

This Course Outline is not official until the first day of class.

<p>Carleton University College of the Humanities Religion Program</p>	<p>Love Sex and Marriage in Judaism RELI 3130A: FALL 2011 Mondays 11:35-2:25</p>
<p>Dr Deidre Butler deidre_butler@carleton.ca</p>	<p>Office: Paterson Hall 2a52 Phone: 613-520-2600 ext 8106 Office hours: Immediately following class and Tues-Thurs 1:00-2:00pm and by appointment.</p>
<p>Description: What does Judaism have to say about love, sex and marriage? How do these teachings shape Jewish life today? More specifically, how do these teachings impact the lives of Jewish women? This course surveys the ways in which Jewish texts have traditionally addressed questions relating to these topics and also investigates the ways in which changing social mores, new technology and increased secularism are problematizing traditional structures and are demanding innovative responses. Our main sources for this investigation will include biblical and Talmudic texts which will be read in conjunction with Jewish feminist analyses and narratives. Major themes will include gender, embodiment, and sexuality.</p>	
<p><i>Reading load: The average required reading load for this 3000 level seminar is 60-80 pages per week.</i></p> <p>Required Texts: Available at Bookstore or online.</p> <ul style="list-style-type: none"> ❑ Biale, Rachel. <i>Women and Jewish Law: the Essential Texts, Their History, and Their Relevance for Today</i>. New York: Schocken, 1995. Print. (any edition is fine) ❑ Online Readings on Web CT <p><i>Recommended: Anyone interested in studying Judaism should have his or her own copy of the Hebrew Bible. Recommended editions: Tanakh published by Jewish Publication Society</i></p>	<p>Course Requirements: Two paths for different students The two options are designed for students with different strengths and needs. Although they are different, each option evaluates:</p> <ul style="list-style-type: none"> ▪ your preparation before coming to class ▪ your comprehension of the readings and lectures ▪ your ability to think critically and develop your own analysis / argument ▪ writing skills
<p>NOTE: Any student who misses more than 6 scheduled class meetings without valid and documented reasons for these absences will not pass the course. NOTE: It is the responsibility of each student to ensure that they fulfill the requirements and meet all deadlines for their particular option.</p>	
<p>Course Requirements: Option A:</p> <p>10% Participation 20% Workshop Director (2@ 10% each) 70% Reading Responses (7@10%, 2-3 pages) <i>Students interested in pursuing a final project for 30% of their final grade should take this option and speak to the professor. This replaces 30% of Reading Responses and requires approval of the professor.</i></p>	<p>Course Requirements: Option B</p> <p>10% Participation 20% Reading Quizzes (5@5% each, drop lowest grade) 30% In-Class Midterm 40% Final Exam during exam period</p>
<p align="center">Please note you cannot receive credit for this course if you took this course with me as RELI 3505 in Winter 2007 or Winter 2008.</p>	
<p>Prerequisite: RELI 1710 or RELI 2110 or or RELI 1000 or RELI 2508 or permission of the department. <i>Students who wish to brush up on their knowledge of Judaism should seek out an introductory text about Judaism. A good place to start is Web CT and/or http://www.jewfaq.org. If you are at all concerned please speak to the professor or the TA.</i></p>	

