

RELI 3850: Religion in Historical and Contemporary Contexts in the 'Holy Land'

RELI 5850: Religion and Public Life in the 'Holy Land'

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Carleton University: College of the Humanities: Religion Program

Dates: May 5-26, 2020

Please note that this is a draft course outline based on the proposed itinerary for a course that includes travel to Israel in May 2020. Learn more about the course (costs and how to apply) by visiting <https://carleton.ca/studyisrael/>

COURSE DESCRIPTION:

Description 3850: This third-year travel course will explore religion and culture in what was historically called the "Holy Land" from the ancient period to the present day. How do different communities understand this land? What are the civil and political dimensions of religion in this modern democratic state where 42% of Israelis identify as secular? Learn about the religious and cultural diversity of this place in both historical and contemporary contexts. Our traveling classroom will investigate a variety of examples including biblical Israel at the archeological digs at Tel Maresha and at the Temple Mount; the origins of Christianity out of Judaism in the Galilee and in Jerusalem, the Jordan river and the Galilee; historical and contemporary Islam at the Temple Mount and in Nazareth and among Bedouins in the Negev; Second Temple Judaism at Qumran and Masada; Rabbinic Judaism in ancient synagogues and in a special exhibit at the Israel Museum; the Crusades at the ruins of a Crusader fortress in Acre; and Jewish mysticism in 17th century Safed and the significance of the Holocaust at Yad Vashem. Students will explore modern Israel at the Knesset and Supreme Court, through the fight for gendered religious equality at the Western Wall, hearing from LGBTQ and peace activists, visiting the Baha'i Temple in Haifa and a kibbutz in the Galilee, and of course the beaches of Tel Aviv. This course involves experiential learning.

Description 5850: This graduate seminar will critically engage the theme of Religion and Public life through the geographical exploration of key sites in what was historically known as the "Holy Land" and which continues to be the focus of contemporary religious debates. Site visits highlight the intersection of religion and the social and political in both historical and contemporary perspectives. This course involves experiential learning.

COURSE EVALUATION: 3850/5850

Participation (good traveller/academic participation, 5850 includes personalized reading list) 30%

Choose from 2/4 options:

- A. Journal (due after travel) 35%
- B. Teaching (complete any 2: presentations while traveling and/or pre-travel web site) 35%
- C. Research Paper (pre-travel project proposal and annotated bibliography, paper due post-travel) 35%
- D. Public Scholar (complete any 4: blogs and/or podcasts, minimum 2 completed during travel) 35%

Total: 100%

Bonus Marks: (see below) 5%

see details below for level specific expectations

REQUIRED TEXTS: 3850/5850

Required readings prepare you for class lectures, discussions and site visits. Always read the required text prior to the site visit. It is very hard to keep up with readings while traveling, try to read in advance wherever possible.

- Troen, S. Ilan, and Rachel Fish. *Essential Israel essays for the 21st century*. Bloomington: Indiana University Press. 2017. * This should be read in advance of travel and reviewed as necessary while traveling.
- Additional online readings linked through the CU Learn web site

5850 MA students must read all required readings and must develop their own customized required readings according to their areas of interest and submit in advance of travel. Please speak to the professor well in advance of travel to confirm personalized reading list.

LEARNING OUTCOMES: 3850

At the end of this course, students will be able to:

1. Demonstrate the characteristics of a junior scholar within a working group by being collegial, respectful, present, thoughtful, and prepared to make a positive contribution to group learning.
2. Apply core religious studies concepts and methods. Specifically, students will distinguish between theological (faith based) and evidence-based claims in popular and public narratives about religion in the modern state of Israel.
3. Describe and appraise religious narratives about the land of Israel by integrating relevant primary sources and current scholarship
4. Explain religious diversity in Israel in its historical and contemporary contexts especially in light of questions of secularism, religious pluralism, and religion and public life.
5. Formulate and execute strategies for engaging and educating various types of audiences by explaining relevant public discourses and locating, selecting, and evaluating key issues and major arguments from current scholarly research.
6. Reflect on the ways in which study through travel permits a more nuanced understanding of public discourse, other cultures, and current events.

LEARNING OUTCOMES: 5850

At the end of this course, students will be able to:

1. Demonstrate leadership within a working group-member by exhibiting best collegial and scholarly practice
2. Mentoring and educating others in areas of expertise, and facilitating group learning and discussion.
3. Justify and defend the use of core religious studies theories and methods to better interrogate the phenomenon of religion and public life.
4. Analyse the conjunction and disjunction of public, legal, political, theological, and scholarly narratives around questions of secularism, religious pluralism, memory, indigeneity, and identity in Israel.
5. Formulate specific research strategies that richly integrate and interrogate religious primary sources, religious narratives, contemporary public understandings, as well as scholarly debates (and their intellectual history).
6. Produce audience-appropriate written and oral presentations.
7. Reflect on the role of scholar / professional in public discourse.

WHERE TO FIND INFO / POST MATERIAL RELATED TO THE COURSE:

1. CuLearn is your most important resource for this course. You will find links to readings and to reserve readings (ARES), key updates, announcements and all necessary information about the course, including this syllabus. All announcements will be sent via cuLearn to your Carleton account ending with @carleton.ca.
2. Public course web site for info and uploading blogs about the course www.carleton.ca/studyisrael
3. Official Course Facebook page: public fb page for friends and families to see where we are going. Post photos, videos. <https://www.facebook.com/studyisraelwithZC>

DETAILED COURSE REQUIREMENTS

Attendance Pre-Course Meetings in Ottawa: including

- **Israeli Culture Night:** meet your fellow travelers and join us for Israeli food with representatives of the Israeli Embassy. Best safety and travel practices with Tony Lackey, Carleton University, go over course requirements, sign up for presentations (February).
- **Archeology Public Lecture:** Jodi Magness, Sunday February 23, 7 pm, Soloway Jewish Community Centre
- **Israel Film / Culture Public Lecture:** TBD
- **Pre-Travel Meeting:** Final travel discussions, last chance to sign up for presentations (late April/May TBD) *If you absolutely cannot attend, please contact Professor Butler to make other arrangements to fulfill these requirements that count towards your participation grade.*

30% PARTICIPATION: 3850/5850: Participation in this travel course includes pre-course activities, being helpful and responsive to pre-course requests, meeting deadlines, as well as your participation while we travel.

