

CARLETON UNIVERSITY

RELI 3101A Judaism and the Body: Food, Sex, and Death

Winter 2024: January 6-April 8

College of the Humanities: Religion Program

Professor: Dr. Deidre Butler

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Office Hours: Online Thursdays 3:00-4:00 or by appointment in person or online.

Brightspace course page link: <https://brightspace.carleton.ca/d2l/home/286425>

Course Delivery: Online asynchronous

Course Description:

This 3000-level course explores Jewish life, law, and practice through the bodily experiences of food, sex, and death in historical and contemporary perspectives. From kosher bacon to sex work to zombies, this course will reflect on the body as a material site of the religious to target key questions around what it means to be human, holiness and the sacred, gender and sexuality, identity, otherness, health and wellness, and community, tradition and authority.

In Religious Studies we understand religion as a human phenomenon that we study from critical, historical, and evidence-based perspectives. Jewish bodily practices include ritual observance, commanded and prohibited behaviours, as well as other cultural practices. These practices reflect the diversity of Judaism itself, lived by humans in specific times and places, and experienced in particular cultural, social and political contexts. As such we will consider a range of Jewish bodily practices and experiences that are both historical and contemporary.

Key questions include: How does religion construct (and how is it constructed by) our understandings of the body? How have Jewish bodily practices developed in response to historical and cultural forces? What are the central traditional teachings and practices related to food, sex and death? How do bodily experiences of food, sex and death help us understand Judaism? How does Judaism variously imagine bodies that are hungry, pleased, gendered, transgendered, sexual, desirous, sated, obedient, transgressive, differently abled, well, sick and mortal? How do interpreters of Jewish law respond to scientific and secular cultural developments? How does the body function as both a site of the sacred and the profane as well as the locus of *mitzvot* (commandment) and sin? What is the relationship between the physical and the spiritual in a body that is understood to be created and commanded by God?

We will explore a wide range of interdisciplinary sources and scholarship including sacred texts, religious law, liturgy, visual art, film, popular culture, recipes, medical texts, as well as scholarly analyses of case studies from Canada and around the world.

There are no prerequisites.

Although this course is online, we acknowledge that for many of us the land on which we gather to meet for this course is the traditional unceded territory of the Algonquin Anishnaabeg people.

Course Content: Due to the thematic focus of this course, this course regularly includes graphic images and discussions of a variety of difficult topics and potentially disturbing examples that may be challenging for some students. Students should review the syllabus, specific topics, and content carefully and evaluate their ability to work with this content. Please speak to Dr. Butler if you have any concerns about your ability to work through this material.

Course Requirements & Evaluation

See assignment rubrics on Brightspace for each item to learn how your work is evaluated. Note that you must submit each of the three required Essays to be eligible to pass the course.

20	<p>Participation Challenges (PCs): Weekly: Complete 8/12 Due: Every Sunday at midnight. Suggested Length: 250-350 words Complete the participation challenge after completing course content for each module. The goal of each participation challenge is for you to keep up with course content each week, reinforce your learning, and use course material as a springboard for learning more about a question or topic. Format: Usually involves reflecting on a key idea from the module and is usually a mini essay. Many modules also include creative and non-traditional options. Using PC assignments for Essays: Your thinking, research, and analysis for Participation Challenges may be used to contribute to a required essay, <i>however you must reframe, rework and/or revise your original text as you cannot receive credit twice for the same work.</i> Missed PC deadline? Note that you are only responsible for 8 / 12 participation challenges so you may miss up to 2 PCs without loss of marks. You may also use one of the optional bonus assignments per unit to replace a missing Participation Challenge from that unit. Simply submit it instead of the PC challenge for a module you haven't already done.</p>
20	<p>Unit 1 Assignment: Food (February 16; Early bird 2.5 point bonus if submitted by Feb 10) 1000-1250 words (+ for groups)</p>
25	<p>Unit 2 Assignment: Sex (March 16; Early bird 2.5 point bonus if submitted by March 10) 1000-1250 words (+ for groups)</p>
35	<p>Unit 3 Take-Home Assignment: Death + Final Reflection (to be scheduled by Exam Services during the exam period) 1000-1250 words + 500-750 words (+ for groups)</p>

