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.


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.

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<th>Course Requirements</th>
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<td><strong>Option A:</strong></td>
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<tr>
<td>10% Participation</td>
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<td>50% 8 seminar preps @ 6.25%</td>
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<td>15% Leading Class Discussion</td>
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<td>25% Final Essay (Proposal due Nov 6)</td>
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<td><strong>Option B</strong></td>
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<td>10% Participation</td>
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<td>20% Pop Quizzes (4 @ 5% each)</td>
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<td>30% In-Class Exam Oct 23</td>
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<td>40% Term Project (Proposal due Nov 6)</td>
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Course Objectives: Upon successful completion of this course, you should be able to:

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<tr>
<th>KNOWLEDGE &amp; SKILLS SPECIFIC TO STUDY OF THIS TOPIC / DISCIPLINE</th>
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<tr>
<td>- Demonstrate familiarity with key methodological and theoretical issues related to the study of gender and Judaism and, more generally, gender and religion.</td>
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<td>- Critically reflect on gender as a category of scholarly analysis</td>
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<td>- Demonstrate familiarity with key examples of gender in biblical and rabbinic texts, Jewish history, and contemporary Jewish life.</td>
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<td>- Demonstrate awareness of diversity among and within Jewish communities</td>
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<td>- Identify, locate and engage relevant primary and secondary sources specific to Jewish Studies.</td>
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<tr>
<th>GENERAL ACADEMIC SKILLS / KNOWLEDGE</th>
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<td>- Develop critical reading, writing and thinking skills.</td>
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<td>- Produce scholarly analysis of texts.</td>
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<td>- Develop scholarly arguments based on evidence.</td>
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<td>- Understand and value the principles of academic integrity</td>
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<td>- Contribute thoughtfully to class discussions</td>
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<td>- Work cooperatively and effectively with classmates</td>
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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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1.</td>
<td>1. Sept 4</td>
<td><strong>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.</strong></td>
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<td></td>
<td>Part 1: Intro to course</td>
<td>FULL TEXT Ursula King, General Introduction: Gender Critical Turns in the Study of Religion (required reading for your final essay or project). 1-9</td>
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<td>Part 2: Intro to Gender in Judaism</td>
<td>FULL TEXT Warne, “Gender” 140-153</td>
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<td>FULL TEXT Boyarin, “Gender” 117-133</td>
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<td>FULL TEXT David Gelernter, Judaism Beyond Words Part 4 53-61</td>
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<td>First possible day to begin Option A and hand in first Seminar prep.</td>
<td>FULL TEXT: Biblical Sources Gender Differences. Download from Web CT. Print and bring to class ready to discuss</td>
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<td>Label first prep #1 with date and topic.</td>
<td>Recommended: FULL TEXT: Brettler, How to Read the Bible, 5-46</td>
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<td>Recommended: FULL TEXT: Tykva Frymer Kensky, Israel and the Master of the Universe 83-99</td>
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<td>Recommended: FULL TEXT BIALE Sexual Subversion on the Bible</td>
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<td>Part 2: Gender and the Divine: Thinking about monotheism, gendered</td>
<td><strong>Part 2: Gender and the Divine: Thinking about monotheism, gendered metaphors, theology</strong></td>
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<td>3.</td>
<td>Sept 18</td>
<td><strong>Gender and Rabbinic Culture: Patriarchy, Masculinity and what is “normal”</strong></td>
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<td>Recommended: FULL TEXT Gwyn Kessler, “Let’s Cross That Body When We Come to It: Gender and Ethnicity in Rabbinic Literature&quot;, 329-359</td>
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<td>Recommended: FULL TEXT Anton, Rashi and His Daughters. 1-10</td>
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<td>Recommended: FULL TEXT Baskin Silent Partners: Women as Wives in Rabbinic Literature</td>
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<tr>
<td>Date</td>
<td>Event/Class Discussion</td>
<td>Part 1</td>
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<td>4. Sept 25</td>
<td>Last possible day to start Option A and hand in first Seminar Prep.</td>
<td>Part 1 Gendered violence during the accounts of the first crusade</td>
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<td>Part 2 CASE STUDY Gender, Anti-Judaism, and blood libel during the Medieval period</td>
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<td>Oct 9</td>
<td>NO CLASS YOM KIPPUR</td>
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<td>Part 2: Race, Gender and Fear</td>
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<td>FULL TEXT Kieval Imagining Masculinity in the Jewish fin the siecle (end of 19th century) 142-152</td>
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<td>Recomended: FULL TEXT Goldstein Between Race and Religion Jewish women and self definition in late 19th century America</td>
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<tr>
<td>Date</td>
<td>IN CLASS Exam</td>
<td>Part 1: In-class Exam</td>
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**Part 1: In-class Exam**

**Part 2: Option A**

- Students rejoin class at 4:00 pm for the remainder of the class to view the film.
- Film: Hester Street
- 90 minutes

