

RELI 3205 A

Judaism and Gender

Fall 2008 Sept 4 – Nov 27
Thursdays 1435-1725
Paterson 201

Instructor: Deidre Butler
deidre_butler@carleton.ca

Office: Paterson Hall 2a52

Office hours: Immediately following this class as needed and Mon-Wed 11:35-12:30
Office Phone: 5202600 ext8106 (always better to email than phone)

Course Description

Using a selection of interdisciplinary case studies, this 3000 level seminar explores the status and experience of gender in Jewish life. From biblical sources, to historical examples, to contemporary debates, this course invites students to engage the study of Judaism through this problematic category.

We will explore the topic of gender and Judaism as a lens that is helpful for studying Judaism and Jewish life from a variety of perspectives. The first and dominant focus of gender in this course will be on the experience of gender as it has been described and prescribed in Jewish life; by rabbinic authorities and communal institutions. The second focus will be on key historical examples where gender is particularly useful for understanding the social and cultural context of Jewish experience. Finally, we will think critically about the ways in which contemporary debates around gender resonate through and are reshaped in Jewish life.

Required texts

Reading load: The average required reading load for this 3000 level seminar is 50-60 pages per week.

TEXT BOOK: Hsia, R. Po-chia. *Trent 1475 : Stories of a Ritual Murder Trial*. New Haven and London: Yale University Press. 1996. ISBN: 0300068727 Available at Bookstore. (chapters.ca 19\$, Amazon.ca 20\$)

TEXT BOOK: David Shneer & Caryn Aviv, eds. *Queer Jews*. New York: Routledge, 2002. Available at Bookstore (Amazon.ca 20\$, chapters.ca 31\$)

NETLIBRARY: Miriam Peskowitz, *Spinning Fantasies: Rabbis, Gender, and History*. Berkeley, University of California Press, 1997. NOTE: This book is available free to Carleton students through NetLibrary. Search the title through the Library web catalogue and access it online. It is also available at chapters.ca 25\$. It is NOT available at the Bookstore.

FULL TEXT = available on Web CT

Course Requirements: Two paths for different students

The two options are designed for students with different strengths and needs. Although they are different, each option evaluates

- ❑ your preparation before coming to class
- ❑ your comprehension of the readings and lectures
- ❑ your ability to locate and integrate relevant outside resources
- ❑ your ability to think critically and develop your own analysis / argument
- ❑ writing skills

It is the responsibility of each student to ensure that they fulfill the requirements and meet all deadlines for their particular option. Detailed descriptions of assignments are included at the back of this course outline.

Course Requirements	
Option A:	
10%	Participation
50%	8 seminar preps @ 6.25%
15%	Leading Class Discussion
25%	Final Essay (Proposal due Nov 6)
Option B	
10%	Participation
20%	Pop Quizzes (4 @ 5% each)
30%	In-Class Exam Oct 23
40%	Term Project (Proposal due Nov 6)

Course Objectives: Upon successful completion of this course, you should be able to:	
KNOWLEDGE & SKILLS SPECIFIC TO STUDY OF THIS TOPIC / DISCIPLINE	<ul style="list-style-type: none"> ❑ Demonstrate familiarity with key methodological and theoretical issues related to the study of gender and Judaism and, more generally, gender and religion. ❑ Critically reflect on gender as a category of scholarly analysis ❑ Demonstrate familiarity with key examples of gender in biblical and rabbinic texts, Jewish history, and contemporary Jewish life. ❑ Demonstrate awareness of diversity among and within Jewish communities ❑ Identify, locate and engage relevant primary and secondary sources specific to Jewish Studies.
GENERAL ACADEMIC SKILLS /. KNOWLEDGE	<ul style="list-style-type: none"> ❑ Develop critical reading, writing and thinking skills. ❑ Produce scholarly analysis of texts. ❑ Develop scholarly arguments based on evidence. ❑ Understand and value the principles of academic integrity ❑ Contribute thoughtfully to class discussions ❑ Work cooperatively and effectively with classmates

What's the best way to succeed in this class (or any other)?

