

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

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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:

Segal, Eliezer. *Introducing Judaism..* London and New York: Routledge, Taylor & Francis Group. 2008.
Wiesel, Elie. *Night* New York: Hill & Wang. Tr. Marion Wiesel, 2006 edition.

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%

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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.

<u>Value</u>	<u>Date Due</u>	<u>Assignment</u>	<u>Title</u>
10%	Throughout semester Online contributions must be posted by Mar 30 midnight	Participation	Participation points are derived from the following up to a maximum of 10 points = 10% <u>5 points max</u> : Attendance will be taken throughout the semester. <u>5 points max</u> : At discretion of professor, points awarded for thoughtful participation in-class or on-line 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

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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

How to avoid plagiarism:

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 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.

Class Schedule

PART I: FOUNDATIONS

DATE	TOPIC	READINGS
Class 1 Jan 5	Introduction: Who is a Jew?	Reading: E. Segal, Introduction, 1-7.
Class 2 Jan 7	Torah as Sacred Story Exodus, 12: 7-29 < http://www.mechon-mamre.org/p/pt/pt0212.htm > Exodus, 19:1-25. < http://www.mechon-mamre.org/p/pt/pt0219.htm > Abraham's Journey < http://www.all-creatures.org/sermons98/map-02.html > Journey of Moses and the Israelites < http://www.wall-maps.com/bible/MapOfTheExodus.htm >	Reading: E. Segal, Chapter 1, 11-20. Ronald S. Hendel, "The Exodus in Biblical Memory," <i>Journal of Biblical Literature</i> , 120, no 4 Winter 2001, p 601-622. AVAILABLE ONLINE GO TO ATLA DATABASE
Class 3 Jan 12	Ancient Judaism: Temple and Community Map - Hasmonaeans 140 - 63 BCE < http://israelipalestinian.procon.org/vi ewbackgroundresource.asp?resourceID =1264 >	Reading: E. Segal, Chapter 2, 21-39; Chapter 16, 246-247. Lawrence H. Schiffman, "Sectarianism in the Second Commonwealth" < http://books.google.com/books?id=3kWYHyBb4 C8C&pg=PA98&lpg=PA98&dq=Sectarianism+in +the+commonwealth&source=bl&ots=NzDqY93p 8C&sig=PQaEMtw-s97zr-bypzKi5-zA0CU&hl=en&sa=X&oi=book_result&resnum=5 &ct=result >
Class 4 Jan 14	Rabbis and Their Writings Deuteronomy: 22: 1-3 < http://www.mechon-mamre.org/p/pt/pt0522.htm > Image Map of a page of Mishnah < http://www.ucalgary.ca/~elsegal/Talmud Map/Mishnah.html >	Reading: E. Segal, Chapter 3, 40-58. Alexander Guttman, "Foundations of Rabbinic Judaism," <i>Hebrew Union College Annual</i> , 23 (1950-1951): 453-473. AVAILABLE ONLINE GO TO ATLA DATABASE (Optional) Shira Schoenberg, "The Bar-Kokhba Revolt (132-135 C.E.)." < http://www.jewishvirtuallibrary.org/jsource/Judaism/revolt1.html >

<p>JAN 16</p>	<p>• Last day for registration for winter term courses. • Last day to change courses or sections for winter term courses</p>	
<p>Class 5 Jan 19</p>	<p>Rabbis and their writings (cont) Guest Speaker: Rabbi Arie Chark</p>	<p>Reading: Eliezer Segal, "Mishnah," <http://www.ucalgary.ca/~elsegal/TalmudMap/Mishnah.html></p>

PART II: COMMUNITIES: MEDIEVAL JUDAISM

<p>Class 6 Jan 21</p>	<p>Between Islam and Christianity Film: "The Disputation" (65 minutes)</p>	<p>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></p>
<p>Class 7 Jan 26 1st Assignment Due</p>	<p>Between Islam and Christianity (cont)</p>	<p>Reading: Jewish History Sourcebook: <i>Islam and the Jews: The Pact of Umar, 7th Century CE</i> <http://www.fordham.edu/halsall/jewish/jews-umar.html>; J.M.Rader, "Jewish Autonomy in Babylon, about 1168," <i>The Jew in the Medieval World</i> (Posted on WebCT)</p>
<p>Class 8 Jan 28</p>	<p>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></p>	<p>Reading: E. Segal, Chapter 5, 70-83; David Novack, "The Mind of Maimonides," <i>First Things</i>, #90 (F 1999):7-33. AVAILABLE ONLINE GO TO ATLA DATABASE</p>

