

COLLEGE OF THE HUMANITIES  
RELIGION PROGRAM: RELI 2535

**GENDER & RELIGION**

**Instructor:** Shawna Dolansky

**E-mail:** [Shawna.Dolansky@carleton.ca](mailto:Shawna.Dolansky@carleton.ca)

**Office hours:** (via Zoom) Tu 11:30-12:30 & by appointment

**TA:** Shannon Helm [Shannon.Helm@Carleton.ca](mailto:Shannon.Helm@Carleton.ca)

**Course Description:**

This course examines the mutual impact of gender and religion on the construction of social identities by offering an historical overview of religious traditions from the perspective of gender analysis. We begin in the ancient world to understand the emergence of the Bible, and its gender constructions, as products of that world. The origins of Judaism, Christianity, and Islam from differing interpretations of the Bible also occur in particular historical, cultural, social, and political contexts. These contexts, and their constructions of gender, mutually interact with the biblical text and later scriptures and commentaries in ways that maintain and also change aspects of gendered religious ideals. We will also examine the interaction of gender and religion in the very different context of India. Gender and religion continue to interact with each other in the variable circumstances of the 20<sup>th</sup> and 21<sup>st</sup> century global village. We conclude with a discussion of the pervasiveness of religion-based gender categories in modern “secular” culture, and the ways in which a modern culture that understands itself as secular and multicultural negotiates questions of religion and gender.

NOTE: As with any course that pursues the academic study of religion, we examine all texts and contexts from a **secular, scholarly perspective**. The nature of the material is theological, but our task as scholars is to view it academically, to discuss it without being attached to any particular theological interpretation, and yet to respect the fact that the theological interpretations and the beliefs they entail are of great importance to many.

**Course Objectives:**

In this course, students will learn:

- How academics think, present, and research scholarly information on theological and religious topics;
- How gender works as a category of analysis in the study of religion;
- How to engage critically with both primary and secondary texts;
- To perceive threads in the history of ideas about gender that are common among certain religions, as well as the ways in which they differ by religion, culture, society, and time period;
- How social identities are informed by religious ideas and produced in an interplay among biology, sexuality, politics, and culture;
- How religious identities are informed by social identities and time-bound perceptions of political realities;
- An historical overview of the formation of certain religions, from their origins to the present day;
- To think about gender analysis as an academic activity separate from politicized or activist liberation movements such as feminism, even as there is an intrinsic mutual relationship within which each draws on insights from the other.

This course also strives to promote the following Learning Objectives that are part of Carleton’s Program for the Study of Religion. By the end of this course, students will be able to:

- Recognize personal situated-ness and personal bias in confronting religious phenomena
- Understand the basic history, doctrinal variety, rituals, and social contexts of the religions studied in this course
- Understand the historical development, basic data, and disciplinary vocabulary associated with the religions studied in this course
- Engage with primary texts
- Analyze secondary texts

### **How This Course Works**

This is a blended course, meaning that some components are asynchronous and some will be synchronous. Please pay careful attention to each week's schedule so that you know when you are expected to be "live" in class on Zoom for discussions or quizzes, and what you will need to prepare on your own in advance of each of those live classes.

### **Asynchronous Materials**

All readings, video clips, and recorded lectures will be available via links on CuLearn. The CuLearn page is also where some materials will be updated as necessary, so be sure to check it for the latest links as they become available.

### **Intellectual Property & Copyright**

This course's teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including video lectures, PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

*I am the exclusive owner of copyright and intellectual property of all course materials that I have created. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes, nor may you do so yourself, without my express written consent. I've worked really hard on this stuff! If I find copies of my work for this course anywhere online, I will investigate the source and prosecute to the fullest extent of my abilities.*

### **Class Schedule & Expectations**

Below you will find details of each course module. Some components are asynchronous and you are expected to complete them on your own; others are synchronous and you are expected to appear live during class times. **For synchronous discussions, you will need: a working computer (or phone) with an internet connection; the ability to run Zoom on this device; a webcam; and a microphone.**

In the schedule below, I have detailed what will be expected of you for every component within each module, as well as the time frame during which each component and module should be completed. At the end of each detailed module, I have created a "module at-a-glance" which summarizes the components along with the dates, activities, and assessments connected to each of those components. Please review these well in advance of the posted deadlines, and be in touch with any questions, or if you require further clarification. As noted below, most late work will not be accepted.

### **Assessments**

Regular assignments, quizzes, and discussions will be assigned each week, for which you will need to prepare in advance. They are all worth small amounts of your final grade (varying from 2% to 7% each) but these add up! If you don't keep on top of them, you will find that by mid-course you have lost a substantial amount of your final grade. Bonus/extra-credit assignments are also available (see below).

#### **(a) Quizzes**

Each of the first 6 modules have one or two quizzes connected to the material presented within the module. These are worth varying amounts (details appear in each module), depending on the amount of material that will be included in the quiz. All quizzes will be written and submitted via CuLearn.

\*Some of these quizzes will be asynchronous, and you will have a 24 hour window in which to submit the quiz (deadlines are noted in the module schedules below).

\*Others will be synchronous and conducted during scheduled class time, as noted in the module schedules below.

It is expected that you will be available to write the quizzes during class time, and there will be no make-up quizzes permitted without medical documentation.

#### **(b) Discussions**

As there are 100 students in this course, discussions will take place within designated groups. You will be placed into a group on CuLearn at the beginning of the term, and each group will have 12-13 people in it. This will be your group for the entire semester, and you'll engage with your group members in live and online forums within each

module. **Check what group you've been assigned to by logging into the course on CuLearn, and clicking "Participants" in the top left-hand corner. Your group number will appear along with your name in the list of course members.**

\*Whenever there is a discussion scheduled within a module, 4 groups will meet live online during a designated 40 minute period within our scheduled class time, and the other 4 groups will have a 24 hour window during which they can post questions, thoughts, and responses in their group's discussion forum. In the online forum, at least 3 posts (including initial threads and responses to others' threads) per person are required for each discussion.

