RS 325/WS 320: Sex and the World Religions – SEMINAR

Time: MONDAY, 2:30 – 5:20
Room: RCH 205
First day of class: September 14
University holiday, Thanksgiving: October 12, no class; Make-up day in fall term: The loss of the Monday class on Thanksgiving Day (October 12) will be made up by following the Monday schedule on Saturday, November 21.   Class discussion to follow for possible alternate arrangements (see other possibilities under October 12).
Last day of class: November 30

Office Hours: By appointment only – phone or e-mail – **IF YOU DO NOT MAKE AN APPOINTMENT I CANNOT GUARANTEE THAT I WILL BE IN MY OFFICE.**
PLEASE IDENTIFY CLASS IN SUBJECT LINE)

Course Description:

This course examines deeply rooted attitudes in the major world religions towards sexual identity, practices and gender.   Examining sacred scriptures, codes of conduct and rituals from the world religions, as well as fictional writings and films, this course enables students to explore the religious, social and cultural differences and similarities with regard to sexuality among varied religious traditions.

The instructor will rarely be lecturing. This is a seminar course and the focus is on presentations and discussions. It is important that you show up for class and contribute. Attendance will be taken weekly.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (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. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71.

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, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70. In addition, consult http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes for the Faculty of Arts' grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72.

 Academic Integrity website (Arts):
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities:
Note for students with disabilities: The AccessAbility Services (AS) Office, 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 AS Office at the beginning of each academic term.

IF YOU HAVE TECHNICAL DIFFICULTIES WITH Learn – DO NOT CONTACT DR. JAKOBSH – FOLLOW THE DIRECTIONS GIVEN ABOVE – i.e., contact *LEARN Helpdesk*

Texts (in UW Bookstore):

- Christel Manning and Phil Zuckerman, eds., *Sex & Religion* (hereafter SR)
- Camilla Gibb, *Sweetness in the Belly*
- Additional weekly readings, go to Learn, RS 325/WS 320, Library E-Reserves or Course Materials/Content (for additional links to readings or audio files)

MARKING SCHEME:

- Group Presentation/Lecture: (**25%**)
- Group Presentation outline/sources (1-2 pages): (**2.5%**)
- Music video analysis (4-6 pages): (**10%**)
- In-class discussion groups: (6 marks/5 units - **30%**)
- Novel Commentary outline/sources (1-2 pages): (**2.5%**)
- Novel Commentary (8-10 pages): (**20%**)
- Contribution to class discussions, PARTICIPATION: (**10%**)

IMPORTANT DATES:

- Group Presentation outline – due one week before the presentation
- Group Presentation Power point- sent in to professor before **11am** the day of presentation
- Group Presentation – groups chosen, date of presentation chosen first week of class
- Group Presentation Evaluations – due 1 day after the presentation, send in by email
- In-class group work, see syllabus – groups set up by second week of class.
- In-class group work quotes (articles) /responses (audio files), posted in Learn Dropbox by **10 am** the morning of class, see syllabus and calendar: **SEPT. 28/OCT. 5/OCT. 19/OCT. 26/NOV. 23**
- Novel Commentary outline, due **Nov. 9**, in class
- Music Video Analysis, **Nov. 16**, in class
- Novel Commentary, due **Nov. 30**, in class
- **Late assignments are docked .5 mark per day, including weekends. I do not mark any assignments handed in after the last official day of classes.**

PLAGIARISM:
I take plagiarism very seriously. This is what the university guidelines have to say, Policy 71:
**"Plagiarism, which is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material such as take-home examinations, essays, laboratory reports, work-term reports, design projects, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under this policy."
See http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm**

- When citing sources utilize the **Chicago Citation Style;** see **Appendix 'D'** at the end of syllabus for an overview of this style. You will be docked if you do not follow this citation style.
- Students are also directed to **"How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors"** http://watarts.uwaterloo.ca/~sager/plagiarism.html
- 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.