Evaluation at a Glance

Value	Due	Option	Element	Details
10%	<p>Online and in-class participation will be evaluated throughout the term.</p> <p>Contribution to class resources must be submitted by Nov 28</p>	ALL	Participation	<p>Gain participation points from any of the following up to a maximum of 10 points.</p> <ul style="list-style-type: none"> ❑ 5 points max: 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. ❑ 5 points max: Attendance. Starting with 5 points. First absence free. 2 marks docked for every attendance missed. Attendance will be taken regularly. Students are responsible for signing attendance sheet. ❑ 5 points max: At discretion of professor, points awarded for thoughtful participation in in-class or on-line discussions. Grade scheme: 4-5 = regularly contributing thoughtfully to class discussions (online or in class). 3- 3.5 = frequently contributing thoughtfully to class discussions. 1-2 = Contributes to class discussions on occasion. Ideas for contributing: comment on class discussion, readings, critical analysis of an article, tv show, book, current event, image, film, or other item that is relevant to the course topic and would be helpful for students studying love, sex and marriage in Judaism.
70%	Weekly throughout semester beginning Sept 19. 10 possible dates total.	Option A	Reading Responses	See details below. 2-3 pages per response directly on reading due that day. Hand in at beginning of class. <i>See below for option for final project to replace 3 reading responses 2 30% of the final grade.</i>
20%	Sign up for 2 dates. Dates chosen first day of class on first come, first serve basis.	Option A	Workshop Director	See details below. Develop activities that encourages class to discuss topic and required readings. Solo or team directors. Develop Handout.
30%	Oct 24 in class	Option B	Midterm exam: In class	Part 1: /15 Multiple choice. Part 2: /15 Short essay. Topics given in advance.
40%	During the Final Exam period TBA	Option B	Final Exam	Based on second half of course. Part 1: /15 Multiple choice Part 2: /25 Short Essay. Topics given in advance.
20%	5 x per semester during first 15 minutes of class.	Option B	Reading Quizzes	5 @ 5%, drop lowest grade. On day's readings to demonstrate that you have read the readings and understood their main points. <i>I will frequently ask you to develop an exam question and provide the answer for a particular reading.</i>
Max 5%	Announced on web ct throughout course. Due 2 weeks after event.	ALL	Bonus Marks	Various opportunities to attend event and write up critical 2-3 page response. You may do multiple bonus marks assignments to achieve the maximum 5%.

Many options for evaluation and gaining marks 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 final exam).

Course Objectives: Upon successful completion of this course, you should be able to:

<p>KNOWLEDGE & SKILLS SPECIFIC TO STUDY OF THIS TOPIC / DISCIPLINE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate familiarity with key methodological and theoretical issues related to the study of marriage, romantic ideals, sexuality, gender and Judaism and, more generally, gender and sexuality and religion. <input type="checkbox"/> Critically reflect on gender and sexuality as a category of scholarly analysis <input type="checkbox"/> Demonstrate familiarity with key examples of sexuality, marriage, and romantic ideals in biblical and rabbinic texts, Jewish history, and contemporary Jewish life. <input type="checkbox"/> Demonstrate awareness of diversity among and within Jewish communities <input type="checkbox"/> Identify, locate and engage relevant primary and secondary sources specific to Jewish Studies.
<p>GENERAL ACADEMIC SKILLS /. KNOWLEDGE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop critical reading, writing and thinking skills. <input type="checkbox"/> Produce scholarly analysis of texts. <input type="checkbox"/> Develop scholarly arguments based on evidence. <input type="checkbox"/> Understand and value the principles of academic integrity <input type="checkbox"/> Contribute thoughtfully to class discussions <input type="checkbox"/> Work cooperatively and effectively with classmates

Course Schedule: Please note this schedule may be modified. Changes in the schedule will be announced in class and will be updated periodically on Web CT.

