Constructing a Religion and Literature Course: 
Building a Framework around Albert Camus’ *The Outsider*

Justin Marra, Saadia Salamath, Leanne Strokov, Shantal Reynolds, and Shahad Jarjis

Constructing a course in Christianity and Literature is a difficult task; the concept of Christianity in itself is open and vague. Within Christianity there are many different sects and perspectives. In order to build a class around Christianity and Literature, one must define what exactly one means by ‘Christianity.’ This is also an interesting challenge, because throughout time, the definitions of different sects change. What if there are cultural influences on the various sects? All of this must be accounted for. When creating the syllabus for Christianity and Modern Literature, three possible options were to use Roman Catholicism, English Protestantism, and Christian Science as the various sects of Christianity. The direct focus of the course was to look at these sects within the time frames of the authors’ lives, of the selected novels, and within their cultural backgrounds. Refinement of what Christianity was to mean in the class provided the ability to further expand on ideas and themes. The next step would be to identify themes present in the novels and relate them to the chosen sects of Christianity. The novels are an important component of a Christianity and literature course: it is beneficial to construct a course around one novel. This creates reasonable limits for the themes that will be determined. For this syllabus the foundation was the novel *The Outsider* by Albert Camus. Within this novel there were many underlying themes that could have been drawn, but we chose three strong themes that could also be drawn out of the other selected literary works.

The three themes chosen were wisdom, existentialism and power. The themes chosen in this syllabus are applied to *The Outsider, The Catcher in the Rye,* and *1984.* Within that
framework, the course attempts to make an original and separate connection with each novel. The theme of wisdom is separated into three types of wisdom, from the Book of Proverbs, Ecclesiastes, and the Book of Job; these three different views on wisdom connect quite well with each novel. The Book of Proverbs connects best with The Outsider as it explains that through wisdom one achieves life, and through folly one dies. Meursault of The Outsider can be compared to a fool, as he does not wish to prolong his life. The Book of Job is linked with 1984 by looking at Winston and the Biblical character of Job, both of whom strive "to do what is right," even though they are faced with troubles and uncertainties. The Book of Ecclesiastes relates well to The Catcher in the Rye, through Holden's lack of action motivated by the uncertainty of results. This uncertainty is thoroughly addressed in Ecclesiastes. With the themes of power and existentialism, there are specific connections with characters and situations within the novels, which allowed for a deeper analysis of the novels themselves. The selected novels are connected through the main characters; Meursault from Camus’ The Outsider died for what he believed in, Winston from Orwell’s 1984 was controlled and manipulated into giving up his beliefs, and Holden from Salinger’s The Catcher in the Rye changes his beliefs often and he is unattached from just about everything. In the three books there is a presence of alienation, observation, and potential manipulation. The characters all respond differently, giving a variety of perspectives.

Each sect of Christianity also relates to one of the main texts. Roman Catholicism relates to the beliefs of the characters in The Outsider (the magistrate, the lawyer, etc.). Protestantism relates to 1984 in the sense of being unsatisfied with society and trying to reform it. Christian Science relates to The Catcher in the Rye because it is a reflection of the beliefs of the author, Salinger. Structuring a course is very important: planning and organization are essential to
optimizing class time and production. *The Outsider* is the first novel studied, because it is the foundation for this course and, for aesthetic purposes, because it was published first—in 1942. The next novel published was *1984*, published in 1949, and the course ends with *The Catcher in the Rye*, published in 1951. The year the books were published is important because it serves as an ending to the time frames of the authors’ political, social and religious influence. The themes play their own roles in the organization the courses weekly structure: the theme of wisdom is applied to each novel in the first week, the next theme is existentialism, and in the lecture the author's background would also be addressed. Power would be addressed alongside the context of when the book was written. The reason behind this structure is to first give students a chance to speculate on different ideas surrounding the themes without the influence of the author (which will happen during the week the theme of wisdom is being discussed). Afterwards the background of the author will be brought in to present an alternate perspective on themes that the students may not have necessarily addressed.