\*The modules note which groups are scheduled to discuss live, and which are scheduled for a forum. Once you know your group number (designated on CuLearn at the beginning of the semester), you will know when you are scheduled for a live discussion and when you are scheduled for a forum discussion.

\*Live discussions will be moderated and assessed by either the professor or the TA. The professor will also regularly check and grade posts in the online forum discussion.

\*Participation in the discussions is mandatory; each discussion is worth 3% of your final grade.

### **(c) Assignments**

There are a variety of short writing assignments that will take various forms and will be due at particular points within each module. Dates and deadlines are clearly written in the module schedules below. **Late writing assignments will not be accepted, with the exception of Summative assignments, which will be penalized 1.5 points (out of a total of 7 for the assignment) per day late.**

These writing assignments are all "reflection" papers, meaning that in addition to expecting solid English prose written at a university level, free of spelling and grammatical errors, I am particularly looking to see *how you're thinking about the material that you're learning*. In these assignments, I want you to "reflect" on what you've read and watched, in a way that both demonstrates that you understand all of the material covered by that assignment, and that you've given some serious thought to it.

**Plagiarism:** Please note that it is difficult to plagiarize a reflection paper without said plagiarism being detected (in fact, it would probably require much more effort than just writing the darn thing yourself). I am also particularly good at detecting plagiarism, and I have probably read any available resource that you would likely use. Plagiarism is a serious academic offense, and it also makes me very very cranky (there is a lot of paperwork that I have to file when I put together a plagiarism allegation to send to the Dean's office). I prosecute academic integrity offenses to the fullest extent possible.

**Please:** if you're stuck for time, or for ideas, or you've fallen behind, or for any reason you are tempted to cut and paste your assignment – or even a single sentence – from elsewhere, DON'T!!! Talk to me instead, and let me help you. We'll both be much happier for it, I promise.

If you're not sure what constitutes plagiarism and you want to make sure that you are avoiding it in your work, see Carleton's academic integrity policy here: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf> (or: ask me).

### **(d) Final Exam**

I have scheduled a "take-home" exam for this course, which will take the form of an 8-10 page paper. In this paper, you will be asked to synthesize information from designated sources, in conjunction with the material that you have learned over the course of this semester, and answer questions about how you would apply what you've learned toward crafting policy decisions when gender rights and religious freedom rights come into conflict with each other in a multicultural society like Canada. The full question and list of resources will be made available to you at the end of the semester. The paper will be due on the final day of exams, Dec 23, by 10pm via CuLearn. Late exams will not be accepted. The exam will constitute 20% of your grade for the course.

### **(e) Extra Credit**

There is so much fun material that I would love to include in this course that I simply couldn't cram in, so I used some of it to create several bonus assignments for extra credit. Some of these bonus assignments consist of content connected to particular modules, and so are listed after those modules, and others are more general, so I have listed them at the end. All bonus assignments have a due date of the last day of class (Dec 10); no assignments will be accepted after that date. Each bonus assignment is worth 3%, and no more than 3 bonus assignments will be accepted per student over the course of the term. This means there is 9 points' worth of potential extra credit available to each of you.

### **ASSESSMENT SUMMARY**

**Quizzes:** there will be 7 quizzes this semester, with point values between 2% and 5% each, as noted in the schedule below, for a total of **28%** toward your final course grade.

**Discussions:** Each group will have 3 live discussions and 4 forum discussions scheduled during this semester, for a total of 7 group discussions. Active and thoughtful participation in each discussion will earn you 3% per, for a total of **21%** toward your final course grade.

**Assignments:** You will have 4 small assignments to complete in modules 1 through 3, and then 3 larger assignments to complete in modules 4 through 6. The smaller assignments are worth 2% or 3% each, and the larger assignments (“summatives”) are worth 7% each, for a total of **31%** of your final course grade.

**Final Exam:** This take-home exam will be due Dec 23 by 10pm on CuLearn, and will be worth **20%** of your course grade.

**Extra Credit:** There are 4 potential “bonus assignments” available to you, detailed among the modules below. Each is worth up to 3%, and each student is eligible to complete up to three of these assignments, for a total of **9%** extra credit toward your final course grade.

### **How to get in touch with me**

The saddest part about being online this term is that I won’t get to interact regularly with students, which is my favourite part of my job. I’m hoping that having live discussions with groups of you most weeks during the semester will help mitigate that, but you can help further by visiting me in office hours or by making appointments to chat.

You can, of course, also email me. However, if you have a question that is not personal and that you don’t need to necessarily visit me in office hours for, I would encourage you to post your question to the “Ask-the-Prof” forum on CuLearn. I will check this daily, and I would encourage you to as well – chances are, someone else may have already asked your question.

## **COURSE SCHEDULE:**

### **MODULE 1: INTRODUCTIONS**

To be completed Thursday Sept 10 through Thursday Sept 17

#### **1. Introduction to the Course: Syllabus & Expectations**

Recorded lecture – watch this before you do the syllabus quiz.

#### **CULearn syllabus quiz 2%**

- can be repeated multiple times before the deadline

- must be completed and submitted by **Fri Sept 11 @ 10pm** (the CuLearn portal won’t accept quizzes after that time)

#### **Intro video 2%**

– 1 minute quick introduction of yourself and your interest in this course (see professor’s example on CuLearn).

Post your video in your discussion group forum: **Check what group you’ve been assigned to by logging into the course on CuLearn, and clicking “Participants” in the top left-hand corner. Your group number will appear along with your name in the list of course members.**

#### **2. Introduction to the Course: Vocabulary and Concepts**

Recorded lecture: What is “religion? What is “gender”?

Read/Watch:

- “Religion: Some Basics” in *Religion: The Basics*, Malory Nye, Taylor & Francis 2008, pp. 1-22 (on CuLearn).
- “Gender” in *Religion: The Basics*, Malory Nye, Taylor & Francis 2008, pp. 79-88.

