

SYLLABUS - RS 284, WS 261: WOMEN IN THE GREAT RELIGIONS

Instructor: Dr. Doris Jakobsh, (Dr. J)

Room: MC 4064

Time: T, Th. 2:30 – 3:50

First day of class: January 4

Last day of class: April 3

Study Week: February 19-23

Office: PAS 1054A

Phone: 888 4567 X 33565

Office Hours: By appointment only. Please e-mail Dr. Jakobsh requesting an appointment. I cannot guarantee that I will be in my office if you have not set a time in advance to meet with me.

- **Contact Instructor:** [djacobsh@uwaterloo.ca](mailto:djakobsh@uwaterloo.ca). Please put course number in subject line when you contact Dr. Jakobsh.
- **Contact TA:** Christopher Emory-Moore, cemorymo@uwaterloo.ca.

Course Description:

This course will be looking at various religious traditions, including Hinduism, Buddhism, Sikhism, Christianity, Judaism, Chinese religious traditions, Islam, Indigenous and New Age traditions, including Goddess spirituality from the perspective of women. While the development of each tradition will be briefly discussed, the course is **not** an introduction to each religious tradition; instead, the focus will be on women's realities, roles, history and contributions to the various traditions. Films constitute an important course component. They will shed a more encompassing light on women's roles or specific issue within the various traditions covered.

- I will be posting abbreviated handouts to accompany the Power Point Presentations so you do not have to write down every word on the slide.
- This course is highly interactive; the instructor will be giving lectures, but there will be in-built time for class discussions. Further, much of your work will take place on-line.
- Please read the course materials before class; only then will you be able to understand the lectures and contribute to the course discussions.
- **If you are not able to do so, perhaps this is not the course for you.**

Pedagogical Aims:

- improve reading comprehension, written and oral expression
- gain a basic understanding of the nature, role and meaning of women in religious traditions from ancient times to the present

- evaluate the influence of the shift from a key role of the feminine in religions to very male dominated religions that are the major religions today and what it means for human self-understanding today
- engage in active, collaborative, computer enhanced learning
- gain a deeper insight into one's own worldview and perspectives
- become a more imaginative, contemplative and critical thinker
- learn that genuine learning is enjoyable as a lifelong process
- become acquainted with the **Chicago Citation Style**, to be used for all written class requirements, see APPENDIX D at the end of syllabus

These are some of the questions that will be explored in the course:

- How do women experience their relationship with the sacred, give voice to it, and describe it?
- What rituals and roles do women participate in? Are they excluded from any in their religion?
- What religious rituals, lives, and communities have women created for themselves?
- What authority and power have women held in religion and how have they expressed that authority and transmitted it to others?
- What is religion for women?

Course texts/resources:

- 1) RS 284/WS 261 readings, SEE Learn, Content
- 2) Leona M. Anderson and Pamela Dickey Young, *Women and Religious Traditions*, THIRD EDITION, OUP, in Bookstore
- 3) Bapsi Sidhwa, *Cracking India*, Milkweed, in Bookstore.

Important Dates:

- **Week 1 - Tasks to be completed before the end of week 1 – course preparation:**
 - See General Course Resources, Learn Content. Read UW's outline of Academic Integrity, watch 'Understanding Plagiarism', and 'Plagiarism by Shmoop',
 - Read, 'Reflective Writing' and 'Sample Reflective paper'
- **Weeks 1 and 2** – presentation groups chosen
- **January 11, in class** – 1 page, double-spaced, typed, 12 point font – what is your impression of 'women in religion' based on readings from week 1 and your own experiences and insights due
- **Feb. 19-23** – Study Week
- **UNITS 2 – 10** - reflection papers due in Learn Dropbox Wednesday, 12:00 noon the week AFTER your appointed group (1 or 2).