PART III: EARLY MODERN JUDAISM

<p>Class 9 Feb 2</p>	<p>Kabbala/Hasidism Film: A Life Apart</p>	<p>Reading: E. Segal, Chapter 6, 86-98; also Chapter 12, 188-194; Daniel Matt, “The Mystic and the Mitzvot,” in <i>Jewish Spirituality: From the Bible Through the Middle Ages</i>, ed. Arthur Green (New York: Crossroads, 1994): 367-404. ON RESERVE</p>
<p>Class 10 Feb 4</p>	<p>Hasidism Film: A Life Apart (cont)</p>	<p>Reading: E. Segal, Chapter 6, 98-103; (Optional Reading) Arthur Green, “The Typologies of Leadership and the Hasidic Zaddiq,” in <i>Jewish Spirituality: From the Sixteenth Century Revival to the Present</i>, ed. Arthur Green (New York: Crossroads, 1994): 127-156. ON RESERVE</p>
<p>Class 11 Feb 9</p>	<p>The Lives of Ashkenazi Women</p>	<p>Reading: “Four Tkhines,” Tr. Chava Weissler in <i>Four Centuries of Jewish Women’s Spirituality</i>, eds. E.M. Umansky & D. Ashton (Boston: Beacon Press, 1992): 51-55 (Posted on WebCt); Carolyn Shaffer, “‘Praying With the Whole Heart’: The Tkhines and Medieval Jewish Women’s Spirituality,” in the <i>Journal of Religion and Culture</i>, V. 15 (2002/2003): 80-91. (Posted on WebCT) (Optional Reading) Chava Weissler, “Prayers in Yiddish and the Religious World of Ashkenazic Women,” in <i>Jewish Women in Historical Perspective</i>, ed. Judith Baskin (Detroit: Wayne State UP, 1991): 159-181. ON RESERVE</p>

PART IV: NEGOTIATING MODERNITY

<p>Class 12 Feb 11</p>	<p>Religious Responses to Emancipation</p>	<p>Reading: E. Segal, Chapter 7, 106-121. “The Origins of Reform Judaism,” <i>Jewish Virtual Library</i>. <http://www.jewishvirtuallibrary.org/jsource/Judaism/The_Origins_of_Reform_Judaism.html> Samson Raphael Hirsch, “Religion Allied to Progress,” in <i>Judaism Eternal</i> ed. I. Grunfeld (London, Soncino, 1959): 224-244. <http://www.ucalgary.ca/~elsegal/363_Transp/Orthodoxy/SRHirsch.html></p>
<p>February 16 - 20 Winter Break (NO CLASSES)</p>		

PART V: Beliefs and Values

<p>Class 13 Feb 23</p>	<p>Religious Responses to the New World</p>	<p>Readings: E. Segal, Chapter 7, 122-130. Marc Lee Raphael, "Reform Judaism," in <i>Jews and Judaism in the United States: A Documentary History</i>, ed. M.L. Raphael (New York: Behrman House Inc, 1983): 202-213. (Posted on Web CT) "Conservative Judaism," <i>Jewish Virtual Library</i>. <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," <i>MyJewish Learning.com</i> <">http://www.myjewishlearning.com/history_community/Modern/ModernReligionCulture/MoreEmergence/Orthodox_Judaism/AmericanOrthodox.htm#></p>
<p>Class 14 Feb 25</p> <p>2nd Assignment Due</p>	<p>Covenant: Beyond the Contractual Relationship</p>	<p>Reading: E. Segal, Chapter 8, 137-151. S. Daniel Breslauer, "Toward a Theory of Covenant for Contemporary Jews," <i>Covenant: Global Jewish Magazine</i>, Vol.1, Issue 1 (November 2006) <http://www.covenant.idc.ac.il/en/vol1/issue1/breslauer.html> (Optional Reading) Daniel Elazar, "Covenant as the Basis of the Jewish Political Tradition," in <i>Kinship and Consent: the Jewish Political Tradition and Its Contemporary Uses</i> (Lanham, Md: Univ Pr of America, 1983): Ch. 1, Jerusalem Centre for Public Affairs. <http://www.jcpa.org/dje/books/kincon-ch1.htm></p>
<p>Class 15 Mar 2</p>	<p>Judaism and Ecology</p> <p>Homework: WATCH Video (60 min) A SACRED DUTY: Applying Jewish Values To Help Heal The World <http://www.youtube.com/watch?v=Y9RxmTGHZgE></p> <p>Guest Speaker: Dr. David Brooks</p>	<p>Reading: E. Segal, Chapter 9, 153-161. Rabbi Saul Berman, "Jewish Environmental Values: The Dynamic Tension Between Nature and Human Needs." <i>Human values and the environment : conference proceedings</i> (Madison, WI: Wisconsin Academy of Sciences, Arts and Letters, 1992) posted on the Jewish Virtual Library <http://www.jewishvirtuallibrary.org/jsource/Environment/berman.html></p>