- [“What is Religion?”](#) (7:00 minutes)
- [Theories of Gender](#) (10:36)
- [Your Behavior Creates Your Gender](#)

**\*The lecture and supportive material above will form the basis for your Glossary, due Fri Sept 18\***

**Due Fri Sept 18 @ 10pm: Glossary of terms** pertaining to the study of religion and of gender, from this week’s assigned lecture, video clips, and readings. **3%**

- Your glossary should show that you paid careful attention to information from all sources and included all terms (e.g. “gender,” “religion,” “agency,” etc.) that will be relevant to our work in this course this semester; there should be a minimum of **8** terms in your glossary.
- Term definitions should be short, but accurate (i.e. drawn from course materials and not from outside research, Wikipedia, google, etc); the point is to show you watched and read the assigned materials and noted the important terms and how they were being used.
- All writing should be free from spelling and grammatical errors.

<b>MODULE 1 at a glance - Th Sept 10 through Th Sept 17</b>			
<b>INTRODUCTIONS</b>			
<b>Topic</b>	<b>Asynchronous Components</b>	<b>Synchronous Components</b>	<b>Assessment</b>
1. Intro to course (syllabus & expectations)	Recorded lecture	none	Quiz due by Fri Sept 11 @ 10pm <b>2%</b>
2. Introduce yourself	Record and post a 1 minute introduction to yourself (like the one posted by the Prof)	none	Easy <b>2%</b> for posting your introduction to your group forum by Thurs Sept 17 @ 10pm.
3. Intro to course (vocabulary & concepts)	Recorded lecture “Religion: Some Basics” “Gender” <a href="#">What is Religion?</a> <a href="#">Theories of Gender</a> <a href="#">Your Behavior Creates Your Gender</a>	none	Glossary due Fri Sept 18 @ 10pm <b>3%</b>

**MODULE 1 BONUS ASSIGNMENT** (optional: due by Dec 10 @ 10pm, no exceptions) **3%**

A comparison of what Judith Butler said in the [assigned video clip](#) (specifically, “it’s my view that gender is culturally formed, but it’s also a domain of agency or freedom; it’s most important to resist the violence that is imposed by ideal gender norms”) with the scientific discussions of gender by Debra Soh: [Science Doesn’t Back Up ‘Gender is a Social Construct’](#) and in writing: [Science Denial Won’t End Sexism](#).

**In 2-3 pages** (double-spaced, 12 point font), **answer the following question** (be sure to show familiarity with all 3 of the references in the above paragraph (Butler, Soh video, Soh article) and include references to other material in this module as necessary):

- Does Debra Soh’s scientific evidence of gender distinctions being biologically-based conflict with Butler’s view that gender is culturally formed, and Nye’s discussion of the relationship between gender and religion? How might these ideas work together? According to all of these scholars, what are the various components that constitute a person’s sense of gender identity?

## MODULE 2: MYTH

To be completed Tuesday Sept 22 through Tuesday Sept 29

### 1. Myth & Sacred Text

- Recorded lecture: What is Myth? What is Sacred Text?
- Read "The Multiple Truths of Myths"
- Watch [Intro to Myth](#)
- Watch [female/goddess archetypes \(I\)](#)
- Watch [female goddess archetypes \(II\)](#)
- Watch [male/god archetypes](#)

### 2. Myth & Sacred Text II – the Enuma Elish

- Watch recorded lecture: The Enuma Elish
- Read: [What is the "culture" in the cultural study of religion?](#)
- Watch: [Earth Mothers and their Rebellious Sons](#) (crash course mythology)

**Live discussions, groups 1 through 4** Thu Sept 24 – Group 1 and Group 2 from 10:05-10:45, Group 3 and Group 4 from 10:45-11:25.

**Forum discussions, groups 5 through 8** – portal opens Wednesday Sept 23 at 11:30am and closes Thursday Sept 24 at 11:25am.

Focus of discussions – What might we learn about how Babylonian culture thought about gender norms and ideals based on the Enuma Elish creation myth? **Be prepared to discuss the material in this module to date.**

**Before you enter into the discussion, it is expected that you will have read and watched the items in components 1 and 2 above. If it seems you haven't, you won't earn your 3%.**

### Assignment due by Friday Sept 25 at 10pm:

Write a one-page reflection, based on the information and discussions so far during this module, on the interaction between myth and gender. How do each construct and reinforce the other? Include a discussion of at least one example encountered in this module. **3%**

### 3. Myth & Sacred Text III – Greek Mythology

Watch: [Greek mythology documentary](#) – 1.5 hours

**Module Quiz on Tues Sept 29 during class time 5%**

MODULE 2 at a glance – Tu Sept 22 through Tu Sept 29			
MYTH			
Topic	Asynchronous Components	Synchronous Components	Assessment
1. Myth & Sacred Text	Recorded lecture "The Multiple Truths of Myths" <a href="#">Intro to Myth</a> <a href="#">Goddess Archetypes I</a> <a href="#">Goddess Archetypes II</a> <a href="#">God Archetypes</a>	none	Part of discussion Sept 24 and end-of-module quiz Sept 29
2. Myth & Sacred Text II: Babylonian Mythology	Recorded lecture " <a href="#">Culture &amp; The Study of Religion</a> "	Discussion groups Thu Sept 24, 10:05-11:25* - What might we learn about how Babylonian culture thought about	Participation in Thurs discussion <b>3%</b>

	<a href="#">Earth Mothers &amp; Their Rebellious Sons</a>	gender norms and ideals based on the Enuma Elish creation myth?	One page written reflection on the interaction between myth & gender due Fri Sept 25 @ 10pm <b>3%</b>  Part of end-of-module quiz (below)
3. Myth & Sacred Text III: Greek Mythology	<a href="#">Greek Mythology</a>	Module Quiz Tues Sept 29 10:05-11:25	Quiz on all 3 components Tues Sept 29 10:05-11:25 <b>5%</b>

## MODULE 3 – THE HEBREW BIBLE

To be completed between Thursday Oct 1 and Thursday Oct 8

### 1. Myth & Sacred Text IV – Biblical Creation Stories

Recorded lecture – Intro to the Hebrew Bible

Read:

- [Genesis 1-3](#)
- [How Do Biblical Scholars Read the Hebrew Bible?](#)
- [Does the Bible Relate to History?](#)
- [Two Creation Stories in Genesis](#)
- [Eve](#)
- [Second Creation](#)

### Scavenger Hunt due by Friday Oct 2 @ 10pm: 2%

Search the web and find examples of the re-use of biblical myths in a modern context. [Here's an example of what I mean](#) (but note that a still image or an article will also work). Each person should find at least one such modern “artifact” and post within their group forum. DO NOT REPEAT posts – if you find an artifact and it turns out that someone else has already posted it, it won't count for you, so it pays to post early. You will earn 1% for finding and posting a link to an interesting artifact, and 1% for posting a thoughtful response to someone else's artifact. For example, write a couple of sentences that speculate on why, or reflect on how, the particular re-use of a biblical mythic motif alters its meaning within the contemporary non-biblical context. One point will be granted per artifact posted and one per thoughtful comment on someone else's artifact, for a total of 2 points (=2% toward your course mark). **The group with the most comprehensive and interesting artifacts and posts will receive a bonus 2% per group member toward their final grade.**

### 2. Biblical Femininities

Recorded lecture – Women in the Hebrew Bible

Read:

- [Gender & The Hebrew Bible](#)
- [Patriarchy & The Hebrew Bible](#)
- Pp. 77(bottom) to 116(middle) in *The Bible Now* on CuLearn

**Live discussions, groups 5 through 8** Tu Oct 6 – Group 5 and Group 6 from 10:05-10:45, Group 7 and Group 8 from 10:45-11:25.

**Forum discussions, groups 1 through 4** – portal opens Monday Oct 5 at 11:30am and closes Tuesday Oct 6 at 11:25am.

Focus of discussions:

How does the Eden story's depiction of gender mesh with the other biblical material covered so far? What is the relationship between myth (Eden) and the social/cultural perspective of the Bible's narrative and legal authors on gender ideals and behaviours? **It is expected that you will have completed all readings and lectures in components**

1 and 2 above prior to this discussion; you will not earn your 3% if it appears from your discussion contributions that you haven't. 3%

### 3. Biblical Masculinities

Recorded lecture – Men in the Hebrew Bible

Read:

Hilary Lipka, "Shaved Beards and Bared Buttocks: Shame and the Undermining of Masculine Performance in Biblical Texts," pp. 176-197 in *Being a Man: Negotiating Ancient Constructs of Masculinity* (on CuLearn).

**Quiz on all 3 components due by Fri Oct 9 @ 10pm 5%**

MODULE 3 at a glance – Th Oct 1 through Th Oct 8			
The Hebrew Bible			
Topic	Asynchronous Components	Synchronous Components	Assessment
1. Myth & Sacred Text IV: Biblical Creation Stories	Recorded lecture <a href="#">Genesis 1-3</a> <a href="#">How Do Biblical Scholars Read the Hebrew Bible?</a> <a href="#">Does the Bible Relate to History?</a> <a href="#">Two Creations in Genesis</a> <a href="#">Eve</a> <a href="#">Second Creation</a>	none	Scavenger Hunt due Friday Oct 2 by 10pm 2%
2. Biblical Femininities	Recorded lecture <a href="#">Gender &amp; the Hebrew Bible</a> <a href="#">Patriarchy &amp; the Hebrew Bible</a> Excerpt from <i>The Bible Now</i>	Discussion groups Tu Oct 6, 10:05-11:25* - how does the Eden story's depiction of gender mesh with the other biblical material covered so far? What is the relationship between myth (Eden) and the social/cultural perspective of the Bible's narrative and legal authors on gender ideals and behaviours?	Participation in Tuesday discussion 3%
3. Biblical Masculinities	Recorded lecture "Shaved Beards & Bared Buttocks"	none	Quiz on all 3 components due by Fri Oct 9 @ 10pm 5%

### MODULE 3 BONUS ASSIGNMENT (optional: Due Dec 10 @ 10pm, no exceptions) 3%

Read the Flood story in Gen [6:9-8:19](#), and watch Darren Aronofsky's film *Noah*. Then read "Two by Two: Heteronormativity and the Noah Story for Children," in *Gender, Sex, And Sexuality among Contemporary Youth* by Sarah M. Corse and "[The Wives](#)" by Kelly J. Murphy.

**In 2-3 pages** (double-spaced, 12 point font), reflect on the way in which modern translations and interpretations, whether in colouring books or in blockbuster films, have the power to either enforce biblical gender and sexual norms, or to reinterpret them for a modern audience.



## MODULE 4 – GENDER & JUDAISM

To be completed between Tuesday Oct 13 and Th Oct 22

### 1. Introduction to Judaism

Recorded lecture – Origins of Judaism

Read

- [Ancient Judaism 101](#)

### 2. Gender in Ancient Mediterranean Religions

Recorded lecture – the Greco-Roman Context

READ

- [“How to Be a Man in the Greco-Roman World”](#) ch 2 in *Behold the Man: Jesus and Greco-Roman Masculinity* by Colleen Conway (you will need to login to Carleton’s library to read this)

**Quiz on components 1 and 2 above Oct 15 10:05-11:25 worth 3%**

### 3. Judaism & Gender: Adam & Eve & the Rabbis

Read:

- [Talmud 101](#)
- [Halakhah, the laws of Jewish life](#)
- [Women in Rabbinic Literature](#)
- excerpts from *Eve & Adam: Jewish, Christian, and Muslim Readings on Genesis and Gender* chaps 2&3

**Live discussions, groups 1 through 4** Tu Oct 20 – Group 1 and Group 2 from 10:05-10:45, Group 3 and Group 4 from 10:45-11:25.

**Forum discussions, groups 5 through 8** – portal opens Monday Oct 19 at 11:30am and closes Tuesday Oct 20 at 11:25am.

**Focus of discussions:**

- how do cultural influences from Greece and Rome work their ways into the formation of Rabbinic Judaism’s ideas around gender? What has changed from the biblical period?