Attendance: Your high school teachers may have told you “no one will be making you go to class when you go to university!” but that’s only part of the story. Students who have excellent attendance do much better than students who miss a class here and there. You are expected to attend each and every class, the same way you are expected to be present for every shift at a job. You are rewarded twice for every class you attend: First by being there and learning, exploring and reinforcing the content for that day so that you will succeed in assignments and exams. Second, through participation and attendance marks. Make getting to class each and every day a priority.

Speak to your professor: Your first instinct might be to be anonymous, but you really do want your professor to learn your name. Whether you are doing well and want to do better, or are having a personal or academic problem and things seem to be spinning out of control; your best course of action is to open the lines of communication. Speak to your professor (and/or TA in large classes) during office hours or make an appointment.

Learn to think like a professor:

What does a professor want from you? If the course outline has objectives, look them over. Most professors don't want you to just memorize material, they want you to gain knowledge, improve your skills, and think critically about the material. Why did your professor want you to learn this? Why does this matter? How does it connect to other things I am learning? What fact or step in the argument is missing? Whether you are reading a text, listening to a lecture, studying for an exam or writing an essay always ask “So what? Why does this matter?”

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

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

Date	Topic	Readings
1. Sept 4	Part 1: Intro to course Part 2: Intro to Gender in Judaism	<p>Readings for today are recommended for today however you are required to integrate to at least one of these texts in your discussion in your final project / final essay.</p> <p>FULL TEXT Ursula King, General Introduction: Gender Critical Turns in the Study of Religion (required reading for your final essay or project). 1-9</p> <p>FULL TEXT Warne, "Gender" 140-153</p> <p>FULL TEXT Boyarin, "Gender" 117-133</p> <p>FULL TEXT David Gelernter, Judaism Beyond Words Part 4 53-61</p>
2. Sept 11 First possible day to begin Option A and hand in first Seminar prep. Label first prep #1 with date and topic.	<p>Part 1: Gender Differences in the Hebrew Bible: A Survey</p> <p>Part 2: Gender and the Divine: Thinking about monotheism, gendered metaphors, theology</p>	<p>Part 1: Gender Differences in the Hebrew Bible: A Survey</p> <p>FULL TEXT: Biblical Sources Gender Differences. Download from Web CT. Print and bring to class ready to discuss</p> <p>Recommended: FULL TEXT: Brettler, How to Read the Bible, 5-46 Recommended: FULL TEXT: Tykva Frymer Kensky, Israel and the Master of the Universe 83-99 Recommended: FULL TEXT BIALE Sexual Subversion on the Bible</p> <p>Part 2: Gender and the Divine: Thinking about monotheism, gendered metaphors, theology</p> <p>FULL TEXT: Raphael Patai, The Hebrew Goddess, 3rd edition. Detroit: Wayne State University Press. 1990. 23-33</p> <p>FULL TEXT: Judith Plaskow, "Male Theology and Women's Experience", <i>The Coming of Lilith: Essays on Feminism, Judaism, and Sexual Ethics, 1972-2003</i>. Boston: Beacon Press, 2005. 40-55</p> <p>Recommended: The Social Vision of the Hebrew Bible, http://www.bibleinterp.com/articles/hebrewbible.htm Recommended: FULL TEXT: Umansky, Ellen M "Finding God: Women in the Jewish Tradition". Cross Currents, 41 no 4 Wint 1991-1992, p 521-537.</p>
3. Sept 18	Gender and Rabbinic Culture: Patriarchy, Masculinity and what is "normal"	<p>Gender and Rabbinic Culture: Patriarchy, Masculinity and what is "normal"</p> <p>NETLIBRARY Miriam Peskowitz, "Patriarchy's Ordinarity", <i>Spinning Fantasies: Rabbis, Gender, and History</i>. Berkeley, University of California Press, 1997. 27-48</p> <p>FULL TEXT Satlow, Michael L. "Try To Be A Man" : The Rabbinic Construction Of Masculinity. Harvard Theological Review, 89 no 1 Ja 1996, p 19-40.</p> <p>Recommended: FULL TEXT Daniel Boyarin, "Jewish Masochism: On Penises and Politics, Power and Pain", <i>Unheroic Conduct: The Rise of Heterosexuality and the Invention of the Jewish Man</i>. Berkeley: University of California Press, 1997. 81-126 Recommended: FULL TEXT Gwyn Kessler, "Let's Cross that Body When We Come to It: Gender and Ethnicity in Rabbinic Literature", 329-359 Recommended: FULL TEXT Anton, Rashi and His Daughters. 1-10 Recommended: FULL TEXT Baskin Silent Partners: Women as Wives in Rabbinic Literature</p>

