**Description:** Using a selection of interdisciplinary case studies, this 3000 level seminar explores the status and role of gender in Jewish life. From biblical sources, to historical examples, to contemporary debates, this course invites students to engage the study of Judaism through this contentious category. We will explore the topic of Judaism and Gender as a lens that is helpful for studying Judaism and Jewish life from a variety of perspectives. The first and dominant focus will be on the experience of gender as it has been described and prescribed in Jewish life; by rabbinic authorities and communal institutions. The second focus will be on key historical examples where gender is particularly useful for understanding the social and cultural context of Jewish experience. Finally, we will think critically about the ways in which contemporary debates around gender resonate through and are reshaped in Jewish life. Throughout the course primary sources, scholarly analyses, and film sources will be used to introduce students to gendered dimensions of Jewish life and aid us in critically reflecting on the status of gender in Jewish life and thought.

**Required Texts:** Reading load: The average required reading load for this 3000 level seminar is 60-80 pages per week. **Textbooks are available at the Carleton University Bookstore**

- Course Readings on Course Reserves on Ares and online

Recommended for those who will continue their studies in Judaism and Gender: Hebrew Bible; Rachel Biale, *Women in Jewish Law*.

**NOTE:** Any student who misses more than 6 scheduled class meetings without valid and documented reasons for these absences will not pass the course. All course requirements must be completed to 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.

<table>
<thead>
<tr>
<th>Course Requirements: Option A:</th>
<th>Course Requirements: Option B</th>
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<tbody>
<tr>
<td>10% Participation</td>
<td>10% Participation</td>
</tr>
<tr>
<td>20% Workshop Director x2 @ 10% each</td>
<td>25% Reading Quizzes (6 @ 5% each, drop lowest grade, 5 questions each = 5 x 5% = 25%)</td>
</tr>
<tr>
<td>35% Reading Responses (5 x 7%, 1-2 pages)</td>
<td>30% Take-Home Midterm (due Feb 22)</td>
</tr>
<tr>
<td>35% Take-Home Exam or Independent Project (due April 23)</td>
<td>35% Take-Home Exam (due April 23)</td>
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</tbody>
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Please note you cannot receive credit for this course if you took RELI3205A [34619] Sel Top of Women in Religion (LEC) Fall 2008
<table>
<thead>
<tr>
<th>Class</th>
<th>Required Readings</th>
<th>Recommended:</th>
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<tbody>
<tr>
<td><strong>Jan 5</strong></td>
<td><strong>Part 1: course overview</strong>&lt;br&gt;Readings for today are required reading for the</td>
<td>“Jewish Lady Gaga Parody – Chagaga!!”&lt;br&gt;Youtube:</td>
</tr>
<tr>
<td><strong>Class 1</strong></td>
<td>midterm and are eligible for any reading response.</td>
<td><a href="https://www.youtube.com/watch?v=JAgMBzyw">https://www.youtube.com/watch?v=JAgMBzyw</a></td>
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<td></td>
<td>Cassell. 140-153.</td>
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<tr>
<td></td>
<td>Fonrobert, Charlotte Elisheva. “Gender Identity in Halakhic Discourse.”</td>
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<td></td>
<td><strong>Part 3: Film:</strong> The Tribe: An Unauthorized, unorthodox history of the Jewish</td>
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<td>people and the Barbie doll. 18 minutes Available at the Carleton Library if you</td>
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<tr>
<td></td>
<td>miss this class: <a href="https://catalogue.library.carleton.ca:443/record=b3254239~S9">https://catalogue.library.carleton.ca:443/record=b3254239~S9</a></td>
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<tr>
<td><strong>Jan 12</strong></td>
<td><strong>Part 1: Hebrew Bible: Gendered Texts</strong>&lt;br&gt;Hebrew Bible: Genesis Chap 1-3</td>
<td>Know nothing about the Hebrew Bible? See Origins:</td>
</tr>
<tr>
<td><strong>Class 2</strong></td>
<td></td>
<td><a href="http://www.myjewishlearning.com/texts/Bible/Origins_of_the_Bible.shtml">http://www.myjewishlearning.com/texts/Bible/Origins_of_the_Bible.shtml</a></td>
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<tr>
<td></td>
<td>Tryble. “Eve and Adam: Genesis 2-3 Reread”. In Christ, Carol P., and Judith</td>
<td>Bible 101&lt;br&gt;<a href="http://www.myjewishlearning.com/texts/Bible/Bible_101.shtml">http://www.myjewishlearning.com/texts/Bible/Bible_101.shtml</a></td>
</tr>
<tr>
<td></td>
<td>Frymer-Kensky, Tikva. “The Bible and Women’s Studies”, in Frymer-Kensky, Tikva</td>
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<td></td>
<td>Jewish Publication Society. 16-39.</td>
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<td></td>
<td><em>God’s Phallus and other Problems for Men and Monotheism.</em> Boston: Beacon</td>
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<td>Press. 165-183.</td>
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### Jan 19  
**Class 3**