**It is expected that you will have completed all readings and lectures in components 1, 2 and 3 above prior to this discussion; you will not earn your 3% if it appears from your discussion contributions that you haven’t. 3%**

### 4. Judaism & Gender: From the Medieval through the Modern Period

Recorded lecture – From Medieval to Modern Judaism

Read:

- [Medieval Jewish Attitudes Toward Women](#)
- [Lilith](#)
- [The Jewish Denominations](#)
- [Gender & Feminism 101](#)
- [Engendering Judaism](#)
- [Halakha & Feminism](#)

**Quiz on components 3 and 4 due online Friday Oct 23 by 10pm, worth 4%**

MODULE 4 at a glance – Tu Oct 13 through Th Oct 22			
Gender & Judaism			
Topic	Asynchronous Components	Synchronous Components	Assessment
1. Introduction to Judaism	Recorded lecture <a href="#">Ancient Judaism 101</a>	none	Part of discussion & quiz (below)

2. Gender in Ancient Mediterranean Religions	Recorded lecture "How to Be a Man in the Greco-Roman World"	Quiz in class time Th Oct 15, 10:05-11:25	Quiz on components 1 and 2, Oct 15 during class <b>3%</b>
3. Judaism & Gender: Adam & Eve & the Rabbis	<a href="#">Talmud 101</a> <a href="#">Halakhah, the laws of Jewish life</a> <a href="#">Women in Rabbinic Literature</a> Excerpts from <i>Eve &amp; Adam</i>	Discussion groups Tu Oct 20, 10:05-11:25* - how do cultural influences from Greece and Rome work their ways into the formation of Rabbinic Judaism's ideas around gender? What has changed from the biblical period?	Participation in Tuesday discussion <b>3%</b>
4. Judaism & Gender: from the Medieval through the Modern Period	Recorded lecture <a href="#">Medieval Jewish Attitudes Toward Women</a> <a href="#">Lilith</a> <a href="#">The Jewish Denominations</a> <a href="#">Gender &amp; Feminism 101</a> <a href="#">Engendering Judaism</a> <a href="#">Halakha &amp; Feminism</a>		Quiz on components 3 and 4 due Friday Oct 23 @ 10pm on CuLearn <b>4%</b>

### **JUDAISM SUMMATIVE ASSIGNMENT: FILM REVIEW**

The point of your review is to show that you watched the film (choices are below) and thought about the ways in which ideas about religion and gender interact with each other in Jewish contexts. You want to demonstrate to me that in your thinking about the film and the readings that I have linked with it (below), you are bringing to bear much of the course material that we've covered so far, and that you are able to make connections between the background material you've read and heard, and the lived experience of the Jewish people in the film.

Your paper should be a two-page double spaced, original reflection on interactions between Judaism and gender in the lived experience of the people portrayed in ONE of the films below. You should not do any research, beyond the resources of assigned readings and lectures in this class, in order to write it. No cover pages please.

Your paper must consist of an academic analysis and discussion of the film: this is neither a summary of the film, nor your personal judgment about women and/or Judaism. Rather, this paper should be a scholarly appraisal of and reflection on the interaction between Judaism and gender, in a way that connects what you saw in the film and associated readings with what we've discussed in class so far. Be sure to demonstrate your familiarity with general course material and the specific articles listed along with each film below.

#### **Focus for choices 1 (Sarah's Daughters) and 2 (93 Queen) below:**

In this film, we see Orthodox Jewish women interpreting their understanding of the place of women in Judaism in order to feel some empowerment (think about how they discuss women's roles in the community, vs. how the traditional rabbinic texts we looked at described women and their roles).

#### **Focus for choices 3 (Become Eve) and 4 (Trembling) below:**

In this film, we see traditional Jews wrestling with issues arising in a modern LGBTQ context. Think about the protagonist's journey, and the ways in which they are interested in holding onto certain Jewish values, and letting others go. Given what you know about the history of interpretation in Judaism, reflect on the extent (or not) of reinterpretation that different Orthodox communities are willing to consider when it comes to LGBTQ issues.

**Your review is due by 10:30am Tuesday Nov 3 and is worth 7% of your final course grade.**

<b>FILM CHOICES: CHOOSE ONE OF THE FILMS BELOW AND RESPOND TO THE PROMPT ABOVE</b>
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1. **[The Return of Sarah's Daughters](#)** (sign into Carleton library to view)

Watch the film, and read the following articles:

[Orthodox Judaism](#) \*also watch the video at the top of the page on women's hair coverings

[Why Do So Many Orthodox Men Have Beards?](#)

[Why Orthodox Judaism Is Appealing to so Many Millennials](#)

2. **[93Queen: the incredible story of the all-female Hasidic emergency service](#)**

Watch the film, and read the following articles:

[Orthodox Judaism](#) \*also watch the video at the top of the page on women's hair coverings

[Why Orthodox Judaism Is Appealing to so Many Millennials](#)

[A Glimpse Inside the Hidden World of Hasidic Women](#)

3. **[Becoming Eve: Abby Stein's Journey from Ultra-Orthodox Rabbi to Transgender Woman](#)**

Watch the film, and read the following articles:

[Judaism and the LGBTQ Community](#)

[Orthodox Judaism and LGBTQ](#)

[Ultra-Orthodox and trans: 'I prayed to God to make me a girl'](#)

4. **[Trembling Before G-D](#)**

Watch the film, and read the following articles:

[Sex and Sexuality 101](#)

[Homosexuality in Jewish Thought](#)

[Ordaining Gays and Lesbians](#)

**Tu Oct 27 – READING WEEK**

**Th Oct 29 – READING WEEK**

**MODULE 5 – GENDER & CHRISTIANITY**

To be completed between Tuesday November 3 and Thursday Nov 19

**1. The Origins of Christianity**

Recorded lecture – Introduction to the New Testament

Watch [Christianity from Judaism to Constantine: Crash Course World History](#)

READ:

- [Gospel of Matthew 1-7](#)
- [Galatians 1-3](#)
- [Romans 1-3](#)
- [1 Corinthians 7](#)
- [1 Corinthians 14](#)
- [1 Timothy 2](#)

**2. Gender in Early Christian Thought**

Recorded lecture – Paul and Gender

Read:

- [“The Unmanned Christ and the Manly Christian in the Pauline Tradition”](#) ch 4 in *Behold the Man: Jesus and Greco-Roman Masculinity* by Colleen Conway (sign in to Carleton library for access)
- [Masculinities in the New Testament](#)
- [Women in Ancient Christianity](#)
- [Roles for Women](#)

**Live discussions, groups 5 through 8** Tu Nov 10 – Group 5 and Group 6 from 10:05-10:45, Group 7 and Group 8 from 10:45-11:25.