<p>4. Sept 25</p> <p>Last possible day to start Option A and hand in first Seminar Prep.</p> <p>LEADING CLASS DISCUSSION Part 2</p>	<p>Part 1 Gendered violence during the accounts of the first crusade</p> <p>Part 2 CASE STUDY Gender, Anti-Judaism, and blood libel during the Medieval period</p>	<p>Part 1 Gendered violence during the accounts of the first crusade</p> <p>FULL TEXT Chazan, Robert. "Appendix S", in <i>European Jewry and the First Crusade</i>. Berkeley: University of California Press. 1996. 225-242</p> <p>Part 2 CASE STUDY Gender, Anti-Judaism and blood libel during the Medieval period</p> <p>TEXTBOOK Hsia, R. Po-chia. <i>Trent 1475 : Stories of a Ritual Murder Trial</i>. 1-33</p>
<p>5. Oct 2</p> <p>LEADING CLASS DISCUSSION:</p>	<p>Gender, Anti-Judaism, and blood libel continued</p>	<p>Gender and Violence continued</p> <p>TEXTBOOK Hsia, R. Po-chia. <i>Trent 1475 : Stories of a Ritual Murder Trial</i>. 34-137</p>
<p>Oct 9 NO CLASS YOM KIPPUR</p>		
<p>6. Oct 16</p> <p>LEADING CLASS DISCUSSION Part 1</p>	<p>Part 1: Gender and Modernity</p> <p>Part 2: Race, Gender and Fear</p>	<p>Part 1: Gender and Modernity</p> <p>Part 1: FULL TEXT Paula Hyman, <i>Gender and the Shaping of Modern Jewish Identities</i>, 153-161</p> <p>FULL TEXT Kieval <i>Imagining Masculinity in the Jewish fin the siecle (end of 19th century)</i> 142-152</p> <p>Reccomended: FULL TEXT: Judith R. Baskin, "The Changing Role of the Woman", 389-401 (communal and institutional context)</p> <p>Recommended: FULL TEXT Susannah Heschel, "Gender Issues: Survey" 376-389 (Jewish Thought / Intellectual context)</p> <p>Part 2: Race, Gender and Fear</p> <p>Part 2: FULL TEXT Sander Gilman, "The Jewish Murderer: Jack the Ripper, Race, and Gender", <i>The Jew's Body</i>. New York: Routledge. 1991. 104-127</p> <p>Recommended: FULL TEXT Goldstein <i>Between Race and Religion Jewish women and self definition in late 19th century America</i></p> <p>Recommended: FULL TEXT Susannah Heschel, "Gender Issues: Survey" 376-389 (Jewish Thought / Intellectual context)</p>