Class Meeting/ Date	Topic	Questions / Activities	Reading
1. Sept 12	Intro to class:	<p>Part 1: Syllabus: Overview of course</p> <p>Part 2: Intro to Course</p>	<p>Reading WEB CT: Mark Solomon, "Sexuality", <i>Modern Judaism: An Oxford Guide</i>, 401-412</p> <p>Recommended: FULL TEXT Greenberg, <i>Marriage in the Jewish Tradition</i></p>
2. Sept 19 TIP! Try to read as much of Genesis 12-35 in advance for next class. Next week is a heavy reading week. Focus on the basic plot outlines for the major stories.	<p>Part 1: Beginnings: Creation, Human Nature, Adam and Eve</p> <p>Part 2: Patriarchs and Matriarchs: Biblical Models for Love and Marriage: Biblical and Rabbinic</p>	<p>Part 1: What does the Creation story tell us about love, sex and marriage in Judaism? What did the rabbis teach about this formative story?</p> <p>Part 2: What vision of love, sex and marriage is announced in the stories of the matriarchs and patriarchs?</p> <p>If time permits: Genesis: A Living Conversation</p>	<p>Part 1: WEB CT: "Genesis 1-3." [Tanakh] = <i>JPS Hebrew-English Tanakh : the Traditional Hebrew Text and the New JPS Translation--second Edition</i>. Philadelphia: Jewish Publication Society, 1999. 3-7. Print.</p> <p>Recommended: WEB CT: Kvam, Kristen E., Linda S.Scheuring, and Valarie H. Ziegler. "Rabbinic Interpretations." <i>Eve and Adam: Jewish, Christian, and Muslim Readings on Genesis and Gender</i>. Bloomington: Indiana UP, 1999. 69-107. Print.</p> <p>Part 2: Readings: WEB CT: "Genesis 12-35." [Tanakh] = <i>JPS Hebrew-English Tanakh : the Traditional Hebrew Text and the New JPS Translation--second Edition</i>. Philadelphia: Jewish Publication Society, 1999. Print.</p>
3. Sept 26 Heavy Reading Week Workshop Leaders Part 1:	Sexuality and Reproduction: Torah, to Rabbis, to 19 th century Israel	<p>Part 1: 30 minutes Workshop: Sexuality and Reproduction in the Hebrew Bible and in rabbinic readings</p> <p>Part 2: 98 minutes FILM Women</p>	<p>Part 1: WEB CT: Biale, David. "Sexual Subversion in the Bible." <i>Eros and the Jews: from Biblical Israel to Contemporary America</i>. New York, NY: Basic, 1992. 11-32. Print.</p> <p>WEB CT: Baskin, Judith R. "Why Were the Matriarchs Barren?" <i>Midrashic Women: Formations of the Feminine in Rabbinic Literature</i>. Hannover: Brandeis UP, 2002. 119-40. Print.</p>
4. Oct 3 Heavy reading week	Sexuality Outside Marriage: Biblical and Rabbinic	<p>Sexuality Outside Marriage:</p> <p>Group Work</p>	<p>Part 1: Biale "Sexuality Outside Marriage", 175-197 Biale, "Rape", 239-255</p> <p>Part 2: WEB CT: Hauptman, Judith. "Sotah." <i>Rereading the Rabbis: a Woman's Voice</i>. Boulder, CO: Westview, 1998. 15-30. Print.</p> <p>WEB CT: Valer, Shulamit. "The Bride Was Not a Virgin!" <i>Women and Womanhood in the Talmud</i>. Providence, RI: Brown Judaic Studies, 1999. 29-50. Print.</p>
<p>Oct 10 No classes Thanksgiving</p>			

5. Oct 17	Dreams of Marriage	FILM: Match and Marry 50 mins Part 1: Matrimonial Ideals & Matchmaking Part 2: Review for Midterm	Lamm: "Preferred partners", 97-111 Lamm, "Part Three: The Idea of Jewish Marriage", 115-127
6. Oct 24 In-Class Midterm Option A Students do not attend.			
7. Oct 31 Workshop Leaders Part 1:	Legal Issues: Weddings and Divorce & the Agunah	Guest lecture: TBA Part 1: Legal Issues in Marriage Legal Requirements of the Wedding Ceremony Part 2: Legal Issues: Divorce & The Agunah	Part 1: Review summary of legal issues for weddings http://www.mechon-mamre.org/jewfaq/marriage.htm Part 2: Biale, "The Agunah and the Yevamah, 102-120 Biale, "Divorce", 70-102 Recommended: Read section on intermarriage: PRIMARY SOURCE: Maimonides Mishneh Torah http://www.torah.org/learning/halacha-overview/chapter27.html# Recommended: PRO Interfaith Marriage and the Jewish Community http://www.huffingtonpost.com/edmund-c-case/can-the-jewish-community-b-781466.html Recommended: PRO http://ezinearticles.com/?Out-of-Orthodoxy---Why-This-Former-Orthodox-Rabbi-Will-Officiate-at-Interfaith-Marriages&id=2980129
8. Nov 7 Workshop Leaders Part 1: Workshop Leaders Part 2:	Legal Issues: Procreation and Contraception Interfaith Marriage Circumcision	Part 1: Workshop: (40 minutes) Legal Issues: Contraception Part 2: Workshop: (40 minutes) Legal Issues: Abortion Part 3: Interfaith Marriage: (30 minutes) Part 4: Guest lecture (30 minutes) Dr Lisa Rosenkrantz 2pm	Part 1: Biale, "Procreation and Contraception", 198-218 Part 2: Biale, "Abortion", 219-238 Recommended: Lamm, "Interfaith Marriage, 48-64; Prohibited and Void", 35-48, 71-76, "Prohibited and Valid", 77-97

