 2535A: WINTER 2016 Class meets: Tuesdays and Thursdays 2:35-3:55 Classroom: SA 306</p>
<p>Dr Deidre Butler deidre.butler@carleton.ca</p>	<p>OFFICE HOURS: Tues and Thurs 1:00 – 2:00, informally following RELI 4850 (ends 2:30 Mondays), and by appointment</p> <p>Office: Paterson Hall 2a49 Phone: 613-520-2600 ext 8106 (email preferred)</p>
<p>COURSE DESCRIPTION:</p> <p>Description: This course introduces students to the topic of gender and religion. <i>What does it mean to be female, male or otherwise gendered in several religious traditions found in the world today? How does focusing on gender and religion enrich and complicate our understanding of religion in general as a human phenomenon and in particular religious traditions?</i> Feminist scholars began this project of studying gender in religion by focusing on women. While women as an object of study was the entry point to this disciplinary project, and that focus is reflected in the title of our textbook, scholars today focus on gender as a more helpful category to think about these questions. Beginning with the understanding that religion is a human phenomenon and that both gender and religion are constructed categories, we will explore the ways in which gender is entangled in religion (and religion is entangled in our understandings of gender) in several religious traditions. This will be accomplished by studying four key areas in historical and contemporary contexts: (1) The divine and/or the sacred in scripture, religious law and teachings (oral and written); (2) constructions of the human as sexed / gendered in religious discourse (3) body practices and ritual practice; and (4) sexuality.</p>	
<p>Course Requirements</p> <p>Part A: Short Writing Assignment Complete one of the following. Each requirement is worth 10%</p> <ul style="list-style-type: none"> • Film Festival Response • Observation Report (religious service) <p>Part B: Major Assignments Complete any 3 of the following 4 requirements. Each requirement is worth 30%</p> <ul style="list-style-type: none"> • Test 1 • Test 2 • Test 3 (during Formal exam period) • Poster & Response <p>OPTIONAL: 5% Bonus Assignments Critically respond to 2 film festival films or 2 poster sessions.</p> <p>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.</p>	<p>Required Texts: Required readings prepare you for class lectures and discussions. Always read the required text prior to class meeting.</p> <ul style="list-style-type: none"> ❑ Anderson and Young. <i>Women and Religious Traditions</i>. Third Edition. (available at Carleton Bookstore) ❑ Additional readings online and linked through CULearn <p>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.</p> <p>Tests are 2/3 lecture based, 1/3 textbook based. Regular attendance and keeping up with readings is key to succeeding in this course.</p>

Course Requirements

Students are encouraged to keep track of all grades until the final grade is posted. If you see an error, email Professor Butler. Note that online grades will not be finalized until shortly before the grades are submitted (10 days after the final exam). **Note you are only responsible for 3 major assignments and one short written assignment.** You may complete all requirements and discard the lowest grades.

Element	Value	Date	Description
Film fest		Feb 1-4	Gender and Religion Film Fest –Details TBA
Test 1 In class exam	30%	Feb 4	Multiple choice and short answer and primary source response Exam is based on all required course materials, lectures, guest lectures and films from the first class up to and including the class before the test. Exam is 2/3 lecture based, 1/3 textbook based.
Film Festival Response	10 %	Feb 21	3-4 pages: View, research, and respond to at least 2 of 4 films shown Feb 1, 2, 3, 4 at mini Gender and Religion Film Festival. Due Sunday, Feb 21 night at midnight.
Observation Report	10%	Feb 21	3-4 pages: Observe and research a public religious practice with attention to gender in public roles, scripture, ritual, liturgy, space etc. Public religious practices include: regular community services, life cycle rituals, or holiday services. <i>If would like to observe an event that is later in the semester contact the professor by email for permission for an extension. Due Sunday, Feb 21 night at midnight.</i>
Test 2 in class exam	30%	March 3	Multiple choice and short answer and primary source response Exam is based on all required course materials, lectures, guest lectures and films from the first class up to and including the class before the test. Exam is 2/3 lecture based, 1/3 textbook based.
Poster & Response	30%	March 13: Project proposal Present end of April April 14 Responses due	<ul style="list-style-type: none"> ○ 5% Project proposal with annotated bibliography. Topics must be approved by professor. March 13 midnight. ○ 10% Poster ○ 10% Presentation (5 minutes) ○ 5% Critically respond to fellow students' posters. <p><i>Groups working on similar themes or traditions are encouraged to work together and present together. Collaboration and feedback generally results in better work and higher grades. Grades are individual.</i></p>
Test 3	30%	During Exam Period	Multiple choice and short answer and primary source response Exam is based on all required course materials, lectures, guest lectures and films from Test 2 up to and including the last classes with <u>student poster sessions</u> . Exam is 2/3 lecture based, 1/3 textbook based.
Bonus Marks Optional	5%	Film fest Feb 22, Poster response April 14	Critically respond to either 2 films or 2 poster sessions (which you have not already responded to for course credit). 2-3 pages.