<p>7. Oct 23</p> <p>IN CLASS Exam OPTION B STUDENTS</p>	<p>Part 1: In-class Exam</p> <p>Part 2:</p> <p>Option A students rejoin class at 4:00 pm for remainder of class to view film.</p> <p>Film: Hester Street 90 minutes</p>	<p>No readings due today. <i>If you wish to complete a seminar prep for today you may do so, but since there are no required readings use film as your “reading” for elements 1-3. Relevant films include documentaries, feature films or television that significantly represent or engage issues relating to gender and Judaism. It is recommended that you contact the professor by email to review your choice if you do not use a suggested film. Suggestions: Available through Carleton or local video stores:</i></p> <ul style="list-style-type: none"> o <i>Aimee and Jaguar</i> o <i>Half the Kingdom</i> o <i>Kadosh</i> o <i>Jerry Seinfeld, Sex in the City, Curb Your Enthusiasm</i> o <i>Crossing Delancey</i> o <i>Match and Marry</i> o <i>Yentl</i> o <i>Exodus</i> o <i>The Boys of Buchenwald</i> o <i>Films of survivor testimony that focus on gender questions see Shoah film or archives</i>
<p>8. Oct 30</p> <p>LEADING CLASS DISCUSSION Part 1</p> <p>Part 2: GUEST SPEAKER</p>	<p>Part 1: Gender and the Holocaust: Case Study Women & Reproduction</p> <p>Part 2: Gender and the Holocaust: Memoir</p>	<p>Part 1: Gender and the Holocaust: Case Study Women & Reproduction</p> <p>FULL TEXT Gisela Bock, excerpts, Racism, Sexism in Nazi Germany: Motherhood, Sterilization, and the State 161-179</p> <p>FULL TEXT von Kellenbach Reproduction and Resistance during the Holocaust 19-30</p> <p>Recommended: FULL TEXT: Kaplan Jewish Response to the Third Reich Gender at the Grassroots Recommended: FULL TEXT Sara Horowitz, Mengele, the Gynecologist and Other Stories of Women’s Survival 200-212</p> <p>Part 2: Gender and the Holocaust: Memoir</p> <p>FULL TEXT Pelagia Lewinska, Twenty Months At Auschwitz, 84-95</p> <p>Recommended: FULL TEXT Horowitz, Gender, Genocide and Jewish Memory 158-183 Recommended: FULL TEXT: Dalio Ofer, Gender Issues in Diaries and Testimony Ghetto The Case of Warsaw 143-163</p>
<p>9. Nov 6</p> <p>LEADING CLASS DISCUSSION Part 2 (leaders get one class extension on proposal)</p> <p>Proposal (Final Essay and Final Project) due today in class</p>	<p>Queer Judaisms</p> <p>Movie: Keep Not Silent (263300)</p> <p>Color; Sound; 52 min</p> <p>Year 2004</p>	<p>Part 1: Film: Keep Not Silent: Queer and Orthodox</p> <p>TEXT BOOK Greenberg, “A Gay Orthodox Rabbi”, Queer Jews, 36-43</p> <p>TEXT BOOK Jane Rachel Litman. “Breaking Ground: A Traditional Jewish Lesbian Wedding” 148-155</p> <p>Part 2: Queer Sexuality</p> <p>Mark Solomon, “Sexuality”, <i>Modern Judaism: An Oxford Guide</i>, 401-412</p> <p>TEXT BOOK Oscar Wolfman “Remaking Family: Canadian Jews, Sexuality, and Relationships”, Queer Jews. 156-171</p> <p>FULL TEXT Plaskow Sexuality and Teshuvah Leviticus 18</p>

		<p>Part 3: Transgender</p> <p>TEXT: Ruttenberg, Blood Simple: Transgender hits the Mikveh</p> <p>TEXTBOOK Jaron Kanegson, "A Young Man from Chelm: Or A Nontraditionally Gendered Hebrew School Teacher Tells All", <i>Queer Jews</i>. 55-69</p> <p>TEXTBOOK TJ Michels and Ali Cannon, "Whose Side Are You On?: Transgender at the Western Wall" <i>Queer Jews</i>. 84</p> <p>Recommended: FULL TEXT A Jewish Approach to Homosexuality Recommended: FULL TEXT Borowitz on Homosexuality and the Rabbinate Recommended: FULL TEXT What's next gay rabbis? Recommended: FULL TEXT Dresner Homosexuality and the Order of Creation in Judaism Recommended: FULL TEXT Gayness and God Recommended: FULL TEXT Plaskow: Toward a New Theology of Sexuality Recommended: FULL TEXT Alpert Ahavat Hesed Transforming Relationships (Lesbian)</p>
<p>10. Nov 13</p> <p>LEADING CLASS DISCUSSION Part 1</p>	<p>Part 1: Feminism, Femininity and Modern Orthodoxy: Case Study Menstruation / Family Purity</p> <p>Part 2: Women and the Wall</p> <p>FILM: Women Of The Wall (258840) 31 min, 1999</p>	<p>Part 1: Feminism, Femininity and Modern Orthodoxy: Case Study Menstruation / Family Purity</p> <p>FULL TEXT Jody Myers and Rachel Litman. "The Secret of Jewish Femininity: Hiddenness, Power, and Physicality in the Theology of Orthodox Women in the Contemporary World," in <i>Gender and Judaism: The Transformation of Tradition</i>, ed. T.M. Rudavsky, (New York University Press, 1995). 51-77</p> <p>FULL TEXT Jonah Steinberg. "From a "Pot of Filth" to a "Hedge of Roses" (And Back): Changing Theorizations of Menstruation in Judaism" <i>Women, Gender, Religion: A Reader</i>. Elizabeth Castelli, Ed. New York: Palgrave. 2001. 369-388</p> <p>Recommended FULL TEXT Meacham, "An Abbreviated History of the Development of Jewish Menstruation Laws. 23-39 Recommended: FULL TEXT Adler In Your Blood Live Recommended: FULL TEXT Adler Tumah and Taharah Recommended: FULL TEXT Kaufman Experiencing Hasidism Newly Orthodox Women's Perspectives on Sexuality and Domesticity Recommended: FULL TEXT Ritual: Menstruation Recommended: FULL TEXT Wenger Mitzvah and Medicine Gender Assimilation and the Scientific Defense of Family Purity Recommended: FULL TEXT Charnow Seasons of the Soul Context and Meaning in an Orthodox Girls High School</p> <p>Part 2: Women and the Wall</p> <p>FULL TEXT Norma Baumel Joseph, "Shema B'Koloh: On Listening to Women's Voices in Prayer", <i>Women of the Wall: Claiming Sacred Ground at Judaism's Holy Site</i>. Phyllis Chesler and Rivka Haut, Eds. Woodstork Vermont: Jewish Lights Publishing. 2003. 288-309</p> <p>Recommended: <i>FULL TEXT Stuart Charme, "The Political Transformation of Gender Traditions at the Western Wall in Jerusalem", Journal of Feminist Studies in Religion, 5-34</i></p>