- a) 10% Course travel participation includes being a good travel companion and keeping an eye out for your fellow travellers: positive attitude while traveling, arriving at meeting points on time, not delaying the group, being helpful with others and assisting with ensuring others' safety, being responsible for your own safety and maintaining good communications with the group and your professors. If you miss a group departure it is your responsibility to get yourself to the group by whatever means necessary.
 - **3850** students will be assigned to a graduate student "captain" to report to if you are going out without the group.
 - **5850** students will serve as "captains" to assist in keeping 3850 students in contact with the group.
- b) 20% Course academic participation includes being a positive and engaged student: enthusiastically and fully participating in lectures, discussions, site visits, being attentive and contributing thoughtfully during student presentations, preparation for course discussions by preparing readings in advance.
 - **5850** students are expected to informally assist in leading course discussions especially in areas related to their own research expertise.

70% Choose from 2/4 options: 3850/585

1. 35% Journaling: Critical reflections on course travel with insights from course readings.
 - Due 10 days after we return. Submit online on CULearn OR as hardcopy in notebook. Include self-addressed envelope with pre-paid postage if you would like it mailed back to you.
 - **3850** 8 Journal entries at 150-250 words each, 5 must address required readings
 - **5850** 8 Journal entries at 250-400 words each, 6 must address readings, religion and public life should be an ongoing theme in your reflections)

Tips for a great critical travel journal: *In critical journals, students critically engage with relevant readings and the sites we are visiting.*

Better to write more than less: *The word count guidelines are the minimums for a succinct and concise writer. Most students need more space to get their thoughts across. Feel free to write more if you need to. You may want to come back to a journal entry and add to it as we proceed through the course. You may also want to write a supplementary entry after thinking about things. This is 35% of your final grade. Take this journal seriously.*

Write in the first person.

Give references *(I do not expect you to properly cite sources here, but clearly indicate what reading you are referring to in some way).*

Read your readings: *Read carefully, take notes.*

What is your prof looking for?

Understanding: *understanding of the readings and their significance for the course, understanding the site we are visiting, what you have heard about the site from profs, guide and presentations and its significance for the course.*

Critical Thinking: *Do more than simply summarize the reading and the site. What can you say that is insightful? Why is this site important? What does it add to our thinking about the topic of Religion in Israel (or a narrower topic or theme we are looking at)? Can you compare this site with another? What does that comparison suggest to you?*

Do you disagree with a scholarly argument about the site? Why? Critical thinking or some original insight is necessary for a B or higher grade for 3850 students and is required to pass for 5850 students. 5850 students should be thinking about the sites/readings in terms of questions of Religion and Public Life.

Personal Insight: *You may have knowledge of scholarship or a personal experience that enhances your understanding of the site. Did something surprise you, make you think about the site or some aspect of the course differently? You will probably need all your word count to demonstrate your understanding and critical thinking, but if you have time, take it to add your personal insight to your journal entries. This element will certainly count towards your participation mark and may contribute to critical thinking as well.*

Audio Visual elements: *Consider including a sketch, photo, sound clip or video clip to enhance your journal entry. It can be a springboard for a rich and critical discussion. If you are likely to want to sketch consider handing in a physical notebook. If you are likely to want to include digital elements plan for a digital journal that you can hand in on CULearn.*

2. **35% Teaching:** choose any two in any combination: presentation while traveling (on bus, on site, at hotels, as schedule permits) or pre-course website on site we will visit or topic relevant to course. Topic must be approved by prof in advance, presentations must be booked pre-travel. Must address relevant course readings and include outside research.
 - Presentation should be 10 minutes plus research handout including bibliography, key facts. Due: Handout must be available to students the night before the presentation on CULearn or must be provided as hardcopy at the presentation.
 - Web site should include 5-7 pages of text, plus images, videos, relevant links etc to help students learn about topic pre-travel). Due: web site must be live one week before travel so that students can access it in advance of travel.
3. **35% Research paper: See below for topics.** (project proposal and annotated bibliography due before travel)
 - **3850** 1 page project proposal includes research question, what you expect to argue, how your project addresses course themes; annotated bibliography includes minimum of 10 sources including outside research, relevant primary sources AND relevant course readings. Annotations explain why helpful for your project; final paper is 10-12 pages.
 - **5850** 1 page project proposal includes research question, what you expect to argue, how your project addresses religion and public life; annotated bibliography includes minimum of 10 sources including outside research, relevant primary sources AND relevant course readings. Annotations explain why helpful for your project; final paper is 15-18 pages.
 - Project proposal & Annotated bibliography due: 2 weeks before travel April 22, 2020.
 - Final paper due: TBD after we return from travel, approximately mid-June.

Suggested Topics for Research Papers

1. The religious significance of the land of Israel in two religious traditions
2. The religious significance of Jerusalem in two religious traditions
3. Israel and Jewish identity in the Diaspora
4. Religious dimensions of Palestinian identity
5. The Temple Mount (history and/or contemporary issues)
6. Religion and the Environment in the Holy Land
7. Religious politics and Archeology
8. The Holocaust in Israeli Life and Thought
9. Religious Zionism in Israel (history and/or contemporary)
10. Pilgrimage in Israel (any tradition or comparative)
11. Conversion in Israel
12. Jewish divorce debates in Israel (or and the Diaspora)
13. Mikveh (Archeological/Historical and/or Contemporary)
14. Secularism in Israel
15. Religious Pluralism in Israel (constitutional or contemporary, Jewish denominational or different religions)
16. Haredi Judaism in Israel and the Diaspora
17. Religion and the Military in Israel

18. Women of the Wall
19. Gender & Religious Activism in Israel
20. Gender and Judaism in Israel (historical or contemporary)
21. The synagogue: (historical or contemporary)
22. Theology of the Land of Israel (any religion)
23. Monotheism in Israel (biblical)
24. Religion in the Arts (Literature, Visual Art, Film, any religion, etc) in Israel
25. Religion and Public Life in Israel
26. Crusades and land of Israel