Date	Topic & Readings
Class 1: Jan 7	<p>First class: What is Religion? How to Study Religion and Gender? <i>"The Origin of Love"</i>, from <i>Hedwig and the Angry Inch</i>, https://www.youtube.com/watch?v=zU3U7E1Odc</p> <p><i>Thinking through Gender and Religion: Build A Religion Workshop</i> Recommended viewing: https://www.youtube.com/watch?v=nWEwtPkPSEo</p>
Class 2: Tuesday Jan 12	<p>Gender and Religion: Key Concepts and Issues</p> <p>CU Learn Reading: Sered, Susan Starr., <i>"Gender Ideology" in Priestess, mother, sacred sister: religions dominated by women</i>. New York: Oxford University Press. 1994.</p> <p>In class video: Judith Butler, <i>Your Behaviour Creates Your Gender</i> https://www.youtube.com/watch?v=Bo7o2LYATDc</p> <p>Recommended: Scott, Joan W.. "Gender: A Useful Category of Historical Analysis". <i>The American Historical Review</i> 91 (5). [Oxford University Press, American Historical Association]: 1053–75. 1983.</p> <p>Gross, Rita. "Defining Feminist, Religion, and the Study of Religion" Gross, Rita M. "Chapter 1", in <i>Feminism and religion : an introduction</i>. Beacon Press, Boston. 1996.</p>
Class 3: Thursday Jan 14	<p>Introducing Gender in Hindu Traditions Reading: WRT Chapter 1;</p> <p>Primary Sources discussed in class: Manu's Code of Law, Chapter 9.1-103 http://www.sacred-texts.com/hin/manu/manu09.htm</p>
Class 4: Tuesday Jan 19	<p>Reading: WRT Case Study: <i>Both Guru and Goddess</i> 323-343</p> <p>Recommended: Sugirtharajah, Sharada. "Hinduism and feminism: some concerns." <i>Journal of Feminist Studies in Religion</i> 18.2 (2002): 97+. <i>Academic OneFile</i>. Web. 16 Dec. 2015.</p> <p>Film (gender and caste, sex worker activism): <i>The Joginis of India</i> http://catalogue.library.carleton.ca/record=b3727034 Viewer's advisory: includes first hand accounts of sexual violence</p>

<p>Class 5: Thursday Jan 21</p>	<p>TBA: Film or Guest Speaker TBA: Reading</p> <p>Recommended: <i>Films: Jai Santosh Ma (1975), Fire (1996; Deepa Mehta), Water (1996; Deepa Mehta)</i></p> <p>Taylor, McComas. "Purāṇic Masculinities and Transgender Adventures in the Garden of the Goddess." <i>International Journal of Hindu Studies</i> 17 (2): 153-179. 2013. doi:10.1007/s11407-013-9139-1. http://resolver.scholarsportal.info/resolve/10224556/v17i0002/153_pmataitgotg.</p> <p>Holtmann, C. & Nason-Clark, N. "Preparing for Life: Gender, Religiosity and Education Amongst Second Generation Hindus in Canada". <i>Religion and Gender</i>. 2(1), pp.57–79. 2012. DOI: http://doi.org/10.18352/rg.29</p> <p>Last 20 minutes of class: Preparing for Test 1</p>
<p>Class 6: Judaism Tuesday Jan 26</p>	<p>Introducing Gender in Jewish Traditions Reading: <i>WRT Chapter 2</i></p> <p>Recommended: Labovitz, Gail. "Consent, Agency and the Semantics of Sexuality in the Babylonian Talmud" http://www.brandeis.edu/projects/fse/judaism/docs/articles/consent.pdf</p> <p>Women in Traditional Jewish Sources: overview http://www.myjewishlearning.com/article/overview-women-in-traditional-jewish-sources/#</p>
<p>Class 7: Thursday Jan 28</p>	<p>Reading: Adler, Rachel. 1972. "THE JEW WHO WASN'T THERE: HALACHA AND THE JEWISH WOMAN". <i>Off Our Backs</i> 2 (6). off our backs, inc.: 16–17. http://www.jstor.org.proxy.library.carleton.ca/stable/25783321.</p> <p>Primary Sources discussed in class: <i>Genesis 1 & 2</i></p> <p>Recommended: Satlow, Michael L. "'try to Be a Man': The Rabbinic Construction of Masculinity". <i>The Harvard Theological Review</i> 89 (1). Cambridge University Press: 19–40. 1996. http://www.jstor.org.proxy.library.carleton.ca/stable/1509994.</p> <p>Tamar Ross and Judith Plaskow. "Gender Theory and Gendered Realities: An Exchange between Tamar Ross and Judith Plaskow." <i>Nashim: A Journal of Jewish Women's Studies & Gender Issues</i> 13, no. 1. 2007. 207-251. https://muse.jhu.edu/ (accessed December 16, 2015). https://www.jofa.org/sites/default/files/uploaded_files/site/Library/Orthodoxy_and_Feminism/Feminist_Criticism_and_Response/View%20from%20here-Ross%20and%20Plaskow-2007.pdf</p> <p>Fonrobert, Charlotte. "Regulating the Human Body: Rabbinic Legal Discourse and the Making of Jewish Gender," in <i>Cambridge Companion to Rabbinic Literature</i>, ed. by C. Fonrobert and M. Jaffee. Cambridge University Press, 2007.</p> <p>Film: <i>Eyes Wide Open</i> (2010, Doster, 93 minutes) (Homosexual relationship in Haredi community) Knauss, Stefanie. "Exploring Orthodox Jewish masculinities with <i>Eyes Wide Open</i>." <i>Journal of</i></p>