<p>11. Nov 20</p> <p>LEADING CLASS DISCUSSION:</p>	<p>Gender and Israeli Culture: Foci Gendered Culture Clashes & Gender and the Military</p> <p>Part 1: FILM: Kadosh 110 minutes. Part 2: Gender and Israeli Culture</p>	<p>Part 1: Film Kadosh</p> <p><i>NOTE! This film is controversial in its extremely negative portrayal of Haredi Israeli culture and many argue it is not representative. We will discuss it as an Israeli representation of Haredi culture and the issues that representation raises.</i></p> <p>Part 2: Gender and Israeli Culture</p> <p>FULL TEXT Ben Ari Levy Schreiber Gender and Military Service in Israel. 171-188</p> <p>TEXT BOOK: Ruti Kadish. Queer Jews, Israeli Gays and Lesbians Encounter Zionism 224</p> <p>Recommended: FULL TEXT Childless in Israel</p> <p>Recommended: FULL TEXT Simona Sharoni, "Nationalisms, Gender and the Israeli Palestinian Conflict", <i>The politics of Women's Resistance</i>. Syracuse: Syracuse University Press. 1995. 31-55</p>
<p>Nov 27 last class</p>	<p>Presentations</p> <p>Part 2: TBA</p>	

Description of assignments

General Grade Rubric (see each assignment for specific expectations)

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

Participation: OPTION A & B

Gain participation points from any of the following up to a maximum of 10 points.

- ❑ 5 points max: Contribution to class resources: For up to 2 points each: Contribute a ½ page critical analysis of an article, tv show, book, current event, image, film, or other item that is relevant to the course topic and would be helpful for students studying gender and Judaism and/or gender and religion in general. Discuss it in terms of its relevance to course. Post on online discussion group. Grade based on relevance to course, depth/length, significance of discussion, and citation. (i.e. clearly indicate where the source can be found by using MLA citation. See Web CT for MLA guide). **MUST BE SUBMITTED BY Nov 20 by posting on Web CT discussion group and/or by sharing source in-class**
- ❑ 5 points max: Starting with 5 points. 2 marks docked for every attendance missed. Attendance will be taken at random points during the semester. NOTE that the cost of absences is high because it is very important that you attend every class. If you miss classes, be sure to make the extra effort to make up those absences.
- ❑ 5 points max: At discretion of professor, points awarded for thoughtful participation in in-class or on-line discussions.