DETAILED OVERVIEW OF ASSIGNMENTS:

1) **Group Presentation / Lecture**:

- Students will be divided into groups of 2 or 3, depending on class size;
- Each group will be responsible for 1 class in the term. Basically, the group is lecturing to the class. This is your opportunity to shine! Take it and run with it.   Be creative. See 'Class Presentations' – Topics.
- Each presentation will take about 60 minutes. Leave time at the end to open up to class discussion.
- You <u>must</u> include the course readings for the particular week, but do not simply present each reading individually. Central issues that must be covered include attitudes within the religion you are covering
  - o to the body,
  - o to sex and sexuality – marital, premarital and extra marital
  - o include gendered aspects of those attitudes,
  - o the family (what does 'the family' entail),
  - o sexual orientation
  - o PLUS you <u>must</u> also address the 'ISSUE' assigned to each particular unit
    - ▪ HOWEVER, THIS SHOULD <u>NOT</u> FORM THE BULK OF YOUR PRESENTATION.
- Pull out any other additional major themes covered in your textbook and make a formal lecture based on the course materials and any other resources used.
- This exercise will demand additional research, including thoughts about organizing and leading class discussion.
- Please create a power point presentation for use in the presentation.   Email the professor your notes, sources and power point presentation by **11 am** before the class within which you are presenting. These will then be uploaded onto the course website.   Failure to do so will result in marks being docked. This means that each student in the group is responsible for ensuring that they meet her/his responsibilities.
- A <u>synopsis</u> of the presentation along with a list of sources utilized for the presentation must be handed in to the professor in hard copy immediately <u>before</u> your presentation.
- Each group member will be responsible for writing an evaluation of each member's contribution to the group process, to ensure that each member does an equal share of the workload. Evaluations from each group member will be marked out of 5 with a brief explanation of the mark and posted in the appropriate drop box ON LEARN <u>the day after</u> your group presentation. If your evaluation is not sent in to your professor, you will personally lose marks.
- ONE VERY IMPORTANT COMPONENT OF THIS COURSE 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.

2) **Presentation outline/sources/group member contributions**:
- Each group must hand in an outline of how the class presentation will be presented, how the presentation will be divided between members, the sources to be utilized in the presentation – this too is a collaborative effort.
- THIS MUST BE HANDED IN 1 WEEK <u>BEFORE</u> THE PRESENTATION <u>IN CLASS</u> – THERE WILL BE NO EXTENSIONS; LATE OUTLINES WILL BE MARKED '0'

3) In-class discussions, small group – to start week two and end week twelve

- Students will be divided into in-class discussion groups by the end of week 2 – you can see the group you will be in on Learn.   Each group will be named by a number; this will be your group for the rest of the term.
- Each group will take part in 5 in-class discussions that will be peer evaluated.   See syllabus for dates.
- The focus of each particular discussion might be one of your <u>weekly readings</u> (please see syllabus), an <u>audio file</u> (SEE COURSE MATERIALS, CONTENT, AUDIO on LEARN) that must be listened to before the class OR a <u>short popular media article</u> SEE COURSE MATERIALS, CONTENT, READINGS on LEARN. These are all laid out carefully on your syllabus.
- **By 10 am** of the day of the discussion), each student must post 3 quotes from the article/thoughts (if audio file), in the appropriate Learn Dropbox. Failure to do so will result in losing discussion marks.
- Bring your quotes to class and use these as the springboard for your discussions.
    - o Begin by reading your quote,
    - o contextualizing it,
    - o why it was chosen,
    - o how it ties (or doesn't) into the rest of the article and additional course readings.
- Then open the discussion to the rest of the group.   In other words, take ownership for your quote. Go through as many of these quotes as possible within the time frame of the discussion. At times this may be just one quote, and other times, more than one.   If you have not completed this part of the assignment, your peers will be expected to dock you on unpreparedness.
- See **APPENDIX A - Critical Reflection and Goal Setting Resources** to understand the process of reflection and analysis expected when reading journal articles.
- In group discussions, here is a useful guide to four types of speaking skills:
    - o **a. questioning a peer about what they have said**
    - o **b. involving a peer in the discussion**
    - o **c. responding to a question, and**
    - o **d. asking a question to the group about the discussion.**

- Here is a list of excellent <u>group-building and positive practices</u> that you can utilize to guide your discussions.