The layout of the course was designed to match to the University of Toronto 2015 spring academic calendar. The course includes a prerequisite to the course so that students would come in with some background into Christianity prior to focusing on three particular denominations. The course objectives were designed to show the ways that students would be learning when they are connecting the specified themes to both the designated denominations of Christianity as well as the novels of the twentieth century. The learning outcomes tie directly to the different assignments that students will be expected to complete. They also reflect the skills that students will acquire or improve on through the completion of this course. The titles of each assignment shows students that creativity is welcomed in their work. The descriptions of the assignments could be used to add a little fun to the course. Our group decided to weave a narrative into parts
of the syllabus to experiment with a new method and to provide students with a different take on a syllabus.

In any course the focus is on the assignments: the assignments direct what is taught in lecture, and the assignments provide the students an opportunity to showcase what they have learned throughout the course. This course design gives the prospective students an opportunity to choose a book and a specific sect of Christianity and thoroughly to analyze both of them. In order to make the most out of this, the idea is to bring students together to discuss and challenge each other’s findings; the purpose of this is to challenge students to think outside of their comfort zone, and to analyze their own findings from outside ‘the box.’ The first three assignments give students the opportunity to do so. In the initial ‘Starbucks Session,’ students are required to find a book that is approved by the professor, and they begin to make decisions about what sect of Christianity they want to work with. The ‘Caffeinated Infusion’ gives students an opportunity to share ideas and challenge each other’s opinions to develop a deeper analysis. The ‘Final Roast’ is the opportunity for students to showcase their findings and their perspectives through a book analysis. By breaking down the book analysis into individual steps, students have more time to work on it, and there is less pressure on them since it is no longer one mark of 25%, but three marks that add up to 25%. Also, scaffolding this assignment gives students an opportunity to incorporate the instructor’s feedback into their final assignment (the Final Roast).

The fourth assignment, ‘Library Quest: Outline/Annotated Bibliography,’ gives students the opportunity to analyze and compare their own findings with what they have learned in the class in regards to the three novels within the framework of the course. The idea of giving the students a chance to make an outline gives them the opportunity to test out the prospective structure of their final assignment. The idea is that any feedback given by the professor will put
the students in the best position to excel in their work. The idea of an annotated bibliography forces students to look more deeply into sources which they think could benefit them. In doing so they will discover whether the source is a good fit for their papers. The feedback given on the annotated bibliography will enable students to pull more from strong sources and replace the weaker ones. Students will have the option of choosing a new novel to compare to the mandatory three, and their choice will need the professor’s approval. The final assignment is the ‘The Last Call: Essay.’ This assignment challenges students to write an essay using the themes discussed in the course. All of their work so far has allowed them to thoroughly analyze their novels and ideas and develop a strong understanding of their material; the challenge at this point is to apply at least one theme in the course to their selected material.

The course offers an opportunity for students to get marks through their participation in class: participation is important because it can provide the best environment to learn is one where questions are asked frequently and students are given the opportunity to challenge perspectives of the professor and classmates. In doing so students should gain a better understanding of the material. Students also have an opportunity to gain marks by participating online: students will be required to answer at least ten of the weekly questions. The purpose of this is to allow for students to face the material after lecture has ended. This provides them with an opportunity to develop their own ideas and perspective on what they have learned in the class preceding each question. There is an opportunity for bonus marks, which enables students to be a part of the larger community and try new things. This is not mandatory; it simply encourages students or gives them an excuse to step outside of the classroom to attend a reading circle.

When constructing a course, there are also fundamental requirements and policies. At the University of Toronto it is required that each syllabus included accessibility and accommodation
policies, academic integrity policies, grading structure, and contact information. The titles chosen for each assignment reflect enthusiasm towards each assignment. Enthusiasm expressed in the syllabus could pull the enthusiasm out of the students as well, making them want to be fully engaged in the course material and assignments.
“I had only a little time left and I didn't want to waste it on God.”

“Big Brother is Watching You.”

