

The most up-to-date version of the syllabus is on CULearn

<p>CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p> <p>RELI 3842A: WINTER 2014 TOPICS IN JUDAISM: INVESTIGATING JEWISH RITUAL IN OTTAWA</p> <p>Dr Deidre Butler deidre.butler@carleton.ca</p>	
<p>CLASS MEETING: Loeb Building Room: B243 Mondays and Wednesdays 1:05-2:25</p>	<p>OFFICE HOURS Mondays and Wednesdays 11:30 – 12:30, or by appointment</p> <p>Office: Paterson Hall 2a49 Phone: 613-520-2600 ext 8106 (email preferred)</p>
<p>Required Texts: Required readings prepare you for class lectures and discussions. Always read the required text prior to class meeting.</p> <p>Waskow, Arthur O. 2012. <i>Seasons of Our Joy: a Modern Guide to the Jewish Holidays</i>. Jewish Publication Society.</p> <p>De Lange, N. R. M., and Miri Freud-Kandel. 2005. <i>Modern Judaism: an Oxford guide</i>. Oxford: Oxford University Press.</p> <p>Ritchie, Donald A. 2003. <i>Doing oral history: a practical guide</i>. Oxford: Oxford University Press.</p> <p>Additional Readings on CU Learn</p>	<p>Course Requirements 15% participation & Ethics training 15% Jewish ritual quiz 20% 2 workshops 20% final in-class or online presentation 30% final essay</p> <p>Regular attendance is key to succeeding in this course. NOTE: Any student who misses more than 10 scheduled class meetings without valid and documented reasons for these absences is not eligible to pass the course.</p> <p>Students who miss a class for religious reasons MUST email the professor or TA in advance to have the absence excused.</p>

Description: Course Overview: This course will explore the world of qualitative research by training students to pursue oral-based data collection. By investigating home ritual practices in the Ottawa Jewish community with particular attention to the phenomena of intermarriage, conversion, same-sex marriage, and actual religious observance levels, students will be given an opportunity to directly participate in “real” scholarship. The course develops three areas necessary for students to pursue this research:

Part 1: Disciplinary Foundations: Part 1 will provide students with the Religious Studies background necessary to analyze and interpret the collected data. This component includes the study of: Contemporary Jewish life, theory of ritual, Jewish home rituals associated with Sabbath, Holidays and/or Lifecycle.

Part 2: Collecting Oral Data: Theory & Practice: Part 2 of this course will concentrate on the theory and praxis of oral data collection. Students will examine practical and ethical dilemmas related to the fields of oral history and qualitative interview methods while becoming certified by the CORE Tri-Council to conduct ethical research interviews. Students will develop understanding and skills while being introduced to:

Part 3: Hands on Learning Path: In Path 3 students will build on the work done in Parts 1 & 2 by engaging in "hands-on" research, i.e. formulate questionnaires and interview a variety of Jewish individuals from Ottawa. In the process, students will gain a real, rather than just a theoretical appreciation of the ethical and practical considerations relating to the collection of oral data.

Course Goals: At the end of this course the student will:

- Have a good command of key concepts necessary for the academic study of religion in general and Judaism in particular
- Have a broad knowledge of Jewish home practices with the ability to research them in more depth, and analyse and reflect on those practices in light of disciplinary questions and theories.
- Be adept at researching, describing and analysing contemporary Jewish life in Ottawa through the lens of ritual practice with good understanding of disciplinary questions and theories.
- Exhibit strong critical reading, writing and thinking skills.
- Know how to conduct a good interview and begin to understand how to interpret its results.
- Create a collection of cultural and historical materials of Ottawa’s diverse Jewish community.
- Foster collaboration and partnership between Carleton University (students are CU’s ambassadors!) and the Ottawa Jewish Archives as well as the Jewish community at large
- Make a significant and original contribution to the preservation of historical memory in Canada

Community Partnerships

For this course, Carleton has partnered with the Ottawa Jewish Archives and the collected data will then be stored with the OJA and available to the public. If for any reason students do not want their name associated with the oral data students collect, i.e. in the bibliography, which will be searchable to the general public, students can choose to either use the pseudonym "CU Volunteer" or not to donate the material to the OJA. Please advise their professor at the start of the semester if students prefer not to donate their interviews or prefer to use a pseudonym.