**Forum discussions, groups 1 through 4** – portal opens Monday Nov 9 at 11:30am and closes Tuesday Nov 10 at 11:25am.

**Focus of discussions:**

- tensions and resolutions of hegemonic masculinity in the Greco-Roman context and the New Testament

It is expected that you will have completed all readings and lectures in components 1 and 2 above prior to this discussion; you will not earn your 3% if it appears from your discussion contributions that you haven't. **3%**

### 3. Church Fathers & Medieval Christian Constructions of Gender

Recorded lecture – Church Fathers & Medieval Christianity

Read

- [What is Original Sin?](#)
- [Sexuality & Women, Church Fathers](#)
- Excerpts from *Eve & Adam*

**Quiz on components 1 through 3** to be written and submitted by Fri Nov 13 at 10pm 4%

### 4. Gender in the Catholic/Protestant Divide

Recorded lecture – Gender & Reformation

Read:

- [Luther & the Protestant Reformation](#)
- [The Role of Women in the Reformation](#)
- [Why Can't Women Be Ordained in the Catholic Church?](#)
- Excerpts from *Paradise Lost*

**Live discussions, groups 1 through 4** Tu Nov 17 – Group 1 and Group 2 from 10:05-10:45, Group 3 and Group 4 from 10:45-11:25.

**Forum discussions, groups 5 through 8** – portal opens Monday Nov 16 at 11:30am and closes Tuesday Nov 17 at 11:25am.

**Focus of discussions:**

- how are Reformation gender ideals reflected in Milton's re-write of the Eden myth? i.e. what has he changed, emphasized, etc from the original, and what has he incorporated from the history of interpretation?

It is expected that you will have completed all readings and lectures in components 1 through 4 above prior to this discussion; you will not earn your 3% if it appears from your discussion contributions that you haven't. **3%**

MODULE 5 at a glance - Tu Nov 3 through Th Nov 19			
Gender & Christianity			
Topic	Asynchronous Components	Synchronous Components	Assessment
1. Origins of Christianity	Recorded lecture <a href="#">Christianity from Judaism to Constantine</a> <a href="#">Gospel of Matthew 1-7</a> <a href="#">Galatians 1-3</a> <a href="#">Romans 1-3</a> <a href="#">1 Corinthians 7</a> <a href="#">1 Corinthians 14</a> <a href="#">1 Timothy 2</a>	none	Part of discussions & quiz (below)

2. Gender in Early Christian Thought	Recorded lecture <a href="#">“The Unmanned Christ and the Manly Christian in the Pauline Tradition”</a> <a href="#">Masculinities in the New Testament</a> <a href="#">Women in Ancient Christianity</a> <a href="#">Roles for Women</a>	Discussion groups Tu Nov 10, 10:05-11:25* - tensions and resolutions of hegemonic masculinity in the Greco-Roman context and the New Testament	Participation in class discussion <b>3%</b>
3. Church Fathers and Medieval Christian Constructions of Gender	Recorded lecture <a href="#">What is Original Sin? Sexuality &amp; Women, Church Fathers</a> Excerpts from <i>Eve &amp; Adam</i>		Quiz due by Fri Nov 13 at 10pm <b>4%</b>
4. Gender in the Catholic/Protestant Divide	<a href="#">Luther &amp; the Protestant Reformation</a> Recorded lecture <a href="#">The Role of Women in the Reformation</a> <a href="#">Why Can't Women Be Ordained in the Catholic Church?</a> Excerpts from Paradise Lost	Discussion groups Tu Nov 17, 10:05-11:25* - how are Reformation gender ideals reflected in Milton's re-write of the Eden myth? i.e. what has he changed, emphasized, etc from the original, and what has he incorporated from the history of interpretation?	Participation in class discussion <b>3%</b>

### **CHRISTIANITY SUMMATIVE ASSIGNMENT: Constructions of sexuality and gender in Christianity today**

**Everyone reads** Nye, *Religion: The Basics* pp. 88-92

**Everyone watches** (23 min) [Essentials of Faith: Christianity](#) (login to Carleton library to view)

This assignment asks you to write a two page reflection paper on ONE of the topics below. Read and watch the short pieces above, and then choose one of the topics below to write about. The point of this reflection paper is to show that you have read/watched and thought about the selections below in light of the course content to date. Balance demonstrating your familiarity with the assigned pieces, with a demonstration of your deepening understanding of the relationship between religion and gender that you have accumulated from this course so far.

Your paper should be a two-page double spaced, original reflection on interactions between Christianity and gender in the lived experience of the people and issues raised in the selections related to one of the topics below. You should not do any research, beyond the resources of assigned readings and lectures in this class, in order to write it. No cover pages please.

#### **Choice of Topics:**

##### **1. Muscular Christianity**

Read [“The Multiple Masculinities of Jesus”](#) in Conway (you will need to login to the Carleton library)

Read [“Man Up: The Victorian Origins of Toxic Masculinity”](#)

Read [“When Jesus got ‘too feminine,’ white dudes invented Muscular Christianity”](#)

Reflect on how depictions of Jesus change over time, depending in part on prevailing cultural ideals of masculinity.