<p>Class 16 Mar 4</p>	<p>Israel: A Religious Perspective</p> <p>Psalms: Chapter 137 <http://www.mechon-mamre.org/p/pt/pt26d7.htm></p> <p>Yehuda Halevi - Two Poems (Posted on Webct)</p>	<p>Reading: E. Segal, Chapter 10, 163-178. Yeshayahu Liebowitz, "The Religious Significance of the State of Israel" in <i>Zionism: the Sequel</i>, ed. Carol Diamant (New York, N.Y: Hadassah, The Women's Zionist Organization of America,1998):179-187. ON RESERVE</p>
<p>March 6 Last day to withdraw from fall/winter and winter-term courses</p>		
<p>Class 17 Mar 9</p>	<p>Why the People of the Book</p>	<p>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," <i>Review & Expositor</i>, 95 no 4 Fall 1998, p 523-532. AVAILABLE ONLINE GO TO ATLA DATABASE</p>

<p>Class 18 Mar 11</p> <p>4th Assignment Due</p>	<p>Holocaust</p>	<p>Reading: E. Segal, Chapter 14, 226-234. Eli Wiesel, <i>Night</i></p>
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PART VI: DIVERSITY in PRACTICE

<p>Class 19 Mar 16</p>	<p>Changing Prayer</p> <p>Judaism 101: Jewish Liturgy <http://www.jewfaq.org/liturgy.htm></p> <p>Film: Half the Kingdom (58 min)</p>	<p>Reading: E. Segal, Chapter 16, 248-255; Chapter 17, 266-269. Matthew Berke, "God and Gender in Judaism," <i>First Things</i> 64 (June/July 1996): 33-38. <http://www.leaderu.com/ftissues/ft9606/articles/berke.html></p>
<p>Class 20 Mar 18</p>	<p>Changing Diet</p> <p>Judaism 101: Kashrut: Jewish Dietary Laws <http://www.jewfaq.org/kashrut.htm></p>	<p>Reading: E. Segal, Chapter 17, 257-265;269-273. Aaron Gross, "When Kosher Isn't Kosher," <i>Tikkun</i>, Vol. 20, Issue 2 (March 1, 2005) <http://www.tikkun.org/archive/backissues/xtik0503/judaism/document.2005-03-03.4162896444></p>

<p>Class 21 Mar 23</p>	<p>Following the Moon: Sacred Time</p> <p>Judaism 101: A Gentile's Guide to the Jewish Holidays <http://www.jewfaq.org/holidayg.htm></p>	<p>Reading: E. Segal, Chapter 18, 277-293. "Jewish Calendar," <i>Judaism 101</i> <http://www.jewfaq.org/calendar.htm> Rabbi Abraham Joshua Heschel, "Shabbat as a Sanctuary in Time," <i>MyJewishLearning.com</i> <http://www.myjewishlearning.com/daily_life/Shabbat/Shabbat_Themes_and_Theology/Shabbat_Sanctuary_in_Time.htm></p>
<p>Class 22 Mar 25</p>	<p>Lifecycle Celebrations</p> <p>Judaism 101 Birth: <http://www.jewfaq.org/birth.htm> Bar & Bat Mitzvah: <http://www.jewfaq.org/barmitz.htm> Marriage: <http://www.jewfaq.org/marriage.htm> Divorce: <http://www.jewfaq.org/divorce.htm></p>	<p>Reading: E. Segal, Chapter 19, 295-304; also Chapter 11, 182-186. Leila Gal Berner, "Charting the New Maps: Reflections on Jewish Lesbian and Gay Life Cycle Celebrations," <i>Reconstructionist</i>, 64 no 2 (Spr 2000): 23-28. Jack Wertheimer, "Surrendering to Inter-marriage," <i>Commentary</i>, 111 no 3 (Mr 2001): 25-32. Both Articles are AVAILABLE ONLINE GO TO ATLA DATABASE</p>
<p>Class 23 Mar 30</p>	<p>Quest for Identity</p>	<p>Reading: Steven M. Cohen and Arnold M. Eisen, "The Sovereign Self: Jewish Identity in Post-Modern America," <i>Jerusalem Viewpoints</i>, no. 453 (May 2001): 1-10. <http://www.jcpa.org/jl/vp453.htm></p>

Summing Up

<p>Class 24 Apr 1</p> <p>Completed Term Projects Due</p>	<p>Conclusions</p> <p>Take-Home Final Exam Distributed</p>
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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:

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

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.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance. (613-520-5622)

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
Writing Tutorial Service 520-6632	4 th floor Library