

NOTE THIS COURSE OUTLINE IS NOT FINAL UNTIL THE FIRST DAY OF CLASS.

RELIGION AND EROS

RELI 4850B / RELI 5850W

WINTER 2012

CARLETON UNIVERSITY

COLLEGE OF THE HUMANITIES : RELIGION PROGRAM

Dr Deidre Butler

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USE THIS EMAIL NOT WEB CT

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Office hours

Description: This seminar comparatively explores the topic of sexuality within the texts, practices and history of a selection of world religions. Emphasis will be placed on the social and political dimensions of sexuality and religion in both historical and contemporary contexts. This year's Seminar will focus on Judaism, Christianity and Islam and will introduce other traditions as possible. Note that this is a joint 4th Year Seminar and MA Seminar. Students from each level have different requirements, readings, and expectations.

Any student who misses more than 5 scheduled class meetings without valid and documented reasons for these absences is not eligible to pass the course.

Required Texts Undergraduate and Graduate: Required readings prepare you for class lectures and discussions. Always read the required text prior to class meeting.

- David Biale, Eros and the Jews
- Brown, The Body and Society: Men, women, and sexual renunciation in early Christianity
- Michel Foucault, History of Sexuality: Vol 1: An Introduction
- Kecia Ali, Sexual Ethics & Islam

Required Films: Please note: You are also responsible for seeing the films being shown at the Religion, Gender and Sexuality Film Festival Jan 31, Feb 2, Feb 7, and Feb 9, . These are considered as "readings" for the course that should be addressed in all relevant assignments. Integrate them into Reading Responses, Workshops, Final Papers, Critical Essays as possible. I do understand some of you cannot attend the Film Fest because of other commitments but I expect a good faith effort on your part to view as many of the films as you can and refer to them in your work. I will be happy to lend them to you if necessary. **Merely viewing the films gains you participation marks. You may also use the films to gain up to 5 bonus marks by writing a short critical response to at least 2 films that also integrates required readings and some outside scholarly peer reviewed research. MA students 4-5 pages + 3 outside sources. 4th Year Students 3-4 pages + 2 outside sources**

All books available at Haven Books: Haven Books is located at 43 Seneca Street (corner of Sunnyside and Seneca). For inquiries, you may call 613-730-9888 or send an email to info@havenbooks.ca.

4th Year Seminar Course Requirements:

Option A

15% attendance and participation

5% Film Fest attendance or view films independently

20% 2 workshop leader @ 10% each, sign up first day of class
60% 8 @ 7.5% each 2-3 page Reading You must have 2 responses from each book. Due the day the readings are assigned.

Option B

15% attendance and participation
5% Film Fest attendance or view films independently
20% workshop leader
30% 4 @ 7.5% each 2-3 page Reading You must have 1 RR from each book due on day that readings are assigned.
5% Project Proposal with Annotated Bibliography February 14
25% Final Term Paper 10-12 pages. April 5

Note that undergraduate students may skip one “part” of any week’s readings and are not responsible for covering that material in their Reading Responses.

MA Course Requirements:

Option A

15% attendance and participation
5% Film Fest attendance or view films independently
10% workshop on Religion and Public Life January 17
10% workshop leader
10% Reading Notes 5 @ 2% each on days when you are not handing in a Critical Essay or directing a Workshop
50% 4 Critical Essays @ 15% each, 6-7 pages each. Each Essay should address the central argument of each required book and reflect on its place in thinking about Religion and Public Life.

MA Course Requirements: Option B

15% attendance and participation
5% Film Fest attendance or view films independently
10% workshop on Religion and Public Life
20% Reading Notes, 10 @ 2% each
5% Project Proposal with Annotated Bibliography February 14
45% Final Term Paper engaging Religion and Eros in any aspect of Public Life. 25-30 pages. April 5

Course Objectives 4th Year Seminar:

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

KNOWLEDGE & SKILLS SPECIFIC TO STUDY OF THIS TOPIC / DISCIPLINE

- Demonstrate familiarity with key methodological and theoretical issues related to the study of gender and sexuality in the traditions studied in this course and, more generally, gender, sexuality and religion.
- Demonstrate familiarity with major historical and contemporary debates within each tradition studied and be able to point to examples that illustrate these debates.
- Demonstrate familiarity with major scholarly debates relating to each tradition studied and be able to point to examples that illustrate these debates.
- Be able to identify, locate and engage relevant primary and secondary sources specific to the study of sexuality and gender in Religious Studies.