LEAD CLASS DISCUSSION: OPTION A

YOUR DATE:

Details:

- Your goal is to generate a lively class discussion. This is NOT a presentation.
- Introduce material for discussion (5-15 minutes max) with attention to organizing material and making sure major concepts and issues are covered.
- Invite students to participate in the discussion. Ask questions that welcome discussion. Take advantage of student seminar prep 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, etc.
- You may share leading class discussion 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.
- Skip handing in Seminar prep on days you present. You may hand it in at the next class or skip this week (Remember you are still responsible for 8 during the semester)
- Prepare handout, arrange printing, post on web ct (I will print it for you if you email it to me by Tuesday 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.
- If you are absent with a medical note on the day you are presenting you will need to replace your leading class discussion 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.

Seminar Preparation: OPTION A

Due: Starting as of Sept 11, last day to start is Sept 25. Due at the beginning of class except on the day when you lead class discussion. On days you lead discussion you may hand them in at the next class.

Label your prep according to the # of preps you have handed in plus date and topic. 11 possible dates to complete 8 seminar preps.

Length: 1.5-3 pages

Research: Outside research is permitted but not recommended for Elements 1-3 as you should be focusing on course materials. Outside research is required for Element 4.

Elements:

1. **KEY QUESTIONS.** A good question isn't only factual, a good question opens an argument or a new understanding of the material. Include your response (either in essay or note form) by outlining main points issues that need to be discussed to answer your question.
2. **OVERVIEW / CENTRAL ARGUMENT** Demonstrate your comprehension of the readings by being able to quickly summarize what the reading is about: central argument, major questions, key points, major themes. You should be able to do this in one paragraph per reading (1/3 page).
3. **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? Argue your case with specific examples. (1/2-1 page)
4. **OUTSIDE RESOURCE: One outside resource to share with class (POST online in Web CT discussion group before class):** 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:

- o Your grade will be based on all 4 elements. However, note that element 1 and 3 are key to receiving a grade above a B since they allow you to demonstrate critical thinking and original insight.
- o At the end of the course I will verify that you have posted your outside contribution to Web CT. Students who have not posted 8 outside contributions or who have consistently posted them late will lose marks.

Final Essay: OPTION A

The purpose of this final essay is for you to bring together the skills, knowledge and critical thinking you have developed through participation in this course.

Proposal: Due Nov 6

Any student with less than a B average (under 70%) must meet with the professor during office hours to consult over topic and sources. All students are encouraged to do so!

Include:

- Thesis statement
- Rough point form outline
- Annotated Bibliography: An annotated bibliography is a list of sources that you will use for your essay. Each entry must be in a recognized academic style (MLA recommended) and must include a short paragraph explaining why this source is useful for your particular project. Your annotated bibliography must include:
 - o 3 or more relevant peer reviewed journal articles (may not be required readings but may include relevant recommended readings)
 - o 2 or more scholarly chapters or books.
 - o Any other relevant sources essential to your discussion.

Goals:

- o Demonstrate your superior scholarly research and your comprehension of that research
- o Demonstrate your comprehension of class materials and your ability to integrate what you learned in class
- o Persuade your audience that you have interpreted the evidence accurately.

Pop Quizzes: OPTION B

Pop quizzes test that you have read the reading assigned for that day and understood them. Each quiz is worth 5% of your final grade for a total of 20%. If you are absent with a medical note you will be required to complete a Seminar prep to replace the quiz. If you are absent without a medical note or miss the quiz due to being late you cannot replace the quiz.

In-Class Exam: OPTION B

- o Oct 23 first half of class meeting time. 80 minute length.
- o Based on lectures, guest lectures, films, required readings.
- o Combination of content based and analysis questions
- o Short answer / Short essay format. Some choice of questions.

Term Project: Traditional Research Paper or Creative Term Project: OPTION B

Topics (notice that these are broad topics that you will need to narrow. You may also propose your own topic) You may pursue any of these topics in either type of term project (traditional or creative)

- Masculinity in Judaism
- Lilith and Jewish Women: Historical and Contemporary Issues
- Rabbinic thought and gender
- Biblical thought and gender
- Gender and Holocaust Historiography
- Gendered Violence
- Contemporary Gender Debates
- Gender and the Synagogue
- Gender and the Canadian experience
- The ordination of female rabbis
- Gender and Ritual
- Gender and Sexuality (note focus on gender difference here)

Type 1: Traditional Research Paper

The purpose of this essay is to allow you to explore one topic that interests you while giving you an opportunity to work through the skills, knowledge and critical thinking you have developed through participation in this course.