- Incorporate prior knowledge into group discussion.

- Ask questions of group members in an open-minded way.

- Build on comments of other group members to enhance discussion.

- Volunteer ideas in a constructive manner.

- Help the group to summarize its progress.

- Identify missing information in the group answer.

- Build on the ideas of others.

- Each group member will be asked to evaluate each member's contribution to the discussion on the discussion evaluation form that will be handed to each member in class for every class discussion.   You don't need to come up with a final numeric mark, just evaluate each section with a number (1-5), then give the form back to the professor the day of the class. Make sure your name is on the form as well as those of your peers.
- **Your professor is looking for a reasonable amount of effort put into this task, to indicate that you have engaged with the course materials in your postings in a substantial and analytical fashion.**

4) **Music video analysis**

- Choose a music video that is accessible via **YouTube** that incorporates some of the themes that we are discussing in this class. In other words, the video MUST touch on religion and sexuality in some manner.   Bollywood, Hollywood and the music industry at large have offered some tantalizing images and messages about both of these major themes.
- Identify the particular music video that you will be analyzing; make sure you include the URL. Give a brief background on the artist/group you are focusing on, as well as a brief summary of the video.
- Deconstruct the video using some of the lenses you have been using in this class – gender, sex, sexuality, religion, religious imagery, religious authority, etc.
- You will need to go beyond an emotional response to the video and include scholarly sources, at least **2** to add substance to your paper.
- Be prepared to discuss your process and progress of this assignment in class.

5) **Novel commentary outline**, sources and major points to be addressed (1- 2 pages).

6) **Novel Commentary:** *Sweetness in the Belly*, **Camilla Gibb**

This is NOT a book review. Your task is to read the novel from the perspective of sexuality and religion (Islam), while also engaging with your course readings and films. The films and readings do not necessarily have to focus on Islam, but, may offer insights applicable to the novel.
You will need to do additional research to come to a deeper understanding of religion/Islam, gender, insider-outsider issues, individual/family/community dynamics, sex, violence and the divine that are addressed within the novel.

- You must include at least <u>four</u> additional *scholarly/academic resource*s (beyond those used in class) in your novel commentary; these can be either journal articles or other scholarly essays. I will be evaluating your sources (see Appendix A for what constitutes a 'scholarly' article).
- The book commentary must be typed in a 12 point font, double-spaced
- <u>Use Chicago citations style</u>

- Here is a YouTube talk for AS Literature, by Camilla Gibb on *Sweetness in the Belly,* https://youtu.be/pnpB9r6y2Hw. See also Content, Course materials, audio/video files.
- Here is a NPR audio review on *Sweetness in the Belly.* http://www.npr.org/templates/story/story.php?storyId=5395862, see, Content, Course materials, audio/video files,

Course Participation

- Class participation clearly refers to 'participation' in the class, not simply 'being' in class.
- This goes beyond our regular small-group, in-class discussions.
- Students are expected to have done the readings for the week and to be willing and able to discuss the readings in class.
- For you to take part in these discussions, it is important that you be in class.
- If you miss more than 2 classes in the semester, your professor has the option of automatically giving you '0' for participation.
- I am aware that for some students, speaking up in class is incredibly difficult. If you cannot speak up, you may hand me a sheet of paper with some of your thoughts or questions during the class break, or, whenever you feel a need to contribute. This attempt to accommodate does not apply to small group discussions.