4. 35% Public Scholar (blogs, podcasts during and after travel) **See below for topics**

- **Blog:** You should complete 2-4 blogs during the course of your travel. A strong blog will connect several sites/events/experiences with the themes, questions and issues raised in required readings. The blog should be about a day (or at least most of a day) of travel OR consider focusing on a theme and pull together several course elements (i.e. Holocaust, LGBTQ issues, Archeology and contemporary politics, cultural diversity in Israel, Religion and public life). DUE: Blogs should be completed while you travel and are due roughly 72 hours after we visit the last site you discuss. Try your best to complete blogs on time, speak to professor if you are having a problem. Grading & Content: Half of the content should be based on the readings relevant to the sites for that day and any outside research (part of this can and should be prepared in advance). Half of your evaluation will be based on your discussion about actually visiting the site and seeing it for yourself. This will allow you to discuss details you hadn't known and integrate your discussion within what you are learning throughout the course. You will be graded on comprehension, clear, well organized writing, critical reading and writing skills, original analysis, integrating your discussion within the context of course materials, lectures, outside research, travel, course questions/themes. Tone: An academic blog may be somewhat less formal, but you still must demonstrate real critical thinking, seriously addressing the material, illustrate your ability to integrate readings, lectures, what you are seeing. Show how you are thinking about the site or sites in terms of the course materials, questions and themes. Work before you fly: You are strongly advised to prep your blogs (video or text) before you leave. Choose the sites you are most interested in. Prepare the relevant required readings and any necessary outside research. Write the first few pages of the blog or script for your video so that all you need to do while traveling is respond to what you are seeing that day. **Please include relevant photos and or short videos.**
- Podcast: You may also choose to complete up to two podcasts. A podcast may be in audio or video format. It is expected that podcasts will be edited and produced after you return. If you are planning to do this option be sure to record audio and video for your podcasts. Due: TBD Mid-June

Suggested themes for blogs:

Remember that this is a Religious studies course so I expect a strong focus on some aspect of religion (secularism is still a religious studies category). You may also want to refer to the syllabus for topics from the research papers. Some would be excellent blog topics.

The Holocaust and Israeli Identity / connection to formation of the state

History of Christianity in the land of Israel / Contemporary Christianity and Israel / Pilgrimage

History of Islam in the land of Israel / Contemporary Islam and Israel

Gender and Sexuality

Religious Minorities in Israel / religious diversity

Archeology / religion and archeology / politics of archeology / compare and contrast particular archeological sites

Contemporary Israeli Identity and history / archeology

Religion and the military

Religion and Secularism

Religion and the Land (environmental)

Religion and Civil Religion / Public Life

Religious Political Parties

Religion and Peace

Religion and Zionism / origins of the state

Feel free to be creative in connecting sites / topics / lectures / readings in constructing your blogs. They are likely to be more interesting, critical, and original than simply covering a day's travel.

5. **Bonus Marks:** You may complete extra blogs, journal entries, event or film reviews, for bonus marks. Max 5% added to final grade. You may also use this option if you miss a required pre-trip event.

Late Penalty, Format, Citation Style, Sources, Rough Drafts

1. Late Penalty: Please speak to me if you are having problems meeting a deadline. The deadlines are set to allow you timely feedback, balance the workload over the course, and ensure I can hand in my grades on time. A travel course can make it more challenging to meet deadlines and I am generally willing to be accommodating if possible when requests are timely, reasonable, show you have a plan, are taking responsibility, and are polite. The normal late penalty is 10% per day including weekends.

2. Style: REQUIRED: **The Religion program uses the Chicago Manual of Style (humanities or footnote and bibliography style)** as its standard style for citations. Use it for all citations. Always include a Bibliography at the end of the assignment (including non-traditional assignments like blogs or web sites). I also strongly recommend using citation management software/sites/apps for your citations.

4. Sources: Assignments specify what types of sources are appropriate and expected for a given task. These guidelines are aimed at detecting plagiarism, preventing students from exclusively relying on faulty and/or suspect Internet research, and promoting the use of the range of types of scholarly sources that are standard for university level research. **Any assignment which does not use the required sources does not meet the requirements of the assignment and will receive a failing grade.**

5. Rough drafts: I am happy to review and comment on rough drafts that are submitted by email a minimum of 7 days before an assignment is due. I will return it to you with comments. In order to receive credit for the effort of doing a rough draft, always submit the rough draft (print if necessary) with my comments.

Academic Integrity

I care about academic integrity as a matter of ethics and professionalism: as scholars (yes you are a scholar!) it is our professional responsibility to follow the norms and guidelines of our profession which includes ethically giving credit for other people's work and not claiming it as your own.

Equally important, by citing your sources you are making sure that **others can verify your data and evidence**. Being able to verify sources (and reproduce them), allows other scholars can keep building on our work and extend human knowledge and the academic project.

As a professor, I want a full citation so I can go find it and follow your line of argument that depends on these sources: What are you citing? Does it support your argument? Do you understand it? Have you misrepresented it? Have you taken the data or idea out of context? Best of all, sometimes your research teaches me something new!

Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it. There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site.

Check for plagiarism in your own work: Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one. When in doubt, cite. **Failure to cite sources is a form of plagiarism. Please see the University regulations below.**

Course Schedule: Please note that the itinerary may change slightly as we get closer to travel and that will change the timing of topics and readings. Guest lectures are tentatively booked and will be confirmed as our itinerary becomes final. With the goal of engaging student interests, depending on who registers for the course, certain topics may be added or revised as we get closer to travel.

Day 0: Tuesday, May 5

Depart for Israel from Ottawa

Departure Ottawa to Toronto

Ottawa to Toronto on Air Canada 453: Tuesday May 5, 2020 leaving 1300 (1PM). Arriving Toronto 1409 (2:09PM)
Arrive at Airport 2 hours before departure by 11 am. Meet at departures level after checking in your luggage. We will go through security and make our way to our gate together.

Departure Toronto to Tel Aviv

Toronto to Tel Aviv on Air Canada 80: Tuesday May 5, 2020 to Tel Aviv leaving at 1630 (4:30PM). Arriving in Tel Aviv May 6, 2020 at 1000 (10:00AM)

Meet at gate for flight to Israel: note that departure gate will be in a secure area where you will have to pass through security again if you need to leave the area. Shop/buy food before entry although you will be able to buy some things inside. There are washrooms in the area. You will need your passport and ticket to enter here. You can bring food/drink into the area. Screening will take time here and you may be questioned again by Israeli security. Text Prof Butler if you want to pass through security with her or want her to meet you at the door if she's already entered.

Remember to bring:

- Course readings, itinerary, emergency contact info
- Tips for driver and guide to give to Prof Butler (\$155 USD)
- Israeli Shekels (500 Shekels = 140 US)

Day 1: Wednesday, May 6

Arrive in Tel Aviv Israel

- Professor Butler's Canadian cell will be on until we are all together and through security.
- Gather your luggage at luggage carousel and proceed through customs -this will take some time to get us all through! Anyone who wants to pass through security with Prof Butler should stay with her.
- Once through security: We will be met by Eshet tour agency representative and our bus driver
- Talk N Save cell phone rep meets us at bus at the airport and sets up phones (30-45 mins). We will not leave until everyone has their talk n save phone working.
- Stop at falafel stand for lunch / box lunch (courtesy of Zelikovitz Centre)
- Check in BY14 Hotel Address: Ben Yehuda St 14, Tel Aviv-Yafo, Israel, Phone: +972 3-628-8888
- Free time
- Group Dinner and orientation

WHEN WE ARRIVE: I am guessing we will get to the hotel around 2 pm. **We are currently planning to have the orientation at 6 pm at the hotel.** From the orientation we will have a group dinner at the hotel (buffet style). Do not go to sleep! There should be enough time for you to go to the beach for a swim or a walk before our orientation meeting. Stay awake until 8 pm if you can. Get lots of sunlight, drink lots of water!

Orient yourself through the local beaches: The public beach (closest section is Jerusalem Beach where people play Matkot all day) is 2 blocks from the hotel and is safe and free. Beach chairs and umbrellas can be rented for a fee (10\$ US a day was the going rate last year). There are free bathrooms and open air showers and spots to rinse sand off your feet. There are bars and restaurants on the boardwalk with varying price points but nothing is inexpensive here. Keep an eye out for roped off sections that belong to restaurants / hotels. Otherwise the beach is public.

Going NORTH from Jerusalem beach: Bograshov beach, Frishchman beach (shallow, sandy entry), Gordon Beach (lots of restaurants/bars), Hilton/Top Sea Beach (before the Marina)

If you keep walking north past the marina: Hilton Surf Beach, Gay Beach (look for rainbow umbrellas, nudity more common), Hilton Dog beach (dog walking area), Religious Beach reserved for religious people (gender separate on gender specific days except on sabbath, clearly marked off with walls and a separate entrance from the boardwalk). Women can go on Sunday, Tuesday, and Thursday; men can go on Monday, Wednesday, and Friday. And on Shabbat, when religious people can't go to the beach, anyone goes. Tel Aviv Port (lively boardwalk and restaurants), Metztzim Beach (family beach)
Going SOUTH from Jerusalem beach: Geula Beach: locals, Banana Drum Beach: Relaxed beach, Friday communal drum sessions. South is Jaffa/Yaffo which is traditionally a more arab and more secular area. Things will be open on the sabbath in Yaffo and many things will be open in Tel Aviv (this will not be the case in Jerusalem!).

Day 2: Thursday May 7: Tel Aviv

Special: Every day as we travel please take the climate seriously: bring hat, sunscreen and water bottles. Failure to protect against dehydration, sunburn, and sunstroke will lead to an emergency room visit. Dress for evening dinner casual/dressy

Breakfast at hotel

9:00 – 10:30 Lecture at Tel Aviv University: Professor Meir Litvak: Holocaust, Israeli and Arab Responses, and the Naqba.

10:30-1:00 Diaspora Museum (short guided tour, free time to explore museum, museum shop is interesting)

1:00 – 2:00 Lunch on your own (bring own lunch from morning shopping or café in Museum)

2:15-4 pm Lecture at Tel Aviv University: Professor Arik Runitzky on Muslim Minority in Israel

Return to hotel

Evening:

7 pm: Group dinner in Yaffo at Abrage courtesy of Zelikovitz Centre (meat and vegetarian)

3850/5850 Read:

- Primary Source Sheet 1: Israel in Hebrew Bible and Talmud, New Testament, Qu'ran +Israeli National Anthem
- El Chapter 2 (geography, demography, economy)
- El Chap 8 (Jewish democracy)

5850 Read:

- Lewin, Eyal. "The Clash of Civil Religions: A Paradigm for Understanding Israeli Politics." *Jewish Political Studies Review* 25, no. 1 (Spring, 2013): 72-92

Recommended: see CULearn for required and recommended readings.

- Status Quo Letter Ben Gurion
- Key findings Religion and Politics in Israel <http://www.pewresearch.org/fact-tank/2016/03/08/key-findings-religion-politics-israel/>
- Yair Mazor. What makes the holy land holy? (1998). *Domes*, 7(2), 4 (interview with faith-based responses from Judaism, Christianity and Islam)
- Arnold Eisen, "Exile" to understand biblical/religious basis of Zionism
- Views of the Jewish State and the Diaspora <http://www.pewforum.org/2016/03/08/views-of-the-jewish-state-and-the-diaspora/>
- Schenker, Hillel . "Religion and the Conflict," *Palestine - Israel Journal of Politics, Economics, and Culture ; East Jerusalem* Vol. 20/21, Iss. 4/1, (2015): 129-144.
- El Chap 10
- US Department of State. Report on Religious Freedom: Israel, West Bank and Gaza. 2018. <https://www.state.gov/reports/2018-report-on-international-religious-freedom/israel/>

Day 3: Friday, May 8 2020 Tel Aviv

Special: Plan for things being closed on shabbat by stocking up on food, snacks and any necessities, dress for dinner on beach: casual but may be quite windy and cold when sun goes down, bring your own beverages

9:00 – 10 a.m. Seminar TBA

10:30 – 1:00 pm: Explore market in Jaffo, shop for Shabbat, lunch on your own

1:00 pm Return to hotel

1:30-3:00 pm: Afternoon seminar with Professor Butler: Religion in Israel: Status Quo Agreement, Personal Status and Civil Rights, Religious Pluralism

Free time

Evening program: **Shabbat service** on the Tel Aviv beach. Picnic Dinner arranged by Zelikovitz Centre on the beach. Group discussion before dinner: Religious diversity in Jewish Israel.

3850/5850 Read:

- El Chap 11 (Jewishness in Israel)
- El Chap 13 (Perceptions and Understandings of Israel in Islam)

5850 Read:

- Ben-Rafael, Eliezer. "The Faces of Religiosity in Israel: Cleavages Or Continuum?" *Israel Studies* 13, no. 3 (2008): 89-113.
- Katz, Elihu, Hanna Levinsohn, and Shlomit Levy. "The Many Faces of Jewishness in Israel." In *Jews in Israel: Contemporary Social and Cultural Patterns*, edited by Uzi Rebhun and Chaim I. Waxman, Hanover, Lebanon, NH: Brandeis University Press, 2004. 265-284.

Recommended:

How the Six Day War Changed Religion in Israel

<https://www.theatlantic.com/international/archive/2017/06/how-the-six-day-war-changed-religion/528981/>

DAY 4 - SATURDAY MAY 9, 2020, Tel Aviv

Special: Sabbath day of rest: no public transport, many restaurants and shops closed but more open here than in Jerusalem. Go to Jaffa, beach and tourist areas for most choices. Museums open: Tel Aviv Museum of Art. Closed: Carmel market.

breakfast at hotel

Recover from jet lag. Explore and check out the beach

lunch and dinner on your own

Evening: Course resumes

7:30 pm meet on beach for havdallah service sundown

8:30 pm – 10 pm: Lecture at hotel on religion, gender, religion, ethnicity and the military in Israel -Nava Rosen

3850/5850 Read:

- Primary Source 2: Sources for (Jewish) Sabbath worship
- Nisan, Mordechai. "The Druze in Israel: Questions of Identity, Citizenship, and Patriotism." *The Middle East Journal* 64, no. 4 (2010): 575-596.

5850 Reading:

- Cohen, Stuart A. "Tensions between Military Service and Jewish Orthodoxy in Israel: Implications Imagined and Real." *Israel Studies* 12, no. 1 (2007): 103-126.

Recommended:

- Carmit Yefet, Karin. "Synagogue and State in the Israeli Military: A Story of "Inappropriate Integration"." *Law & Ethics of Human Rights* 10, no. 1 (2016): 223-294
- Levy, Yagil. "The Military as a Split Labor Market: The Case of Women and Religious Soldiers in the Israel Defense Forces." *International Journal of Politics, Culture, and Society* 26, no. 4 (2013): 393-414.

DAY 5: SUNDAY MAY 10, 2020: Tel Aviv - Jerusalem

Breakfast at hotel
Morning seminar: TBD
Check out of hotel
Palmach Museum (immersive museum tells Zionist narrative of early state)
Neve Shalom (interfaith peace cooperative: lecture and tour)
Lunch on your own
Bus to Jerusalem
Check in Hotel Caesar Jerusalem: **Address:** Jaffa St 208, Jerusalem, Israel
Phone: +972 2-500-5656

Dinner on your own: *For those interested, we will walk together (10 mins) to Machane Yehuda (market during the day, restaurants at night) so you can find place to eat (choices are inexpensive to high end)*

3850/5850 Read:

- John Tosh, *The Pursuit of History*, (Pearson Education, third edition, 2002) chapter 1 "Historical Awareness" 1-25
- El Chap 3 (Zionism)
- El Chap 12 (Contemporary Christianity)

5850 Reading:

- Rioli, Maria Chiara. "A Christian Look at the Israeli-Palestinian Conflict. Bruno Hussar and the Foundation of "Neve Shalom/Wahat Al-Salam"." *Quest. Issues in Contemporary Jewish History* no. 5 (2013).

Recommended:

- Armbruster, Deanna. "Neve Shalom/Wahat Al-Salam: The "Oasis of Peace"." *Judaism: A Quarterly Journal of Jewish Life and Thought* 53, no. 1-2 (2004): 84.
- El Chap. 4 (Zionist Settlement), El Chap 5 (Israeli Palestinian Conflict), El Chap 6 (Peace Process)

Day 6: Monday, May 11, 2020: Jerusalem

Special: Modest dress, no non-Muslim prayer books or religious items on person

Breakfast at hotel
7:30 am Temple Mount (Har HaBayit) / Al Haram Ash Sharif (The Noble Sanctuary): we will be lining up until Temple Mount opens at 8:30. Note that this will be canceled if the Temple Mount is closed to non-Muslims at the time.
Jewish Quarter Jerusalem
Kotel Tunnels
Burnt House
Mount of Olives and Garden of Gethsemane

FYI: Bring water, sunscreen and a hat as there's little shade and the slow security checks mean it can take over an hour to pass through. You may NOT bring any non-Muslim prayer book. Women should wear a knee length dress or trousers (trousers are preferable as some cotton skirts can be considered as see through and therefore inappropriate) and upper arms and chest must be covered by a top or a scarf. Men are required to wear long pants below the knee or cover up with a shawl. Bring your passport and ensure that you are not carrying anything that could be considered as a weapon. Security is tight at Temple Mount with airport style checks at the entrance. It is not permissible to bring sacred Jewish objects or Jewish prayer books to the Temple. Jews (and Christians) are forbidden from praying, singing or making public religious displays on the Temple Mount. Non-Muslims are not permitted to enter the Dome of the Rock or Al Aqsa mosque.

3850/5850 Read:

- Primary Source 3: Jerusalem in Biblical and Rabbinic sources, Qu'ran and New Testament
- Read El Chap. 13

5850 Readings:

Smith, Julie Ann. "'My Lord's Native Land': Mapping the Christian Holy Land." *Church History* 76, no. 1 (2007): 1.
Livne-Kafri, Ofer. "Jerusalem in Early Islam: The Eschatological Aspect." *Arabica* 53, no. 3 (2006): 382-403.

Recommended:

- Historical overview of Jerusalem as a city. Explore this interactive site which provides a brief overview of Jerusalem by period: <http://www.bu.edu/mzank/Jerusalem/>
- Temple Mount: <http://www.smithsonianmag.com/history/what-is-beneath-the-temple-mount-920764/>
- Mea Shearim: http://www.myjewishlearning.com/history/Jewish_World_Today/Denominations/Orthodox/haredim.shtml
- Virtual tour of Temple Mount: <http://archive.aramcoworld.com/issue/200901/al-haram/tour.htm>
- "The Dome of the Rock Origin of its Octagonal Plan" notice that Temple Mount is not referenced in description of location
- Barkay, Gabriel and Zachi Dvira. "Relics in Rubble: The Temple Mount Sifting Project." *Biblical Archaeology Review* 42, no. 6 (2016): 44.

Day 7: Tuesday, May 12, 2020: Jerusalem:

Special: Archeological Dig: Closed shoes (no sandals), Cave = slippery floor, Dress for dinner casual/dressy

Breakfast at the hotel

Archeological Dig for a Day at Tel Maresha

Lunch on your own

Beit Guvrin: Church of Saint Anne etc.

Avshalom Cave (natural stalagmite cave)

Evening program:

Bus to Joy Restaurant (Mamilla mall at entrance to Old City) courtesy of the Zelikovitz Centre for Jewish Studies

3850/5850 Read:

- Hallote, Rachel S. and Alexander H. Joffe. "The Politics of Israeli Archaeology: Between Nationalism and Science in the Age of the Second Republic." *Israel Studies* 7, no. 3 (2002): 84-116.

5850 Readings: TBD

Recommended:

- The politics of Archeology <https://www.myjewishlearning.com/article/the-politics-of-archeology-in-israel/>
- Stern, Ian. A World Below: The Caves of Maresha. *The Biblical archaeology review*. (39)5. 2013. p.
- For overview of the site especially see section on biblical period and Hasmonean <http://www.biblewalks.com/Sites/Maresha.html>
- Berlin, Andrea. "Jewish Life before the Revolt: The Archaeological Evidence." *Journal for the Study of Judaism* 36, no. 4 (2005): 417-470.

Day 8: Wednesday, May 13, 2020: Jerusalem

Special: Modest dress, water shoes & shorts for tunnel (water up to knee or thigh depending on water levels), hiking/rugged shoes for archeological site

8:00 am Holy Sepulcher

Via Dolorosa

Garden of Gethsemane

Bethesda Pool

City of David (water tunnel and archeological site)

Temple Sifting Project (Emek Tzurim)

Dinner on your own

Evening Lecture

3850/5850 Read:

- Can an Archeological Dig Save Jerusalem?
<https://www.nytimes.com/interactive/2019/03/30/opinion/sunday/jerusalem-city-of-david-israel-dig.html?smid=nytcore-ios-share>

5850 Read:

- Beck, Mordechai. "Controversial dig: the politics of Israeli archaeology." *The Christian Century*, May 30, 2012, 28+.

Recommended:

- From Jesus to Christ: The First Christians. <http://www.pbs.org/wgbh/pages/frontline/shows/religion/first/> linked from this page are 9 scholarly articles/interviews/subjects of current scholarly investigation on various topics relevant to understanding the early Christian movement
- von Wahlde, Urban C. "The Puzzling Pool of Bethesda: Where Jesus Cured the Crippled Man." *Biblical Archaeology Review* 37, no. 5 (2011): 40.

Research document http://archaeology.tau.ac.il/?page_id=4713

Links to various articles biblical archeology: <https://www.biblicalarchaeology.org/scholars-study/tunnel/>

Seligman, Jon. "The Archaeology of Jerusalem — between Post-Modernism and Delegitimization." *Public Archaeology* 12, no. 3 (2013): 181-199.

Day 9: Thursday, May 14, 2020: Jerusalem

Special:

Breakfast at Hotel

Knesset and Supreme Court

Yad Vashem Holocaust museum

Israel Museum (archeology to modern)

Lunch on your own

Dinner on your own

3850/5850 Read:

- Guy Ben-Porat (2013) Are We There Yet? Religion, Secularization and Liberal Democracy in Israel, *Mediterranean Politics*, 18:2, 242-258, DOI: 10.1080/13629395.2013.799343 (15 pages)
- Levi, Primo. "Survival in Auschwitz." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 19-27. New York, Oxford: Oxford University Press, 2001. (9 pages)

5850 Read:

- Dalia Ofer. "The Past That Does Not Pass: Israelis and Holocaust Memory." *Israel Studies* 14, no. 1 (2009): 1-35. <http://muse.jhu.edu/> (accessed March 16, 2014) (30 pages)

Recommended:

- Achcar, Gilbert. "Assessing Holocaust Denial in Western and Arab Contexts." *Journal of Palestine Studies* 41, no. 1 (2011): 82-95. (notice the ways in which the Catastrophe is contrasted with the Holocaust)
- Scolnicov, Anat. 2006. "Religious Law, Religious Courts and Human Rights within Israeli Constitutional Structure." *International Journal of Constitutional Law* 4 (4): 732-740. doi:10.1093/icon/mol037. http://resolver.scholarsportal.info/resolve/14742640/v04i0004/732_rlrcahrwics.
- Kimmy Caplan. "The Holocaust in Contemporary Israeli Haredi Popular Religion." *Modern Judaism* 22, no. 2 (2002): 142-168. <http://muse.jhu.edu/> (accessed March 16, 2014). <http://muse.jhu.edu/journals/mj/summary/v022/22.2caplan.html>

Day 10: Friday May 15, 2020: Jerusalem

Special: Plan for shabbat in Jerusalem where most things will be closed, modest dress, dress for dinner in someone's home

Morning Lecture at Hotel: WOW

TBD

Lunch on your own

TBD

Evening Program: Shabbat Dinner of a Lifetime (traditional Orthodox shabbat),

3850/5850 Read:

- Baumel Joseph, Norma. "Shema B'kolah: On Listening to Women's Voices in Prayer." In *Women of the Wall: Claiming Sacred Ground at Judaism's Holy Site*, edited by Phyllis Chester and Rivka Haut, 288-309. Woodstock, VT: Jewish Lights Publishing, 2003.

5850 Read:

- Shitrit, Lihi Ben. "Women, Freedom, and Agency in Religious Political Movements: Reflections from Women Activists in Shas and the Islamic Movement in Israel." *JMEWS: Journal of Middle East Women's Studies* 9, no. 3 (2013): 81-107.

Day 11: Saturday May 16, 2020: Jerusalem

Special: Shabbat in Jerusalem: The Old City is open as usual and it is interesting to experience the western wall on Friday evenings. Some museums and sites are open (including the Israel Museum and the Museum for Islamic art, Botanical Gardens, Park of Olives, all Muslim and Christian religious sites), others such as Yad Vashem are closed. Most restaurants and shops in Jewish areas are closed, some are open in the old city and East Jerusalem. Shops and restaurants start to open again 9 pm on Saturday evening.

Breakfast at hotel

Lunch on your own

Dinner on your own

Rest, explore (Professor Butler will be in Tel Aviv today)

No evening program: Free time to explore

Day 12: Sunday, May 17, 2020: Traveling south to the Negev, then back north to sleep in Masada

Special: camel ride: change of clothes, (covered legs recommended) and shoes that won't fall off

Breakfast at hotel

Morning Lecture

Check out hotel

Lakiya Bedouin Centre

Ben Gurion University: Lecture Professor Dani Kranz

Ben Gurion University: Lecture Professor

Lunch on your own

Kfar Hanokdim camel ride, Bedouin hospitality and halfa dinner

Transfer to Masada hotel

3850/5850 Read:

- Kalagy, Tehila. "Three Approaches to the Connection between Modernisation and Traditionalism: A Case Study of the Acquisition of Academic Education among Ultra-Orthodox and Bedouin Women." *Culture and Religion* 17, no. 3 (2016): 312-331.

5850 Read:

- Suheir Abu Oksa Daoud. "Women and Islamism in Israel." *Frontiers: A Journal of Women Studies* 37, no. 3 (2016): 21-46.

Recommended:

- Popper-Giveon, Ariela, Atef Abu-Rabia, and Jonathan Ventura. "From White Stone to Blue Bead: Materialized Beliefs and Sacred Beads among the Bedouin in Israel." *Material Religion* 10, no. 2 (2014): 132-153.
- Rabho, Laila Abed. "Problems No Longer Solved over a Cup of Coffee: Arab Women Take Complaints to the West Jerusalem Muslim Court." *Journal of Women of the Middle East and the Islamic World* 10 (2012), 113-126.

Day 13: Monday May 18, 2020: Masada and Dead Sea

Special: Masada: extra water, rugged shoes hiking/archeological site

Dead sea swim: do not shave day before or today: bathing suit, towel, water shoes, extra drinking water

Breakfast at hotel

Morning climb for those who register will receive box breakfast. Climbers may return back to hostel on their own and meet with us at departure time.

Professor Butler will lead non-climbing group take cable car up and tour top of Masada.

Departure

Swim and lunch at Kalia Beach (Dead Sea)

Dinner at hotel

3850/5850 Read:

- The credibility of Josephus <http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/masada.html>

5850 Read:

- Yael Zerubavel, "The Fall of Masada" *Recovered Roots: Collective Memory and the Making of Israeli National Identity*. 60-75

Recommended:

- Dead Sea Scrolls at Q'mran: <https://www.biblicalarchaeology.org/category/daily/biblical-artifacts/dead-sea-scrolls/>

Day 14: Tuesday, May 19, 2020: Nazareth and Galilee

Special: modest dress

Breakfast at hotel

Nazareth tour and Church

Lunch on own

TBD

Check in hotel

3850/5850 Read:

- Shmueli, Deborah F., Noga Collins-Kreiner, and Michal Ben Gal. "Conflict Over Sacred Space: The Case of Nazareth." *Cities* 41, (2014): 132-140

5850 Read: TBD

Recommended:

- Shar Ha Golan: A Neolithic Village <https://mfa.gov.il/mfa/israelexperience/history/pages/shaar%20hagolan%20-%20a%20neolithic%20village.aspx>
- The Kibbutz movement <https://www.myjewishlearning.com/article/the-kibbutz-movement/>

Day 15: Wednesday, May 20, 2020: Galilee

Special: modest dress; Yardenit please see website if you are personally interested in any of the religious services at the site as nothing can be done at the last minute without making arrangements in advance.

<https://www.yardenit.com/visit/services-facilities/>

Breakfast at hotel Kibbutz Shar Ha Golan
Capernaum
Mount of Beatitudes
Yardenit (Jordan River Baptism site)
Dinner at hotel

3850/5850 Read:

- Collins-Kreiner, N., and N. Kliot. 2000. Pilgrimage tourism in the holy land: The behavioural characteristics of Christian pilgrims. *Geojournal* 50 (1): 55-67.

5850 Read:

- Peppard, Christiana Z. "Troubling Waters: The Jordan River between Religious Imagination and Environmental Degradation." *Journal of Environmental Studies and Sciences* 3, no. 2 (2013): 109-119.

Recommended:

- Capernaum: <https://www.biblicalarchaeology.org/daily/biblical-sites-places/biblical-archaeology-sites/the-house-of-peter-the-home-of-jesus-in-capernaum/>
- Glicksberg, Shlomo E. "Ecology in Jewish Law: Between the Universal and the Particularistic: The Trend of Delimiting "Environmental Laws" to the Land of Israel." *Hebrew Union College Annual* 82-83, (2012): 249-268.
- Tirosh-Samuelson, H. (2001). Nature in the sources of judaism. *Daedalus*, 130(4), 99-124.
- Kaell, Hillary. "'A Bible People": Post-Conciliar U.S. Catholics, Scripture, and Holy Land Pilgrimage." *U.S. Catholic Historian*, vol. 31 no. 4, 2013, p. 85-106.

Day 16: Thursday, May 21, 2020: Safed, Akko

Special: Modest dress in Safed and possibly Akko, shoes for wet slippery ground at Rosh Hanikra; dinner is casual/dressy

Breakfast at hotel
Safed
Lunch on your own & time to wander
Akko: Crusader Fort, Market, time to wander
Rosh Hanikra

Farewell dinner El Marsa courtesy of Zelikovitz Centre for Jewish Studies

3850/5850 Read:

- Killebrew, Ann E., Dana DePietro, Reema Pangarkar, Shelley-Anne Peleg, Sandra Scham, and Evan Taylor. "Archaeology, Shared Heritage, and Community at Akko, Israel." *Journal of Eastern Mediterranean Archaeology & Heritage Studies* 5, no. 3-4 (2017): 365-392.

5850 Read:

- Baram, Uzi. "The Development of Historical Archaeology in Israel: An Overview and Prospects." *Historical Archaeology* 36, no. 4 (2002): 12-29.

Recommended:

- Safed: Isaac Luria & Kabbalah in Safed
http://www.myjewishlearning.com/beliefs/Theology/Kabbalah_and_Mysticism/Kabbalah_and_Hasidism/In_Safed.shtml

Day 17: Friday May 22, 2020: Haifa and return to Tel Aviv for end of course

Special: modest dress at Bahai Temple and Gardens; Rugged shoes for archeological site Caesarea

Breakfast at hotel

Check out

Bahai Temple, Gardens, Film and lecture

Lunch on your own

Caesarea

Transfer to Tel Aviv: Drop off at Central Bus Station (if requested in advance) and By14 Hotel

Recommended:

- <https://www.biblicalarchaeology.org/daily/biblical-sites-places/biblical-archaeology-sites/new-discoveries-unveiled-at-caesarea-maritima/>
- Explore web site to learn about Bahai: <http://info.bahai.org/article-1-6-0-5.html>
- Yosef Poraf. "Vegas on the Med: A Tour of Caesarea's Entertainment District" in *Israel: An Archeological Journey*. Edited by Sarah Yeoman. Biblical Archeological Society. 2009. 15-25
- Collins-Kreiner, Noga, Deborah F. Shmueli, and Michal Ben Gal. "Spatial Transgression of New Religious Sites in Israel." *Applied Geography* 40, (2013): 103-114.

Day 18-21: Saturday May 23-Tuesday May 26: Free time, no hotels or services provided.

Special: Students MUST advise if leaving the country (including flight info) AND must leave contact information for their arrangements if staying in country (hotel name). This extension period is included to allow us lower costs for return flights and is an opportunity for you to travel and continue your studies / research before returning home. Our travel agent can assist you in booking our Tel Aviv Hotel BY14 but there are many more affordable options (hostels, Airbnb etc) as well. Students tend to get to know each other as we prepare for the course and many figure out what they will do once they speak to other students while traveling: travel to Petra, Greece etc., stay in Jerusalem or see parts of the country you haven't seen yet. Note that this is high tourist season and the later you book the fewer choices you have. Professor Butler will be staying in Tel Aviv at By14 if help is needed. Talk n Save group cell phone contract is good until we leave the country as a group. You may extend that contract if you are staying longer. It will not work in other countries.

Day 22: Return to Ottawa on Group flight or make your own arrangements home.

Transfer to Tel Aviv Airport: Included from BY14 Hotel in Tel Aviv (free) or make your own way to airport (public transport or Sherut/taxi/Uber/Lyft) to meet group to move through customs as a group 3 hours prior to departure. This is a long process!

Meeting time By14 Tel Aviv Transfer to Ben Gurion airport: TBD

Meeting time Ben Gurion Airport pre-flight customs: TBD

Group flight from Tel Aviv airport

Tel Aviv to Toronto on Air Canada 81: Tuesday May 26, 2020 at 1145 (11:45 AM). Arrive Toronto 1630 (4:30 PM)

Toronto to Ottawa on Air Canada 464: Tuesday May 26, 2020 1910 (7:10PM). Arriving 2012 (8:12PM)

Pre-flight: Airport has restaurants and duty-free shopping and usually at least one museum exhibit.

VAT refund: Terminal 3: In order to qualify for a 17% VAT refund: Your purchase must have been made at a store that participates in this refund (it is easy to check this, there will be a "tax refund for tourists" sticker on the door or window of the shop). Your purchase must have cost more than 400 shekels (including the VAT tax). You must be taking the items out of the country and they must be for personal use Items may not be food, drinks or tobacco (these do not qualify for a VAT refund). Simply having the receipt of an item will not guarantee a refund. When you make a purchase, ask the store owner for a special tax-refund invoice. It must contain the printed name of the store. You will need to have the invoice, the receipt and the item with you when applying for the refund. Keep items in your carry on bag in case they want to see it. Go to VAT refund counter at Ben Gurion airport before flying and you will be reimbursed in cash or on your credit card.

Return Talk N Save cell phone at airport post office or drop box (keep sim cards if you chose that option).

Note rules about duty free and liquids while flying: If you buy at Tel Aviv Airport and connect to a new flight on the way home you must be able to place those liquid items in your bags when you check baggage for next flight or you will be forced to discard them.

Additional Recommended Texts:

Meyers, Eric M. *Alexander to Constantine archaeology of the land of the Bible*. New Haven: Yale University Press. 2014.

Silberman, Neil Asher. *Digging for God and country: exploration, archeology, and the secret struggle for the Holy Land, 1799-1917*. New York: Doubleday. 1990.

Chilton, Bruce. *The Cambridge companion to the Bible*. Cambridge: Cambridge University Press. 2012.



University Regulations for All College of the 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.

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found [here](#).

Academic Accommodation Policy

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-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. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

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. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System](#)

Course Sharing Websites and Copyright

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).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Deferred Term Work

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.

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. More information is available [in the calendar](#).

Deferred Final Exams

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. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online 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 [forms and fees page](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to the [Registrar's Office](#).

Withdrawal From Courses

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](#).

Financial vs. Academic Withdrawal

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. [More information](#)

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI and SAST Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)