Learning Objectives:

At the end of this course, the student will be able to

1. Explain a range of bodily practices, teachings and law related to the themes of food, sex, death and the body in Judaism.
2. Discuss how the Jewish body is targeted and imagined in a series of historical case studies of antisemitism.
3. Apply religious studies theoretical perspectives and methods in thinking critically about Judaism and the body, including reflecting on the body as a material site of the religious
4. Identify, locate, appropriately deploy, and engage with a range of types of sources for the academic study of Religion and Judaism including primary, scholarly, insider, news, documentary and narrative film.

Required Course Materials:

All required readings and videos are available through ARES on Brightspace or are linked from Brightspace to external web sites **with the following exceptions:**

- Module 10: Kim Manners, “Kaddish,” *The X-Files*, Season 4: Episode 15: 1997 is available through the Disney+ subscription and available for rent through Apple TV (\$3.49).
- Module 12: Marcin Wrona, *Demon*, (September 17, 2015; Poland: Lava Films) Available for rent through YouTube.

Students are not required to purchase textbooks for this course. Other than the two items above students are not required to purchase other learning materials for this course.

Recommended readings are also available through ARES on Brightspace.

**Note that you cannot access the materials and assignments online until you successfully complete the “Getting Started Quiz” with a passing grade of 70%. Before taking the quiz, please review the resources on academic integrity, the use of AI, as well as the course outline.*

Optional In-Person Field Trips / Workshops

This course includes optional in-person bonus marks opportunities including special tours, lectures, and workshops in the local community (limited spaces for each).

Unit 1: Food: Jewish Foodways Cooking Workshop: Date & Location TBD

Unit 2: Sex: Mikveh (Ritual Bath) Tour and Lecture: Soloway Jewish Community Centre, Date TBD

Unit 3: Death: Chevra Kadisha (Burial Society) Tour and Lecture: Jewish Memorial Gardens, 2692 Bank Street, Date TBD

See Brightspace for details, how to sign up, and information about additional online bonus marks opportunities.

Weekly requirements:

[The course is online with modules that are completed on a weekly basis.](#) The modules ask students to engage course materials and content in a variety of ways throughout the semester.

How much time will this online course take?

Online and in-person courses are designed with 3 hours of “class time” or contact hours. For all classes, you should also budget and additional 2-3 hours for every contact hour for study / completing assignments. *This means that a course should be allotted 9-12 hours per week for a student who reads and writes at an average speed.*

Workload Calculator: An average weekly module (with 12 modules, including all term work) will require approximately:

- 2-3 hours of viewing / week: Carefully viewing and taking notes on 40-60 minutes of mini-lecture videos, plus film content that illustrates the topic, normally short clips but usually including one feature length film per unit.
- 3-3.5 hours of reading/ week: Carefully reading and taking notes on 20-40 pages of readings, which include one scholarly article and several short blogs or other online content, plus review of primary sources.
- 3-3.5 hours of assignments /week: This includes weekly short participation challenges as well as working towards the three major assignments.

COURSE SCHEDULE: Required Readings & Videos.

See each module on Brightspace for recommended resources as well as module learning objectives.

Module 0: Welcome to the Course: Getting Started

Module 1: Jan 6-12: Toolbox: How do we do this?

- Lecture 1: Studying Religion, Judaism and the Body
- Andrew Mark Henry. "What Does It Mean to Be Religious?" Sept 1, 2017. (4.53 mins)
- Lecture 2: Big Picture: Bodies in the Jewish Tradition
- Sharon Gillerman, "More Than Skin Deep: Histories of the Modern Jewish Body," *The Jewish Quarterly Review* 95, no. 3 (July 1, 2005): 470–478.