Students are encouraged to keep track of all 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 finalized until shortly before the grades are submitted (10 days after the final exam).

COURSE REQUIREMENTS

Element	Value	Date	Description
Certification from CORE Tri-Council	Pass or Fail	Must be complete by Jan 20.	Students cannot proceed to conduct interviews until they have completed this online certification. Email or submit printed certification to Professor Butler on January 20 th . Note that the certification may take several hours to complete and is an absolute requirement of the course. Students who do not complete this requirement on time cannot proceed to other course requirements and cannot receive a passing grade in the course.
Attendance & participation	10%	Ongoing	<ul style="list-style-type: none"> ○ Excellent attendance: Max 5 points. 1 free absence. Begin with 5 points, subtract 1 point for second undocumented missed class, and subtract 2 more points for every subsequent class. Be sure to sign attendance sheet each week. ○ Participation: In class and/or Online: Max 5 points. should take the form of constructive engagement in class discussions, regular attendance, and evidence of having come to class prepared by having done the required readings. Online participation includes thoughtful questions, comments and introducing relevant outside resources (readings, videos, music, events, etc.)

Participation: Post-Midterm Reading Notes	5%	Beginning Feb 24	Beginning after the Winter break to encourage you to read readings before class and make for a more lively class discussion. Email or hand in (max ½ page) notes on today's reading's main argument, key points and 2-3 discussion questions to demonstrate you did the reading. Regular completion of reading notes will positively contribute to your participation mark in addition to the grades you receive for submitting the notes. Email or hand in in class.
Practice Interview	Pass or fail	Complete before class January 29	Practice interview in the field with someone of your choice about family ritual practices –does not have to be Jewish. You will be discussing this practice interview in class. You may not participate in the class without having completed the practice interview –complete on time to receive full attendance and participation.
Interview 1	Pass or fail	Feb 5	Field interview with assigned subject. Student must book and complete interview by this date and upload file to CU Learn before class starts.
workshop 1	10%	Feb 5	10% workshop based on Interview. 1 See class schedule for details. Interview must be complete in order to participate in the workshop. Peer feedback and self-evaluation due online before next class (Feb 10).
Interview 2	Pass or fail	Feb 26	Field interview with assigned subject. Student must book and complete interview by this date and upload file to CU Learn.
workshop 2	10%	March 5	10% workshop based on Interview 2. See class schedule for details. Interview must be complete in order to participate in the workshop. Peer feedback and self-evaluation due online before next class (March 10).
Final presentation	20%	TBA – probably beginning March 31	Final presentation based on your two field interviews (online or in-class, creative or traditional, solo or group plus handout). This should be a fully developed presentation 15 minutes including sound clips, handouts, etc. Groups should consult the professor for recommended time or scope of online presentation. The purpose of this presentation is to present your research and explore key questions that will be the basis for your final essay. Feedback from your presentation should be incorporated in your final essay if possible.

Final Essay	30%	Due April 7 (time TBA)	12-15 pages based on two (or more if bonus interviews completed) interviews. The essay should have a clear thesis statement and make a sustained argument that integrates interview and scholarly research as well as course materials. The topic of the paper / thesis statement should address an overarching question raised by the course that the interview research illuminates. It is strongly recommended that you book an appointment with the professor to discuss your topic as soon as you have completed the 2 nd interview. This is a major paper that brings together your work for the entire semester. It should be highly polished and evidence considerable thought and a real depth and breadth of scholarly research (8 scholarly sources minimum, you may use course resources where applicable). It is strongly recommended that you submit your bibliography for review (email or meet in person) before writing.
Bonus Marks	5%	Due 2 weeks after event	<p>Maximum 5 points: You may complete more than one to achieve the maximum points.</p> <ul style="list-style-type: none"> ▪ Complete an extra interview and integrate it into your final essay. Be sure to clearly indicate that you have completed the extra interview on your final essay in order to receive credit. ▪ Attend an event recommended by your professor and write a short 2-3 page essay about the topic. You should demonstrate attendance of the event, comprehension of the topic, relevant scholarly research about the topic (2 outside journal or book sources minimum), and essay writing skills. See CULearn announcements for bonus marks assignment opportunities. Due 2 weeks after the event, none accepted after last class. Hand in in-person in class only.