Project Proposal: Due Nov 6

Any student with less than a B average (under 70%) must meet with the professor during office hours to consult over topic and sources. All students are encouraged to do so!

Include:

- Thesis statement
- Rough point form outline
- Annotated Bibliography: An annotated bibliography is a list of sources that you will use for your essay. Each entry must be in a recognized academic style (MLA recommended) and must include a short paragraph explaining why this source is useful for your particular project. Your annotated bibliography must include:
 - 3 or more relevant peer reviewed journal articles (may not be required readings but may include relevant recommended readings)
 - 2 or more scholarly chapters or books.
 - Any other relevant sources essential to your discussion.

Goals:

- Demonstrate your superior scholarly research and your comprehension of that research
- Demonstrate your comprehension of class materials and your ability to integrate what you learned in class
- Persuade your audience that you have interpreted the evidence accurately.

Type 2: Creative Term Project

The purpose of this project is to apply what you have learned in this class in an innovative, creative way.

Project Proposal: Due Nov 6. See Attached Project Proposal Forms

Students must have a B average in course to pursue this option

All students must meet with the professor during office hours to consult over project format for this option

Many of the creative term project options may be completed independently, as a duo or as a group. All members must have a B average.

Project Formats:

1. Lively In-Class Presentation: Type of presentation: Talk show, video documentary, play, game show etc. Must include handout with annotated bibliography. Duo or group.

2. Online Presentation: Web site or E-Zine with multi-media content: Content might include: Advice columns, historical overviews, text analysis, images and videos, games, reviews of books and films, etc. Individual, duo or group.
3. Film documentary with interviews and analysis by group members. Duo or Group.
4. Oral History: interview someone whose life story helps us understand gender in Jewish life. Place what you learn from them in context of relevant research and what you learned in class. (Film or essay format). Individual, duo or group.

Goals:

- o Demonstrate your superior scholarly research and your comprehension of that research
- o Demonstrate your comprehension of class materials and your ability to integrate what you learned in class
- o Educate your audience about your topic

Grading Rubric for Final Project AND Final Essay: OPTION A & B			
TERM PROJECT /40	FINAL ESSAY /25	ELEMENT	DETAILS
/5	/5		
/10	/5	Execution	<p>How well does your project meet the project goal? How well does it educate its audience in terms of being engaging, comprehensive and informative?</p> <p>Well defined in terms of topic / question / audience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final product: polished presentation <input type="checkbox"/> Writing skills: thesis statements and topic sentences for all formal texts, spelling, grammar, appropriate tone for audience and purpose, university level vocabulary, organization, clarity of expression. <input type="checkbox"/> Meets or exceeds expectations
/10	/5	Research:	<p>What is the quality of the research?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that research was completed, understood and integrated into project. <input type="checkbox"/> Includes citations as part of project or as handout. <input type="checkbox"/> Uses and cites relevant course materials. <input type="checkbox"/> Uses and cites appropriate scholarly text-based sources. Does not rely primarily on Internet sources, encyclopaedias, dictionaries, newspapers, magazines or other non-scholarly sources. (Absolute minimum to pass is 3 scholarly sources) <input type="checkbox"/> Enhances and complements scholarly text-based research with other relevant research. <input type="checkbox"/> Meets or exceeds expectations in terms of depth or scope.
/10	/5	Content & Comprehension	<p>How well does your project demonstrate comprehension?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poor research will negatively impact this element. <input type="checkbox"/> Demonstrates comprehension of relevant course materials. <input type="checkbox"/> Demonstrates comprehension of research. <input type="checkbox"/> Precision and awareness of important distinctions: Clearly distinguishes between major and minor positions. Attentive to denominational differences. Awareness of historical development, changes, chronology. <u>Uses Canadian data where appropriate. Does not rely on US only data to make claims about Canadian context or universal context.</u> <input type="checkbox"/> Demonstrates comprehension of major issues, questions and debates. <input type="checkbox"/> Creative projects may use handout to clarify or more clearly demonstrate comprehension. <input type="checkbox"/> Meets or exceeds expectations.
/5	/5	Analysis, Argument, Insight:	<p>Does your project merely give the facts or does it go beyond summary of material to answers the "So what?" question?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a clear voice and/or position. <input type="checkbox"/> Places discussion in context; insight into implications, connections with other material <input type="checkbox"/> Sophisticated and/or critical discussion of topic; <input type="checkbox"/> Identification and analysis of thematic questions <input type="checkbox"/> Original argument. <input type="checkbox"/> Persuasive <input type="checkbox"/> Meets or exceeds expectations. <p style="text-align: right;"><i>B+ and higher projects must receive high marks in this section.</i></p>