Module 2: Jan 13-19: Toolbox: The Jewish Tradition and the Body

- Lecture 1: Big Picture: Body and Soul
- Diane Elliot, "Elohai Neshama: Breathing the Soul Alive," *MyJewishLearning.com*, <https://www.myjewishlearning.com/article/elohai-neshama-breathing-the-soul-alive/>
- Lecture 2: Toolbox: Purity and Impurity: Hebrew Bible to Jewish Practice
- David Block and Immanuel Shalev, "What do Tumah and Tarah Mean Today? Part 1," *Torah Café*, video, 11:16, https://www.torahcafe.com/immanuel-shalev/tazria-what-do-tumah-and-tahara-mean-today-part-i-video_205d7d44d.html.
- Lecture 3: Toolbox: The Problem of the Body
- Leaman, Oliver, and Oliver Leaman. "Circumcision." In *Routledge Handbook of Jewish Ritual and Practice*, 1st ed, (Routledge, 2023), 305–313.
- Lecture 4: Case Study: Tattoos
- Andy Abrams, "Tattoo Jew," Youtube, video, 15:50, December 12, 2011, <https://www.youtube.com/watch?v=nLszeZgvU5s>.
- *Tattooed4Life*, directed by Kineret Hay-Gillor, (2024, Israel, Go2Films). 30 mins

UNIT 1: FOOD: Modules 3-5

Unit 1 Essay/Project due Feb 16 (Early Bird +5 point bonus Feb 10)

Module 3: Jan 20-26: "You Are What You Eat"

- Bim Bam, "What is Kosher," YouTube, 4:09, Feb. 3, 2017, <https://youtu.be/TYk0KeYhqYQ>.
- Lecture 1: Big Picture: Creatures that Eat
- John Wilkins and Robin Nadeau, eds. "A Jewish Meal in Antiquity" in *A Companion to Food in the Ancient World*, (John Wiley & Sons, 2015).
- Unpacked, "Jewish Food: More than just Matzo Ball soup," *YouTube*, Nov. 4, 2019, https://www.youtube.com/watch?v=thzlpncUG_4.
- Lecture 2: Toolbox: Religious Studies, Foodways and Jewish identities.
- Rachel B. Gross, "Table Talk: American Jewish Foodways and the Study of Religion," *Religion compass* 13, no. 4 (2019): e12297–n/a, 10 pages.
- Deborah Newbrum and Bim Bam, "Tu Bishvat The Jewish Tree Holiday," *YouTube*, 3:35, January 16, 2018, <https://www.youtube.com/watch?v=BRHLw9jr9lY>.
- Lecture 3: Case Study: You Are What You Eat: From Hygiene to Antisemitism to Lab Grown Meat
- "'Are You What You Eat?': Revisioning Ritual: Jewish Traditions in Transition," edited by Simon J. Bronner, *Revisioning Ritual: Jewish Traditions in Transition*, (Littman Library of Jewish Civilization, 2011): 341-355.

Module 4: Jan. 27- Feb. 2: Consuming Identities: Memory, Tradition & Community

- Lecture 1: Big Picture: Food, Culture, and Memory
- Jonathan Baer, "A world of flavours in a single dish: how Jewish food spread across the globe," *NPR*, April 11, 2017, <https://www.npr.org/sections/thesalt/2017/04/11/521803574/a-world-of-flavors-in-a-single-dish-how-jewish-food-spread-across-the-globe>
- I24News English, "Mideast Eats: Gondi," YouTube, 2:23, February 4, 2019, <https://www.youtube.com/watch?v=Y79JGvGR92c>
- Norma Baumel Joseph, "Cookbooks Are Our Texts: Reading An Immigrant Community Through Their Cookbooks," *Religious Studies and Theology* 35, no. 2 (December 1, 2016): 195-206
- Eli Batalion and Jamie Elman, *Chewdaism: A Taste of Jewish Montreal*, 2018, <https://gem.cbc.ca/media/absolutely-canadian/season-19/episode-42/38e815a-01150166dcc?cmp=sch-chewdaism>. Available on CBC Gem, (44 mins).
- Lecture 2: Toolbox: Cooking as a (gendered) spiritual activity
- Susan Starr Sered, "Food and Holiness: Cooking as a Sacred Act Among Middle-Eastern Jewish Women," *Anthropological quarterly* 61, no. 3 (July 1, 1988): 129–139.
- Rachel Fleit, *The Gefilte Film*, 2018, film, (11 mins). <https://www.youtube.com/watch?v=uSRNufB-5WM>