Class & Topic	Reading
<p>1. Jan 6</p> <p>Introduction to the Course: Modern Judaism Overview Home Ritual Practices in Judaism</p>	<p>Recommended: Textbook: Modern Judaism “General Introduction”</p> <p>CU Learn Reading: Hartman, Harriet, and Debra Kaufman. 2006. "Decentering the Study of Jewish Identity: Opening the Dialogue With Other Religious Groups." <i>Sociology Of Religion</i> 67, no. 4: 365-385. <i>Social Sciences Full Text (H.W. Wilson)</i>, EBSCOhost (accessed January 5, 2014). http://proxy.library.carleton.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ssf&AN=510687793&site=ehost-live</p>
<p>2. Jan 8</p> <p>40 mins Icebreakers, key to creating a class that communicates Lesson 1 Communication Skills (Listening and Eliciting)</p> <p>40 mins Defining Home Ritual</p>	<p>Required: CU Learn Reading: Segal. “Ritual and Myth” in <i>The Routledge Companion to the Study of Religion, Second Edition</i>. Ed. John R. Hinnells. Taylor & Francis. 2009. 372-396</p> <p>CU Learn Reading: Catherine Bell. “Performance” in Taylor, Mark C. 1998. <i>Critical terms for religious studies</i>. Chicago: University of Chicago Press. 205-224</p> <p>Recommended CU Learn Reading: Eisen, Arnold M. “The distinctiveness of modern Jewish practice” in <i>Rethinking modern Judaism: ritual, commandment, community</i>. Chicago: University of Chicago Press. 1998.</p>
<p>3. Jan 13</p> <p>40 mins Lessons 2 & 3 Contextualizing Oral history</p> <p>40 mins Shabbat and Havdallah home rituals</p>	<p>Required Reading: Textbook: Doing Oral History, Chapter 1: An Oral History of Our Time</p> <p>Jewish Virtual Library: What is Shabbat? http://www.jewishvirtuallibrary.org/jsource/Judaism/shabbat.html</p> <p>Jewish Virtual Library: Havdallah http://www.jewishvirtuallibrary.org/jsource/Judaism/havdalah.html</p> <p>Recommended: Shabbat on Aish.com http://www.aish.com/sh/ht/fn/48964281.html</p>