“The mark of the immature man is that he wants to die nobly for a cause…”
**Lectures:** Fridays 11am-1pm in the Instructional Building, Room 320
**Instructor:** Professors Saadia Salamath, Leanne Strokov, Justin Marra, Shantal Reynolds, and Shahad Jarjis
**Office:** Erindale Hall Room 307 - A
**E-mail:** rlgchristianity.literature2015@utoronto.ca
**Office Hours:** 1-3pm on Fridays immediately after class

---

**Prerequisite:**
RLG203H5: Introduction to Christianity

---

**At a Glance: Course Description**

Journeying through the twentieth century, students will embark on an exploration of the themes of wisdom, existentialism, and power, to examine how Christianity (Roman Catholicism, Protestantism and Christian Science) seeps into modern literature. The purpose will be to connect these themes to the novels, which will enable us to pull out references to the aforementioned denominations.

---

**Course Objectives**

1. Students will be able to make connections between themes that overlap in various Christian denominations and modern literature.
2. Students will develop their ability to examine, interpret and analyze modern literature.
3. This course will aim to broaden the perspectives of students by illustrating various ways Christianity can be defined.

---

**Learning Outcomes**

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

- Think critically about the addressed themes
- Develop and express themes/arguments in modern literature, related to Christianity
- Learn to make links between different novels of the twentieth century and Christianity
- Think critically about in class and research topics
- Relate course material to real life examples
- Cultivate effective research and writing skills
- Enhance their interpersonal, communication, organization and time management skills

---

**Course Themes**

1. Wisdom (Christian interpretations of the Biblical wisdom of Job, Proverbs and Ecclesiastes)
2. Existentialism (the individual’s existence in an absurd world)
3. Power (political and/or social manipulation)

---

**Grading:**

1. Starbucks Session, due January 23 (3%)
2. A Caffeinated Infusion, due January 30 (7%)
3. Final Roast, due February 6 (15%)
4. Library Quest: Outline/Annotated Bibliography, due March 6 (10%)
5. The Last Call: Compare and Contrast Essay, due April 6 (35%)
6. Mark your Presence: Class Participation (10%)
7. Your Opinion Counts! Blog Posts (20%)
8. Night Out: Literature Circle (Bonus) (2%)

Marking:¹

The essays will be marked on a 20-point scale. You should understand this scale as follows, as defined by UTM:

A Exceptional performance: strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base. ($A+ = 19/20; A = 17.5/20; A- = 16.4/20$)

B Good performance; evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature. ($B+ = 15.6/20; B = 14.9/20; B- = 14.2/20$)

C Intellectually adequate performance: student who is profiting from her or his University experience; understanding of the subject matter and ability to develop solutions to simple problems in the material. ($C+ = 13.6/20; C = 12.9/20; C- = 12.2/20$)

D Minimally acceptable performance: some evidence of familiarity with subject matter and some evidence that critical and analytical skills have been developed. ($D+ = 11.6/20; D = 10.9/20; D- = 10.2/20$)

F Inadequate performance; little evidence of even superficial understanding of the subject matter; weakness in critical and analytical skills; with limited or irrelevant use of literature. (Point value assigned between 0-10)

Some further comments on the UTM grade rubric as applied in this course:

A This project/essay is one that does the following: (1) responds fully to the assignments; (2) expresses its purpose clearly and persuasively; (3) begins and ends effectively; (4) provides adequate supporting arguments, evidence, and examples; (5) is well-organized, coherent, and unified; (6) uses appropriate, direct, and inclusive language; (7) correctly acknowledges and documents sources; (8) is free from errors in grammar, punctuation, word choice, spelling, and format; (9) maintains a level of excellence throughout, and shows originality and creativity in realizing (1) through (5).

B This project/essay is generally one that realizes (1) through (8) well, but not fully and completely. Demonstrates overall ability but typically shows only a small degree of originality or creativity.

C This project/essay realizes (1) through (8) competently, but also contains noticeable errors or flaws. May show great creativity or originality, but those qualities don’t make up for poor writing.

D This project/essay fails to realize a few elements of (1) through (8). Contains several serious errors or flaws, or many minor ones. This paper often looks and reads like a first draft.

F This project/essay fails to realize several elements of (1) through (8). Contains many serious errors/flaws, and many minor ones.