<p>9. Nov 14</p> <p>Workshop Leaders Part 1:</p>	<p>Sex, Love and Theology</p>	<p>Part 1: Workshop Legal Issues: Sexuality and Marital Relations</p> <p>Part 2: Theology and Sexuality</p>	<p>Part 1: Biale: Sexuality and Marital Relations 121-146</p> <p>Part 2: WEB CT: Plaskow, Judith. "Toward a New Theology of Sexuality." <i>Standing Again at Sinai: Judaism from a Feminist Perspective</i>. San Francisco: Harper & Row, 1990. 170-210. Print.</p>
<p>10. Nov 21</p> <p>Professor Butler away at conference. Field trip and guest lecture.</p>	<p>Sexuality and Nidah / Menstruation and Mikveh</p>	<p>Field Trip: JCC visit to Mikveh, tour followed by guest lecture. Meet at JCC in foyer. You will be accompanied by a TA. Address: 21 Nadolny Sachs Private, Ottawa, Ontario K2A 1R9 • Canada Phone: 613-798-9818</p>	<p>Biale, "Nidah: The Laws of the Menstruant", 147-174</p> <p>Recommended: FULL TEXT Kaufman Experiencing Hasidism Newly Orthodox Women's Perspectives on Sexuality</p> <p>Students who cannot attend this field trip must submit a 2-3 page summary of what a mikveh is, what halakha apply to its operation, who uses it and when. Optional for participation marks: conclude with your own critical analysis of mikveh and sexuality in Judaism. You may use internet sources as research for this replacement assignment.</p>
<p>11. Nov 28</p> <p>Workshop Leaders Part 2:</p>	<p>"Othered" Sexualities in Judaism</p>	<p>Part 1: FILM Trembling Before God</p> <p>Part 2: Workshop on lesbianism and male homosexuality</p>	<p>Part 2: FULL TEXT Gayness and God Tikkun Magazine article</p> <p>Biale: "Lesbianism", 192-197</p> <p>Recommended: WEB CT: Alpert, Rebecca T. "Ahavat Chesed: Transforming Relationships." <i>Like Bread on the Seder Plate: Jewish Lesbians and the Transformation of Tradition</i>. New York: Columbia UP, 1997. 71-96. Print.</p>
<p>12. Dec 5</p>	<p>Part 1: Feminist New Rituals and Love, Sex and Marriage</p> <p>Part 2: Review for Final Exam</p>		<p>WEB CT: Berner, Leila Gal, and Renee Gal Primack. "Lesbian Commitment Ceremonies." <i>Lifecycles: Jewish Women on Life Passages and Personal Milestones</i>. Ed. Debra Orenstein. Vol. 1. Woodstock, VT: Jewish Lights, 1994. 173-78. Print.</p> <p>WEB CT: Plaskow, Judith. "Bringing a Daughter into the Covenant." <i>Womanspirit Rising: a Feminist Reader in Religion</i>. Ed. Carol P. Christ and Judith Plaskow. San Francisco: HarperSanFrancisco, 1992. 179-84. Print.</p> <p>WEB CT: Grossman, Susan. "Finding Comfort After Miscarriage." <i>Daughters of the King: Women and the Synagogue: a Survey of History, Halakhah, and Contemporary Realities</i>. Ed. Susan Grossman and Rivka Haut. Philadelphia: Jewish Publication Society, 1992. 284-96. Print.</p>

ASSIGNMENT DETAILS

WORKSHOP DIRECTOR: Option A

Details: Workshop Directors usually work together in groups of 2-4

- Your goal is to generate a lively class discussion. This is NOT a presentation.
- Be careful of time management. Determine how much time you have for your segment and what you need to cover so that the majority of the segment the class is talking and not you.
- Introduce material for discussion (5-15 minutes max) with attention to organizing material and making sure major concepts and issues are covered.
- Invite students to participate in the discussion. Ask questions that welcome discussion. Take advantage of student Reading Responses due for that day by asking for feedback from the readings AND for outside sources.
- Strongly recommended: include activity other than class wide discussion for group: break into smaller groups, role playing, game, brainstorming, show film clip, debate, questions, etc.
- You may share directing the workshop with another student. It is your responsibility to coordinate your roles. You may be graded separately if you request or at the professor's discretion.
- Skip handing in Reading Responses on days you present. You may hand it in at the next class or skip this week (Remember you are still responsible for 7 during the semester)
- Prepare handout, arrange printing, post on web ct (I will print it for you if you email it to me by Friday afternoon, otherwise print enough copies for class). Handout should include quotes with page numbers, links to any relevant outside material and anything else you think will make leading your class discussion more lively. Note that your grade depends significantly on this handout because it will demonstrate your research and thinking.
- If you are absent with a medical note on the day you are presenting you will need to replace your workshop direction with a 4-5 page essay. Consult with the professor on topic and sources to use. If you are absent without a medical note you cannot replace the assignment.