<p>4. Jan 15</p> <p>40 minutes Lesson 4 & 5: Ethics & Partner Institutions</p> <p>40 minutes: Rosh Hashana, Yom Kippur, Sukkot home rituals</p>	<p>Required Readings: Textbook: Seasons of Our Joy Chapters 1-3 -note all holidays have major home rituals –read carefully.</p> <p>Recommended Resources Rosh Hashana (conservative): http://goo.gl/TWALv6</p> <p>Yom Kippur at home (Jewish Federation -mainstream) http://goo.gl/YMZAzd</p> <p>CuLearn Reading: Horowitz, Frances Degen. 1995. "On Yom Kippur." <i>Judaism</i> 44, no. 3: 369-372. A personal but scholarly reflection of themes of Yom Kippur including Yom Kippur war and Jewish identity.</p> <p>CULearn Reading: Marjorie Lehman. "Reimagining home, rethinking sukkah: rabbinic discourse and its contemporary implications" in <i>Jews at home: the domestication of identity</i>. Ed. Bronner, Simon J. Oxford: The Littman Library of Jewish Civilization. 2010. <i>By same author as below with more of an emphasis on the idea of home. Useful for other rituals as well.</i></p> <p>CULearn Reading: Lehman, M. 2006. "The Gendered Rhetoric of Sukkah Observance." <i>Jewish Quarterly Review</i> 96, no. 3: 309-335. <i>This article is very useful for anyone interested in Sukkot, gender, ritual theory and Jewish law.</i></p> <p>CULearn Reading: Rubenstein, Jeffrey L. 1994. "The Symbolism of the Sukkah." <i>Judaism</i> 43, no. 4: 371-387. <i>Very good overview article for anyone researching Sukkot practice.</i></p> <p><i>Study Tip: For all readings about specific holidays/ritual practices: focus on general overview, origins, themes and home ritual practices, skim synagogue practices but note connection between synagogue and home. To prepare for Quiz know for each holiday: main themes for holiday as evident in liturgy and practices, historical origins, relationship to other holidays if applicable, length of holiday, etc.</i></p>
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<p>5. Jan 20</p> <p>20 mins Lesson 6 Project Design and Strategies & Lesson 7 Review: Practical Tips for Interviews and in Class Practice</p> <p>30 minutes Shmini Atzeret, Simcha Torah, Chanukah Home practices</p>	<p>Tri-Council Ethics Certification due today by Midnight. Failure to complete certification means you cannot commence field research and cannot pass the course.</p> <p>Certified? Get started on your practice interview in the field!</p> <p>Required Readings: Textbook: Seasons of Our Joy Chapters 4-6. <i>Focus on Chanukah especially for home rituals.</i></p> <p>Textbook: Skim Doing Oral History Chapter 2. <i>Read carefully section "How can the work of a variety of different interviewers be coordinated" and "What credit should interviewers get for the work they have done" pp 56-57, "what kind of documentation should be kept on each interview" 60-61, "can a team of interviewers conduct an interview together"63, "why is an index necessary" p 74,</i></p> <p>Recommended: Textbook: Doing Oral History: Chapter 3 Conducting Interviews (reread before going out in the field)</p>
<p>6. Jan 22</p> <p>25 mins Review of Tips for Interview and class practice</p> <p>55 mins Tu'Bishvat Purim Pesach Home practices and bring questions for quiz.</p>	<p>Required Readings: Textbook: Seasons of Our Joy Chapters Chapters 7-9 –focus on Pesach especially for major home rituals.</p> <p>Recommended: CULearn Reading: Bokser, Baruch M. 1988. "Ritualizing the seder." <i>Journal Of The American Academy Of Religion</i> 56, no. 3: 443-471. <i>This article is very useful for understanding the development of the seder in the rabbinic tradition and has a very good section on thinking about it ritually. Useful for thinking about ritual in other contexts.</i></p> <p>CULearn Reading: Boeckler, Annette M. 2012. "Miriam's Cup: The Story of a New Ritual." <i>European Judaism</i> 45, no. 2: 147-163. <i>Index to Jewish Periodicals, EBSCOhost</i> (accessed January 4, 2014). Very good reflection on ritual theory, new rituals, gender plus history of Miriams Cup.</p>
<p>7. Jan 27</p> <p>40 mins Quiz 1: Home Ritual Practices</p> <p>40 mins Modern Judaism</p>	<p>Required Readings: Textbook: Modern Judaism Chapter 6 Foundations: Modernist Movements</p> <p>Textbook: Modern Judaism Chapter 7 Traditionalist Strands Foundations: Traditionalist Strands</p>