¹ Taken and modified from Kyle Smith’s RLG312H5S 2015 marking scheme, found here:
http://methodandtheory.tumblr.com/requirements
Assignments:

1. Starbucks Session: Part 1: (3%)

Find (and read) a novel of your choice from the twentieth century - one that is not listed amongst the course readings. The novel will require the professor’s approval before you can begin your assignment. While sitting at your local Starbucks savouring your latte, brainstorm ideas to tie your novel to Christianity and a theme of your choice. Submit a half to one page summary (in Times New Roman, 12-point font) of your thoughts to Blackboard by 11:59pm on January 23.

Due: January 23

2. A Caffeinated Infusion: Part 2: (7%)

Pick up a coffee (or tea) with two other classmates on a convenient day outside of class. Sit down together to discuss and further develop your novels and their themes and connections to Christianity. Start searching for your sources to support the final product. Write up a brief log (1-2 pages, Times New Roman, 12-point font) of the meeting and upload it to Blackboard by 11:59pm on January 30.

Due: January 30

3. Final Roast: Part 3: (15%)

At this point, you have had a couple cups of coffee and are bound to have a favourite. Grab that bag of roasted beans and concoct yourself a pot. As you wait for the coffee to brew, go ahead and combine your findings from parts 1 and 2. Compose a book analysis using 2-3 sources by shaping and defining the theme to support the novel’s link to Christianity. Include a very brief summary, followed by an analysis based off of your research and interpretation. Indicate your sources through footnotes, using Chicago Manual of Style. The analysis should be in Times New Roman, 12-point font and 2-3 pages in length. Submit it to turnitin.com as well as Blackboard by 11:59pm on February 6.

Due: February 6

4. Library Quest: Outline/Annotated Bibliography (10%)

Swing by the UTM library and explore the different sources on your essay topic. While thumbing through the stacks of books, consider ways of comparing one of the primary sources discussed in class (The Outsider, 1984 or The Catcher in the Rye) along with the novel used in the book analysis. Students do have the option of selecting a different book from the one used in the book analysis, but it is subject to approval from the professor. The outline of the essay (1-2 pages) along with the annotated bibliography (minimum of 5 sources) should help students to get started with the paper and receive feedback before submitting the final product. Submit both to Blackboard by 11:59 pm on March 6 using Times New Roman and 12-point font.

Due: March 6

5. The Last Call: Essay (35%)

The sun has set and you are bundled up in your blanket, sitting before the fireplace as your pet curls up next to you. Unfazed by the whirlwind of the surrounding activity, typing furiously as ideas strike you, you are almost done your masterpiece. Contemplate the possible connections between Christianity and your novel. You must compare and contrast one theme discussed in the
course (wisdom, existentialism, or power). The essay will require a minimum of five secondary sources. It should be in Times New Roman, 12-point font and anywhere from 2000 to 2500 words not including footnotes or works cited, which should be written in Chicago Manual of Style. The essay should be submitted to turnitin.com and Blackboard by 11:59 pm. For more information regarding Chicago Manual of Style, consult: http://www.chicagomanualofstyle.org/tools_citationguide.html

Due: April 6

“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.”

All written material may be subject to an oral review before marks are assigned. It is recommended that students keep a copy of their assignments as well as notes and drafts if there comes a case where written material appears to be plagiarized.

Turnitin.com Course ID and Enrollment Password:
For accessing the Turnitin.com account for this course, use class ID 8472957 and enrollment password literature.

6. Mark your Presence: Class Participation (10%)
Whether you pose a question, answer one or state your opinion, class participation will be expected of all students. There will be numerous opportunities to get involved with class discussions and to answer questions. It will be expected of students to come prepared, having read the required material before class and having completed any necessary additional work.

7. Your Opinion Counts! Blog Posts (20%)
Express your view at the end of every class through a prompt or a question that will relate to the class discussions on Blackboard. Students will have 24 hours to answer the prompt beginning from the end of the class, until 1pm on Saturday. The purpose of the blog is to ensure that students understand the content of the course that is taught every week. There will be eleven prompts in total, one prompt for each week starting from the second week. Students will only need to complete ten prompts but they are welcome to complete all eleven, only the best ten will be recorded for marks. Blogs can be anywhere from a minimum of 100 words to a maximum of 300 words, not including any footnotes or works cited.