GRADING RUBRIC:

- A:** Excellent leadership, begins with solid introduction and introduces required resources for today's discussion. Elicits discussion, encourages other students to rise to occasion, major issues discussed. Introduces and integrates additional outside materials to enhance discussion. Superior handout demonstrates extra outside research. Includes creative ways of covering material. Demonstrates consultation and teamwork with other students leading discussion that day.
- B:** Strong leadership, begins with solid introduction and introduces required resources for today's discussion. May spend too much time talking, not enough thought into getting other students to speak but generally manages discussion well. Strong handout has good examples, quotes, citations. Covers major issues. May include outside research and additional resources and may integrate them.
- C:** Satisfactory leadership: Either relies too much on class or does not let class speak sufficiently. May misunderstand or miss one or two points. Handout may have few errors. Outside research and additional resources are poorly integrated or weak.
- D:** Minimally satisfactory. Weakness in leading discussion, preparation, comprehension.
- F:** Unsatisfactory: Unprepared, incomplete or no handout, incomplete citations for handout, misunderstanding major issues, evidence of not having read all readings. Professor may step in.

READING RESPONSE: OPTION A

Label your Reading Response according to the # of Responses you have handed in plus date and topic.

Due: Due at the beginning of class except on the day when you lead class discussion. On days you direct the workshop you may hand them in at the next class. If you are absent and cannot hand in your Reading Response you may write a short essay (3-4 pages) to replace it. See late penalty below:

Late penalty: late Reading Responses are not normally accepted because they are designed to prepare you for participating in the class discussion. Replace with a short essay (3-4 pages) by next class with a 10% late penalty. Reading Responses that are more than one week late may be accepted with a late penalty, discuss it with the professor as soon as you see that the work will be late to address the issue.

Length: 2-3 pages

Research: Outside research is not recommended for Elements 1-2 as you should be focusing on course materials. Outside research is required for Element 3.

When there are multiple readings: When there are multiple readings complete one central argument for each reading up to a maximum of four readings (your choice of readings).

Citations and Quotes: Do cite your sources (parenthetical citation with author, page number is perfectly fine for class materials) and use short strategic quotes to illustrate your points. Be consistent in citation style. Cite your outside source fully.

Elements: FOLLOW THIS FORMAT IDENTIFYING EACH SECTION SEPARATELY

1. **CENTRAL ARGUMENT** Demonstrate your comprehension of the readings by being able to quickly summarize what the reading is about: central argument, major questions, key points, major themes. You should be able to do this in one long paragraph per reading. (Strong Central Arguments focus in on major issues and give key examples) This should be approximately $\frac{1}{2}$ - $\frac{2}{3}$ of your reading response not counting the outside resource.
2. **CRITICAL RESPONSE:** Demonstrate your ability to reason through the material and make connections. Explore one theme, argument, or analysis you want to discuss further –this might be because you have insight into this issue from other readings or courses you have studied or you have a problem with the argument and want to critique it. Is the text accurate, well argued, biased? Why? Is there something you find particularly interesting or insightful? Is there a weakness? Argue your case with specific examples. THIS IS NOT A BOOK REVIEW OR SUBJECTIVE RESPONSE. This should be approximately $\frac{1}{3}$ – $\frac{1}{2}$ of your reading response not counting the outside resource.
3. **OUTSIDE RESOURCE: One outside resource to share with class (POST online in Web CT discussion group before class) AND include in your printed copy:** Every outside resource must include a way to find that source (i.e. link, bibliographic entry), a short description of the source (1-2 sentences), and a quick explanation of why interesting / relevant for students of this course (1-2 sentences). Suggestions: *Easiest & fastest: something to add to the class online bibliography:* One annotated bibliographic entry for a relevant book, book chapter, essay, or article. *Better: something for class to discuss/see in class today:* Summary and copy of newspaper article, selection of relevant historical details, annotated image, or film clip that is relevant to this week's themes.
4. **EXAM QUESTIONS:** Develop two questions for your fellow students for their (midterm or final) exam. The questions should require that a student understood the reading, be central to the study of Love, Sex and Marriage in Judaism. Question 1 should be a knowledge based question. Question 2 should be a question that requires some reasoning or application of knowledge or comparison. Format may be fill in the blank, multiple choice, or short answer. Include answer.