##### **2. Sex & Evangelical Christianity**

Read “Introduction” in Amy DeRogatis, *Saving Sex: Sexuality and Salvation in American Evangelicalism*, Oxford University Press, 2014

Watch [“Friends of God: The Evangelical Movement in America”](#) (you will need to login to the Carleton library)

Watch "[The Purity Myth: The Virginity Movement's War Against Women](#)" (login to the Carleton library)  
 Reflect on how the Bible is invoked and reinterpreted in some forms of Christianity to mandate particular heterosexual masculinities and femininities.

### **3. LGBTQ+ & North American Christianity**

Watch "[For the Bible Tells Me So](#)"

Watch "[Antigay Hate Crimes](#)"

Watch "[Being Trans in the Christian Church](#)"

Reflect on the way in which the Bible is invoked and reinterpreted in some forms of Christianity to argue in support of, or against, the LGBTQ+ community.

**Your reflection is due by 10:30am Tuesday Nov 24 and is worth 7% of your final course grade.**

## **MODULE 6 – ISLAM**

To be completed between Tuesday Nov 24 and Thursday Dec 3

### **1. Origins of Islam**

Recorded lecture - Muhammad and origins of Islam

Watch [Islam, the Quran, and the Five Pillars All Without a Flamewar: Crash Course World History #13](#)

Read Nye 92-103

### **2. Medieval Islam**

Recorded lecture – Interpreting Qur'an, Shari'a, and Hadith

Read [Medieval Muslim Societies](#)

**Quiz on components 1 and 2 due Friday Nov 27 by 10:00pm 5%**

### **3. Gender & Islam**

Read "[The Sunnah Trumps Toxic Masculinity](#)"

Read "[The Relationship Between Muslim Men and Their Beards is a Tangled One](#)"

Watch TEDTalk: [What does my headscarf mean to you?](#) By Yassmin Abdel-Magied

Watch [Women Leading Danish Mosque Challenge Patriarchy and Right-Wing Religious Control](#)

**Live discussions, groups 5 through 8** Tu Dec 1 – Group 5 and Group 6 from 10:05-10:45, Group 7 and Group 8 from 10:45-11:25.

**Forum discussions, groups 1 through 4** – portal opens Monday Nov 30 at 11:30am and closes Tuesday Dec 1 at 11:25am.

**Focus of discussions:**

- reflections on the diversity of masculinities and femininities in Islam, and the question of culturally-contextual reinterpretation

**It is expected that you will have completed all readings and lectures in components 1 through 3 above prior to this discussion; you will not earn your 3% if it appears from your discussion contributions that you haven't. 3%**

### **MODULE 6 at a glance – Tu Nov 24 through Tu Dec 1**

#### **Gender & Christianity**

<b>Topic</b>	<b>Asynchronous Components</b>	<b>Synchronous Components</b>	<b>Assessment</b>
1. Origins of Islam	Recorded lecture <a href="#">Islam, the Quran, and the Five Pillars: Crash Course World History #13</a> Read Nye 92-103	none	Part of discussions & quiz (below)

2. Medieval Islam	Recorded lecture Excerpts from Eve & Adam <a href="#">Medieval Muslim Societies</a>	none	Quiz due by Fri Nov 27 @ 10:00pm <b>5%</b>
3. Gender & Islam	<a href="#">The Sunnah Trumps Toxic Masculinity</a> <a href="#">The Relationship Between Muslim Men and Their Beards is a Tangled One”</a> <a href="#">What does my headscarf mean to you?</a> <a href="#">Women Leading Danish Mosque Challenge Patriarchy and Right-Wing Religious Control</a>	Discussion groups Tu Dec 1, 10:05-11:25* - reflections on the diversity of masculinities and femininities in Islam, and the question of culturally-contextual reinterpretation	Participation in class discussion <b>3%</b>

### **ISLAM SUMMATIVE ASSIGNMENT: Agency in Islam**

This is a reflection paper, like the previous summative assignments. The focus here is on the question of “agency” as discussed in the reading from Nye assigned during this Module.

This assignment asks you to write a two page reflection paper on the question of agency in relation to ONE of the topics below. The point of this reflection paper is to show that you have read/watched and thought about the selections below in light of the question of agency raised in the Nye reading. Balance demonstrating your familiarity with the assigned pieces, with a demonstration of your deepening understanding of the relationship between religion and gender that you have accumulated from this course so far.

Your paper should be a two-page double spaced, original reflection on interactions between Islam and gender in the lived experience of the people and issues raised in the selections related to one of the topics below. You should not do any research, beyond the resources of assigned readings and lectures in this class, in order to write it. No cover pages please.

#### **Choice of Topics:**

##### **1. Islam and LGBTQ+**

Read [A Gay Imam’s Story](#)

Read [LGBTQ and Islam Revisited: The Days of the Donald](#) (note that there are two consecutive articles on this page, and the second responds to the first; you are asked to read and consider both)

Watch [LGBTQ Muslims in Islam](#)

##### **2. The Reclaiming of Islam by Female Muslims**

Read [Women in Islam](#) (from a Sufi perspective)

Read [Inside Allah, The One Divine Mother and the Conscience of Islam](#)

Watch “Under One Sky: Arab Women in North America Talk About Hijab”

**Your reflection is due by 10:30am on Thursday December 3 and is worth 7% of your final course grade.**

## MODULE 7 – Gender in Hindu Traditions

To be completed between Thursday Dec 3 and Thursday Dec 10

### 1. Myth and Gender

Watch [Hinduism 101](#)  
[Introduction to Hinduism](#)  
[Crash course mythology: Indian Pantheons](#)  
[Crash course mythology: Rama & and the Ramayana](#)  
[Hindu Creation](#)

### 2. Women in Hinduism

Read [Traditional Status of Women in Hinduism](#)  
[Discovering Hindu feminism](#)  
[Hinduism & Homosexuality](#)

**Forum Discussions (all groups):** portal opens Monday Nov 7 at 11:30am and closes Tuesday Nov 8 at 11:25am.

Focus of discussions:

- bringing together information from the various sources in components 1 & 2, discuss the way in which myth, religion, politics, and history all interact in determining gender roles and expectations in Hinduism.

It is expected that you will have completed all readings and lectures in components 1 and 2 above prior to this discussion; you will not earn your 3% if it appears from your discussion contributions that you haven't. **3%**

MODULE 7 at a glance - Th Dec 3 through Th Dec 10			
Gender & Hinduism			
Topic	Asynchronous Components	Synchronous Components	Assessment
1. Myth & Gender	<a href="#">Hinduism 101</a> <a href="#">Introduction to Hinduism</a> <a href="#">Crash course mythology: Indian Pantheons</a> <a href="#">Crash course mythology: Rama &amp; and the Ramayana</a> <a href="#">Hindu Creation</a> <a href="#">What Hindu Stories Can Teach Us About Gender</a>	none	Part of discussion (below)
2. Women in Hinduism	<a href="#">Traditional Status of Women in Hinduism</a> <a href="#">Harnessing Shakti: The Social Implications of Vedic and Classical Hindu Interpretations of Female Power</a> <a href="#">Discovering Hindu feminism</a>	Forum discussion due by Dec 8 @ 11:25a - bringing together information from the various sources in components 1 & 2, discuss the way in which myth, religion, politics, and history all interact in determining gender roles and expectations	Participation in class discussion <b>3%</b>



## MODULE 8 – Religion & Gender in Multicultural Canada: final reflections

To be completed between Thursday Dec 10 and Wednesday Dec 23

### 1. Final class – preparation for take-home exam

Recorded lecture

**Live Q&A Th Dec 10 10:05-11:25** – come having viewed the recorded lecture and ready to ask questions about the final exam

### 2. Final Exam

This is a take-home exam, which will be assigned to you in detail on the last day of class (Dec 10). It will involve reading and reflecting on the following material, and writing an 8-10 page paper, due Dec 23 by 10pm. You will receive detailed instructions. It is worth 20% of your final course grade.

READ:

- Squaring the Circle of Multiculturalism? Religious Freedom and Gender Equality in Canada
- [Religion is a human right](#)
- [What is Quebec’s Secularism Law and How Does it Affect Women?](#)
- [What the Anglo Media Misses About Quebec’s Religious Law](#)
- [Private Christian University says no sex outside of heterosexual marriage](#)
- Other potential readings TBA

MODULE 8 at a glance – Th Dec 10 through Wed Dec 23			
Religion & Gender in Multicultural Canada			
Topic	Asynchronous Components	Synchronous Components	Assessment
1. Final class: preparation for take-home exam	Recorded lecture	Live Q&A in class time Th Dec 10 10:05-11:25 (details TBA)	
2. Final exam	Squaring the Circle of Multiculturalism? Religious Freedom and Gender Equality in Canada <a href="#">Religion is a human right</a> <a href="#">What is Quebec’s Secularism Law and How Does it Affect Women?</a> <a href="#">What the Anglo Media Misses About Quebec’s Religious Law</a> <a href="#">Private Christian University says no sex outside of heterosexual marriage</a> Other readings TBA		Final take-home exam, 8-10 pages long, on the topic of tensions between competing rights of gender, sexuality, and religion in the multicultural context of Canada. Details TBA.  <b>Due Dec 23 by 10pm, no exceptions. 20%</b>

**EXTRA BONUS ASSIGNMENT 3** (optional: due Dec 10 @ 10pm, no exceptions) 3%

As we've seen, myths reflect the norms and values of the cultures that produced them, but they are also subject to reinterpretation as those cultural norms and values change.

Read

[A Goddess in the Garden?](#)

[The Immortal Myth of Adam & Eve](#)

[Medusa: The Original 'Nasty Woman'](#)

The Coming of Lilith (Plaskow in *Eve & Adam* pp. 422-25)

**In 2-3 pages** (double-spaced, 12 point font), discuss the ways in which myths are re-imagined and re-purposed through interpretation, in order to reflect prevailing cultural ideologies of gender. Plaskow outright re-writes the Eden story. Is it any different, or less "legitimate" to re-write a story than to radically reinterpret it, as has been done to Adam & Eve, and Medusa, throughout the ages? Be sure to make specific reference to the 4 sources above and include references to other material in the course as necessary.

**EXTRA BONUS ASSIGNMENT 4** (optional: due Dec 10 @ 10pm, no exceptions) 3%

We have seen how religions often determine sexual rights and gender roles, even as these rights and roles are reinterpreted and change over time to accommodate new political and social realities. With the modern availability of reproductive and contraceptive technologies, sexual activity and reproduction are now separable where they have not been historically.

Read

[Sexual Rights and Gender Roles in a Religious Context](#)

**In 2-3 pages** (double-spaced, 12 point font), summarize, discuss, and reflect on the article in light of the course content. Be sure to demonstrate an understanding of both the article, and specific material covered in this course.



## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

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This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

### Online Learning Resources

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While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

### Copies of Written Work Submitted

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Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### Academic Integrity at Carleton

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The University Senate defines **plagiarism** as “*presenting, whether intentionally 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

## Academic Accommodation Policy

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### Academic Accommodation

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

**Parental Leave:** The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

**Religious obligation:** Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

### **Academic Accommodations for Students with Disabilities:**

Academic accommodation of students with disabilities is available through the [Paul Menton Centre](#) by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

### **Survivors of Sexual Violence**

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.

[Supports and services available at the University to obtain information about sexual violence and/or support.](#)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. [More information.](#)

## Grading System at Carleton University

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Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."

The [system of grades](#) used, with corresponding grade points and the percentage conversion, is listed below. Grade points indicated are for courses with 1.0 credit value.

## Course Sharing Websites and Copyright

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Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

## Student Rights and Responsibilities at Carleton

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Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

[7 Student Rights and Responsibilities](#)

## Deferred Term Work

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In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the

instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3.0) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.

2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

[More information of deferred Term Work](#)

## Deferred Final Exams

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Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals](#)

## Financial vs. Academic Withdrawal

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Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#). Make sure that you are aware of the separate deadlines for

Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.

## Department Contact Information

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*Bachelor of the Humanities* 300 Paterson Hall [CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall [GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)