	<p><i>Religion and Film</i> 17.2 (2013). <i>Academic OneFile</i>. Web. 20 Dec. 2015.</p> <p><u>Last 30 minutes of class: Discuss Short Writing Assignments: Film Festival Response and Observation Report: Assignment Details and Tips</u></p>
<p>Class 8: Tuesday Feb 2</p>	<p>Guest Speaker: Rachel Goldbaum. Family Purity Educator and Public Speaker</p> <p>Reading: “Menstruation and Family Purity” (read first for general overview of practice) http://www.myjewishlearning.com/article/menstruation-and-family-purity-taharat-ha-mishpacha/</p> <p>Meacham, Tirzeh. Female Purity (Nidah) (gives historical overview from biblical to rabbinic) http://jwa.org/encyclopedia/article/female-purity-niddah</p> <p>Recommended:</p> <p>Rachel Biale, “Nidah”, in <i>Women and Jewish Law</i>. New York: Schocken Books. 1984.</p> <p>Zimmerman, “Nidah in Email Questions”, in <i>Gender Relationships in Marriage and Out</i>, Rivkah Blau, Ed. New York: Yeshiva University Press. 2004.</p>
<p>Class 9: Thursday Feb 4</p>	<p>Test 1 in class</p>
<p>Class 10: Tuesday Feb 9</p>	<p>Artistic Representations of Indigenous Sexualities & UnMENTionables: Indigenous Masculinities program</p> <p>Guest speaker: Charlotte Hoelke, Ph.D. candidate</p> <p>Reading: Driskill, Qwo-Li, “Stolen From Our Bodies: First Nations Two-Spirits/Queers and the Journey to a Sovereign Erotic”, <i>Studies in American Indian Literatures</i>, 16:2, 2004, 50-64.</p> <p>Required Listening: <i>Two Spirited People on CBC VisionQuest</i> http://www.cbc.ca/revisionquest/episodes/</p> <p>Recommended: WRT Chapter 5</p> <p>Taylor, Drew Hayden. 2008. <i>Me sexy: an exploration of Native sex and sexuality</i>. Vancouver, B.C.: Douglas & McIntyre.</p>
<p>Class 11: Thursday Feb 11</p>	<p>Introducing Gender & Sexuality in Aboriginal Traditions in Canada</p> <p>Guest Speaker: TBA</p> <p>Reading: TBA</p>