GENERAL SCHOLARLY SKILLS

- Improve / perfect critical reading, writing and thinking skills so that you are prepared to begin working at the graduate level.
- Develop original and insightful scholarly arguments based on analysis of primary and secondary sources.
- Understand and value the principles of academic integrity
- Work cooperatively and effectively with classmates
- Present material clearly yet with attention to complexity.
- Present orally to peers in preparation for participation in graduate seminar.

Course Objectives MA Students:

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

KNOWLEDGE & SKILLS SPECIFIC TO STUDY OF THIS TOPIC / DISCIPLINE

- Be able to integrate the study of Religion, Gender and Sexuality within the programmatic theme of Religion and Public Life.
- Demonstrate expertise in key methodological and theoretical issues related to the study of gender and sexuality in the traditions studied in this course and, more generally, gender, sexuality and religion.
- Demonstrate expertise in with major historical and contemporary debates within each tradition studied and be able to point to examples that illustrate these debates.
- Demonstrate expertise in major scholarly debates relating to each tradition studied and be able to point to examples that illustrate these debates.
- Expertly identify, locate and engage relevant primary and secondary sources specific to the study of sexuality and gender in Religious Studies.

GENERAL SCHOLARLY SKILLS

- Improve / perfect critical reading, writing and thinking skills so that you are prepared to begin working at the PhD level.
- Develop original and insightful scholarly arguments based on analysis of primary and secondary sources.
- Understand and value the principles of academic integrity
- Work cooperatively and effectively with classmates
- Pursue independent research from development of question, to identification of appropriate theoretical and methodological frameworks, to critical analysis.
- Present material clearly yet with attention to complexity.
- Present orally to peers in preparation for teaching and research presentations at the PhD level.

Date	Topic	Readings
Jan 10	Introduction to the Study of Religion, Gender and Sexuality	Boyarin, Daniel. "Gender." In ed. M.C. Taylor. Critical Terms for Religious Studies. Chicago: University of Chicago Press, 1998
Jan 17 Workshop Leaders Part 1: Grad students only Workshop Leaders Part 2	Part 1: Graduate Student-led workshop: Part 2: Biale	Part 1: Introduction to thinking about Gender and Sexuality in Religion and Public Life Reading: TBA Part 2:: Biale, Introduction, ix-59, Biale, Chapter 1, Bible; Biale, Chapter 2, Talmud
Date	Topic	Readings
Jan 24 Workshop leaders Part 1 Workshop Leaders Part 2 Workshop Leaders Part 3	Biale	Part 1: Biale, Chapter 3, Rabbinic Authority & Popular Culture Medieval Part 2: Biale, Chapter 6, 18 th Cent Hasidism Part 3: Biale, Chapter 7, Enlightenment
Jan 31 Workshop leaders Part 1 Workshop Leaders Part 2	Part 1: Biale Part 2: Workshop, Judaism, Gender and Sexuality in Contemporary Public Life	Part 1: Biale, Chapter 8, Zionism Part 2: Workshop on Judaism, Gender and Sexuality, in Contemporary Public Life: JAPS, The Agunah, Circumcision
Feb 7 Workshop Director Part 1 Workshop Director Part 2 Workshop Leaders Part 3 MA OPTION A Critical Essay 1 Biale due	Brown	Part 1: Brown, Preface and Chapter 1 Body and City, xiii-32 Part 2: Brown, Chapter 2 Sexual Order and Sexual Renunciation in the Early Church 33-64 Part 3: Brown, Chapter 7 A Promiscuous Brotherhood and Sisterhood 140-159

Feb 14 MA and Undergrad OPTION B Project Proposals Due Workshop Director Part 1 Workshop Director Part 2 Workshop Leaders Part 3	Brown	Part 1: Brown, Chapter 14 Marriage and Mortality Gregory of Nyssa 285-304 Part 2: Brown, Chapter 18 A Holy Arrogance: Jerome 366-386 Part 3: Brown, Sexuality and Society: Augustine Chapter 19 387-427
Feb 21 NO CLASS BREAK MA OPTION A Critical Essay 2 Brown due Feb 21		
Date	Topic	Readings
Feb 28 Workshop leaders Part 1 Workshop Leaders Part 2 Workshop Leaders Part 3	Foucault	Part 3: Introduction To Foucault, his critics, and Part One 1-14 Part 1: Foucault, Part Two 15-50 Part 2: Foucault, Part Three 51-74
March 6 Workshop leaders Part 1 Workshop Leaders Part 2 Workshop Leaders Part 3	Foucault	Part 1: Foucault, Part 4 – end of Chapter 1 75-91 Part 2: Foucault, Chapter 2-4 92-132 Part 3: Foucault, Chapter 3- end of Part Five & Wrap up Foucault 133-160
March 13 MA OPTION A Critical Essay 3 Foucault due	Part 1: Workshop: Christianity, Gender and Sexuality in Contemporary Public Life Part 2-3: Ali	Part 1: Workshop: Christianity, Gender and Sexuality in the Public Sphere: Promise Keepers, Polygamy, Teen Chastity Part 2: Ali, Introduction, Chapter 1 and 2 Part 3: Ali, Chapter 3 and 4
March 20 MA OPTION A Critical Essay 4 Ali due	Ali	Part 1: Ali, Chapter 5-6 Part 2: Ali, Chapter 7, 8, 9.