**Part 1: Gender and the Holocaust: Case Study Women & Reproduction**

- FULL TEXT Gisela Bock, excerpts, Racism, Sexism in Nazi Germany: Motherhood, Sterilization, and the State 161-179
- FULL TEXT von Kellenbach Reproduction and Resistance during the Holocaust 19-30
- 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

**Part 2: Gender and the Holocaust: Memoir**

- FULL TEXT Pelagia Lewinska, Twenty Months At Auschwitz, 84-95
- 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

**Part 1: Queer Judaisms**

- Movie: Keep Not Silent (263300)
- Color; Sound; 52 min
- Year 2004

**Part 1: Film: Keep Not Silent: Queer and Orthodox**

- TEXT BOOK Greenberg, “A Gay Orthodox Rabbi”, Queer Jews, 36-43

**Part 2: Queer Sexuality**


**FULL TEXT Plaskow Sexuality and Teshuvah Leviticas 18**
Part 3: Transgender

TEXT: Ruttenberg, Blood Simple: Transgender hits the Mikveh

TEXTBOOK Jaron Kanegson, “A Young Man from Chelm: Or A Nontraditionally Gendered Hebrew School Teacher Tells All”, Queer Jews. 55-69

TEXTBOOK TJ Michels and Ali Cannon, “Whose Side Are You On?: Transgender at the Western Wall” Queer Jews. 84

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)

10. Nov
LEADING CLASS DISCUSSION
Part 1

Part 1: Feminism, Femininity and Modern Orthodoxy: Case Study Menstruation / Family Purity


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 Asimilation and the Scientific Defense of Family Purity
Recommended: FULL TEXT Charnow Seasons of the Soul Context and Meaning in an Orthodox Girls High School

Part 2: Women and the Wall


Recommended:
LEADING CLASS DISCUSSION:

11. Nov 20

Gender and Israeli Culture: Foci Gendered Culture Clashes & Gender and the Military

Part 1: FILM: Kadosh 110 minutes. Part 2: Gender and Israeli Culture

Part 1: Film Kadosh

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.

Part 2: Gender and Israeli Culture

FULL TEXT Ben Ari Levy Schreiber Gender and Military Service in Israel. 171-188


Recommended: FULL TEXT Childless in Israel


Nov 27 last class Presentations

Part 2: TBA

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:**
- 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.
- 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:
    - 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.

**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**
- Oct 23 first half of class meeting time. 80 minute length.
- Based on lectures, guest lectures, films, required readings.
- Combination of content based and analysis questions
- 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)
  o Masculinity in Judaism
  o Lilith and Jewish Women: Historical and Contemporary Issues
  o Rabbinic thought and gender
  o Biblical thought and gender
  o Gender and Holocaust Historiography
  o Gendered Violence
  o Contemporary Gender Debates
  o Gender and the Synagogue
  o Gender and the Canadian experience
  o The ordination of female rabbis
  o Gender and Ritual
  o 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:
    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.

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:
- 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
- Educate your audience about your topic

Grading Rubric for Final Project AND Final Essay: OPTION A & B

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<th>ELEMENT</th>
<th>DETAILS</th>
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| **Execution** | How well does your project meet the project goal? How well does it educate its audience in terms of being engaging, comprehensive and informative?  
- Final product: polished presentation  
- 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.  
- Meets or exceeds expectations |
| **Research:** | What is the quality of the research?  
- Evidence that research was completed, understood and integrated into project.  
- Includes citations as part of project or as handout.  
- Uses and cites relevant course materials.  
- 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)  
- Enhances and complements scholarly text-based research with other relevant research.  
- Meets or exceeds expectations in terms of depth or scope. |
| **Content & Comprehension** | How well does your project demonstrate comprehension?  
- Poor research will negatively impact this element.  
- Demonstrates comprehension of relevant course materials.  
- Demonstrates comprehension of research.  
- Precision and awareness of important distinctions: Clearly distinguishes between major and minor positions. Attentive to denominational differences. Awareness of historical development, changes, chronology. Uses Canadian data where appropriate. Does not rely on US only data to make claims about Canadian context or universal context.  
- Demonstrates comprehension of major issues, questions and debates.  
- Creative projects may use handout to clarify or more clearly demonstrate comprehension.  
- Meets or exceeds expectations. |
| **Analysis, Argument, Insight:** | Does your project merely give the facts or does it go beyond summary of material to answers the “So what?” question?  
- Has a clear voice and/or position.  
- Places discussion in context; insight into implications, connections with other material  
- Sophisticated and/or critical discussion of topic;  
- Identification and analysis of thematic questions  
- Original argument.  
- Persuasive  
- Meets or exceeds expectations.  

_B+ and higher projects must receive high marks in this section._
**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](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](http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtorecognizeascholarlysource.html)

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### 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](http://www.stchas.edu/library/scholar.shtml)*

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Course Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>12</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>11</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>77-79</td>
<td>9</td>
</tr>
<tr>
<td>C+</td>
<td>73-76</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>72-69</td>
<td>7</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td>4</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>No credit</td>
</tr>
</tbody>
</table>

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  4th floor Library