Dr Butler's mission to get you to use scholarly sources

What is a scholarly source:

Articles in scholarly publications receive what is called in the academic world "peer review." Prior to acceptance for publication, all manuscripts of proposed articles are reviewed by scholars in the field to judge scholarly merit, research value, and accuracy. Scholarly articles normally indicate the credentials of the author, explain the methodology used in the research, and list footnotes or references to document the source material used in writing the article.

<http://www.ohiolink.edu/help/sch-articles.html>

Also see the excellent and detailed discussion of what a scholarly source is here:

<http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtorecognizeascholarlysource.html>

Scholarly vs. Non-Scholarly Sources

How can you tell if the book, magazine/journal article, or web site would be considered a scholarly source? Here are some clues to help you decide. If you can't decide from these hints, ask the librarian or your instructor for help. *Source: <http://www.stchas.edu/library/scholar.shtml>*

Scholarly Source	Non-Scholarly Source
Articles or books are written by a scholar or a professional in the field.	May be written by a professional writer who is not an expert in the field.
Always cite their sources of information in the form of footnotes or bibliography.	Rarely offers information (footnotes or bibliography) about the sources of information.
Text gives research results, includes specialized vocabulary and is aimed at a scholarly audience.	Text reports events or opinions and is aimed at a general audience (easy to read).
Journal cover and pages tend to be plain in design, with few or no pictures or graphics.	Tend to be highly pictorial. Magazines accept advertising.
Most are published by professional organizations, associations, scholarly groups or universities and colleges.	Are generally published for profit. May be intended as a vehicle of opinion: political, moral, or ethnic.
Authors are always named, and their institutional affiliation is given.	Authors may be anonymous.
Journal issues are likely to be successively numbered (for example, issue 1 includes pages 1-356, issue 2 has pages 357-585, etc.)	Magazine issues are likely to begin with page 1.
Articles may be long.	Articles may be short, some only 1-2 pages.
Journal issues tend to be published less often (monthly, quarterly, semi-annually).	Magazine issues tend to be published more frequently (monthly, weekly, daily).
Journals would usually be found in a library or in a professor's office.	Magazines can be found at any bookstore or convenience store.
Examples: Articles in Journal of American History, Journal of Educational Psychology or books published by a University Press written by a scholar with footnotes.	Examples: Articles in Newsweek, National Review or books published by Scribner written by a journalist or professional writer without footnotes.

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 “to use and pass off as one’s own idea or product the work of another without expressly giving credit to another.” This can include:

- Copying from another person’s work without indicating this through appropriate use of quotation marks and footnote citations.
- Lengthy and close paraphrasing of another person’s work (i.e. extensive copying interspersed with a few phrases or sentences of your own).
- Submitting written work produced by someone else as if it were your own work (e.g. another student’s term paper, a paper purchased from a term paper “factory”, materials or term papers downloaded from the Internet, etc.).
- Handing in “*substantially the same piece of work to two or more courses without the prior written permission of the instructors...involved.*” (University Senate)

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is November 7th, 2008. Last day to withdraw from Fall/Winter (full year) and Winter term courses is March 6th, 2009.

REQUESTS FOR ACADEMIC ACCOMMODATION

For Students with Disabilities

Students with disabilities requiring academic accommodations in this course must contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary *Letters of Accommodation*. After registering with the PMC, make an appointment to meet and discuss your needs with me in order to make the necessary arrangements as early in the term as possible. Please note the deadline for submitting completed forms to the Paul Menton Centre is November 7th, 2008 (for fall/winter term courses) / March 6th 2009 (for winter term courses).

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)

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services 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

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 520-7850302	Tory
Paul Menton Centre 520-6608	500 Unicentre
Writing Tutorial Service 520-6632	4 th floor Library