8. Night Out: Literature Circle (Bonus Marks, optional) (2%)
For any one week of the students’ choice, step into the ‘real world’ by attending a literature circle offered near the UTM campus. A list of possible locations for the meeting will be made available to the students. Instead of writing a blog post that week, students will write 100-300 words on their experience and participation on their night out.

2 http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/turnitin-faq/
**Penalties:**

Assignments will be subject to a late penalty of 2% per day for a total of seven days, including the weekend, after which they will not be accepted. If the assignments are submitted after the seven day period they will be given a grade of zero. The blogs will be given a grade of zero if submitted beyond the 24 hour submission period.

Extensions for assignments are allowed if the students have a valid excuse (usually requires documented note appropriate to the issue); the instructor must be informed via e-mail.

*Notice of Collection*

The University of Toronto respects your privacy. The information on this form is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering accommodations for academic purposes based on medical grounds. The department will maintain a record of all medical certificates received. At all times your information will be protected in accordance with Freedom of Information and Protection of Privacy Act.

**Required Texts:**

**Primary sources:** These texts will be available for purchase in the UTM bookstore and on short-term loan at the UTM library.

1. *The Outsider* by Albert Camus
2. *1984* by George Orwell
3. *The Catcher in the Rye* by J.D. Salinger

**Secondary Sources:** All secondary sources (listed under the course schedule) will be made available to students on Blackboard under Course Materials or through the URL of the UofT library system.

**Course Website:**

You will be able to access the course website through the University portal: Blackboard. It is important to check the course webpage at least once a week for important announcements, course updates, lecture materials, additional resources as well as detailed assignment outlines.

**E-mail Protocol:**

E-mails must include the course code and the purpose in the subject line. E-mails must be sent from the University mailing address otherwise it will be automatically considered as spam mail. We will do our best to ensure that all e-mails are responded to within a 24 hour period.

A friendly reminder to students, please check Blackboard to ensure that any answers with regards to course information or materials have not already been answered before sending out an e-mail.

**Course Schedule:**

**Week 1: January 9**

Introduction to the course and the Christian denominations:

[3](http://www.utm.utoronto.ca/dvs/dvs/current-students/missed-testsextensions)
Discussing general University protocols with regards to the course, the syllabus, and the professor’s expectations of the students

Discussing these denominations: Roman Catholicism, Protestantism and Christian Science

**Required readings:** Course Syllabus

---

**Week 2: January 16**

**Introduction to the themes:**

- Looking at the themes for the course:
  - Wisdom
  - Existentialism
  - Power

**Required readings:** Grimm, Stephen. "Wisdom." *Australasian Journal of Philosophy* 93, no. 1 (2014): 139-54. Accessed April 2, 2015. [Link](http://simplelink.library.utoronto.ca/url.cfm/473149). *(This source provides an introduction to the study of wisdom and knowledge. It does not necessarily relate to the Books of Wisdom but it does show different methods of how wisdom can be studied and its expression in different religions.)*

- Nordmeyer, Henry. "An Existentialist Approach to Literature." *The Modern Language Journal* 33, no. 8 (1949): 583-93. Accessed April 2, 2015. [Link](http://simplelink.library.utoronto.ca/url.cfm/473135). *(This article will provide a basic overview of the existentialist theme as it pertains to the literature that will be discussed at length through the course. It will serve as a starting point for having students think critically about one of the major themes in the course.)*


---

**The Outsider: Human life, the Absurd and Death**

**Week 3: January 23**

**The Outsider** and Wisdom:

- **Required readings:** Students are expected to have read *The Outsider* prior to the week 3 lecture
- Focus: theme of wisdom expressed in *The Outsider*
Starbucks Session Due