Module 5: Feb 3-9: The Hungry Body: Feeding, Fasting, Starvation, and Cannibalism

- Lecture 1: Big Picture: Hungry Bodies
- Dave Miller, "A Few Facts about Fasting in the Jewish Tradition," *MyJewishLearning.com*, October 4, 2016, <https://www.myjewishlearning.com/2016/10/04/a-few-facts-about-fasting-in-jewish-tradition/>
- Nora L. Rubel, et al. "The Feast at the End of the Fast: The Evolution of an American Jewish Ritual," in *Tastes of Faith*, (Purdue University Press, 2017).
- Lecture 2: Case Study: Hunger and the Holocaust
- Murray Kenig, "Holocaust Survivor Murry Kenig," *YouTube*, 3:34, February 20, 2017, <https://www.youtube.com/watch?v=SX2lqyG4rhg>.
- Hagit Lavsky, "In the Wake of Starvation: Jewish Displaced Persons and Food in Post-Holocaust Germany," *Jews and Their Foodways*, *Jews and Their Foodways*, Vol. 28 (2016).
- Lecture 3: Case Study: Cannibalism in Jewish Law
- Central Conference of American Rabbis, "Cannibalism RRT 2710273," *CCAR Responsa*, n.d. <https://www.ccarnet.org/ccar-responsa/rrt-271-273/>

UNIT 2: SEX: Modules 6-8

Unit 2 Essay/Project due March 16: Early Bird bonus March 10

Module 6: Feb 10-16: Sexed Bodies / Bodily Sex

- Lecture 1: Big Picture: Sexed Bodies and Bodily Sex
- Melanie Malka Landau, "Good Sex: A Jewish Feminist Perspective," in *The Passionate Torah: Sex and Judaism*, (2009): 93-104.
- Lecture 2: Toolbox: Modest Bodies
- Danya Ruttenberg, "Toward a New Tzniut," in *The Passionate Torah: Sex and Judaism*, (2009): 203-211.
- *Kosher Beach*, directed by Karin Kainer, (Go2Films, 2019), 62 min.
- Lecture 03: Sexed / Gendered Bodies

- Elliott Rose Kukla, "Created by the Hand of God: The Androgynos," *The Passionate Torah: Sex and Judaism*, (2009): 193-202
- Lecture 04: Case Study: Queer Jewish Bodies and the Mikveh
- Danya Ruttenberg, "Blood Simple: Transgender Theory Hits the Mikveh," *The Women's Movement Today: An Encyclopedia of Third-Wave Feminism*, ed. Leslie Heywood, Greenwood, 2005

Reading Week: Feb 17-23

Module 7: Feb 24-March 2: Desiring Bodies

1. Lecture 1: Big Picture: Lustful Bodies: Desire and (self)Pleasure
2. Gail Labovitz, "Heruta's Ruse. What We Mean When We Talk About Desire," *The Passionate Torah: Sex and Judaism*, (2009): 229-244.
3. *The Shabbos Goy*, directed by Talia Osteen, (2019, Powderkeg media). (7 mins)
https://youtu.be/qlige41_h1Q
4. Lecture 2: Case Study: Solitary Sex
5. Rebecca Alpert, "Reconsidering Solitary Sex from a Jewish Perspective," *The Passionate Torah: Sex and Judaism*, (2009): 182-192.
6. *Sacred Sperm*, directed by Ori Gruder, (2014; London), film. (74 minutes).