<p>8. Jan 29</p> <p>Lesson 8 Interpreting Oral history results – using today’s readings and your own interviews to think through how to interpret</p> <p>Meet teams to work together on next set of interviews.</p>	<p>Each student must complete one practice oral history interview before this class.</p> <p>After this class: go into the field for real interviews that will be deposited at the archive. You are responsible for booking the appointment and meeting your subject in time so that the interview is complete by Feb 5</p> <p>Required Readings: Each student must read one for today: Sign up in advance. Be prepared to quickly summarize article, what did you find interesting, how would it help you think about analyzing your own oral histories –challenges or strategies?</p> <p>Mai Lan Gustafsson “Freedom. Money. Fun. Love.”: The Warlore of Vietnamese Bargirls <i>Oral History Review (Summer-Fall 2011) 38 (2): 308-330</i> Abstract: Memories of the Vietnam War abound in the minds of those who survived it, be they veterans or civilians, Vietnamese or American. Vietnamese refugees, forced to flee their homeland after the war ended in 1975, tell particularly poignant stories of loss—of country, of family, of tradition, and of identity. Not so the women featured in this article. During the war, they served as bargirls in Saigon, entertaining American soldiers. The stories they tell of the war paint an entirely different picture: one of good times, and camaraderie, and the exhilaration of being young and free in the city. They were able to break free from tradition and the expectations imposed on their gender because of the war, and because of that, remember the war as the best time of their lives.</p> <p>Daniela Koleva Daughters’ Stories: Family Memory and Generational Amnesia <i>Oral History Review (2009) 36 (2): 188-206</i> Abstract: After World War II, most Bulgarian Jews emigrated legally to Israel. Those who stayed had to take part in the building of socialism and integrate in a monolithic “socialist nation.” Thereby they had to “forget” their ethnic identity (“aided” by the state in various ways) and to become <i>Homo politicus</i> rather than <i>Homo ethnicus</i>. Since 1990, a revival of Jewish identity has begun in Bulgaria. Here I explore how the women of three generations from the same family reinvent their Jewish identity in their life stories. Drawing on this particular case, I suggest an approach to the question of the interplay of individual and collective memory. I focus on family and generation as different types of collectivities influencing individual memories and self-actualizations.</p> <p>Peter Monteath The <i>Mischling</i> Experience in Oral History <i>Oral History Review (2008) 35 (2): 139-158</i> Abstract: This</p>
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	<p>paper examines the usefulness of oral history in dealing with the fate of the so-called <i>Mischlinge</i> in Nazi Germany; that is, people categorized by the authorities as being of “mixed race.” It argues that oral history provides an invaluable supplement to the written, official record. The latter is by its nature a view “from above” and from the perpetrators; it generally excludes the perspective of the victims of Nazi racial policy. Moreover, as an overview of the treatment of <i>Mischlinge</i> demonstrates, there were stark discrepancies between policy and practice which are difficult to comprehend on the basis of the written record alone, but which are well exemplified through a study of individual experiences. The paper uses several examples of such experiences collected from three separate video testimony repositories to analyze the nature of those experiences, detecting discrepancies between official policy and practice and observing the considerable variations in the nature and harshness of those experiences. Finally, the oral history record is found to be invaluable in tracing some of the longer-term consequences of the Third Reich for surviving <i>Mischlinge</i>, especially in terms of their constructions of identity and the ways in which, for the period after the Second World War, they dealt with the ascribed identities which had so heavily impacted them in their early years.</p>
<p>9. Feb 3</p> <p>Judaism in Ottawa</p> <p>Panel discussion:</p> <p>Cantor Jeremy Burko, Sam Banks, Emily Leonoff TBA (invited)</p>	<p>Required Reading: TBA</p>
<p>10. Feb 5</p> <p>Lesson 9 Workshop 1: Interview findings- share with team (20 minutes for team) and then to class.</p>	<p>Interview must be complete and uploaded to CU Learn before class starts.</p> <p>Before class, upload audio file to your team’s forum. In-class with your team: Be ready to speak about challenges, what you learned, reflect on process with your team.</p> <p>Class discussion sharing best stories –there will be prizes! Before next class meeting give written feedback to 2 of your team members on their interviews. 250-500 words total.</p> <p>Grading: 3 points for everything being on time and online. 4 points for feedback to fellow students. 3 points for your own short reflection.</p>

<p>11. Feb 10</p> <p>Gender Issues and Ritual Practice</p> <p>Guest Speakers: Carolyn Bickerton, Elayne Adler, TBA</p>	<p>Peer feedback and self-evaluation from workshop due online before class.</p> <p>Required Readings: Textbook: Chapter 30 Gender Issues Textbook: Chapter 31 The changing Role of the Woman CU Learn Reading: Tamar El-Or, "A temple in your kitchen : hafrashat hallah-the rebirth of a forgotten ritual as a public ceremony" in <i>Jewish studies at the crossroads of anthropology and history: authority, diaspora, tradition</i>. Eds. Boustan, Ra'anan S., Oren Kosansky, and Marina Rustow. Philadelphia: University of Pennsylvania Press. 2011. 271-293</p> <p>Recommended: CU Learn Reading: Rosen, David M. and Victoria P. Rosen. "New Myths and Meanings in Jewish New Moon Rituals" <i>Ethnology</i> , Vol. 39, No. 3 (Summer, 2000) , pp. 263-277 VArticle Recommended for those interested in Rosh Chodesh rituals but also a very good article for thinking about ritual theory. CU Learn Reading: Sharon R. Siegel. "Jewish Welcoming Ceremonies for Newborn Girls: The Modern Development of a Feminist Ritual." <i>Modern Judaism</i> 32.3 (2012): 335-358. <i>Very good overview of history of naming ceremony for girls and reflections on changing status/roles of women.</i></p>
<p>12. Feb 12</p> <p>Sefardic Judaism and home ritual</p> <p>Guest speaker: Cantor Daniel Benlolo</p>	<p>CU Learn Reading TBA</p>
<p>13. Feb 24</p> <p>Chabad in Ottawa Guest Speaker Rabbi Blum</p>	<p>CU Learn Reading: Berman, Elise. 2009. "Voices of outreach: the construction of identity and maintenance of social ties among Chabad-Lubavitch emissaries." <i>Journal For The Scientific Study Of Religion</i> 48, no. 1: 69-85.</p> <p>CU Learn Reading: <u>Maya Balakirsky Katz</u>. "Trademarks of Faith: "Chabad and Chanukah in America"." <i>Modern Judaism</i> 29.2 (2009): 239-267. <i>Especially good for those interested in impact of north American culture, chabad, Hasidism.</i></p>