March 27	Guest Lecture Tania Dopler: Sexuality, Gender and First Nations traditions.	TBA
April 3 All work must be handed in April 5 OPTION B MA AND UNDERGRAD Term Paper due April 5	Part 1: Workshop: Islam, Gender and Sexuality in the Public Sphere: Veiling, Honour Killings, Sharia Courts Part 2: Workshop on any other topic or tradition not already covered	TBA

4th Year Seminar Requirements : Assignment Details

OPTION A AND B: 20% attendance and participation

4 ways of getting full participation/attendance marks. You may only receive a maximum of 20 points total in any combination:

- **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: Max 10 points.** In class participation 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. 4-5 = regular contributions, 2.5-3.5 = frequent contributions, 1-2 = occasional contributions. Each would be lowered by poor attendance, lack of preparation or unhelpful contributions.
- **Participation in Film Festival: Max 5 points.** Review 1 film from Religion, Gender and Sexuality Film Festival, reflecting on representations of Religion, Gender and Sexuality. 250-500 words. 1 point each. (If participation marks are maxed out, these become bonus marks).
- **Attend Religion, Gender and Sexuality Film Festival: 5 points** for attending all 4 sessions. 1 point for each. Sign in attendance sheet. Jan 31, Feb 2, Feb 7, Feb 9. Begins at 6pm. Location: CB 2104

OPTION A AND B: Workshop Director

- **Automatic 1 Week Extension for other work:** Skip handing in otherwise due assignments on days you present. You may hand it in at the next class.
- **Submit Handout by posting on Web CT under Discussion Group.**
- 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 (5-10 minutes max) with attention to significance of scholar's work, theoretical approach, method, central argument. These should also be drawn out in more detail in the class discussion.
- 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.
- 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. The handout should expand in depth and length according to how many students are presenting.
- 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.

OPTION A: Reading Responses

You must have 2 responses from each book.

Length: 2-3 pages

Due: Due at the beginning of class but I will ask you to hold on to them until the end of class so that you can use them in class discussions.

Submit: In 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.
- Note that undergraduate students may skip one "part" of any week's readings and are not responsible for covering that material in their Reading Responses.
- **Label your Reading Response according to the # of Responses you have handed in plus date and topic.**
- **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 1-2 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 (remembering you may skip one, 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. This should be approximately ½ 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? Strong RRs will highlight the author’s theoretical position. Argue your case with specific examples. THIS IS NOT A BOOK REVIEW OR SUBJECTIVE RESPONSE. This should be approximately ½ 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.

Grading Rubric:

- ALL 3 Elements must be handed in together using the above format.
- Your grade will be based on all 3 elements. However, note that element 2 (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.

OPTION B: Project Proposal with Annotated Bibliography February 14

Due: February 14.

Submit: ONLINE on Web CT under Assignments.

- **Project Proposal includes:** Thesis statement, short description of argument (1 paragraph), outline of paper
- **Annotated Bibliography:** Minimum of 8 outside scholarly secondary and primary sources, cited fully. For each item, briefly explain how it is relevant to your discussion and how you will use the source (very short paragraph for each). In addition to your outside sources, you must also include relevant course readings and annotate your use of them.
- **Topics may be historical or contemporary, comparative or addressing one tradition, and may**

cover religious traditions or topics not engaged in this course. In all cases, you must demonstrate the ability to apply relevant course readings (perhaps only at the theoretical level). Topics should be approved informally through email or discussion with the professor in advance of submitting the project proposal.

▪ **If you have any intention of doing interview-based research, contact the professor immediately to begin the ethics clearance process.**

OPTION B: Final Term Paper

Submit: ONLINE on Web CT under Assignments.

Due: April 5

- Traditional Research Paper that addresses theoretical issues in the study of Religion, Gender and Sexuality.
- While you may use different sources in your final Term Paper than you identified in the Project Proposal, major changes to topic and approach must be approved by the professor.
- **Length:** 10-12 pages
- **Research:** Minimum of 8 outside sources plus relevant course sources.
- **Citations:** Chicago Manual of Style, Humanities style (includes page numbers).

MA Course Requirements: Assignment Details

OPTION A and B: 20% attendance and participation

Same as for Undergrad however expectations are higher in terms of level of preparation of required readings, frequency of contributions to discussions, and quality of contributions. As MA students you are expected to play the role of leaders and mentors in the class.

OPTION A and B 10% Workshop on Religion and Public Life January 17

As per announcement on Web CT.

OPTION A AND B: Reading Notes:

Submit: Online on Web CT. These are simply designed to demonstrate that you have read the required reading for the day and understood the major issues/arguments. Note form is acceptable. Highlight major issues/arguments. Note any questions or quotes of interest. Include some page numbers for important passages. Should show notes from each chapter/reading that is required. Should show some notes about connection to Religion and Public Life. Length: ¾-1 page in note form, double spaced.

Email before class or submit printed copy at beginning of class.

OPTION A: Workshop Director

- **Automatic 1 Week Extension for other work:** Skip handing in otherwise due assignments on days you present. You may hand it in at the next class.
- Requirements are the same as for Undergraduate however expectations are higher in terms of level and quality of preparation, handout, public speaking skills, and level of discussion elicited.

OPTION A: 4 Critical Essays @ 15% each, 6-7 pages each.

Submit: ONLINE on Web CT under Assignments.

Each Essay should address the central argument and theoretical approach of each required book and reflect on its place in thinking about Religion and Public Life. In cases where the entire book is not fully read, you may address the material covered and/or material not covered in class. See schedule for due dates, generally due on last day book is being discussed.

OPTION B: Project Proposal with Annotated Bibliography

Submit: ONLINE on Web CT under Assignments.

Due: February 14

- **Project Proposal includes:** Thesis statement, abstract (350 words, see any Religion journal for examples of what an abstract does), outline of paper
- **Annotated Bibliography:** Minimum of 15 outside scholarly secondary and primary sources, cited fully. For each item, briefly explain how it is relevant to your discussion and how you will use the source (very short paragraph for each). In addition to your outside sources, you must also include relevant course readings and annotate your use of them. You must also include sources for the Public Life dimension of your discussion.
- **Topic:** Engage Religion, Gender and Sexuality through the theme of Religion and Public Life.
- **Topics may be historical or contemporary, comparative or addressing one tradition, and may cover religious traditions or topics not engaged in this course.** In all cases, you must demonstrate the ability to apply relevant course readings (perhaps only at the theoretical level). Topics should be approved informally through email or discussion with the professor in advance of submitting the project proposal.
- **If you have any intention of doing interview-based research, contact the professor immediately to begin the ethics clearance process.**

OPTION B Final Term Paper

Due: April 5

Submit: ONLINE on Web CT under Assignments.

Length: 25-30 pages.

While you may use different sources in your final Term Paper than you identified in the Project Proposal, major changes to topic and approach must be approved by the professor.

Length: 20-25 pages

Research: Minimum of 15 outside sources plus relevant course sources.

Citations: Chicago Manual of Style, Humanities style (includes page numbers).

THINGS YOU NEED TO KNOW: 4000 LEVEL SEMINAR

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.

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.

Absent from class and require accommodation to submit work: Submit the Assignment as soon as possible AND contact me to explain why you need accommodation (email is fine or speak to me during office hours) as soon as possible. Provide the documentation required by university regulations. If you may replace the assignment, what you should do next depends on the assignment missed:

Reading Response It would not make sense to hand in a RR after the class has already met. Therefore, you may only replace the seminar prep with a 2-3 page analysis of the week's readings. Due next day you come to class.

Workshop Direction: If you have missed your workshop it is not possible to reschedule the class. Therefore, you must replace that presentation with a 4-5 page essay on the material you would have presented. Due the next day you come to 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.

Rewrites: You may rewrite the first 2 Assignments and receive the highest grade. Hand them back within 2 weeks of receiving the original back from your professor. Always include the original with 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.

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 standard for the Religion program is Chicago Manual of Style.

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.

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 for any reason.

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