**Week 4: January 30**

**The Outsider** and Existentialism:

- Focus: theme of existentialism expressed in *The Outsider*
  
  [http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com.myaccess.library.utoronto.ca/docview/1635069812?accountid=14771](http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com.myaccess.library.utoronto.ca/docview/1635069812?accountid=14771) *(This source offers background information on Camus and his views on Christianity. It examines why existentialism became popular after World War II. It also raises some political ideas regarding the French colonization of Algeria.)*

A Caffeinated Infusion Due

**Week 5: February 6**

**The Outsider** and Power:

- Focus: theme of power expressed in *The Outsider*
  
  [http://www.jstor.org.myaccess.library.utoronto.ca/stable/pdf/30091922.pdf?acceptTC=true](http://www.jstor.org.myaccess.library.utoronto.ca/stable/pdf/30091922.pdf?acceptTC=true) *(This article explores the political situation during the time Camus wrote *The Outsider* and also gives some reasons for why Meursault could be considered Christ-like. Meursault refuses to lie but this casts him as an outsider.)*

Final Roast Due

**1984: Telescreens, Doublethink and Ingsoc:**

**Week 6: February 13**

**1984** and Wisdom:

- **Required readings**: students are expected to have read *1984* prior to the week 6 lecture
- Focus: theme of wisdom expressed in *1984*
  
  [https://books.google.ca/books?id=7ttFabXxxMC&printsec=frontcover&dq=Wisdom+Books:+The+Books+of+Job%2C+Proverbs%2C+Ecclesiastes+(Qoheleth)%2C+the+Wisdom+of+Solomon%2C+and+Sirach+(Ecclesiasticus)&hl=en&sa=X&ei=FZ4dVarTNe3msATaqYLwBg&redir_esc=y#v=onepage&q&f=false](https://books.google.ca/books?id=7ttFabXxxMC&printsec=frontcover&dq=Wisdom+Books:+The+Books+of+Job%2C+Proverbs%2C+Ecclesiastes+(Qoheleth)%2C+the+Wisdom+of+Solomon%2C+and+Sirach+(Ecclesiasticus)&hl=en&sa=X&ei=FZ4dVarTNe3msATaqYLwBg&redir_esc=y#v=onepage&q&f=false)

**Week 7: February 27**

**1984** and Existentialism:

- Focus: theme of existentialism expressed in *1984*

Week 8: March 6
1984 and Power:
- Focus: theme of power expressed in 1984

Library Quest Due

The Catcher in the Rye: The Red Hat, Phoniness, and the Ducks:

Week 9: March 13
The Catcher in the Rye and Wisdom:
- Required readings: students are expected to have read The Catcher in the Rye prior to the week 9 lecture
- Focus: theme of wisdom expressed in The Catcher in the Rye:

Week 10: March 20
The Catcher in the Rye and Existentialism:
- Focus: theme of existentialism expressed in The Catcher in the Rye:
Week 11: March 27

_The Catcher in the Rye_ and Power:

- **Focus:** theme of power expressed in _The Catcher in the Rye:_
- **Secondary readings:** Salzman, Jack. “Cultural Codes in The Catcher in the Rye.” In _New Essays on the Catcher in the Rye_, 57-76. Cambridge: Cambridge University Press, 1991. (Jack Salzman presents a non-conformist depiction of the main character. Holden’s view on movies and him likening them to the phoniness in the world is another important concept that is discussed in this particular source which is significant for the characterization of this character, and how he views society. Salzman clearly illustrates the rebellious nature of Holden and his status as a “mythic figure” that is in opposition to the conformist pressures of society post the Second World War. This is relevant to the course because the meaningfulness and reasoning behind the ways in which Holden observes the world will be established.)

Week 12: April 6

Conclusion of the course:
- Comparison of all three novels covered in the course in correlation with discussed themes

**The Last Call Due**

**Support and Accommodations:**

The new UTM Service Directory ([http://www.utm.utoronto.ca/current-students](http://www.utm.utoronto.ca/current-students)) is a convenient gateway to a variety of campus services, such as the library, UTM Bookstore, Blackboard Help, AccessAbility, etc.