<p>14. Feb 26</p>	<p>Complete Second Interview by this date and upload to CU Learn by midnight</p> <p>Required Readings: Textbook: Modern Judaism Chapters 8 Humanistic and Secular Judaisms</p> <p>Textbook: Modern Judaism Chapter 9 Jewish Renewal</p> <p>CU Learn Reading: Sharot, Stephen. "Judaism and the Secularization Debate," <i>Sociological Analysis</i>, Vol. 52, No. 3, International Studies in the Sociology of Religion (Autumn, 1991), pp. 255-275</p>
<p>15. March 3</p> <p>Judaism in Canada</p>	<p>Required Readings: CU Learn Reading on Judaism in Canada TBA</p> <p>Browse: Jewish Virtual Library: Canada https://www.jewishvirtuallibrary.org/jsource/vjw/canada.html</p> <p>Browse: Demographics of Jews in Canada http://www.cija.ca/issues/basic-demographics-of-the-canadian-jewish-community/</p> <p>Browse: Pew Report http://www.pewforum.org/2013/10/01/jewish-american-beliefs-attitudes-culture-survey/</p> <p>Recommended: Lazerwitz, Bernard and Ephraim Tabory. "National Religious Context and Familial Religiosity within a Jewish Framework", <i>Review of Religious Research</i> , Vol. 44, No. 1 (Sep., 2002) , pp. 22-37. <i>A very useful article for speaking about the relationship between personal practice and society.</i> Article Stable URL: http://www.jstor.org.proxy.library.carleton.ca/stable/3512155</p> <p>Search Internet for Canadian Responses on Pew Report or other news about Jewish Canadian practice and post on CU Learn for participation marks. Textbook: Modern Judaism Chapter 15 Social Issues: Survey</p>

<p>16. March 5</p> <p>Workshop 2</p>	<p>Before class, upload audio file to your team's forum</p> <p>In your team in class: Be ready to speak about challenges, what you learned, reflect on process with your team.</p> <p>Class discussion sharing best stories –there will be prizes! Before next class meeting give written feedback to 2 of your team members on their interviews. 250-500 words total.</p> <p>Grading: 3 points for everything being on time and online. 4 points for feedback to fellow students. 3 points for your own short reflection.</p>
<p>17. March 10</p> <p>Social Issues</p>	<p>Peer feedback and self-evaluation from workshop due online before class.</p> <p>Required Readings:</p> <p>Textbook: Modern Judaism Chapter 16 Jewish Identities</p> <p>Textbook: Modern Judaism Chapter 17 Fundamentalism</p>
<p>18. March 12</p> <p>Religious Issues</p> <p>TBA</p>	<p>By midnight March 12 both interviews must be deposited with Ottawa Jewish Archive AND form must be filled out – key words, interview details etc.</p> <p>Required Readings:</p> <p>Textbook: Modern Judaism Chap 18 Prayer and Worship</p> <p>Textbook: Modern Judaism Chap 19 The Authority of Texts</p> <p>Textbook: Modern Judaism Chap 20 The future of Jewish Practice</p> <p>Guest speaker: TBA</p>
<p>19. March 17</p> <p>Halakhic Issues and Ritual Practice</p>	<p>Required Readings:</p> <p>Textbook: Modern Judaism Chapter 27 Halakhic Issues a Survey</p> <p>Textbook: Modern Judaism Chapter 29 Contemporary Issues in Halakha</p> <p>Textbook: Modern Judaism Guest Speaker: TBA</p>

20. March 19 TBA	
21. March 24 TBA	
22. March 26 TBA	
23. March 31 Presentations	
24. April 2 Presentations	
25. April 7 Presentations	Essay due last day of class.