Grading Rubric:

- ALL 4 Elements must be handed in together using the above format.
- Your grade will be based on all 4 elements. However, note that element 2 (Critical Response) and Question 2 in Element 4 are key to receiving a grade above a B since it best allows you to demonstrate critical thinking and original insight.
- At the end of the course I will verify that you have posted your outside contribution to Web CT. Students who have not posted all outside resources or who have consistently posted them late will lose marks.

POP QUIZZES: OPTION B

Pop quizzes test that you have read the readings assigned for that day and understood them. Typical questions ask broad thematic or overview questions. You are not required to memorize dates or minor details. Each quiz is worth 5% of your final grade for a total of 20%. There will be 5 pop quizzes throughout the semester. The lowest grade for one will be dropped. If you are absent with a medical note you will be required to write a 2-3 page essay on the readings for that day to replace the quiz. It is due the next class. If you are absent without a medical note or miss the quiz due to being late you cannot replace the quiz.

FINAL PROJECT:

- Optional for students taking Option A.
- Value 30% of Final Grade.
- Replaces any 3 Reading Responses.
- Due: Last day of class.
- Solo or work with partner or group.

Options / Types of Projects:

1. Online Presentation: Web site with multi-media content: Content might include: Advice columns, historical overviews, text analysis, images and videos, games, reviews of books and films, etc.
2. Text-based: Information manual for training interfaith chaplains (military, university or hospital); federal or provincial commission report considering changes in law or policy for addressing religious divorce; training for health professionals, training for medical professionals about issues surrounding sexuality, Zine.
3. Traditional Research essay on topic approved by professor.

Goals:

1. Educate your audience about your topic
2. Demonstrate your superior scholarly research and your comprehension of that research
3. Demonstrate your comprehension of class materials and your ability to integrate what you learned in class
4. Demonstrate your ability to develop original critical analyses / argument.

Choosing Topics: Once you have chosen your type of project, you need to focus in on a topic that can be successfully completed. Choose a topic that meets the following criteria:

1. Is central to the study of Love, Sex and Marriage in Judaism
2. Can be fully explored by the number of students working on it. If it is a group project, there are clear areas of study for each student.
3. Will demonstrate your knowledge, understanding and ability to reason about the topic.
4. Is a topic that you can successfully research.
5. Is primarily about Judaism. You may include comparative material if it makes sense in terms of your overall project but your project should be 70% about Judaism.
6. **CHECK WITH PROF THAT TOPIC IS OK BY EMAIL BY OCT 3**

Types of research: Outside academic / scholarly research is required for ALL projects. Also consider other types of data: material culture, films, television shows, newspapers, magazines, music, theatre, etc.

Some creative projects make it more difficult to demonstrate and cite research. In cases like documentaries or in-class presentations it may make more sense to include a handout that will allow you to illustrate and document your research.

Grading Rubric for Final Project		
Weight /30	Grade based on:	
/5	Execution	<p>How well does your project meet the project goal? How well does it educate its audience in terms of being engaging, comprehensive and informative?</p> <p>Well defined in terms of topic / question / audience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final product: polished presentation <input type="checkbox"/> Writing skills: thesis statements and topic sentences for all formal texts, spelling, grammar, appropriate tone for audience and purpose, university level vocabulary, organization, clarity of expression. <input type="checkbox"/> Meets or exceeds expectations
/10	Research:	<p>What is the quality of the research?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that research was completed, understood and integrated into project. <input type="checkbox"/> Includes citations as part of project or as handout. <input type="checkbox"/> Uses and cites relevant course materials. <input type="checkbox"/> Uses and cites appropriate scholarly text-based sources. Does not rely primarily on Internet sources, encyclopaedias, dictionaries, newspapers, magazines or other non-scholarly sources. (Absolute minimum to pass is 3 scholarly sources) <input type="checkbox"/> Enhances and complements scholarly text-based research with other relevant research. <input type="checkbox"/> Meets or exceeds expectations in terms of depth or scope.
/10	Comprehension and content:	<p>How well does your project demonstrate comprehension?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poor research will negatively impact this element. <input type="checkbox"/> Demonstrates comprehension of relevant course materials. <input type="checkbox"/> Demonstrates comprehension of research. <input type="checkbox"/> Precision and awareness of important distinctions: Clearly distinguishes between major and minor positions. Attentive to denominational differences. Awareness of historical development, changes, chronology. Uses Canadian data where appropriate. Does not rely on US only data to make claims about Canadian context or universal context. <input type="checkbox"/> Demonstrates comprehension of major issues, questions and debates. <input type="checkbox"/> Creative projects may use handout to clarify or more clearly demonstrate comprehension. <input type="checkbox"/> Meets or exceeds expectations.
/5	Analysis, Argument, Insight:	<p>Does your project merely give the facts or does it go beyond summary of material to answers the "So what?" question?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a clear voice and/or position. <input type="checkbox"/> Places discussion in context; insight into implications, connections with other material <input type="checkbox"/> Sophisticated and/or critical discussion of topic; <input type="checkbox"/> Identification and analysis of thematic questions <input type="checkbox"/> Original argument. <input type="checkbox"/> Meets or exceeds expectations. <p style="text-align: right;"><i>B+ and higher projects must receive high marks in this section.</i></p>