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DETAILED WEEKLY OVERVIEW:

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UNIT 1:

Sept. 14
- o Introductions, course overview, establish groups (PRESENTATION and IN-CLASS DISCUSSION GROUPS)
- o Film/class discussions

READINGS:
- Zuckerman, P., Manning, C. 2005. Sex and Religion: An Introduction. And, Sex and Religion: Concluding Reflections. *Sex and Religion*, hereafter (SR).
- Maguire, Daniel C. 2004. Sex and the Sacred. *Cross Currents* 54(3) Fall: 23-30, course e-reserves
- Lorde, Audrey. 1989. "Uses of the erotic: the erotic as power," SEE COURSE MATERIALS, CONTENT, READINGS on LEARN
  - o **To listen**:   SEE COURSE MATERIALS, CONTENT, AUDIO on LEARN.
  - o http://translationtransmission.wordpress.com/2014/02/20/audre-lorde-reads-uses-of-the-erotic-the-erotic-as-power/
  - o **To read externally**:
  - o http://www.metahistory.org/guidelines/EroticUses.php

UNIT 2:

Sept. 21
- o Lecture and Discussion: Core Concepts

- o **In class group discussions begin next week, make sure you have done your readings in advance.**

READINGS:
- Gostecnik, Christian. 2007. Sexuality and the Longing for Salvation. *Journal of Religious Health* 46: 580–590, course e-reserves
- Blackwood, Evelyn. 2000. Culture and Women's Sexualities. *Journal of Social Issues* 56(2): 223-238, course e-reserves
  - o Film/class discussions, readings for the week – come prepared!

UNIT 3:

Sept. 28
  - o Core concepts lecture, continued if necessary
  - o Film/class discussions, readings for the week – come prepared!

READINGS:
- West, Candace, Don Zimmerman, Don. 1987. Doing Gender. *Gender and Society* 1(2) June: 125-151, course e-reserves
- Lorber, Judith. 1994. 'Night to his Day': The Social Construction of Gender. Excerpts from: *Paradoxes of Gender* (Chapter 1), ©1994 Yale University Press, http://www.csus.edu/indiv/s/shawg/courses/033/readings/social_constructions.pdf, accessed September 2, 2010, SEE COURSE MATERIALS, CONTENT, READINGS on LEARN
- **McGuire, Meredith B. 2003. Why bodies matter. A Sociological Reflection on Spirituality and Materiality. *Spiritus* 3: 1-18, course e-reserves.**
- **IN CLASS GROUP DISCUSSIONS TO FOCUS ON THIS ARTICLE. POST 3 QUOTES FROM THIS ARTICLE IN LEARN DROPBOX BY 10 AM.**
  - o While a couple of these readings may appear somewhat dated, West/Zimmerman and Lorber still offer some of the best overviews of the major issues surrounding gender.

UNIT 4: HINDUISM

Oct. 5
  - o **First Class presentation: Hinduism and Sex - ISSUE: ARRANGED MARRIAGES**
  - o Film/class discussions, readings for the week – come prepared!

READINGS:
- Sherma, R.D. Hinduism (SR).
- Chawla, Devika. 2007. I Will Speak Out: Narratives of Resistance in contemporary Indian Women's Discourses in Hindu Arranged Marriages. *Women and Language* 30(1): 5-19. , course e-reserves
- Bhopal, Kalwant. 2009. Identity, empathy and 'otherness': Asian women, education and dowries in the UK. *Race, Ethnicity and Education* 12(1): 27-39, course e-reserves
- Watch short preview, Dadi's Family to get a brief insights into family life in rural North India, see COURSE MATERIALS, CONTENT, VIDEO on LEARN
- **Listen to *The Invisible Crime*, an audio documentary focusing on a young Indo-Canadian gay man (in this case, Sikh). While the documentary focuses on a Sikh Canadian, many of the**

issues raised are applicable to Hindus and members of all religious communities.   Feel free in your discussions to go beyond Sikhism and Hinduism.   SEE COURSE MATERIALS, CONTENT, AUDIO on LEARN

- **IN CLASS GROUP DISCUSSIONS TO FOCUS ON THIS AUDIO FILE. POST 3 RESPONSES FROM THE DOCUMENTARY ON LEARN DROPBOX by 10 am today.**

Oct. 12
- o **NO CLASS, UNIVERSITY HOLIDAY, MAKE UP CLASS?**
- o **One possibility is that in-class groups meet outside of class to discuss *Sweetness in the Belly* novel commentary. You may choose the date and time.   Use this time to gather your thoughts on the novel, the questions you may have and how the book fits into the course material.   This would be one way to make up the class and not have to meet on the university appointed make-up date,   Saturday November 21, the appointed class time for this missed class.**

UNIT 5: BUDDHISM

Oct. 19
- o **Class presentation: Buddhism and Sex - ISSUE: ASCETICISM**
- o Film/class discussions, readings for the week – come prepared!