THINGS YOU NEED TO KNOW: 3000 LEVEL SEMINAR

Attendance, Participation & Passing this course: Your learning depends not only on successfully completing course assignments and exams but also in actively participating in the classroom where essential learning takes place. If you have not attended this class, you cannot be said to have taken the class. **Any student who misses more than 10 of the scheduled class meetings without valid and documented reasons for these absences will not pass the course.**

Contact me: The best way to reach me is through email or office hours. Should you email or come see me? Short questions that can be answered quickly can always be asked in email. But if your question requires more than a quick response you'd be better off coming to see me in person. I am happy to make appointments outside of office hours. Please email me to make an appointment. Although I usually check email daily, I may not do so on weekends and it may take 2-3 days during busy periods. Please put your full name and course number in the subject heading. ALWAYS EMAIL ME DIRECTLY AT deidre.butler@carleton.ca.

Late policy: The late policy of this class is designed to be fair to students who handed their work in on time. Late assignments will be penalized at the rate of 10% per day (weekends included) until 100% has been reached. Extensions will only be granted for documented medical or family emergencies. Please note that late work will be graded as my schedule allows.

Rough drafts: I am happy to review and comment on rough drafts that are submitted by email a minimum of 7 days before an assignment is due. I will return it to you with comments. In order to receive credit for the effort of doing a rough draft, always submit the rough draft (print if necessary) with my comments.

Sources: Assignments specify what types of sources are appropriate and expected for a given task. These guidelines are aimed at detecting plagiarism, preventing students from exclusively relying on faulty and/or suspect Internet research, and promoting the use of the range of types of scholarly sources that are standard for university level research. **Any assignment which does not use the required sources does not meet the requirements of the assignment and will receive a failing grade.**

Plagiarism:

Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site and class Web CT.

Check for plagiarism in your own work: Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one. When in doubt, cite. **Failure to cite sources is a form of plagiarism. Please see the University regulations below.**

Style: The Religion program uses the Chicago Manual of Style as its standard style. Use it for all citations. I also strongly recommend using RefWorks for your citations. See the Library web site for information on both.

<http://www.library.carleton.ca/help/citing-your-sources>

<http://www.library.carleton.ca/services/refworks>

List of Works Cited: Always include a list of works cited at the end of the assignment.

Things I need to know: (Contact me by email or come speak with me)

- You don't understand what is expected of you.
- English is not your first language.
- You have a learning disability.
- You are doing poorly in the course and want to improve.
- You don't understand the material.
- You have a problem that is making you do poorly in the course.
- If you are going to ask for a deferral for this course from the Registrar.

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

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?”

PREPARE the readings before you come to class: Professors assign readings for a reason. When you prepare the reading in advance, the class discussion and/or lecture and your reading work together. You can ask effective questions, trace relationships between the material and begin to think critically about the issues raised. Keeping up with readings also makes it easier to complete assignments and study for exams effectively. Students who only read the material for the assignment or exam often feel lost and tend to memorize what they read without actually understanding it. Worse, they might never get through the readings because they got too far behind. Notice, you should not just read the readings but prepare them. What does it mean to prepare a reading? *Test your own preparedness for class by being able to answer the following before coming to class*

1. **What TYPE of text is it?** Primary or Secondary source? Textbook, encyclopaedia entry, scholarly article, popular, web site, news article, fiction, memoir?
2. **What is the TOPIC of the reading?** This can be answered broadly: “The topic of the reading is homosexuality in Judaism” A scriptural passage might be “laws concerning sexuality” or “love poetry”, a textbook chapter might be “overview of history of menstruation laws” or “summary of wedding rituals.”
3. **OVERVIEW OR CENTRAL ARGUMENT:** For texts that do not include analysis or arguments (i.e. an encyclopaedia article) be able to **SUMMARIZE the content**. Be able to quickly summarize the main issues raised by the text OR be able to identify the three most important points. For scholarly readings (and opinion pieces) that do include argument and analysis be able to answer: **What is the CENTRAL ARGUMENT?** Most academic articles you will read in university are secondary sources that analyse or interpret primary sources (scripture, historical documents, laws, philosophic arguments, scientific data etc)
4. **EVALUATE the argument / analysis.** Saying that an article is easy to read or that you like the writing style or topic is not a critical response. Critically responding to the text asks more significant questions: Is the text accurate, well argued, biased? Why? Is there something you find particularly interesting or insightful? Is there a weakness? What connections can you make to other material? Why is this important? Be ready to argue your case with specific examples.

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see "Petitions to Defer")
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 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