Module 8: March 3-9: Bad Sex (NOT Sex): Sex Work, Sexual Assault, and Sexualized Violence

Content: *This module includes discussions of sexual assault and sexualized violence in biblical, rabbinic, historical, and contemporary sources (including the Holocaust and October 7). This is included here in this Unit of the course because traditional sources (bible and rabbinic) and historical sources frame such encounters as illicit sex. Although this framing is repugnant, it is something we need to understand within the context of thinking about the body and Judaism in historical and contemporary contexts. Please speak to Dr. Butler if you have any concerns about your ability to work through this material.*

- Lecture 1: Case Study: Sex work
- *Tzniut*, directed by David Formentin, *YouTube* (2015). 10:45
<https://www.youtube.com/watch?v=81qjNAwoIDQ>. Yiddish w/English Subtitles.
- Judith Baskin, "Prostitution: Not a Job for a Nice Jewish Girl," *The Passionate Torah: Sex and Judaism*, (2009): 24-35.
- Karin Hügel, "Queer Readings of Jewish Male Prostitution in Antiquity : Mishnah Horayot 3:7 and Two Different Rabbinic Traditions Based on Tosefta Horayot 2:5-6," *Journal of the European Society of Women in Theological Research*, Jg. 31 (2023-12), 115-136. Excerpt: read abstract, introduction, first section on "Mishnah Horayot 3:7: A Man is Given the Precedence Over a Woman in Case of Disgrace," and conclusion. Approx. 3 pages.
- Lecture: 2: Toolbox: Sexual Assault in Jewish Texts
- Rachel Biale, "Rape." In *Women and Jewish Law*, (2011): 239-255
- Lecture 3: Case Study: Religious Responses to Sexualized Violence during the Holocaust
- Lecture 4: Case Study: Jewish responses to mass sexual violence on October 7
- *Screams Before Silence*, directed by Anat Stalinsky, (Kastina productions, 2024) <https://www.youtube.com/watch?v=zAr9oGSXgak>

UNIT 3: Death: Modules 9-12

Unit 3 Take-Home Assignment: Death + Final Reflection (due date to be scheduled by Exam Services during the formal exam period)

Content: *This Unit includes discussions of death by violence and suicide biblical, rabbinic, historical, and contemporary sources (including the Holocaust and October 7). Please speak to Dr. Butler if you have any concerns about your ability to work through this material.*

Module 09: March 10-16: Bodies that Die

- Lecture 1: Big Picture: Bodies that Die
- Lecture 2: Toolbox: Bodies in the Afterlife: Resurrection
- Alan E. Bernstein, "Rabbinic Judaism: One Fire, Two Fates," in *Hell and Its Rivals*, (Cornell University Press, 2017). EXCERPT "Midrash: Illustrative Folklore and Exempla" to end of article, pages 271-282
- Lecture 3: Toolbox: Suicide and Martyrdom
- Andrew Mark Henry, "The Siege of Masada: What Really Happened?" *Religion for Breakfast*. YouTube. August 8, 2018. 8 mins. <https://www.youtube.com/watch?v=XVvn2IUfleo>
- Robert Chazan, "Radical Jewish Martyrdom," *AJS Perspectives*, Spring (2009): 18-20
- Robert Chazan. "Appendix S", in *European Jewry and the First Crusade*. (University of California Press, 1996), 225-242

Module 10: March 17-23: The Living and the Dead: Mourning Rituals, Corpses and Ritual Impurity, Autopsies

- Lecture 1: Big Picture: Mourning Rituals & Practices
- Lecture 2: Toolbox: Chevra Kadisha & Tahara: Preparing the Body for Burial
- Judith Maeryam Dunkelberger Wouk. "Women, Chevra Kadisha, and the Gift Economy." *Canadian woman studies* 34, no. 1-2 (2019): 132–139.
- Lecture 3: Case Study: Autopsies & Zaka
- Nurit Stadler, "Recomposing Decimated Bodies," in *Routledge Handbook of Body Studies*, (Routledge, 2012), 228–238.
- Lecture 4: Jewish Body in Pop Culture: The "Kaddish Episode"
- Kim Manners, "Kaddish," *The X-Files*, Season 4: Episode 15: 1997. Available through Disney+ subscription or rent through AppleTV (\$3.49).
 - Mikel J. Koven, "'Have I Got a Monster for You!': Some Thoughts on the Golem, The X-Files and the Jewish Horror Movie," *Folklore* 111, no. 2 (January 1, 2000): 217–230.