READINGS:
- Sponberg. Buddhism (SR).
- Crane, H. 2007. Becoming a nun, becoming a man: Taiwanese Buddhist nuns gender transformation. *Religion* 37: 117-132, course e-reserves.
- **Benjamin, S. (2010). Would you be able to give up sex? http://www.alternet.org/story/147697/would_you_be_able_to_give_up_sex, see LEARN: Course Materials/Content/Audio.**
- **IN CLASS GROUP DISCUSSIONS TO FOCUS ON THIS ARTICLE. POST 3 QUOTES FROM THIS ARTICLE IN LEARN DROPBOX BY 10 AM.**

UNIT 6: CHINESE RELIGIONS

Oct. 26
- o Film/class discussions, readings for the week – come prepared!

READINGS:
- Wile, D. Chinese Religion (SR).
- **Honig, Emily. 2003. Socialist Sex. The Cultural Revolution Revisited. *Modern China* 29(2): 143-175, course e-reserves.**
- **IN CLASS GROUP DISCUSSIONS TO FOCUS ON THIS ARTICLE. POST 3 QUOTES FROM THIS ARTICLE IN LEARN DROPBOX BY 10 AM.**
- Yang, Sungeun and Rosenblatt, Paul. 2008. Confucian family values and childless couples in South Korea. *Journal of Family Issues* 29(5) May: 571-591, course e-reserves

UNIT 7: JUDAISM

Nov. 2

- ○ **Class Presentation: Judaism and Sex - ISSUE: FAMILY PURITY LAWS (or Jewish Laws of Separation - include Niddah, Mikvah. Remember, to not only focus on women's roles but also men's.)**
- ○ Film/class discussions, readings for the week – come prepared!

READINGS:

- • Geller, B. Judaism (SR).
- • Aran, G., Stadler, N., Ben-Ari, E. 2008. Fundamentalism and the masculine body: the case of Jewish Ultra-Orthodox Men in Israel. *Religion* 38: 25-53, course e-reserves.
- • Weiss, Susan. 2009. Under Cover: Demystification of Women's Head Covering in Jewish Law. *NASHIM: A Journal of Jewish Women's Studies and Gender Issues* 17: 89-115, course e-reserves

UNIT 8: CHRISTIANITY, I

Nov. 9

- ○ **Class Presentation: Christianity and Sex - ISSUE: HOMOSEXUALITY**
- ○ Film/class discussions, readings for the week – come prepared!

READINGS:

- • LoPresti, F. Christianity (SR).
- • Shaw, Susan M. 2008. Gracious Submission: Southern Baptist Fundamentalists and Women. *Feminist Formations* 20(1): 51-77, course e-reserves
- • John Berthrong, "Love, Lust and Sex: A Christian Perspective," Buddhist-Christian Studies 24: 3-22, course e-reserves
- • Thistlethwaite, Susan. Audio file: *God and the Battle over Women's Bodies*. Rev. Dr. Susan Thistlethwaite on the parallels between wars among nations and the war on women and how our conversations about God begin with pain.   While the content of this interview goes beyond any one religious traditions, Dr. Thistlethwaite is clearly situated within Christianity.

UNIT 9: CHRISTIANITY, II

Nov. 16

- ○ Film/class discussions, readings for the week – come prepared!