**Bring a Hebrew Bible to class**

**Workshop Director(s):**  
Crossdressing in Hebrew Bible and Rabbinic Sources

<table>
<thead>
<tr>
<th>Part 1: Hebrew Bible: God Language / Gendered Divinity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebrew Bible: Psalm 104, Isaiah 45</td>
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</tbody>
</table>

(45 minute) **Workshop: Part 2: Cross Dressing and Drag in the Hebrew Bible and Rabbinic Commentary**

| Hebrew Bible: Deuteronomy 22:5 |

**Part 3: Rabbinic Judaism: Patriarchy**


### Jan 26  
**Class 4**

**Workshop Director: Man Constructed**

**Workshop Director: Gender Constructed**

<table>
<thead>
<tr>
<th>Part 1: Man Constructed</th>
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<table>
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<tr>
<th>Part 2: Rabbinic Judaism: Woman Constructed</th>
</tr>
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<table>
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<tr>
<th>Part 3: Sex / Gender Constructed</th>
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### Feb 2  
**Class 5**

**Workshop**  
Directors: Hebrew Chronicles

**Part 1: Gender and Medieval Judaism**

**Roundtable:** Read one, you will be asked to join a group to present the reading to the other groups who did not read it and post your notes on CU Learn (participation marks – if absent contact Prof for makeup assignment). Choice of Skinner, Navas, Tartakoff,


**Part 2: Workshop: Medieval Judaism: Martyrdom and Gender:**


Know nothing about medieval Judaism?  

Medicine in Judaism:  
[http://www.myjewishlearning.com/practices/Ethics/Our_Bodies/Health_and_Healing/Medicine_and_Healing.shtml](http://www.myjewishlearning.com/practices/Ethics/Our_Bodies/Health_and_Healing/Medicine_and_Healing.shtml)

Converting to other religions during Medieval period  
[http://www.myjewishlearning.com/life/Life_Events/Conversion/History/Middle_Ages.shtml](http://www.myjewishlearning.com/life/Life_Events/Conversion/History/Middle_Ages.shtml)

Martyrdom:  

Suicide:  

### Feb 9  
**Class 6**

**Workshop:** CASE STUDY Blood Libel  
**TEXTBOOK** Hsia, R. Po-chia. *Trent 1475: Stories of a Ritual Murder Trial*. 1-131

**Part 1: to chap 7**

**Part 2: chap 7 - end**

**Part 3: Lilith: Case Study: Rogue Female**

online collection of primary and secondary sources:  
[http://jewishchristianlit.com//Topics/Lilith/lilith.html](http://jewishchristianlit.com//Topics/Lilith/lilith.html)  
Because today is a heavy reading day, you are not responsible for reading these primary sources. However, they are fun and interesting! You may respond to them in any assignment. I recommend primary sources in each of the following sections (most are simply a few sentences): Ancient Sources, Her Role in Jewish Mysticism, In Folklore and Traditional Literature
<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop</th>
<th>Director</th>
<th>Part 1: Modernity, Gender and Identity:</th>
<th>Part 2: Case Study: Early Modern Gender Transgression</th>
<th>Part 3: Race and Gender</th>
<th>References</th>
</tr>
</thead>
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|            |          |          |                                        |                                                     |                        | Jewish ethnic diversity [here](http://www.myjewishlearning.com/beliefs/Theology/Who_is_a_Jew/Types_of_Jews/Ethnic_Diversity.shtml)
|            |          |          |                                        |                                                     |                        |            |
| March 2    | Class 8  |          | **Contemporary Debates / Controversies** |                                                     |                        | Charme, Stuart. “The Political Transformation of Gender Traditions at the Western Wall in Jerusalem”, *Journal of Feminist Studies in Religion*, 5-34
|            |          |          |                                        |                                                     |                        | Web Site: Women of The Wall [here](http://womenofthewall.org.il/) |
|            |          |          | **Part 1: Women of the Wall**: 60 minutes | Film: Women and the Wall: (258840) 31 min, 1999 |                        |            |
|            |          |          |                                        |                                                     |                        |            |
|            |          |          | **Part 2: Gay and Orthodox in Israeli Film** | Film: And Thou Shalt Love 28 mins |                        |            |
|            |          |          |                                        | Film: Say Amen 65 mins |                        |            |
### Workshop Directors:
Part 3: Theorizing Nidah