Feb 16 & Feb 18	No class Winter Break
Class 12: Tuesday Feb 23	Introducing Gender in Buddhist Traditions Reading: WRT: Chapter 3: Women in Buddhist Traditions Primary Sources discussed in Class: 8 Rules for Bhikkunnis See Chapter 23 for 8 rules and context: http://www.accesstoinight.org/lib/authors/thanissaro/bmc2.pdf
Class 13: Thursday Feb 25	A Monk's Perspective: Gender in Buddhism Guest Speaker: Tan Ngo. Reading: Hori, Victor. "How do we study Buddhism in Canada", in Wild geese: <i>Buddhism in Canada</i> . Soucy, Alexander Duncan, John S. Harding, and Victor Sōgen Hori, Eds. Ithaca, NY; Montreal; McGill-Queen's University Press. 2010. Recommended: Gyatso, Janet. 2003. One plus one makes three: Buddhist gender, monasticism, and the law of the non-excluded middle. <i>History of Religions</i> 43 (2): 89-115.
Class 14: Tuesday March 1	Reading: WRT: Case Study Sakyadhita: Daughters of the Buddha Unite Mini Guest Lecture: Professor Angela Sumegi
Class 15: Thursday March 3	Test 2 in class
Class 16: Tuesday March 8	Poster Session Workshop: How to prepare for an Academic Poster session? Assignment Details and Tips Attendance required only if you are completing the poster session
Class 17: Thursday March 10 Poster proposal due midnight March 13.	Reading: WRT: Chapter 7: Women in Islam Primary Sources discussed in class: Selections from the Qu'ran http://www.muhammad.com/womenquran.htm Recommended: Muslim Sexual Ethics Project (Brandeis): http://www.brandeis.edu/projects/fse/muslim/index.html Ali, Kecia. "Rethinking Women's Issues in Muslim Communities," http://www.brandeis.edu/projects/fse/muslim/articles.html

<p>Class 18: Tuesday March 15</p>	<p>Reading: WRT: <i>Case Study Two Muslim Women in North America</i></p> <p>Recommended: Samuel, Geoffrey. 2011. "Islamic Piety and Masculinity." <i>Contemporary Islam</i> 5 (3): 309-322. doi:10.1007/s11562-011-0163-x. http://resolver.scholarsportal.info/resolve/18720218/v05i0003/309_ipam.</p> <p><i>The Safra Project: Progressive / activist web site focusing on gender and sexuality in Islam</i> http://www.safraproject.org/sqi-intro.htm</p>
<p>Class 19: Thursday March 17</p>	<p>TBA Guest Speaker or Film</p> <p>TBA Reading</p>
<p>Class 20: Tuesday March 22</p>	<p>Introducing Women in Christianity</p> <p>Reading: WRT: Chapter 6 <i>Primary Source:</i></p> <p>Recommended: Brooten, Bernadette. "How Natural is Nature? Augustine's Sexual Ethics" http://www.brandeis.edu/projects/fse/christianity/docs/christianity/chris-articles/aug-brooten.pdf</p> <p><i>Primary source: Perpetua and Felicity</i> http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/perpetua.html</p> <p><i>Primary Source: Gospel of Mary</i> http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/mary.html</p>
<p>Class 21 Thursday March 24</p>	<p>Reading: WRT: <i>Case Study: Autre Parole A Christian and Feminist Collective in Quebec</i></p> <p><i>Recommended: Brooten, Bernadette. The Bible and Love Between Women.</i> http://www.brandeis.edu/projects/fse/christianity/docs/christianity/chris-essays/chris-ess-brooten.pdf</p> <p>Boisvert, Donald. What Kind of Man Are You? Same-Sex Relations, Masculinity and Anglican Queer Malaise. <i>Studies in religion.</i> (42)2. p.226. 2013.</p>
<p>Class 22 Tuesday March 29</p>	<p>TBA Guest speaker or Film</p>
<p>Class 23 Thursday March 31</p>	<p>TBA -these last classes will be determined when it is clear many students will be doing poster sessions.</p>
<p>April 5</p>	<p>TBA</p>
<p>Class 24 April 7 last class</p>	<p>Poster Session</p>

TBA	Final review class for Test 3
-----	-------------------------------

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 exam you are expected to complete an alternate exam or assignment as there is a choice of requirements. In the case of a missed final 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. ALWAYS EMAIL ME DIRECTLY AT 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 scripture in all religious traditions. When citing in a footnote, be sure to ensure enough detail to know what chapter / verse you are citing. Cite the edition you are using in the List of Works Cited at the end of your assignment. To cite Scripture, use the following format: Text, Book: Chapter:Verse (Hebrew Bible, Gen. 23:13-16 for Genesis Chapter 23 verse 13 to 16). If you need help citing, ask the Librarian or professor of this course.

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 religious traditions from the perspective of its practitioners to understand why and how they believe and do what they do, and thinking critically about a tradition as religious studies scholars; asking a variety of interdisciplinary questions, interested in religion 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*

- **What TYPE of text is it?** Primary or Secondary source? Textbook, encyclopaedia entry, scholarly article, popular, web site, news article, fiction, memoir?
- **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.”
- **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)
- **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. 7, 2015**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2016**.

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. 6, 2015** for the Fall term and **March 6, 2016** 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 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