READINGS:

- • Clague, Julia. 2005. The Christa: Symbolizing My Humanity and My Pain. *Feminist Theology* 14(1): 83-108, course e-reserves.
- • Polinska, Wioleta. 2004. In Woman's Image: An Iconography for God. *Feminist Theology* 13(1): 40-61, course e-reserves
- • Bammert, Gaye M. 2010. Narrating the Church Protestant Women Pastors Challenge Nostalgic Desire. *Journal of Feminist Studies in Religion* 26(2): 153-174, course e-reserves

Unit 10: Islam, I

Nov. 23

- ○ **Class Presentation: Islam and Sex - ISSUE: Women and Hijab**
- ○ Film/class discussions, readings for the week – come prepared!

READINGS:

- L. Poston, "Islam" (SR)
- **Samia Merez, "Translating Gender," *Journal of Middle East Women's Studies* 3:1 (Winter 2007), course e-reserves.**
- **IN CLASS GROUP DISCUSSIONS TO FOCUS ON THIS ARTICLE. POST 3 QUOTES FROM THIS ARTICLE ON LEARN DROPBOX by 10 am.**
- Dervla Sara Shannahan. 2009. Sexual ethics, marriage, and sexual autonomy: the landscapes for Muslimat and lesbian, gay, bisexual, and transgendered Muslims. *Contemporary Islam* 3, course library e-reserves
- Badr, H. 2007. Islamic Identity Recovered. Muslim Women after September 11.   *Culture and Religion*. 5:3, 321-338.

UNIT 11: Islam, II

Nov. 30
- o Film/class discussions, readings for the week – come prepared!

READINGS:

- Lama Abu Odeh, Honor Killings and the Construction of Gender; *The American Journal of Comparative Law* 58:4 (Fall 2010), pp. 911-952, course library e-reserves.
- Minwalla, O., et al. 2005. Identity Experience among Progressive Gay Muslims in North America: A Qualitative Study within Al-Fatiha. *Culture, Health & Sexuality*, 7:2 (March), pp. 113-128, course library e-reserves.
  Ahmen, B. 2015. The Real Sex Lives of Muslims.
  http://thinkprogress.org/world/2015/06/11/3668335/muslim-sexualities/, see Content, Course Materials, Reading Links.

LAST DAY OF CLASS!

CONCLUDING NOTES: WHILE I AS YOUR PROFESSOR WILL MAKE EVERY EFFORT TO FOLLOW THIS COURSE OUTLINE AS CLOSELY AS POSSIBLE, AN OCCASIONAL MINOR CHANGE MAY BE MADE.

I EXPECT STUDENTS TO BE ON TIME FOR CLASSES. THE DOOR WILL BE SHUT AT 2:35.   IF YOU HAVE AN EXCELLENT REASON WHY YOU WILL BE LATE FOR CLASS, PLEASE LET YOUR PROFESSOR KNOW IN ADVANCE.

APPENDIX A - Critical Reflection and Goal Setting Resources

[Modified with permission from WatPD –PD2: Critical Reflection and Report Writing – SEE LINK ON COURSE WEBSITE]

Simply expressed, critical reflection is a process in which you analyze, question, or reconsider the material that you are learning. The goal in critical reflection is to develop higher order thinking skills.

During your time at university and later on during your career, you will be called upon to assimilate new information and skills. In order to help you make sense of this information you need to be able to understand how and if this information "fits" with the information that you already possess. You have likely engaged in critical thinking even if you haven't labeled it as such. When you began working on a group project, for example, you may have approached it the way you have in the past when you have worked in groups. You may have chosen to do this because this has been successful for you in the past. If your past experience was not as successful, you might have changed the way that you approached the project, or perhaps you did not. Without critically reflecting on your past experiences working in groups, you may find that you are repeating mistakes. Even if your past experiences have been successful, without critically reflecting on what made those experiences successful, you may not know why you were successful and therefore, you may not be able to reproduce the success in other areas.

Critical reflection involves assessing the value of new information by considering how the new information will impact you and questioning how new information might be used and identifying underlying assumptions you may have about this new information.