**Part 1: FILM: Purity** 63 min 2002

**Part 2: Theorizing Nidah:**


**Part 3: Feminism and Nidah: Adler Recants**


**Nidah:**
[http://www.myjewishlearning.com/life/Sex_and_Sexuality/Jewish_Approaches/Prohibited_Sexual_Relationships/Niddah.shtml](http://www.myjewishlearning.com/life/Sex_and_Sexuality/Jewish_Approaches/Prohibited_Sexual_Relationships/Niddah.shtml)


Kaufman Experiencing Hasidism Newly Orthodox Women’s Perspectives on Sexuality and Domesticity


March 16  
Class 10  
Workshop Directors:  
Part 1: Gendered Stereotypes: Jewish mother, JAP, Feminine Jewish Male  
Part 2: Body Parts  
Part 3: Part 3: Feminist Voices on Gender and Worship

|-----------------------------|-------------------------------------------------------------------------------------------------------------------------|
| March 23  
Class 11  
Workshop  
Directors:  
Part 1: Orthodox Bodies  
Workshop Director Part 2: Judaism and Homosexuality | Part 1: Orthodox Bodies: Body Image, Dress and Modesty  
BODY IMAGE DRESS JOFA JOURNAL Fall 2009  
Read a selection of articles to discuss in class (your choice, read at least 2)  
**Part 2: Judaism and Homosexuality**  
**Film: Eyes Wide Open** 91 minutes | Modesty:  
[http://www.myjewishlearning.com/practices/Ethics/Our_Bodies/Clothing/Modesty.shtml](http://www.myjewishlearning.com/practices/Ethics/Our_Bodies/Clothing/Modesty.shtml)  
(Chabad)  
(Orthodox Union)  
**Jewish Clothing**  
NYT Review Eyes Wide Open  
[http://www.nytimes.com/2010/02/05/movies/05eyes.html?_r=0](http://www.nytimes.com/2010/02/05/movies/05eyes.html?_r=0)  
**Trembling Before God**, FILM |
| March 30  
Class 12  
Workshop  
Directors:  
Part 2: Judaism and Homosexuality  
Last day of class | Part 1: Keep Not Silent (263300)  
Color; Sound; 52 min Year 2004  
**Part 2: Judaism and Lesbians**  
FULL TEXT Labovitz Female Homoerotic Sexual Activity Sources 1-8  
DESCRIPTION OF ASSIGNMENTS

General Grade Rubric (see each assignment for specific expectations)
A+   Exceeds expectations in terms of comprehension, analysis, argument, original insight
A-/A range Excellent comprehension, analysis, argument AND original insight.
B range   Very good comprehension of material, analysis, argument OR original insight. A typical B paper is a solid summary of the material with no problems with comprehension or expression.
C range       Good comprehension and complete but may include some weaknesses in comprehension or expression.
D range         Minimally satisfactory in terms of comprehension and expression but still complete.
F                    Late without medical excuse, Incomplete or inadequate comprehension.

PARTICIPATION: OPTION A & B: Participation includes attendance, coming to class prepared to discuss the readings, thoughtful contributions to class discussions, in-class work

WORKSHOP DIRECTOR: OPTION A
Details: Workshop Directors may lead solo, but it is recommended that you work together in groups of 2-4. You are graded individually.

- 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 (quickly!) with attention to organizing material and making sure major concepts and issues are covered.
- Invite students to participate in the discussion. Ask questions that encourage thoughtful, critical discussion.
- 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.
- Prepare handout, arrange printing, post on CULearn (I will print it for you if you email it to me by Thursday the week before, 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.

