

## RS 203: Hinduism, Winter 2017

### Professor Doris Jakobsh (Dr. J)

**Time:** 1:00-2:20, M, W

**Room:** PAS 1241

**First day of class:** Jan. 4

**Last day of class:** April 3

**Study Week:** Feb. 20-24

**Office:** PAS 1054A

**Office Hours:** By appointment only

**Contact Professor:** [djacobsh@uwaterloo.ca](mailto:djakobsh@uwaterloo.ca) (PLEASE IDENTIFY COURSE IN SUBJECT LINE)

#### **Course Description:**

This introductory course will explore the social and religious forces that helped shape Hindu religious beliefs and ritual practices. Beginning with the early formation of the Hindu tradition through to the present time, the course will examine the historical, religious development of Hindu identity, practices and rituals. The course will also cover gender issues within Hinduism, as well as addressing Hindus and Hinduism beyond the Indian subcontinent.

This course is highly interactive; the instructor will be giving lectures and films will be viewed, but students will also be expected to engage in course materials not covered in the lecture. Students MUST have read the course materials before the second day of class (Wednesdays). If you are unable to do your readings and participate in class discussions, perhaps this is not the course for you.

Course materials will include a course text, films and additional readings on Learn. Lectures will include a power point presentation; these will **not** be available on Learn.

#### **Required Text:**

Cybelle Shattuck, *Hinduism*, Upper Saddle River, NJ: Prentice Hall Inc., 1999, henceforth, **H**.

Additional Readings: Learn, Course Materials, Content, henceforth, **AR**, or, **AR** links

#### **Course Requirements:**

- Reading/film Assignments, see course calendar: 6 assignments X 8 marks = 48
- In-class, group presentations, see course calendar: 20
- Group evaluation: **2**
- Participation: **10**
- Final Test (last day of class): **20**

#### **Important Information about assignments:**

- Written assignments are to be placed in the drop boxes on LEARN (with the exception of the in-class tasks, varied components of your group assignment and the test). PLEASE, make certain

your assignment is done and submitted before the box closes. No assignments will be accepted after the drop box closes. Students should ensure they have sufficient time as clocks vary in time and the drop box cut off time may not correspond to your clock. Further, students should be aware that all submissions to any drop box are time-stamped. Thus, depositing it in the incorrect drop box by 'mistake' will not help if the time-stamp is after the time due.

- There are no 'extra assignments' that may be done as a substitute for a poor performance on an assignment.
- Students who require an extension must speak to the instructor before an assignment is due and provide a solid rationale for the extension. The instructor reserves the right to grant or not grant the extension. Should a student miss an assignment, a medical note or verifiable information must be provided.

### **Course Requirements: Overview:**

#### **1) Team presentation**

##### **2-3 STUDENTS/TEAM: DEPENDING ON CLASS SIZE**

- students will choose a specific week for a team presentation that will generally take place during the second day (Wednesdays) of classes, starting week 4;
- presentations will be about 30 minutes in length; TIME YOURSELVES. Presentation will be docked for being too short or too long.
- presentations will be based on topics chosen by the professor to augment the lectures and course materials.
- Students will be marked on content, how closely they adhere to the week's presentation topic, their sources, their oral presentation skills, how much they interact with the rest of the students in class – this includes group directed class participation.
- Students must use a power point presentation.
- Students will be expected to meet outside of class to work on the presentation; each team will be expected to do substantial research to prepare for the presentation; most presentations topics are not covered extensively in your course materials, or, not covered at all.
- Use scholarly resources - the sources utilized must be presented to the professor before the presentation – DO NOT RELY EXCLUSIVELY ON THE WEB RESOURCES, other than to access scholarly journals. See 'How to evaluate a web page' at the end of the syllabus.
- See Appendix One and Two outlining and identifying various types of articles.
- A 1-2 page synopsis of the presentation along with a list of sources utilized for the presentation must be handed in to the professor the day of your presentation. Also send it via email so the professor can upload it, along with your ppt, onto the course website. This is also a component of your mark.
- Each group member will be responsible for writing an evaluation of each member's contribution to the group process, to ensure that everyone contributes an equal share of the workload. The professor will hand out a rubric to be filled out for each group member. These evaluations must be handed in to Dr. Jakobsh by the

following class. If you do not hand in an evaluation by the next class, you will personally lose marks.