- Films will NOT be available outside of class time so it is important to be in class so you include the film in your reflection, where applicable.
- **Jan 23** – group presentations start
 - PowerPoint sent in to professor by 11 am, the day of presentation
 - Peer evaluations due 1 week after presentation
- **March 13 - in class** - novel commentary outline and sources
- **March 22 - in class** - novel commentary due
- **March 29 - in class** - 1 page, double-spaced – what are your reflections on ‘women in religion’ after you have taken this course
- **April 3 – LAST DAY OF CLASS** - Final review questions handed out
- **April 6** – Review questions due, Final Review Dropbox, 12 noon. NO EXTENTIONS.

COURSE REQUIREMENTS - Overview:

Group:

- class presentations (15%)
- peer evaluation - form (2)

Individual:

- 1 page, double-spaced initial thoughts on ‘women in religion’ (2%)
- 4 – 3-4 pages, double-spaced reflections (40%, 10 marks each)
- *Cracking India* outline and sources to be used in commentary (2%)
- *Cracking India* novel commentary (16%)
- 1 page, double-spaced final thoughts on ‘women in religion’. How has your thinking changed since you started this course? (2%)
- in-class discussions (participation mark) – (8%)
- Final Review (15%)

IMPORTANT NOTE:

Always use Chicago Citation Style, Appendix D of this syllabus.

DETAILED COURSE REQUIREMENTS:

1) In-class discussions (participation mark)

- It is important that you come to class prepared for discussion. This means having done the reading for the week. These discussions may take place on either the Tuesday or Thursday of the week. These may focus on a recent article in the media that the professor will bring to class; or, the discussion may be film-based.

- A 'participation mark' means that you contribute. Simply being in class is not enough.
- Attendance will be taken. If you miss more than 3 classes, your instructor reserves the right to assign a '0' for your participation mark

2) 1 page, double-spaced – initial thoughts on women in religion

- this is not a formal essay – it is simply an opportunity for you to show me that you have completed the readings for week 1, as well as share your own thoughts on women in religion based on your own experiences and observations
- no additional research is necessary

3) Group presentations, size of group dependent on class size

Commencing **week 3**, 2-3 students per group (depending on class size) will make a presentation based on a journal article/web article chosen by the professor. **These are on Learn, under Content.** Each presentation should be 30 minutes in length, including questions from your peers. You will be docked if your presentation goes much longer or shorter than 30 minutes.

- Each presentation must be accompanied by a power point presentation that must be sent to the instructor via email by 11am the day of the presentation. These will then be posted on our class website.
- If you wish to use hand-outs or any other means of communicating with the class you are welcome to do so.
- Each presentation should include an outline of your presentation, and, any additional resources you may have utilized in your presentation which must be handed in to your professor on the day of your presentation.
- The topics addressed in your presentation article may not be addressed in specific detail in the course lectures, so this will give an added dimension to in-class learning.
- ***Each presenter must fill out a peer evaluation form, SEE GENERAL COURSE RESOURCES for each member of the group, print it out and hand it in to your instructor in class, 1 week after the presentation. There are no extensions for this portion of the assignment.***

Here are the components I will be looking for:

- 1) A concise overview of the article – highlight 5 main points made by the author
- 2) An evaluation of the article itself – SEE EVALUATION AIDS, APPENDICES A-D, END OF SYLLABUS
- 3) Engage with your other course content, particularly the readings, through this presentation – good tie-in with other course content will be rewarded

- 4) Do additional research into the major 'issues' presented by your article – do NOT rely exclusively on one article to give an adequate overview of the main issue involved
- 5) Be careful of the sources you use. Scholarly sources are always far safer to rely on for your research.
- 6) Good engagement with your class peers as part of the presentation – be creative!
- 7) Speak clearly, direct your comments to the class. Appear interested in the materials you are presenting!

I will ask specific students in the class to evaluate the presentations, utilizing the guidelines noted above. Have your syllabus with you for every class so you can use it for your evaluations.

