

RELI 3850: Religion & Culture in Place: Jerusalem Connections
RELI 5850: Religion and Public Life in Place: Jerusalem Connections

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Carleton University: College of the Humanities: Religion Program

Dates: May 9-31 2022

Please note that this is a draft course outline based on the itinerary for a course that includes travel to Israel in May 2022. 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 invites students to explore the rich history of Jerusalem and its environs and connect that history to the diverse contemporary religious and cultural communities in these places. We will travel throughout Israel with excursions into East Jerusalem and the West Bank.

Our traveling classroom will investigate a variety of examples of Religion and Public Life from ancient to modern, from traditional to secular. We will take seriously what it means to think about religion and culture in a particular place. How is Jerusalem, and particular sites in its environs, understood by different groups? How are diaspora identities connected to Jerusalem and its environs? How are they imagined, remembered and experienced in these places?

The course highlights the extraordinary cultural and religious diversity of this place with students encountering Bedouins in the Negev, Christian pilgrims at the Jordan river, Druze in Isfiya, Ethiopian Jews in Northern Israel, visiting the Baha'i Temple in Haifa, staying at a kibbutz in the Galilee, and by meeting and interacting with local students. Our travels will include exploring biblical Israel by participating in archeological day digs at Tel Maresha and at the Temple Mount; tracing the origins of Christianity out of Judaism in the Galilee and in Jerusalem, Bethlehem and the Galilee; historical and contemporary Islam at the Temple Mount, in Jaffa, and Nazareth; Second Temple Judaism at Qumran and Masada; the history of the Crusades at the ruins of a Crusader fortress in Acre and Herzliya; Jewish mysticism in 17th century Safed, and the significance of the Holocaust at Yad Vashem. Students will explore modern Israel through civil legal questions about religious status and identity at the Knesset and the Supreme Court; learn from activists fighting for gendered religious equality at the Western Wall; hear from LGBTQ, environmental, interfaith, and peace activists in Israeli and Palestinian contexts. This course involves experiential learning.

Description 5850:

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contemporary Islam at the Temple Mount, in Jaffa, and Nazareth; Second Temple Judaism at Qumran and Masada; the history of the Crusades at the ruins of a Crusader fortress in Acre and Herzliya; Jewish mysticism in 17th century Safed, and the significance of the Holocaust at Yad Vashem. Students will explore modern Israel through civil legal questions about religious status and identity at the Knesset and the Supreme Court; learn from activists fighting for gendered religious equality at the Western Wall; hear from LGBTQ, environmental, interfaith, and peace activists in Israeli and Palestinian contexts. 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.

Course Schedule and Readings: Please see the itinerary on the course travel web site www.carleton.ca/studyisrael for the course schedule while traveling and to see topics and the sites we are visiting. This course outline with required readings will be completed with readings mid Winter semester 2022.

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.

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 (Jan or Feb 2022 TBD).
- **Archeology Public Lecture:** TBD Winter 2022
- **Israel Film / Culture Public Lecture:** TBD Winter 2022
- **Pre-Travel Meeting:** Final travel discussions, last chance to sign up for presentations (late April 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. Demonstrating that you have read required readings by referencing these in discussion.
 - **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 Brightspace 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 Brightspace.

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. 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).
 - 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 Brightspace 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. Religion and Public Life in Israel (i.e. Pluralism, the Military, Constitutional issues etc.)
2. Jerusalem
3. Gender or LGBTQ issues and their religious dimensions among Israelis and/or Palestinians
- The religious significance of the land of Israel in two religious traditions
4. Food and Religion in Israel
5. Religious Dimensions of Palestinian Identity

6. Religion and the Environment in the “Holy Land”
7. Politics of Archeology
8. The Holocaust in Israeli Life and Thought
9. Zionism
10. Religion and the Arts (Literature, Visual Art, Film, any religion, etc) in Israel

2. 35% Public Scholar (blogs, podcasts during and after travel) **Minimum 4 blogs or podcasts in any combination. See below for topics**

- **Blog:** You should complete 2-4 blogs while traveling and may hand in up to 2 after travel without penalty. 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, Archaeology 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 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 and podcasts:

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.

- Archeology & Religion
- Food and Religion
- Environmental Issues & Religion
- Gender and Sexuality & Religion
- The Holocaust and Israeli Identity
- Christianity & The Holy Land
- Religious Minorities
- Religion and the military
- Secularism in the “Holy Land”
- Religion and the Land (environmental)
- Religion and Civil Religion / Public Life
- Religion and Peace
- Religion and Zionism
- 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.

3. **Bonus Marks:** You may complete extra blogs, journal entries, event or film reviews, for bonus marks. Max 10% 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 footnotes and 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. See Brightspace for resources on citations and ask for help if needed.
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.**