- **Send in the ppt to Professor Jakobsh by email at the very latest, by 11:00 am, the day of the presentation.**
  - ONE VERY IMPORTANT COMPONENT OF THIS ASSIGNMENT IS SIMPLY LEARNING HOW TO WORK IN A GROUP, HOW TO COMMUNICATE EFFECTIVELY WITHIN THE GROUP SETTING. THIS MEANS TAKING INTO ACCOUNT MEMBER DIFFERENCES AND SIMILARITIES IN GOAL SETTING, TIME MANAGEMENT, WAYS OF COMMUNICATING AND CHARACTER. AFTER EVERY PRESENTATION, A RUBRIC WILL BE HANDED OUT TO YOU TO UTILIZED IN EVALUATING YOUR PEERS.
- NOTE: IT IS IMPORTANT THAT YOU NOT MAKE YOUR PRESENTATION TOO BROAD: I.E., STICK TO THE TOPIC GIVEN, PACE YOURSELF IN TERMS OF TIME

**2) Film/readings/reflection assignments – to start week two and ending week nine, 3-4 page double-spaced, 12 point font**

- These assignments are a way for students to engage meaningfully in both the readings and the films viewed in class; in some cases, you will need to do additional research if you are having difficulties with the actual readings assigned for a particular week.
- Most assignments ask you to comment on particular readings, though they vary. You will need to do more than have an emotional response to a reading. I am not interested in whether or not you agree or disagree with the author's perspective. Read the assignment carefully. They will differ from week to week. For example, I may be asking for you to choose a number of main points – or – compare and contrast.
- Anytime you cite a source, use the **Chicago Citation Style** (see Appendix Three). For the film watched in class, you simply need to cite its name when referring to it. **Make sure you make note of the film's name when you are watching it in class.**
- See Appendix One and Two at the end of the syllabus to get some helpful advice about evaluating scholarly articles, popular articles and web sites.
- Each assignment is due in the correct Dropbox (Learn, Assessments, Dropbox) ONE week after the course material is covered, in other words, the following Wednesday at midnight. **The system is set up to monitor when you post your reflection and will reject late postings, even if just a couple of minutes after 11:59 pm. You will then get a '0' for the assignment grade.**

**If you have technical difficulties accessing or using Learn, please connect with UW-Learn help at <https://uwaterloo.ca/learn-help/>**

**3) Participation**

- Participation marks in this class do not mean simply 'being in class. Instead, the professor will at times ensure that you are actually doing the readings, and,

contributing to in-class discussions. On any particular class date, the professor may ask you to answer 1 or 2 questions from the readings, or, from the film watched the prior week. Or, we may have a class discussion based on a reading brought to class by the professor. Alternately, in a particular class, the professor may simply be noting student attendance in class.

#### 4) Final Test

- The test will consist of short answers, paragraph answers and potentially, one of two short essay questions.
- Test content will cover the entire semester and will include lectures, readings, films, and presentation content.

#### Marking Guidelines:

The extent to which students have been successful in doing the above in their answers provides some insight into the marking of answers. While each answer is unique in some form or another, the following usually holds:

C (65-69)—Your answer is very general. The generality is likely to be both in the information provided and the explanation given.

B (70-79)—Your answer is solid. You've provided a fair amount of information and detail and have explained it well. In doing so you have shown that you understand the material. In the case of an upper level 'B', you have begun to move beyond to analysis, weighing of evidence, and so on.

A—(80-100) Not only has the student done a thorough job, she/he has demonstrated a grasp of the material that is beyond simple comprehension. They have demonstrated insight, thoughtfulness, analysis and so on. To reach this level requires the student to have integrated the course material, made it his/her 'own'. While this level is difficult, regular attendance at lectures, reading, and thinking about the material, asking questions of it, testing it and so on, are practices that lead to the production of great answers and solid intellectual development.