Type /Level of Reflection	Indicators	Integration of learning
Critical Reflection	With evidence, questions root causes and assumptions, engages with ambiguities about culture, systems, self, authority, meaning. Asks "How did it come to pass?", "Why?", and/or "What if...?" along with "How do I know this?"	Critically examines theories, class discussions, concepts, frameworks from this course and/or other courses.
Analytical Reflection	Provides explanations related to the specific situation, or a personal reaction to a situation. Asks "What?", "Why?" and/or "How?"	Relates situation to theories, class discussions, concepts, and/or frameworks from this course and/or other courses.
Descriptive Thought	Provides a description of a situation and a reaction to it. (e.g. "This is what happened and this is how I felt.") Reports on experience instead of interpreting experience. This is no/little attempt made to uncover assumptions of the situation.	Little /no integration of theories, class discussions, concepts, or frameworks from this course and/or other courses.

Adapted from form by Trevor Holmes, with permission from Peter Wolf, 2004, University of Guelph, University Teaching: Theory and Practice

Suggestions to become more critically reflective:

- **Seek alternatives**
- **View from various perspectives**
- **Seek the framework, theoretical basis, underlying rationale (of behaviors, methods, techniques, programs)**
- **Compare and contrast**
- **Put into different/varied contexts**
- **Ask "what if...?"**
- **Consider consequences**

References

Kember, D., Jones, A., Loke, A., McKay, J., Sinclair, K., Tse, H., Webb, C., Wong, F., Wong, M., & Yeung, E. (1998). Determining the level of reflective thinking from students written journals using a coding scheme based on the works of Mezirow. *International Journal of Lifelong Learning, 18*(1), 18-30.

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly, (48)*3, 185-197.

Surbeck, E., Park Han, E. & Moyer, J. (1991). Assessing Reflective Responses in Journals. *Educational Leadership,* 3, 25-27.

Website: Critical Reflection - http://www.nwlink.com/~donclark/hrd/development/reflection.html

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.

Criteria	Popular Magazines	Trade Journals	Scholarly Journals
Appearance	Print: • eye-catching cover • glossy paper • pictures and illustrations in colour • each issue starts with page 1	Print: • glossy paper • pictures and illustrations in colour • each issue starts with page 1	Print: • plain cover • plain paper • black / white graphics and illustrations • pages are usually consecutive throughout the volume
Audience	General Public	Members of a specific business, industry or organization	Researchers, professionals and academics
Authors	• Articles written by staff members, journalists, and freelance writers • Authors may be anonymous	• Articles written by staff members, contributing authors or freelance writers • Authors usually named	• Experts in the field such as professors • Authors named and institutional affiliations given
References or Biblio-graphies	Rarely include bibliographies	May include short bibliographies	Bibliographies are always present
Editors	Editors work for publisher	Editors work for publisher	Editorial board of outside scholars (known as peer review)
Publishers	Commercial, for profit	Often a trade organization	Often a scholarly or professional organization or a university press

Content	Personalities, news of current events, and general interest articles	Industry trends, new products or techniques, and organizational news	• Original research, in depth studies, literary criticism, and theory. • Articles usually contain abstracts
Writing Style and Language	• Easy to read, simple language used. • Aimed at the layperson.	Uses terminology and language of trade or industry covered	Uses discipline specific terminology that is sophisticated and technical .
Advertise-ments (Print Version)	Heavy (for consumer products)	Moderate (all or most are trade related)	Few or none (usually for book or conference)
Examples	Discover Computer Gaming World	Industry week Chemical and Engineering News	Journal of Computer and System Sciences English Studies

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*.

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

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Last Updated: January 17, 2008

APPENDIX C

How to Evaluate A Web Page, ADAPTED FROM: http://manta.library.colostate.edu/howto/evalweb2.html

- **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."

- **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 <u>author</u> and/or <u>sponsor</u>? 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 D - *Chicago Citation Style*

(the Author-Date system is being used as opposed to the Bibliography and Notes system)

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 (when citing in your own work, after quotation: (Okuda and Okuda 1993, p. 4), for example).

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).