THINGS YOU NEED TO KNOW:

Contact me : The best way to reach me is through email deidre_butler@carleton.ca 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. Please note that mail sent through Web CT stays in Web CT. I check my regular email more often than the web ct email. If your case is urgent, do email me directly.

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.

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.

Citations:

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 site.

Failure to cite sources is a form of plagiarism. Please see the University regulations below.

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.

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>

List of Works Cited: Always include a list of works cited at the end of the assignment. Works Cited include only those sources you have cited.

Submitting work protocol: Assignments must be handed in at the beginning of class on the day that they are due.

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 a rate of one grade per class meeting (i.e. a B will be a B- if it handed in by the beginning of the next class meeting) unless they are accompanied by a signed medical excuse. Assignments will not be accepted after the graded assignment is returned to the class.

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. Doing a rough draft will also count towards your participation grade.

Absent from class and require accommodation to submit work late: Do not simply email the original assignment. You must explain why you need accommodation (email is fine or speak to me during office hours) as soon as possible and provide the documentation required by university regulations. If you may replace the assignment, what you should do next depends on the assignment missed and the arrangement made with the professor.

See assignment descriptions for details.

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 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.
- You will be absent

Dr Butler's mission to get you to use scholarly sources

What is a scholarly source:

Articles in scholarly publications receive what is called in the academic world "peer review." Prior to acceptance for publication, all manuscripts of proposed articles are reviewed by scholars in the field to judge scholarly merit, research value, and accuracy. Scholarly articles normally indicate the credentials of the author, explain the methodology used in the research, and list footnotes or references to document the source material used in writing the article.

<http://www.ohiolink.edu/help/sch-articles.html>

Also see the excellent and detailed discussion of what a scholarly source is here:

<http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtorecognizeascholarlysource.html>

Scholarly vs. Non-Scholarly Sources

How can you tell if the book, magazine/journal article, or web site would be considered a scholarly source? Here are some clues to help you decide. If you can't decide from these hints, ask the librarian or your instructor for help.

Source: <http://www.stchas.edu/library/scholar.shtml>

Scholarly Source	Non-Scholarly Source
Articles or books are written by a scholar or a professional in the field.	May be written by a professional writer who is not an expert in the field.
Always cite their sources of information in the form of footnotes or bibliography.	Rarely offers information (footnotes or bibliography) about the sources of information.
Text gives research results, includes specialized vocabulary and is aimed at a scholarly audience.	Text reports events or opinions and is aimed at a general audience (easy to read).
Journal cover and pages tend to be plain in design, with few or no pictures or graphics.	Tend to be highly pictorial. Magazines accept advertising.
Most are published by professional organizations, associations, scholarly groups or universities and colleges.	Are generally published for profit. May be intended as a vehicle of opinion: political, moral, or ethnic.
Authors are always named, and their institutional affiliation is given.	Authors may be anonymous.
Journal issues are likely to be successively numbered (for example, issue 1 includes pages 1-356, issue 2 has pages 357-585, etc.)	Magazine issues are likely to begin with page 1.
Articles may be long.	Articles may be short, some only 1-2 pages.
Journal issues tend to be published less often (monthly, quarterly, semi-annually).	Magazine issues tend to be published more frequently (monthly, weekly, daily).
Journals would usually be found in a library or in a professor's office.	Magazines can be found at any bookstore or convenience store.
Examples: Articles in Journal of American History, Journal of Educational Psychology or books published by a University Press written by a scholar with footnotes.	Examples: Articles in Newsweek, National Review or books published by Scribner written by a journalist or professional writer without footnotes.

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