If your mark is below a 'C', chances are there are mistakes in your information, your explanations are confused, and you've demonstrated that you don't really understand the material. The best way to avoid such marks is to ask the instructor as soon as you are unclear about something. Instructors appreciate it if you can ask questions in class—chances are someone else could use a clarification too—but if you are uncomfortable doing so, please e-mail and set up an appointment. Attending lectures and keeping up with your reading is also essential.

I do not generally give detailed comments on written assignments and tests. If, having reviewed this information, the questions and course material, you have questions about your mark or how to improve it, make an appointment with the instructor.

## DETAILED WEEKLY OVERVIEW:

### WEEK 1: Jan 4

- READINGS:
  - H, 12-17
  - C. Chatterjee, "Values in the Indian Ethos, an overview," **AR**
  - Why Study Religion, **AR**, link
  - **Take the Academic Integrity tutorial BEFORE week 2,**  
<https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial> (see Learn, RS 203, Content, Table of Contents)
- IN CLASS:
  - Introductions, Course expectations

### WEEK 2, Jan 9/11

- READINGS:
  - Lipner, J., "The Rise of Hinduism, or, How to Invent a World Religion with only Moderate Success," **AR**
  - Humes, C.A., "Hindutva, Mythistory, and Pseudoarchaeology," **AR**
  - **Assignment 1: Dropbox 1: Identify 3 points of interest in the Lipner and Humes articles. Explain why you chose them and how they might inform your understanding of Hindu history and Hinduism, due Jan. 18, midnight.**

#### Jan. 9:

- Begin establishing presentation groups
- **Lecture:** Introduction and Hindu scriptures:

#### Jan. 11:

- Finish presentation groups
- Film

### WEEK 3, Jan. 16/18

- READINGS:
  - H, 18-34
  - "Hindu Scriptures," from, *What is Hinduism*, **AR**
  - **Assignment 2: Dropbox 2: Read the article Hindu Scriptures, (AR) from the site, Hinduism Today. What is the tone of the article? What aspects of the article indicate that this is not a scholarly article? Does it present a particular perspective or bias? Give at least 5 examples to make your point. Also refer to the lecture and film material from last week and this week to compare the contrast your findings in the article. Due Jan. 25, midnight.**

#### Jan 16

- **Lecture:** CONTINUATION, FROM LAST WEEK

#### Jan 18

- Film

- **If time permits, we will have a class discussion on assignment 2. Come to class having read the readings.**

#### WEEK 4, Jan. 23/25

- READINGS
  - H, 27-34
  - Dutta, M., "Bhakti Movement: A Socio-Religious Struggle of the Marginalized Society," **AR**.

#### Jan 23

- **Lecture:** Classical, Medieval, Bhakti Period

#### Jan. 25

- **Presentation 1: Mirabai: Loving Krishna – Myth and Poetry.** Put Mirabai into historical perspective and explain how she is still relevant today.
- Film and discussion

#### WEEK 5, Jan. 30/Feb. 1

- READINGS:
  - H, 27-34
  - White, D.G., "Yoga, Brief History of an Idea," **AR**
  - **Assignment 3, Dropbox 3: One of the central beliefs in Hinduism revolves around the notion of the 4 stages of life. Reflect on this in terms of your own life, your 'duties' and 'responsibilities' and perhaps for your friends and loved ones too. Do these 4 stages translate into today's modern, western, highly individualistic society? Why or why not? Due Feb. 8, midnight.**

#### Jan. 30

- **Lecture:** Central Beliefs in Hinduism

#### Feb. 1

- **Presentation 2: Patanjali's yoga: the 8-fold path – implications for daily Hindu life**

#### WEEK 6, Feb. 6/8

- READINGS:
  - "The Caste System and the Stages of Life in Hinduism", **AR**, links
  - Rao, U., "Caste and the desire for belonging," **AR**
  - Vaid, D., "Caste in Contemporary India," **AR**
  - Library of Congress, "Caste and Class, **AR**, links
  - **Assignment 4, Dropbox 4: Compare the film we watched in class and the video "The British Class System," (AR, links). Explore the caste system in India as portrayed through the film and the class system in the UK. How are they similar?**

**How do they differ? You will need to show that you have read this week's readings as well. Due Feb. 15, midnight.**

**Feb. 6**

- **Lecture:** The Hindu Social System

**Feb. 8**

- Film and discussion

**WEEK 7, Feb. 13/15**

- **READINGS:**
  - H – 71-84
  - Urban, H.B., "Avatar for our Age: Sathya Sai Baba and the Cultural Contradictions of Late Capitalism," **AR**
  - Agoramoorthy, A., Spiritual Seekers and Gurus in Contemporary Hindu Society, **AR.**
  - Rao, U., How to prove divinities. experiencing and defending divine agency in a modern Indian space, **AR**
  - **Assignment 5, Dropbox 5: Highlight three main points in Hugh Urban's article on Sathya Sai Baba, Ursula Rao's article on 'Proving Divinities' and A. Agoramoorthy's 'Spiritual Seekers'. Why are these important? YOU WILL HAVE ONE WEEK EXTENSION BECAUSE OF READING WEEK. Due Mar. 1, midnight.**

**Feb 13**

- **Lecture:** Domestic Hinduism and 'other' religious practices

**Feb 15**

- **Presentation 3: Hindu Marriage rituals: Ritual and Meaning**
- Film

**FEB 20-24 STUDY WEEK**

**WEEK 8, Feb. 27/Mar. 1**

- **READINGS:**
  - H – 64-71, 84-88
  - Eck, D., "The Imagined Landscape: Patterns in the construction of Hindu sacred geography," **AR**

**Feb. 27**

- **Lecture:** The temple, festivals, and pilgrimages

**Mar. 1**

- **Presentation 4: Navratri Festival: Where, What, Why, How**
- Film

**WEEK 9, Mar. 6/8**

- **READINGS:**

- H - 89-97
- Mookerjea-Leonard, D., "Divided Homelands, Hostile Homes: Partition, Women and Homelessness," **AR**
- Dalrymple, W., THE GREAT DIVIDE: The violent legacy of Indian Partition, **AR**
- **Assignment 6, Dropbox 6: Partition and its effects today – discuss Mookerjea-Leonard's "Divided Homelands," and Dalrymple's, "THE GREAT DIVIDE" as well as the film shown in class, due Mar. 15, midnight.**

**Mar 6–**

- **Presentation 5: Reform movements during the British Raj – The Brahmo Samaj and Arya Samaj: Implications for contemporary Hinduism (THE PRESENTATION WILL TAKE PLACE FIRST, FOLLOWED BY A LECTURE)**

**Mar 8**

- Film and discussion

**WEEK 10, Mar. 13/15**

- READINGS:
  - H - 97-101, 108-109, 114-116
  - Baber, Z., "Race, Religion and Riots. The racialization of communal identity and conflict in India," **AR**
  - Menon, K.D. "We Will Become Jijabai. Historical Tales of Hindu Nationalist Women in India," **AR.**

**Mar 13**

- **Lecture** - Contemporary Hinduism: India
- **BEGIN FILM**

**Mar 15**

- **CONTINUE**, Film and discussion
- **Presentation 6: The Ayodhya Conflict: History and Ramifications**

**WEEK 11, Mar. 20/22**

- READINGS:
  - H – 109-113
  - Falk, N., "Gender and the Contest over the Indian Past," **AR**
  - Thapan, M. "Embodiment and identity in contemporary society. Femina and the new Indian woman," **AR**

**Mar 20**

- **Lecture:** Women in Hinduism
- **Presentation 7: Hinduism and Widows: Religion, Taboos, History and Contemporary Perspectives**

**Mar 22**

- Film

**WEEK 12, Mar. 27/29**

- READINGS:

- H - 102-197
- Coward, H., "Hindus in Canada," **AR**
- Kurien, P.A., "Being young, brown and Hindu. Identity struggles, second generation Indian Americans," **AR**

**Mar 27**

- **Lecture:** Hinduism in Canada

**Mar 29**

- **Presentation 8: A day in the life of a Hindu Temple in Canada – Who goes? Who leads? How is the Canadian Temple different in Canada than in India?**

**APR 3, LAST DAY OF CLASS, TEST**

## **GENERAL COURSE EXPECTATIONS:**

### **Electronic Device Policy**

Please ensure that all cell phones are turned on silent while you are in class. Please also be aware of how your use of electronic devices in class affects others. As this is a small group, use of laptops or smartphones for purposes other than taking notes can be distracting to others. You may only use your laptop for note – taking. If you are found to be using your equipment for other purposes (YouTube, Facebook, Twitter, email, etc.) I reserve the right to ask you to abstain from using your equipment while in class or to leave the session. Please be sure that you are paying attention to how your use of technology is effecting our learning environment, your own learning, and the people around you.

### **Attendance Policy**

Attendance is mandatory as much of the assessment of this course depends on regular engagement in class discussions as well as completion of in - class assignments. A portion of your participation grade will be based on regular attendance and engagement with your peers and material covered in this course.

### **Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity Webpage (<https://uwaterloo.ca/academic-integrity/>) and the Arts Academic Integrity Office Webpage (<http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility>) for more information.

### **Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

### **Discipline**

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline (<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>). For typical penalties check Guidelines for the Assessment of Penalties (<http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm>).

### **Appeals**

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals (<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>).

**Note for Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**APPENDIX ONE:**  
**Popular Magazines versus Trade Journals versus Scholarly Journals**

<http://www.lib.uwaterloo.ca/usered/howdoi/scholarly.html> - UW Libraries, How Do I?...Find Library Materials: Scholarly Journals... (accessed November 3, 2008)

It can sometimes be difficult to determine if you are reading an article from a [peer-reviewed journal](#). The following are general criteria used to distinguish between popular magazines, trade journals and scholarly journals.

<b>Criteria</b>	<b>Popular Magazines</b>	<b>Trade Journals</b>	<b>Scholarly Journals</b>
<b>Appearance</b>	Print: <ul style="list-style-type: none"> <li>• eye-catching cover</li> <li>• glossy paper</li> <li>• pictures and illustrations in colour</li> <li>• each issue starts with page 1</li> </ul>	Print: <ul style="list-style-type: none"> <li>• glossy paper</li> <li>• pictures and illustrations in colour</li> <li>• each issue starts with page 1</li> </ul>	Print: <ul style="list-style-type: none"> <li>• plain cover</li> <li>• plain paper</li> <li>• black / white graphics and illustrations</li> <li>• pages are usually consecutive throughout the volume</li> </ul>
<b>Audience</b>	General Public	Members of a specific business, industry or organization	Researchers, professionals and academics
<b>Authors</b>	<ul style="list-style-type: none"> <li>• Articles written by staff members, journalists, and freelance writers</li> <li>• Authors may be anonymous</li> </ul>	<ul style="list-style-type: none"> <li>• Articles written by staff members, contributing authors or freelance writers</li> <li>• Authors usually named</li> </ul>	<ul style="list-style-type: none"> <li>• Experts in the field such as professors</li> <li>• Authors named and institutional affiliations given</li> </ul>
<b>References or Bibliographies</b>	Rarely include bibliographies	May include short bibliographies	Bibliographies are always present
<b>Editors</b>	Editors work for publisher	Editors work for publisher	Editorial board of outside scholars (known as <a href="#">peer review</a> )
<b>Publishers</b>	Commercial, for profit	Often a trade organization	Often a scholarly or professional organization or a university press
<b>Content</b>	Personalities, news of	Industry trends, new	<ul style="list-style-type: none"> <li>• Original research,</li> </ul>

	current events, and general interest articles	products or techniques, and organizational news	in depth studies, literary criticism, and theory. <ul style="list-style-type: none"> <li>Articles usually contain abstracts</li> </ul>
<b>Writing Style and Language</b>	<ul style="list-style-type: none"> <li>Easy to read, simple language used.</li> <li>Aimed at the layperson.</li> </ul>	Uses terminology and language of trade or industry covered	Uses discipline specific terminology that is sophisticated and technical .
<b>Advertisements (Print Version)</b>	Heavy (for consumer products)	Moderate (all or most are trade related)	Few or none (usually for book or conference)
<b>Examples</b>	<a href="#">Discover</a>  <a href="#">Computer Gaming World</a>	<a href="#">Industry week</a> <a href="#">Chemical and Engineering News</a>	<a href="#">Journal of Computer and System Sciences</a>  <a href="#">English Studies</a>

### **What is a Peer Reviewed Journal?**

"Peer reviewed" (or "refereed") statement refers to the policy of having experts in the field examine a submitted article before accepting it for publication. The peer review (or referee) process insures that the research described in a journal's articles is sound and of high quality. *Ulrich's International Periodicals Directory*.

### **Tools for Identifying Peer Reviewed Journals:**

Check the journal title in the [Ulrich's Periodicals Directory](#), for example: [English Studies](#), for Peer Reviewed status.

(Portions of the content of this page were adapted from Colorado State University Libraries and Odum Library, Valdosta State University.)

Helen Yueping He and Laura Briggs, University of Waterloo Library

We welcome your feedback.

[instruct@library.uwaterloo.ca](mailto:instruct@library.uwaterloo.ca)

Last Updated: January 17, 2008

## APPENDIX TWO:

*How to Evaluate A Web Page*, ADAPTED FROM:

<http://manta.library.colostate.edu/howto/evalweb2.html>

To evaluate a web page (and determine if you want to use it for your research) look for:

- **Purpose:** Why was the page created? To:
  - **Inform**  
For example: laws, regulations, and services (governmental sites--federal, state, local), available collections and services (library sites), available courses, programs, and services (educational sites). [Warning Regarding Health Information](#).
  - **Entertain**  
For example: games, puzzles, pictures (with various ratings), books, magazines, "gossip," information about television or radio shows, celebrities, fictional characters.
  - **Share information**  
For example: hobbies (genealogy, stamp collecting), fandom (actors, celebrities, shows)
  - **Advertise/Sell a product or service (business/marketing)**  
For example: almost any product imaginable from flowers to automobiles.
  - **Influence views, beliefs, elections (advocacy)**  
For example: pro/con {issue}, actual and parody candidate/ballot issue pages.
  - **Provide up-to-the-moment news**  
For example: current events, play by play sports, television and radio stations, newspapers. Related to advertising, because the pages want readers to continue accessing them or to watch or purchase another version.
  - **Personal enjoyment**  
For example: pages created by individuals (child or adult) who are not affiliated with any group or organization. These may have some or many of the above mentioned purposes (and occasionally provide excellent information and/or links to other pages), although most of them are "for fun."

See [Checklists for evaluating web pages](#) (below) for additional information about advocacy, business/marketing, informational, news, and personal web pages.

- **Sponsor/Owner:** On what type of Internet provider or organization does the page reside? (Provenance.)
  - **Government agency: federal, state, city, county (address frequently includes .gov)**  
Governmental sites have "official" information. For example, the text of the [Code of Federal Regulations](#) or a bill or resolution is a [primary source](#) and is therefore a valuable resource. The law is the law.
  - **Educational: University, college, high school (address frequently includes**

**.edu, .ac, or .ca, depending on its originating country**

Educational sites give "official" representation for organizations that offer education. Courses, syllabi, faculty and staff, admissions information, libraries, etc. are detailed online for current and prospective students and parents. In addition, many educational sites have pages that highlight the faculty's research. Departmental pages (including the library) frequently have links to sites by subject--a good way to find pages recommended by someone who has expertise in the field. Educational sites may include pages created by students for personal enjoyment (see above).

- **Business/Company (address frequently includes .com)**  
These sites are created to promote a company's goods and services; at an increasing number of sites these can be purchased online. Some companies have links to their annual reports. It is extremely unlikely that an "official" site will include negative information about that company.
- **Association: Professional, Trade, Entertainment (address frequently includes .org)**  
Association sites are designed to recruit and provide information to current members.
- **News bureau: television, newspaper, radio (address frequently includes .com)**  
News sites promote the network (shows), station (often the local news), or print publication. An increasing number of publications are available online only. Currency is very important. Sites online help researchers access news locally and from abroad.
- **Personal (Individual)**  
These pages are created for the enjoyment of the creator and his/her family and friends. There are instances where a personal interest page will have information or links to information that is scholarly or otherwise highly credible, but remember, "any idiot can create a web site--and has" so you must be careful when accessing these pages.
- **Organization and Content:** Is the page organized and focused? Is it well designed? Is the text well written? Are the links relevant and appropriate? Are the links evaluated?
- **Bias--political or issue stance** (of the author or sponsor): Some web pages have an inherent bias that will impact everything that appears on them. Is the author or sponsor:
  - left/liberal?
  - right/conservative?
  - center?
  - a political action (PAC) group or association? (See Advocacy below)
  - a business (See Business/Marketing below)
- **Date of Production/Revision:** When was the web page produced? When was it last revised? How up-to-date are the links? Are the links still viable?
- **Usefulness:** Is the web page relevant to the current research project? A well-researched, well-written, etc. page is not going to be helpful if it does not address the topic at hand. Ask, "is this useful to *me*?" If it is useful, does it:

- support an argument
- refute an argument
- give examples (survey results, primary research findings, case studies, incidents)
- provide "wrong" information that can be challenged or disagreed with productively

Very important:

Does the page have an identifiable, respectable author and/or sponsor? If not, the page must be used with caution. Information found "on the web" has *as little credibility* as information found "in a book" or "in an article." Vague ownership frequently means that it is not a credible research source. [The web has less editorial control than the *National Enquirer* or other tabloids!]

- **Authority/author** Who is responsible for the page? Is the author an expert in this field? What else has he/she written or produced? Does the author provide an e-mail address? How accurate is the provided information? Is a bias evident?
- **What is it?**
  - web-only page (See [Examples of Journal Articles Versus "Web Sources."](#))
  - journal article; accessed either directly on the web or through an index or other type of database (for example, articles found full text on *LexisNexis Academic* and *Academic Search Premier*)
  - government source; some "web equivalents" are PDF files that reproduce the print version's appearance, page by page
  - text of a presentation given at a workshop or conference
  - creative writing (poem, novel, short story)
  - [e-mail message](#)
  - [listserv or usenet posting](#)
  - school project, etc.

Journal articles, government sources, workshop/conference presentations, and creative writing pages may or may not have a print equivalent.

- **Audience:** To what type of reader is the web page directed? Is the level appropriate for your needs? Is the page for:
  - general readers,
  - students (elementary, high school, college, graduate),
  - specialists or professionals,
  - researchers or scholars?
- **Coverage:** Does the page cover the topic comprehensively, partially or is it an overview?
- **Illustrations:** Are the graphics clear in intent, relevant and professional looking? Do the graphics add to or enhance the content?
- **Security** Are security and/or encryption systems employed when necessary?

**APPENDIX THREE:**  
**Chicago Citation Style – USE FOR ALL CITATIONS**

An Overview for Writers of Term Papers, Theses, and Dissertations, 6th edition

Adapted from Long Island University's Manual, at:

<http://www.liunet.edu/cwis/cwp/library/workshop/citchi.htm>

You can also go directly to the Chicago Manual of Style Online, at

<http://www.chicagomanualofstyle.org/home.html>

**Book**

Okuda, Michael, and Denise Okuda. 1993. *Star trek chronology: The history of the future*. New York: Pocket Books (when citing in your own work, after quotation: (Okuda and Okuda 1993, p. 4), for example. Use this format for the bibliography).

**Journal Article**

Wilcox, Rhonda V. 1991. Shifting roles and synthetic women in Startrek: The next generation. *Studies in Popular Culture* 13 (2): 53-65 (when citing in your own work, after quotation: (Wilcox 1991, p. 55), for example).

**Magazine Article**

Smith, Jane. 1996. There is no resisting the Borg queen. *Maclean's*, December 2.

**Newspaper Article**

Di Rado, Alicia. 1995. Trekking through college: Classes explore modern society using the world of Star trek. *Los Angeles Times*, March 15, sec. A.

**Newspaper Article - No Author**

*Newsday*. 2003. Activision suing over Star trek. July 2, Queens edition, sec. A.

**Website**

Lynch, Tim. 1996. Review of DS9 trials and tribble-ations. Psi Phi: Bradley's Science Fiction Club. <http://www.bradley.edu/campusorg/psiphi/DS9/ep/503r.html> (accessed October 8, 1997).