Module 11: March 24-March 30: The Murdered / Murderous Jewish Body:

- Lecture 1: Big Picture: Murder in the Jewish Tradition
- Lecture 2: Toolbox: Antisemitic Fantasies: Jew as Murderer: From Blood Libel to Jack the Ripper and Nazi Propaganda.
- Francesca Matteoni, "The Jew, the Blood and the Body in Late Medieval and Early Modern Europe," *Folklore* 119, no. 2 (August 1, 2008): 182–200.
- Anonymous. "The Abortion Trial: Jewish Doctors as Murderers." *Der Stürmer*, vol. 17, no. 5 (February 1939), 1-2. (English translation)
- Lecture 3: Case Study: Religious Responses to Mass Murder during the Shoah
- Gershon Greenberg. "German Displaced Persons Camps (1945-1948)- Orthodox Jewish Responses to the Holocaust." *Historical reflections* 39, no. 2 (2013)- 71–95.
- Lecture 4: Jewish Religious Responses to Mass Murder on October 7: Israel and the Diaspora

Module 12: March 31-April 6: Monstrous Bodies: Vampires, Werewolves, Dybbuks and Zombies

1. Lecture: 01: Monstrous Bodies: Vampires, Werewolves, Dybbuks
2. Read: Scholarly Source: Saul Epstein and Sara Libby Robinson, "The Soul, Evil Spirits, and the Undead," *Preternature* 1, no. 2 (2012): 232–246.
3. Lecture: 02: Case Study: Playing with Jewish Sources: Zombies & Vampires in Jewish Law
4. Watch: Narrative Film: Marcin Wrona, *Demon*, (September 17, 2015; Poland: Lava Films), film. (1 hour and 34 mins) Available for rent through YouTube \$3.99.
5. Watch: Dr. Butler Mini Lecture: 03: Final Thoughts: Thinking about the Body through the horror film *Demon*

Course Policies:

See assignment rubrics on Brightspace for each item to learn how your work is evaluated. Note that you must submit each of the three required Essays to be eligible to pass the course.

Minimum Required 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.

Generative AI content generators (i.e. ChatGPT):

As someone who researches and writes professionally, I recognize the growing use and usefulness of Chat GPT and other forms of AI for writing among my peers. Chat GPT is only one of many ways of using AI tools to generate content. In the same way that there are ways to use the Internet to conduct research that are ethical and appropriate and extremely helpful, there are ways to use Chat GPT in ways that one can and should use professionally. My goal as a professor is for you to not only learn the content of this course, but for you to develop the skills you need as a professional as you continue your studies and move into your chosen career. One skill you will need is to use Chat GPT or a similar AI content generating tool. Each participation challenge will include an AI option designed to teach you the strengths and weaknesses of AI content generators so that you can use these tools, or not, for the Essays.

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

1. **You may not use any AI to complete an assignment in full.**
2. Cite the actual AI tool you used in your bibliography (only).
3. Always cite how you used the AI tool (i.e. explain how you used it in a footnote or endnote).
4. You will usually be asked to show your process part as part of a ChatGPT assignment i.e. showing prompts used, versions of texts to show editing, brainstorming, reorganization.

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

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

1. Declare on each assignment that you are not using Chat GPT or any other AI tools to

complete the assignment except spellcheck, grammar check and formatting citations. *i.e. you may not use ChatGPT for writing your text or researching your text or improving your text in anyway, this includes outlines, brainstorming, finding sources, gathering data, dates or evidence, generating texts, revising texts etc.*

2. Complete the alternate assignment.
3. Be prepared to explain or show your work as required by the assignment. This may include:
 - being asked to orally describe how you completed your assignment in a zoom meeting with your professor or TA
 - provide notes and rough drafts.
 - submit digital copies of all cited sources.