**Length:** 1-2 pages

**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.

**Research:** Outside research is not recommended for Elements 1 as you should be focusing on course materials. You may wish to bring in relevant sources for Element 2. Outside research is required for Element 3.

**When there are multiple readings:** When there are multiple readings complete one central argument or key question for each reading up to a maximum of three readings (your choice of readings).

**Elements:**

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 paragraph per reading. (Strong Central Arguments focus in on major issues and give key examples) This should be approximately ½ - 2/3 of your reading response. Don’t know where to start? A strong reading response **might** take the following form: Author x, addresses the problem y or responds to z, by arguing _______. Author x builds his/her argument by ________ (give specific examples that illustrate argument).

**OR KEY QUESTIONS:** Ask 2 questions for each different reading. Each question should elicit a thoughtful class discussion. Include, in note form, key points and quotes with page numbers to answer each question. Strong questions will be answered by delving into the text. Weak questions will elicit opinions. **You may do a mixture of key questions or central arguments as long as each reading (up to 3) is covered.**

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? Why is the author’s argument important / significant? What does it contribute to the study of religion, Jewish studies, Judaism and gender? Do not tell me it is interesting or well written. If it wasn’t interesting and well written, I wouldn’t have assigned the reading. Argue your case with specific examples. THIS IS NOT A BOOK REVIEW OR SUBJECTIVE RESPONSE. This should be approximately 1/3 – ½ of your reading response not counting the outside resource. Don’t know where to start? A strong critical response **might** take the following form: This week’s reading focus in on the theme/question x. X is significant to the study of Y because_________. While author a argues ________, authors b and c. construct the problem differently. Illustrate the different approaches and examine the significance of similarities / dissonances. Put the question in a larger context: This issue is complicated by __________ (a relevant reading from another week or something you read in another class). Concluding thought.

3. **OUTSIDE RESOURCE:** One outside resource to share with class (POST online on CU LEARN before class): 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 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.
Grading Rubric:
- Your grade will be based on all 3 elements. However, note that element the Critical Response is 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, ask you to define major concepts, or give examples from the readings. You are not required to memorize dates or minor details. Each quiz is worth 5% of your final grade for a total of 25%. There will be 6 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. Take the practice test to gain confidence on how to prepare readings.

Take Home Midterm: Option B
- Value: 30%
- Due: Feb 22, Midnight
- Submit online through CU Learn
- No outside research permitted.
- Based on lectures, guest lectures, films, required readings.
- Based on 1st half of course.
- 8-10 pages, double spaced, 11 point standard font like Times New Roman.
- Late take-home send by email as soon as possible with explanation. Late penalty is 10% per day.

Take Home Final Exam: Option A (may complete Independent project instead) or Option B
- Value: 35%
- Due: April 23
- Submit Online through CU Learn
- No outside research permitted.
- Based on lectures, guest lectures, films, required readings. Emphasis on 2nd half of course.
- 10-12 pages, double spaced, 11 point standard font like Times New Roman.
- Late take-home send by email as soon as possible with explanation. Late penalty is 10% per day.

Independent Project: Option A (may complete Take Home Final instead)
- Value: 35%
- Due: April 23
- Submit Online through CU Learn
- Outside Research required & must use required readings.
- Minimum 5 outside scholarly sources plus relevant required readings. Recommended for an A paper 8+ outside sources.
- 10-12 pages, double spaced, 11 point standard font like Times New Roman
- Develop topic and format in consultation with Professor. Creative formats permitted.
- Send by email as soon as possible with explanation. Late penalty is 10% per day.

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.

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’s standard style is the Chicago Manual of Style (humanities style with footnotes).

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/quoted.

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
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<td>B</td>
<td>73-76</td>
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<td>B-</td>
<td>70-72</td>
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<td>C+</td>
<td>67-69</td>
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<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<td>D+</td>
<td>57-59</td>
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<td>D</td>
<td>53-56</td>
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<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>Failure</td>
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</tbody>
</table>

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. 8, 2014. The last day to withdraw from FALL/WINTER (Full Term) and WINTER term courses is APRIL 8, 2015.

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. 7, 2014 for the Fall term and March 6, 2015 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 due to 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  4th Floor Library
Learning Support Service 520-2600 Ext 1125  4th Floor Library