4) 4 reflections – to start week two and ending week ten, 3-4 pages each, double-spaced, 12 point font

- These reflections are a way for you to engage meaningfully the readings/film/audio resources utilized in a particular unit (when applicable)
- You will be put into computer generated groups, Group 1 or Group 2, by the last day of week 2;
- You will be expected to write five reflections between weeks 2 and 11 (inclusive). Your syllabus highlights the dates that each group is posting their reflections.
- If your resources include a scholarly article, do not give me a synopsis of the whole article; remember, you have only two pages to work with. Do not go beyond three pages. If one of the resources for the week includes an audio file, do not summarize the whole thing. So too, with films.
- You do NOT need to do additional research for these reflections. Respond to your resources, including the textbook. What struck you as important, exciting, pertinent?
- Go beyond an emotional reaction – analyze it, apply it to other readings, your own life experiences. If there are discrepancies between what you have learned the class lecture, audio file, the film or the particular required readings, make a note of this and explore why this may be the case.
- You are expected to draw on the film if one is shown for that particular week. You simply need to cite the name of the film when referring to it.
- Each reflection must be posted in the appropriate Dropbox by Wednesday at noon of the following week – which means you have nearly a week to complete your reflection.
- It is a good idea to get all these dates into your own calendars).

- If papers are submitted after the appointed time, they will not be marked.
- Reflections will be marked by your TA.

IF YOU HAVE TECHNICAL DIFFICULTIES WITH Learn – DO NOT CONTACT DR. JAKOBESH or your TA – contact *LEARN Helpdesk*

- 5) *Cracking India* outline and sources to be used in commentary (2%)
- Pretty straightforward. This gives you an opportunity to think about your paper well in advance, and, most importantly, to look for the sources you will be using in your paper. Post in appropriate course drop box by appointed date. If you do not do so, or are late, there are no part-marks for this assignment.

6) *Cracking India* – Novel Commentary, 8-10 pages, 12 point font.

This is NOT a book review. Your task is to read the novel from the perspective of women and religion, tying in your course readings on the position of women within the general contexts that we have learned about in class (Muslim, Hindu, Sikh, Parsi) and applying those observations to the experiences of the women in this novel. The larger context is of course, Partition. You will need to have some grounding in this momentous, and, some would say, catastrophic event, so make sure you do some additional research on women, in particular, and Partition. Also, show me that you have moved beyond class resources to come to a deeper understanding of the position of women within the religious traditions that are highlighted in the novel. You are required to utilize at least 4 additional scholarly articles into your paper to show your understanding of the novel as an example of fiction delving into women’s religious realities. These do not include reviews (nor do they include encyclopedia articles)! I have created a ‘Cracking India Resources’ folder under ‘Content’ in UW Learn. While these may be utilized in your commentary, they do not count toward the 4 scholarly articles required for the assignment.

Use these questions to guide your essay, but feel free to go beyond them. You may use these questions as subtitles in your essay.

- *In the novel, what does female experience of ‘being religious’ entail?*
- *Where do the presentation of women from your textbook and what you have discovered in the novel intersect, and, where do they diverge? Why might this be the case (beyond the fact that the novel is a work of fiction)? This does not include the Parsi tradition, which is not covered in your text. See additional resources on Parsis in the ‘Cracking India’ subsection in Learn/Content.*
- *We will learn that gender is a social construction. How are gender norms constructed throughout the novel? What role does religion play in this*

construction of gender? How do men and women's roles, restrictions and gendered assumptions differ?

- *How has your reading of Cracking India affected your understanding of women's roles in today's society, or in your own personal experiences?*

7) 1 page, double-spaced – final thoughts on women in religion

- this is not a formal essay – it is a final opportunity for you to reflect on women in religion after having taken this course.
- Bring in your own thoughts on your own tradition, as well as others. Discuss how you see things similarly or differently than when you began this course

GENERAL NOTE: LATE PAPERS ARE DOCKED .5 MARK PER DAY. I WILL NOT ACCEPT PAPERS AT ALL AFTER THE LAST DAY OF CLASSES

8) Final Review Questions

The review will consist of three questions. I will expect 3-4 pages for your answer for each question. The review will be handed out on the last day of class and must be submitted in Final Review Dropbox by the correct date – see important dates.

- There will be no extensions for these review questions.
- Answers must typed, double-spaced and in a 12 point font.
- You do not need cite your sources formally, though you should make a note of the particular article, chapter, film you are referring to in your review.

Weekly Class Schedule:

UNIT 1: Introduction

Tasks to be completed before the end of week 1 – course preparation:

- See General Course Resources, Learn Content. Read UW's outline of Academic Integrity, watch 'Understanding Plagiarism', read, 'Reflective Writing' and 'Sample Reflective paper'.

Readings:

- Anderson and Young, ix-xv
- Fakhraie, Fatemeh. 2009. The dos and don'ts of defending Muslim women.
 - This commentary has been chosen as a possible lens through which to view the religious traditions of 'the other' as well as those within Islam.
- Gross, Rita. 1996. from *Feminism and Religion, An Introduction*. Boston: Beacon Press, 511-521, Learn, Weekly Readings, Unit 1.

Jan. 4

- Introductions
- Course overview

Jan 9

- Lecture: Women in Religion
- Presentation topics/groups chosen

UNIT 2: Hinduism (GROUP 1 REFLECTION CYCLE BEGINS. REFLECTIONS ARE DUE BY WEDNESDAY THE FOLLOWING WEEK)

Readings:

- Anderson and Young, 1-42, 287-297.
 - REFLECTION 1, GROUP 1: Martin, Nancy M. 2010. Mirabai Comes to America: The Translation and Transformation of a Saint.

Jan 11

- Lecture: Women in Hinduism
- Initial thoughts on women and religion due in class

Jan 16

- Film, discussion

UNIT 3: Sikhism: (GROUP 2 REFLECTION CYCLE BEGINS. REFLECTIONS ARE DUE BY WEDNESDAY THE FOLLOWING WEEK)

- **PRESENTATIONS BEGIN**

Readings:

- Anderson and Young, 225-258
 - REFLECTION 1, GROUP 2. BBC, Me and My Turban

Jan 18

- Lecture: Women in Sikhism

Jan 23

- **Presentation**
 - ARTICLE: Behl, Natasha. 2010. Sikh Politics, Gender, and Narrative Identity. Western Political Science Association 2010 Annual Meeting Paper, unpublished, online at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1580876 and in Learn.

UNIT 4: Buddhism: (GROUP 1 REFLECTIONS ARE DUE BY WEDNESDAY @ NOON THE FOLLOWING WEEK)

Readings:

- Anderson and Young, 75-106, 298-309.
 - REFLECTION 2, GROUP 1, The Buddha's Forgotten Nuns, 34 mins

Jan 25

- Lecture: Women in Buddhism

Jan 30

- **Presentation**
 - ARTICLE: Byrne, Jean. 2012. Why I Am Not a Buddhist Feminist: A Critical Examination of 'Buddhist Feminism'. *Feminist Theology* 21(2) 180–194.

UNIT 5: Chinese traditions: (GROUP 2 REFLECTIONS ARE DUE BY WEDNESDAY @ NOON THE FOLLOWING WEEK)**Readings:**

- Anderson and Young, pp. 107-136.
 - REFLECTION 2, GROUP 2 – Gender and Chinese Philosophy, SEE LINK IN LEARN.

Feb. 1

- Lecture: Women in Confucian, Taoist and Shinto Traditions

Feb. 6

- Film

Unit 6: Indigenous Traditions (GROUP 1 REFLECTIONS ARE DUE BY WEDNESDAY @ NOON THE FOLLOWING WEEK)**Readings:**

- Anderson and Young, 137-162.
 - REFLECTION 3, GROUP 1 - Iseke, J and Desmoulins, L., The Life and work of the Honourable Thelma Chalifoux, White Standing Buffalo

Feb. 8

- Lecture: Women in Indigenous Traditions

Feb. 13

- **Presentation:**
 - ARTICLE: Neeganagwedgin, E. 2013. A critical review of Aboriginal education in Canada: Eurocentric dominance impact and everyday denial, *International Journal of Inclusive Education*, Vol. 17, No. 1, 15-31.
- Film/discussion/small groups

Unit 7: Judaism: (GROUP 2 REFLECTIONS ARE DUE BY WEDNESDAY @ NOON FOLLOWING STUDY WEEK)

Readings:

- Anderson and Young, 43-74
- Sered, Susan Starr. 2001. Religiously doing gender, the good woman and the bad woman in Israeli ritual discourse. *Method & Theory in the Study of Religion* (13): 153-176, see Weekly Readings, Learn Content.
 - REFLECTION 3, GROUP 2, Judaism 101, Kosher Sex, SEE LINK IN LEARN.

Feb. 15

- Lecture: Women in Judaism

Feb. 19-23 – Study Week

Feb. 27

- Film/discussion/small groups – continuation of Judaism

Unit 8: Christianity: (GROUP 1 REFLECTIONS ARE DUE BY WEDNESDAY @ NOON THE FOLLOWING WEEK)

Readings:

- Anderson and Young, 163-192
- Go through Kenyon College's Religions Project website, beginning with "God Language and Feminist Theology," <http://www2.kenyon.edu/Depts/Religion/Projects/Reln91/Gender/godlang&fmchristology.htm> or link on course content. Also scroll up to look at other links 'Blood', 'Gender', 'Power'. Accessed December 12, 2017.
 - REFLECTION 4, GROUP 1, Hudson, J. God our Mother. The Feminine Cosmology of Julian of Norwich and Hildegard of Bingen.

Mar. 1

- Lecture: Introduction to Women in Christianity

Mar. 6

- Film/discussion/small groups

Unit 9: Christianity: (GROUP 2 REFLECTIONS ARE DUE BY WEDNESDAY @ NOON THE FOLLOWING WEEK)

Readings:

- Anderson and Young, 310-321.
 - REFLECTION 4, GROUP 2, Stewart, A. 2016. Quiet Beauty. Problems of agency and appearance in evangelical Christianity.

Mar. 8

- Lecture 2, Women in Christianity

Mar. 13

- **Presentation:**
 - Article: Baudzej, Julia. 2008. Retelling the Story of Jesus. The concept of embodiment and recent feminist reflections on the maleness of Christ. *Feminist Theology* 17:1, 72-91.
- Film/discussion/small groups

Unit 10: Islam**Readings/Sources:**

- Anderson and Young, 193-224
- Listen to podcast, "Sexual Ethics and Islam" with Kecia Ali, The Religious Studies Project.

Mar. 15

- Lecture: Women in Islam

Mar. 20

- Film/discussion/small groups

Unit 11: Islam**Readings:**

- Anderson and Young, 322-328
- Zimmerman, DD. 2015. Young Arab Muslim Women's Agency Challenging Western Feminism, *Journal of Women and Social Work*, 30:2, 145-157.

Mar. 22

- Lecture: Women in Islam, guest lecture

Mar. 27

- **Presentation:**
 - ARTICLE: Wang, Y. 2017, Muslim women's evolving leadership roles. A case study of women leaders in an immigrant Muslim community in post 9/11 America, *Social Compass* 64:3, 424-441.

Unit 12: Women in New Age /Goddess Traditions:**Readings:**

- Anderson and Young, pp. 259-286.

- Rigoglioso, Marguerite. 2005. Interview with Starhawk. *Feminist Theology* 13:2, 173-183.

Mar. 29

- Lecture: Goddess Spirituality

Apr. 3

- **Presentation:**
 - ARTICLE: Pearson, J. 2010. Resisting Rhetorics of Violence: Women, Witches and Wicca. *Feminist Theology* 18:2, 141-159.
- Pick up review questions in class

CONCLUDING NOTES:

- ***WHILE I WILL MAKE EVERY EFFORT TO FOLLOW THIS COURSE OUTLINE AS CLOSELY AS POSSIBLE, AN OCCASIONAL CHANGE MAY BE MADE.***
- ***I EXPECT STUDENTS TO BE ON TIME FOR CLASSES. THE DOOR WILL BE SHUT AT 2:35. IF YOU HAVE A GOOD REASON WHY YOU WILL BE LATE FOR CLASS, PLEASE LET YOUR PROFESSOR KNOW IN ADVANCE.***

IMPORTANT LIBRARY INFORMATION:

For any additional research you may wish to be doing at the library, here is the Library's Subject Guide for Religious Studies: <http://www.lib.uwaterloo.ca/discipline/religious/index.html> [please note new URL: <http://subjectguides.uwaterloo.ca/religiousstudies>] and for Women's Studies: <http://subjectguides.uwaterloo.ca/womensstudies>. If you wish to speak to someone in Dana Porter library about additional research in Women and Religion, the Religious Studies liaison is Sandra Keys, skeys@uwaterloo.ca, and the Women's Studies liaison is Sarah Brown sarah.brown@uwaterloo.ca.

APPENDIX A - How to Evaluate Journal Articles

To evaluate a journal article, look for:

- **Purpose of Article:** Why was the article written? To:
 - persuade the reader to do something?

For example: vote a certain way, purchase an item, attend an event
 - inform the reader?

For example: results of a study/experiment, what happened at an event
 - prove something?

For example: that a behavior is bad/good, a method works/doesn't work

- **Type of Journal:** For college-level term papers, information should be obtained mostly from **scholarly** journals.
 - Scholarly Journals contain articles describing high quality research that has been reviewed by experts in the field prior to publication.
 - Trade magazines may be useful for topics in business or where economic data is needed. There are also good for learning what the current "hot topics" are in an area.
 - Popular magazines, such as *Time* and *Newsweek*, should be used sparingly, or not at all.

For more details on how to distinguish popular, trade and scholarly journals, see <http://lib.colostate.edu/howto/poplr.html>.

- **Organization and Content:** Is the material organized and focused? Is the argument or presentation understandable? Is this original research, a review of previous research, or an informative piece?
- **Bias** (of the publisher): Some publications have an inherent bias that will impact articles printed in them. Is the journal:
 - left/liberal?
 - right/conservative?
 - center?
 - an alternative press?
 - published by a political action (PAC) group?
- **Date of Article:** Some topics, such as those in the health sciences, require current information. Other subjects, such as geology, value older material as well as current. Know the time needs of your topic and examine the timeliness of the article; is it:
 - up-to-date,
 - out-of-date, or

- timeless?
- **Bibliography:** Scholarly works always contain a bibliography of the resources that were consulted. The references in this list should be in sufficient quantity and be appropriate for the content. Look for:
 - if a bibliography exists,
 - if the bibliography is short or long,
 - if the bibliography is selective or comprehensive,
 - if the references are primary sources (ex. journal articles) or only secondary sources (ex. encyclopedias),
 - if the references are contemporary to the article or much older, and
 - if the citation style is clear and consistent.
- **Usefulness:** Is the article relevant to the current research project? A well-researched, well-written, etc. article is not going to be helpful if it does not address the topic at hand. Ask, "is this article useful to *me*?" If it is a useful article, 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
- **Authority:** Is the author an expert in this field? Where is the author employed? What else has he/she written? Has he/she won awards or honors?
- **Coverage:** Does the article cover the topic comprehensively, partially, or is it an overview?
- **Audience:** For what type of reader is the author writing? This ties in with the type of journal, as popular magazine are geared to the general reader, while trade magazines are for the specialist and scholarly journals are directed at researchers, scholars or experts in the field. Is the article for:
 - general readers,
 - students (high school, college, graduate),
 - specialists or professionals,
 - researchers or scholars?
- **Illustrations:** Are charts, graphs, maps, photographs, etc. used to illustrate concepts? Are the illustrations relevant? Are they clear and professional-looking?

Adapted from Colorado State University, Libraries:
<http://lib.colostate.edu/howto/evaljrl2.html>

APPENDIX B: How to Evaluate a Web Page

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).
 - **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.
- **Sponsor/Owner:** On what type of Internet provider or organization does the page reside?
 - **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)**
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?
 - a business
- **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' below))
 - 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 (or presentation software outline) of a presentation given at a workshop or conference
 - creative writing (poem, novel, short story)
 - [e-mail message](#)
 - [listserv or usenet posting](#)
 - school project
 - [blog](#)
 - [wiki](#)
 - library catalog record, 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?

Adapted from Colorado State University, Libraries: <http://lib.colostate.edu/howto/evalweb2.html>

APPENDIX C: Examples of Journal Articles Versus "Web Sources"

Lederer, Naomi. "Is it Information on the Web or a Journal/Magazine Article? A Web Guideline for Teachers." *Academic Exchange Quarterly* 3.3 (Fall 1999): 67-68.

For example:

Journal of Extension <<http://www.joe.org/>>, beginning with v. 32, no. 1 (June 1994), is an electronic-only journal. It has an ISSN number and is peer-reviewed (scholarly). It has electronic access to back issues beginning with Fall 1987. The home page identifies the organization affiliated with the *Journal of Extension* and has instructions for authors. **The articles found here are scholarly journal articles.**

A magazine that publishes a print version, *Time*, has at <<http://Time.com/>> (automatically hyperlinks to <<http://cgi.pathfinder.com/time/>>) web-only news, articles from an identified issue of the magazine, a way to search their site, an archive (with a view issues by cover option), links to the publisher's other magazine's web sites, and, on every page, electronic "no postage" subscription cards. In addition, there are electronic advertisements from other companies. With the possible exception of "Today's News," **The articles found here are magazine articles.**

In contrast, there are articles expressing opinions on About.com's Organic Gardening page <<http://organicgardening.about.com/>>. There are links to essays on many topics that don't have clear "answers" or at any rate, don't have clear agreement as to what the answers should be. These essays, some with links to other pages on the web, have been selected by named "guides." Guides are self-selected; there is a "Write for About" link on every page along with About.com's copyright statement. In other words, an essay may be extremely useful (or not), but **articles found here would not qualify as a published journal or magazine article.** These are "web" sources of information.

[NOTE: this site has changed since this article was written and the text here modified and updated, but the articles still do not qualify as published journal or magazine articles.]

EDUCATIONAL AND GOVERNMENTAL SITES

Things can be murky when it comes to educational and governmental sites. Many scholars have created valuable web sites with useful and reliable information, but these sites are not currently considered published articles. The US Government now publishes a large percentage of its sources on the web; these sources are "official"--but may or may not qualify as published articles.

For example:

Morbidity and Mortality Weekly Report (MMWR) <<http://www.cdc.gov/mmwr/>> is a government publication. Articles located on this site (from 1993 through the present), are respectable **US Government articles.**

The US Food and Drug Administration (FDA) Internet site <<http://www.fda.gov/>>, has many kinds of information of interest to consumers--press releases, materials from various centers (e.g. Center for Food Safety and Applied Nutrition), etc. From this site it is possible to search *FDA Consumer*, a magazine to which individuals may subscribe (and frequently found in libraries). From the FDA Search page articles can be looked for by topic from the magazine; **these are US Government articles.** However, the default search is all of the site, which includes *FDA Consumer* articles, but also pulls up *Federal Register* entries, bibliographies (and parts of long bibliographies), transcripts of meetings, etc. **Many of these are useful research sources, but they are not "journal articles."**

Adapted from Colorado State University, Libraries: <http://lib.colostate.edu/howto/isitwaex.html>

APPENDIX D: Chicago Citation Style

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

Adapted from Long Island University's Manual, at:

<http://www2.liu.edu/cwis/cwp/library/workshop/citchi.htm>

Chicago-Style Citation Quick Guide on the Chicago Manual of Style Online website at

http://www.chicagomanualofstyle.org/tools_citationguide.html

Book

Okuda, Michael, and Denise Okuda. 1993. *Star trek chronology: The history of the future*. New York: Pocket Books.

- In paper: (Okuda and Okuda 1993, page number).
- Follow same format for genres listed below.

Journal Article

Wilcox, Rhonda V. 1991. Shifting roles and synthetic women in Startrek: The next generation. *Studies in Popular Culture* 13 (2): 53-65.

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).