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

Citing sources: As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when you should. When in doubt cite (including for participation challenges). You must use the required style, Chicago Manual of Style (Notes and Bibliography).

Chicago Manual of style: The Religion program at Carleton requires that you use the Chicago Manual of Style (Humanities: Footnotes and Bibliography). You should be using footnotes and a bibliography. Assignments that do not use the Chicago Manual of Style will be returned to the student for correction. See Brightspace for resources. *Note that there is a Chicago Manual of Style for Social Sciences that uses parenthetical citation. Do not use that method.

E-mail. If you ask a question that is not of a private nature, and that would benefit everyone, then you are encouraged to post your questions in the **Ask Your Teaching Team discussion forum** on the course webpage, so that everyone can benefit from the answer. I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail.

Revise & Recover: In this course you have many options to revise your work, earn bonuses and recover if you get behind. You may revise Participation Challenges 1-3 and Essay 1. Speak to your TA team to ensure that you understand what is expected of you and deadlines for revisions. This course also includes bonus marks opportunities for learning about Judaism and the Body through experiential learning including in-person field trips, relevant community events and scholarly lectures, and films. You may earn up to a maximum of 5 extra marks to your final course grade through bonus marks assignments. Bonus marks assignments are graded out of 5 and you may complete more than one to reach the maximum number of bonus marks. You may also use these bonus assignments to replace a Participation Challenge from the same unit. See Brightspace for details on all these options.

Late policy: The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time. Unexcused late work will be docked one letter grade per day.

- Participation Challenges: It is not possible to submit these late. Note that you must only complete 8 participation challenges.

The difference between a lower and higher grade is often a matter of effort. Review the grading

rubric for each assignment and see that engaging more course material, working with more difficult material (such as scholarly sources and primary sources), and doing outside extra research (especially scholarly and primary sources) are all ways to improve your grade. Completing a rough draft and responding to feedback is also a way to improve. **Use this information to determine how much effort and time you want to put in to succeed to your own expectations.**

Important Note on Intellectual Property and Privacy:

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are the intellectual property of their respective author(s). All course content and materials, whether derived from the instructor or fellow students, including PowerPoint presentations, outlines, Briefing Notes, Final Project, and other shared materials, are protected by copyright and remain the intellectual property of their respective author(s). Infringement violates the law.

Do not record the class (video, voice, photo or any other form) nor post any materials from the class in any form. To do so violates Canadian Privacy laws.

Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes.

Students registered with the Paul Menton Centre will have guidelines particular to their own academic needs.

Taking Notes: “Output is as important as input” Taking notes in your own words will help you understand and remember material. This is necessary for quizzes and all assignments so you should always be taking notes as you read or view videos. If you read electronically, think about how you will do this: will you digitally “mark up the readings” or take notes separately. Tip: Taking notes loads content into different parts of your memory if you put them in your own words. This explains why people who take notes by hand have better recall and comprehension than people who use laptops to take notes in lectures. The laptop people can type much more content, but they do so word for word, so it is not loading into that different part of the brain for learning. If you use a laptop, make an effort to put things in your own words or rewrite them later. See this video for tips on how to take notes: https://www.youtube.com/watch?v=E7CwqNHn_Ns

Professional Writing: Your goal as a student writer at university is to become a professional writer who can function in the real-world workplace. This means that you should try to use:

- university level appropriate language
- discipline appropriate vocabulary (never use “Old Testament” instead of Hebrew Bible in this course)
- correct spelling and grammar with no typos
- always cite sources using Chicago Manual of Style Notes and Bibliography

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

- More than a feeling: Personal reflection is about feeling. It reflects on your emotional response, your pleasure or displeasure, your interest or disinterest, your personal experience and it stops there.

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

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.

University Regulations for All College of the Humanities Courses (Updated November 22,2024)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

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.

Online Learning Resources

On this page, you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other’s views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor’s directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co- operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this

policy committed by other members of a group in which they participate. **More information on the process [here](#).**

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the

University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and

other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own

educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work.

Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.

2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days),

the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should

consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here.](#)

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca