RELI 2508A: Judaism
Winter 2009
Mondays/Wednesdays: 1:05 pm - 2:25 pm.
Tory Building 340

Instructor: Susan Landau-Chark
email: slandauc@connect.carleton.ca
Office: Paterson Hall 2A52
Office hours: After class M/W 2:35 - 3:30 or by appointment
Office Phone: 613-520-2600 ext. 8106

TA: Dominika Metelski
email: dmetelsk@connect.carleton.ca

Course Description:
This course will present a survey of developments in Jewish belief, practice and institutions within a historical context from ancient times until the present. Students will be introduced to the distinctive features associated with the spread of Jewish communities around the world. Attention will be paid to key historical events, the evolution of religious communal institutions, and developments in Jewish thought, especially as these have influenced Jewish religious responses.

This is a course on the Jewish religion. It will not deal directly with the national or political history of the Jewish people, nor with the attitudes of other religions towards Jews and Judaism.

Learning Outcomes:
• to become conversant with the beliefs, practices and history of Judaism and the Jewish people
• to be able to discern the relationship between Jewish historical experience and Jewish religious and intellectual responses
• to be able to identify and distinguish the contemporary varieties of Jewish belief and practice in Canada, North America and around the world.
• to develop critical reading, writing, and thinking skills.

Course Text:

Online resources: see syllabus & web ct: URLs for online content, links and citation information to look up, print or download full text journal articles on ATLA Religion database.

Students with no background in Judaism should seek out any World Religions or Religions of the West textbook and read the chapter on Judaism.

Course Requirements:
1) Class Attendance and Participation 10%
2) Assigned Tasks* (3) 30%
3) Term Project: Group or Individual 25%
4) Final Take-Home Exam 35%
Class Attendance and Participation:
Participation and attendance are required. Absence from class lowers discussion grade; if you are not in class, you obviously cannot participate. Excellent participation and attendance can raise your grade. Poor attendance or participation can lower your grade. Students shy about participating in class discussions should speak with the professor on this issue so that alternate ways may be advised for your participation.

Lectures will not repeat the contents of the textbooks. Rather, they will provide opportunities to discuss the assigned readings, to focus on specific issues, and to supplement the information contained in the textbooks. Students will be assumed to have prepared the assigned readings for each class session.

Course Assignments:
While learning about Judaism, students will be trained in research skills, which include:
* how to find and organize data (primarily through library research)
* how to read critically and analytically in order to draw conclusions from the evidence of documents
* how to evaluate the plausibility of claims and theories that have been proposed by scholars.
* how to present the results of one's research in a logical and coherent manner.

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<th>Value</th>
<th>Date Due</th>
<th>Assignment</th>
<th>Title</th>
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| 10%    | Throughout semester          | Participation | Participation points are derived from the following up to a maximum of 10 points = 10%  
5 points max: Attendance will be taken throughout the semester.  
5 points max: At discretion of professor, points awarded for thoughtful participation in-class or online discussions. |
| 10%    | January 26                   | Assignment 1 | Short Assignment Due                                      |
| 10%    | February 25                  | Assignment 2 | Short Assignment Due                                      |
| 25%    | Variable                     | Assignment 3 | Term Project Presentations: Group or Individual            |
| 10%    | March 11                     | Assignment 4 | Short Assignment Due                                      |
| 35%    | April 28                     | Assignment 5 | Final Take-Home Exam                                      |
Things You Need To Know:

Contact me: The best way to reach me is through email or office hours. Short questions that can be answered quickly can always be asked in email. If your question requires more than a quick response you are 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. I usually check email daily, however, 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.

Course Requirements: You must complete all required assignments of the course in order to be eligible to pass the course.

No assignments will be accepted via email although I am always open to reading first drafts or outlines via email should you wish. In order to receive credit for the effort of doing a rough draft, always submit the rough draft (print if necessary) with my comments along with the good copy

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.

Absent from class and require accommodation to submit work: Do not email the original assignment
By arrangement with professor.

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 for 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.

Cite sources: For course sources use author, page number. Include the title if there might be confusion. (Author, 67) or (Author, Title, 198). For outside sources use any approved style sheet. Always be consistent in the style of citation you use.

Scholarly sources: Scholarly sources are resources that are appropriate to a university level academic study of a topic. They may be primary (i.e. scripture, historical text, film) or secondary sources (i.e. analysis of scripture or historical text). Scholarly sources include: academic journal
articles, books, book chapters. Most Internet sources, newspaper and magazine articles, as well
as general encyclopaedia articles would not be considered university level scholarly sources. If
you have any doubt, contact the TA or professor in advance and ask.

A note on Internet research: As an easy general rule, information found on the Internet does
not qualify as a scholarly source unless it is from an online academic journal. All Internet
information should be read critically. **Students who significantly rely on Internet sources for
their research for any assignment (more than 20%) will not fulfil the requirements of the
assignment and will receive a failing grade.**

**Indication that any work is not your own will be treated as a case of plagiarism**

<table>
<thead>
<tr>
<th>How to avoid plagiarism:</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

*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 and do not too closely paraphrase the original text. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. When in doubt, cite.**

**Style:** Because Religious Studies is an interdisciplinary discipline different citation styles are
normally acceptable in my classes. However, once a citation style is chosen it must be
consistently used throughout the assignment. Mixing citation styles is not acceptable.

**Things I Need to Know** (Contact me by phone, email or come to my office)
  - You do not understand what is expected of you.
  - You have a learning disability.
  - You are extremely shy about speaking in class.
  - You are doing poorly in the course and want to improve.
  - You do not understand the material.
  - You have a problem that is making you do poorly in the course.
  - You are ill and cannot come to class.
  - If you are going to ask for a deferral for this course from the Registrar

**Course Assignments**

**Short Assignments**
These are three short papers each worth 10%. Each paper should be 3-4 pages in length.
**Assignment #1: Due January 26:** Understanding “Mishnah.”
This assignment introduces you to rabbinic literature.
After choosing one section of Mishnah (from a preselected set), you will write a commentary which will attend to the following details:
1) Explanation: What does your passage mean?
2) Who is the intended audience?
3) To What category does this passage belong?
4) What questions are raised in your passage?
5) Does this passage provide answers to the any questions raised.

Assignment #2: Due February 25: Writing Tkinnes.
This assignment introduces you to the prayers of Ashkenazi women. You have two options with this assignment. 
1) You may choose a tkinnes and analyse it.
Or 
2) You may write your own within the prescribed format.

Assignment #4: Due March 11: Review of Eli Wiesel’s Night
You have two options with this assignment.
1) You may do a book review of Night or 
2) You may use the book as a springboard to discuss a particular aspect of the Holocaust.

Assignment #3: Term Project: Group or Individual: 25%
Due: April 1; Presentations take place in the last two weeks of class

You must indicate which you will be doing and provide a progress report by February 25.

A-1) Zine:
Develop a zine that explores an aspect of Judaism. If you are not familiar with zines, look them up on the web. Possible contents include book reviews, film reviews, media reviews (includes web), interviews with clergy or other Jewish professional. Use at least three academic resources, 3-5 general publications and not more than four internet sources.
Zines must include bibliography.

A-2) Posters/Power Point
Focus on how a particular issue is addressed within Judaism generally and according to one particular practice.
Poster: Using at least three academic resources, 3-5 general publications and not more than four internet sources, prepare a poster that offers a general overview of the issue chosen (approximately 1/3 of content). The remaining 2/3 of the poster content should provide information about how the specific Jewish practice chosen (Orthodox, Conservative, Reform, Reconstruction, or Jewish Renewal) addresses the issue.
Posters must include bibliography.
Poster Summary: Prepare a poster summary for grading purposes (8-10 pages with bibliography).
A-3) Survey Posters

**Focus** on a particular issue within Judaism and compare two different approaches within Judaism.

**Poster:** Using at least three academic resources, 3-5 general publications and not more than four internet sources, offer a general description and compare two Jewish practices (Orthodox, Conservative, Reform, Reconstruction, or Jewish Renewal).

**Posters must include bibliography.**

**Poster Summary:** Prepare a poster summary for grading purposes (8-10 pages with bibliography).

B -1) 10-15 page paper plus bibliography. An aspect of the Jewish experience that you might wish to explore in more detail. Topic chosen in consultation with Professor. Proposal should include thesis statement, preliminary bibliography, and outline of paper.

**Term Project: Details**

When you submit or present your **group project**, you must include:

1) full names, ID numbers, email addresses
2) A clear summary of who contributed what to the project. Give as much information as is necessary.
3) A list of works cited for all outside materials. Go to library site listed for links to style sheets.
4) If one person makes an extra-ordinary contribution to the success of the project, other members should contact me privately to recommend bonus marks.

**Presentation:** Posters may be presented in class from on March 18-April 1.

Group members must be available to answer questions.

**Assignment #5: Due April 28:** Final Take-Home Exam

**NB:** ALL assignments in this course require that you use sources appropriately.

**IF you choose to conduct interviews or do a survey as part of your project/paper you must submit your questions as part of your progress report and these must be approved by professor prior to distribution.**
## RELI 2508A: Judaism

### Winter 2009

**Class Schedule**

### PART I: FOUNDATIONS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td><strong>Class 1</strong>&lt;br&gt;Jan 5</td>
<td><strong>Introduction</strong>: Who is a Jew?</td>
<td><strong>Reading</strong>: E. Segal, Introduction, 1-7.</td>
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<tr>
<td><strong>Class 2</strong>&lt;br&gt;Jan 7</td>
<td>Torah as Sacred Story</td>
<td><strong>Reading</strong>: E. Segal, Chapter 1, 11-20. Ronald S. Hendel, “The Exodus in Biblical Memory,” <em>Journal of Biblical Literature</em>, 120, no 4 Winter 2001, p 601-622. <strong>AVAILABLE ONLINE GO TO ATLA DATABASE</strong></td>
</tr>
<tr>
<td><strong>Class 3</strong>&lt;br&gt;Jan 12</td>
<td>Ancient Judaism: Temple and Community</td>
<td><strong>Reading</strong>: E. Segal, Chapter 2, 21-39; Chapter 16, 246-247. Lawrence H. Schiffman, “Sectarianism in the Second Commonwealth” <a href="http://books.google.com/books?id=3kWYHyBb4C8C&amp;pg=PA98&amp;dq=Sectarianism+in+the+Second+Commonwealth">http://books.google.com/books?id=3kWYHyBb4C8C&amp;pg=PA98&amp;dq=Sectarianism+in+the+Second+Commonwealth</a> <strong>AVAILABLE ONLINE GO TO ATLA DATABASE</strong></td>
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</table>

- [E. Segal, Introduction, 1-7.](#)
- [E. Segal, Chapter 1, 11-20.](#)
- [E. Segal, Chapter 2, 21-39; Chapter 16, 246-247.](#)
- [Lawrence H. Schiffman, “Sectarianism in the Second Commonwealth”](#)
- [E. Segal, Chapter 3, 40-58.](#)
- [Shira Schoenberg, “The Bar-Kokhba Revolt (132-135 C.E.).”](#)
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<th>JAN 16</th>
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| **• Last day for registration for winter term courses.**  
**• Last day to change courses or sections for winter term courses** |  

| Class 5  
Jan 19 | Rabbis and their writings (cont)  
**Guest Speaker:** Rabbi Arie Chark | **Reading:**  
Eliezer Segal, “Mishnah,”  
<http://www.ucalgary.ca/~elsegal/TalmudMap/Mishnah.html> |  

| PART II: COMMUNITIES: MEDIEVAL JUDAISM |  

| Class 6  
Jan 21 | Between Islam and Christianity  
**Film:**  
“The Disputation” (65 minutes) | **Reading:**  
E. Segal, Chapter 4, 60-68.  
Medieval Sourcebook: Bishop of Speyer: Grant of Lands & Privileges to the Jews, 1084  
<http://www.fordham.edu/halsall/source/1084landjews.html> |  

| Class 7  
Jan 26  
1st Assignment Due | Between Islam and Christianity (cont) | **Reading:**  
Jewish History Sourcebook: Islam and the Jews: The Pact of Umar, 7th Century CE  
<http://www.fordham.edu/halsall/jewish/jews-umar.html>;  
J.M.Rader, “Jewish Autonomy in Babylon, about 1168,” The Jew in the Medieval World (Posted on WebCT) |  

| Class 8  
Jan 28 | Medieval Jewish Philosophy  
**Maimonides**  
Preface to the Mishneh Torah  
<http://www.mechon-mamre.org/e/e0000.htm>  
**Foundations of Jewish Belief**  
Maimonides’ Thirteen Principles of Faith  
<http://www.jbha.org/academic/documents/found.pdf> | **Reading:**  
E. Segal, Chapter 5, 70-83;  
David Novack, “The Mind of Maimonides,”  
**AVAILABLE ONLINE**  
**GO TO ATLA DATABASE** |
### PART III: EARLY MODERN JUDAISM

| Class 9  | Feb 2 | Kabbala/Hasidism   | **Reading:**  
|----------|-------|--------------------|----------------|
|          |       | Film: A Life Apart | E. Segal, Chapter 6, 86-98; also Chapter 12, 188-194;  
|          |       |                    | **ON RESERVE** |

| Class 10 | Feb 4 | Hasidism           | **Reading:**  
|----------|-------|--------------------|----------------|
|          |       | Film: A Life Apart (cont) | E. Segal, Chapter 6, 98-103;  
|          |       |                    | (Optional Reading)  
|          |       |                    | **ON RESERVE** |

| Class 11 | Feb 9 | The Lives of Ashkenazi Women | **Reading:**  
|----------|-------|-----------------------------|----------------|
|          |       |                             | (Optional Reading)  
|          |       |                             | **ON RESERVE** |

### PART IV: NEGOTIATING MODERNITY

| Class 12 | Feb 11 | Religious Responses to Emancipation | **Reading:**  
|----------|-------|-----------------------------------|----------------|
|          |       |                                   | E. Segal, Chapter 7, 106-121.  
|          |       |                                   | “The Origins of Reform Judaism,” *Jewish Virtual Library*.  
|          |       |                                   | <http://www.ucalgary.ca/~elsegal/363_Transp/Orthodoxy/SRHirsch.html> |

**February 16 - 20** **Winter Break (NO CLASSES)**
## PART V: Beliefs and Values

| Class 13 | Religious Responses to the New World | Readings: | E. Segal, Chapter 7, 122-130.  
(Posted on Web CT)  
“Conservative Judaism,” *Jewish Virtual Library*.  
<http://www.jewishvirtuallibrary.org/jsource/Judaism/conservatives.html>  
Moshe D. Sherman, “A history of Orthodox Judaism in America from colonial times to World War II,” *MyJewishLearning.com*  
<http://www.myjewishlearning.com/history_community/Modern/ModernReligionCulture/MoreEmergence/Orthodox_Judaism/AmericanOrthodox.htm> |
|---|---|--|---|
| Class 14 | Covenant: Beyond the Contractual Relationship | Reading: | E. Segal, Chapter 8, 137-151.  
(Optional Reading)  
<http://www.jcpa.org/dje/books/kincon-ch1.htm> |
| Class 15 | Judaism and Ecology | Homework: | WATCH Video (60 min)  
A SACRED DUTY: Applying Jewish Values To Help Heal The World  
<http://www.youtube.com/watch?v=Y9RxmTGHZgE>  
Guest Speaker: | Dr. David Brooks | Reading: | E. Segal, Chapter 9, 153-161.  
<http://www.jewishvirtuallibrary.org/jsource/Environment/berman.html> |
# RELI 2508A: Judaism

## Winter 2009

| Class 16 | March 4 | Israel: A Religious Perspective | **Reading:**
E. Segal, Chapter 10, 163-178.
Yehiyahu Liebowitz, “The Religious Significance of the State of Israel” in Zionism: the Sequel, ed. Carol Diament
**ON RESERVE** |
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<td><strong>Psalms: Chapter 137</strong><a href="http://www.mechon-mamre.org/p/pt/pt26d7.htm">http://www.mechon-mamre.org/p/pt/pt26d7.htm</a></td>
<td><strong>Yehuda Halevi - Two Poems</strong>&lt;br&gt;(Posted on Webct)</td>
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<th>March 6</th>
<th><strong>Last day to withdraw from fall/winter and winter-term courses</strong></th>
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| Class 17 | March 9 | Why the People of the Book | **Reading:**
E. Segal, Chapter 13, 197-223.
Steven Fine, “This is the Torah that Moses Set before the Children of Israel: Scripture and Authority in Rabbinic Judaism,” Review & Expositor, 95 no 4 Fall 1998, p 523-532.
**AVAILABLE ONLINE**
**GO TO ATLA DATABASE** |
| --- | --- | --- | --- |

| Class 18 | March 11 | Holocaust | **Reading:**
E. Segal, Chapter 14, 226-234.
Eli Wiesel, Night |
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<td><strong>4th Assignment Due</strong></td>
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## PART VI: DIVERSITY in PRACTICE

| Class 19 | March 16 | Changing Prayer | **Reading:**
E. Segal, Chapter 16, 248-255; Chapter 17, 266-269.
<http://www.leaderu.com/ftissues/ft9606/articles/berke.html> |
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<tbody>
<tr>
<td><strong>Judaism 101: Jewish Liturgy</strong><a href="http://www.jewfaq.org/liturgy.htm">http://www.jewfaq.org/liturgy.htm</a></td>
<td><strong>Film: Half the Kingdom (58 min)</strong></td>
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| Class 20 | March 18 | Changing Diet | **Reading:**
E. Segal, Chapter 17, 257-265,269-273.
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<tr>
<td><strong>Judaism 101: Kashrut: Jewish Dietary Laws</strong><a href="http://www.jewfaq.org/kashrut.htm">http://www.jewfaq.org/kashrut.htm</a></td>
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**RELI 2508A: Judaism**

**Winter 2009**

| Class 21 Mar 23 | Following the Moon: Sacred Time  
Judaism 101: A Gentile's Guide to the Jewish Holidays  
[http://www.jewfaq.org/holidayg.htm](http://www.jewfaq.org/holidayg.htm) |
| Reading:  
E. Segal, Chapter 18, 277-293.  
“Jewish Calendar,” *Judaism 101*  
[<http://www.jewfaq.org/calendar.htm>](http://www.jewfaq.org/calendar.htm)  
Rabbi Abraham Joshua Heschel, “Shabbat as a Sanctuary in Time,” *MyJewishLearning.com*  

| Class 22 Mar 25 | Lifecycle Celebrations  
Judaism 101  
Birth:  
[<http://www.jewfaq.org/birth.htm>](http://www.jewfaq.org/birth.htm)  
Bar & Bat Mitzvah:  
[<http://www.jewfaq.org/barmitz.htm>](http://www.jewfaq.org/barmitz.htm)  
Marriage:  
[<http://www.jewfaq.org/marriage.htm>](http://www.jewfaq.org/marriage.htm)  
Divorce:  
[<http://www.jewfaq.org/divorce.htm>](http://www.jewfaq.org/divorce.htm) |
| Reading:  
E. Segal, Chapter 19, 295-304; also Chapter 11, 182-186.  
Both Articles are AVAILABLE ONLINE GO TO ATLA DATABASE |

| Class 23 Mar 30 | Quest for Identity |
| Reading:  
[<http://www.jcpa.org/jl/vp453.htm>](http://www.jcpa.org/jl/vp453.htm) |

### Summing Up

| Class 24 Apr 1  
Completed Term Projects Due | Conclusions  
Take-Home Final Exam Distributed |
REL I 2508A: Judaism

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 range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University.

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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<tr>
<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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<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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F     Failure. No academic credit
WDN  Withdrawn from the course
ABS  Absent from the final examination
DEF  Official deferral (see "Petitions to Defer")
FND  “Failed, no Deferral” – assigned when the student is absent from the final exam and 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 November 7, 2008. The last day to withdraw from Fall/Winter (full year) and Winter term courses is March 6, 2009.

REQUESTS FOR ACADEMIC ACCOMMODATION

1. For Students with Disabilities
Students with disabilities needing academic accommodations are required to contact a co-ordinator at the Paul Menton Centre (ext. 6608) to complete the necessary letters of accommodation. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first in-class or CUTV test. This is to ensure sufficient time is available to make the necessary accommodation arrangements. Deadlines for submitting forms for formally scheduled exam accommodation: November 7 for December examinations and March 6, 2009 for April examinations.

2. For Religious Obligations
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

3. For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services (613-520-5622) to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

PETITIONS TO DEFER
Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply in writing within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES: (Area Code 613)
College of the Humanities 520-2809 300 Paterson
Classics and 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 500 Unicentre
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