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please contact the instructor and/or the AccessAbility Resource Centre as soon as possible (access@utm.utoronto.ca or [http://www.utm.utoronto.ca/access/](http://www.utm.utoronto.ca/access/)).

UTM students are also invited to use the resources of the Robert Gillespie Academic Skills Centre. For information regarding, e.g., individual appointments, writing workshops and peer facilitated study groups, see [http://www.utm.utoronto.ca/asc/](http://www.utm.utoronto.ca/asc/).

For information on other forms of available support, please see the following sites or speak with a UTM instructor or staff member:
- Campus Police: [https://www.utm.utoronto.ca/campus-police/campus-police-services](https://www.utm.utoronto.ca/campus-police/campus-police-services)
- Computing Services: [http://www.utm.utoronto.ca/computing-services/](http://www.utm.utoronto.ca/computing-services/)
- Registrar & Registration Services (including course information, tuition and scholarship information and academic advising): [http://www.utm.utoronto.ca/registrar](http://www.utm.utoronto.ca/registrar)
- Student Affairs & Services (including first year programs, health & counselling, housing, international student resources, multi-faith programs, study abroad, etc.): [http://www.utm.utoronto.ca/sas/](http://www.utm.utoronto.ca/sas/)

**Academic Integrity:**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from UofT is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously.
The University of Toronto’s Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out information on academic integrity from your instructor or from other institutional resources (see http://sites.utoronto.ca/academicintegrity/resourcesforstudents.html).

Instructor’s Resources:

- Lundquist, James. J.D. Salinger. New York: Frederick Ungar Pub., 1979. (These sources provide background information on Salinger and his life.)
- Knapp, Bettina L. Critical Essays on Albert Camus. Boston, MA: G.K. Hall, 1988. (This analysis of Albert Camus discusses his close association with “French Algeria” and other areas of the world. It will help with the placement of the Arabs and the origins of Meursault himself. He views Paris as sad and gray; which is perhaps why Meursault seeks the escape of the urban city and seeks refuge on the beach. Although he observes the sights and sounds of the city, the contrast in his view is evident when he is away from the city. This is significant because it illustrates the various ways in which Meursault views different environments and provides an explanation based on the background of the author.)
- Lea, Simon. “The Albert Camus Biography.” Albert Camus Society (2013). Accessed April 2, 2015. www.camus-society.com/albert-camus-bio.html (This source is excellent for the instructor in gathering information about Albert Camus himself. There are many connections that the instructor can use when instructing on The Outsider.)
- Murphy, Frederick James. Apocalypticism in the Bible and its World: A Comprehensive Introduction. Grand Rapids: Baker Academic, 2012. (Chapter 1 of this book will assist in creating the lecture on The Outsider and existentialism, relating to dualism found in Christianity. This chapter provides a clear definition and an understanding of the dualist nature of Christianity.)
- Meyers, Valerie. George Orwell. New York: St. Martin's Press, 1991. (These books provide information on George Orwell as well as propaganda, brainwashing and free choice, which can tie into the themes of power and wisdom.)
This text mentions the importance of the sun in Camus’ book and explores the reasons why the court condemned Meursault.


- Castex, Pierre Georges. Albert Camus Et "l'Étranger." Paris: Librairie José Corti, 1965. (This book provides some context to Camus’ life that may have influenced parts of The Outsider.)


- Nickelsburg, George W. E. 1 Enoch: The Hermeneia Translation. Minneapolis: Fortress Press, 2012. (This text discusses the Book of the Watchers, which we link to watching/observation in The Outsider.)

- Eddy, Mary Baker. Complete Christian Religion Health Living. Boston: Mary Baker G. Eddy, 1896. (This text discusses Christian Science and the healing powers of religion. It also relates to parts of the Book of Wisdom. This discussion informs some of the connections we make between Christianity and The Catcher in the Rye.)

- Simpson, David. "Albert Camus (1913—1960)." Internet Encyclopedia of Philosophy. Accessed April 2, 2015. http://www.iep.utm.edu/camus/. (We pulled information about Camus’ biography from this site, such as his life, his beliefs, his career, his works and his influences.)