

## RELI 5850: Religion and Public Life in Israel

**NOTE THIS COURSE OUTLINE IS NOT FINAL UNTIL THE FIRST DAY OF CLASS.**

*The most up-to-date version of the syllabus is on CULearn*

<b>CARLETON UNIVERSITY</b> COLLEGE OF THE HUMANITIES RELIGION PROGRAM	<b>GOD IN ISRAEL: HISTORICAL ENCOUNTERS</b> RELI 3850: TOPICS IN STUDY OF RELIGION ABROAD Israel: May 4-27, 2014
<b>Dr. Deidre</b> Butler <a href="mailto:deidre_butler@carleton.ca">deidre_butler@carleton.ca</a>	Public course web site for info and uploading blogs about the course <a href="http://www.carleton.ca/studyisrael">www.carleton.ca/studyisrael</a>
<b>Dr. Shawna Dolansky</b> <a href="mailto:shawna.dolansky@carleton.ca">shawna.dolansky@carleton.ca</a>	Official Course Facebook page: public fb page for friends and families to see where we are going. Post photos, videos, tweet about the course. <a href="https://www.facebook.com/studyisraelwithZC">https://www.facebook.com/studyisraelwithZC</a>  CU Learn site for readings and grades
<p><b>Description:</b> This MA seminar travel course will examine the theme of Religion and Public Life in Israel through travel in Israel: biblical Israel at the Temple Mount; origins of Christianity out of Judaism in the Galilee and in Jerusalem; Second Temple Judaism at Qumran and Masada; Rabbinic Judaism in ancient synagogues and in a special exhibit at the Israel Museum; the Crusades at the ruins of a Crusader fortress; Jewish mysticism in 17th century Safed; the Holocaust at Yad Vashem; modern Israel at the Knesset, a kibbutz, the Baha'i Temple in Haifa, and the beaches of Tel Aviv.</p>	
<b>Required Texts:</b> Required readings prepare you for class lectures, discussions and site visits. Always read the required text prior to the site visit.  Required texts include online readings linked through the CU Learn web site	This travel course includes travel in Israel from May 4-27 with course requirements beginning before travel.  <b>Course Requirements:</b> 30% Participation 20% Presentation or Web Page 50% Blogs or Research paper  see details below

**YOUR PROFESSORS:**

As the Jewish Studies specialist of the Religion Program, **Professor Deidre Butler** brings together her general expertise in Jewish Studies and Religion with an emphasis on contemporary Jewish life, modern Jewish thought, Holocaust, and gender and sexuality. Come to professor Butler with general questions about Jewish belief and practice, rabbinic texts and halakha, general Jewish history ancient to modern, modern Judaism and Jewish thought (including Zionism), modern Israel, Holocaust, gender and sexuality, Christianity, Islam. She will be grading all assignments on modern topics and is the contact person for blogs and videoblogs.

**Professor Shawna Dolansky** is an expert on the history, literature, and religion of ancient Israel as well as more generally the ancient Near East, and studies the Bible in this context from a historical-critical perspective. Come to professor Dolansky with questions about the ancient world; the Bible; history of interpretation in Judaism, Christianity, and Islam; rabbinic Judaism; Judaism and Christianity in antiquity; archaeology; and Jewish mysticism. She will be grading assignments on ancient and late antique topics.

**SUPPORT:**

Your travel agent: Eva Stelzer. [info@eviactive.com](mailto:info@eviactive.com) Tel: 514-497-1960, 888-384-2669, 514-344-8888. All bookings through Garth Allen Marksted Travel

Technical support for uploading videos or blogs: Jordan Stenzler available before and while we are in Israel [jordanstenzler@hotmail.com](mailto:jordanstenzler@hotmail.com)

**COURSE REQUIREMENTS:**

This travel course includes travel in Israel from May 4-27 with course requirements beginning before travel.

Course meetings include:

Feb 9, 2014: Israel Culture Night: Israeli Food and Culture with Representatives of the Israeli Embassy

March 19, 2014: Lectures by Butler and Dolansky, Legal information by Tony Lackey

March 26, 2014: Public Lecture by Dr. Dan Chiyutin,

April 30, 2014: 1-4pm, location TBA, last minute travel talk

Style: Use Chicago Manual of Style for citations (Humanities style with Bibliography)

**30% Participation:** Participation in this travel course includes pre-course activities, being helpful and responsive to pre-course requests, meeting deadlines, as well as your participation while we travel.

- 10% Course travel participation includes being a good travel companion and keeping an eye out for your fellow travelers: positive attitude while traveling, arriving at meeting points on time, not delaying the group, being helpful with others and assisting with ensuring others' safety, being responsible for your own safety and maintaining good communications with the group and your professors. If you miss a group departure it is your responsibility to get yourself to the group by whatever means necessary. Graduate students are expected to serve as "captains" assisting in coordinating undergraduate students.

- 20% Course academic participation includes being a positive and engaged student: enthusiastically and fully participating in lectures, discussions, site visits, being attentive and contributing thoughtfully during student presentations, preparation for course discussions by preparing readings in advance. Graduate students are expected to share their deeper understanding of religious studies theory, method and content with undergraduate students.

**20% Presentation or Web page:** You have the choice of either giving a presentation while we are traveling or developing a web page. Extra research is required.

Presentation: SIGN UP FOR TOPIC AS OF MARCH 19

These presentations happen on the bus or when possible on site. Plan to present an overview of all of the readings quickly, especially things specific about what we are about to see, and lead the discussion based on readings. Extra research should be posted on the course website as a bibliographic entry AND if possible as a link if online.

- 15% Presentation content, presentation style/skills, comprehension of readings, original insight, connection to major course questions/themes, relevance to course questions, connection to religion and public life theme, understanding and use of theory and method, encouraging participation.
- 5% Presentation handout (minimum 1 page, max 2, bring with you already printed AND send to Jordan to post on web site as a pdf) Should include your name, readings/sites you are referencing, outlines of major concepts, relevant dates, definitions, quotes, images, discussion questions for the group, plus required outside research annotated bibliography and overview if you are doing outside research. **Handout must be complete and submitted by May 1 at the latest.**
- If you are ill the day of the presentation and you cannot make it up because of time constraints in our schedule you are responsible to write a replacement 5 page essay due June 1.
- Possible topics: On a particular site we are visiting, a central course question or theme that is connected to readings and/or site visit.

Webpage: SIGN UP FOR SITE AS OF MARCH 19

Focusing on one particular site: including images and or video, your own original researched and cited text, bibliography and links.

- 10% web page due before we leave. Equivalent to 2 pages of text. Must be up and running before we leave. Send link to Jordan (and cc professors) to be put up on course web site. We are looking for a scholarly travel site integrating information about the site, with images and links, with your original analysis of relevant course readings and optional outside research. You may also choose a major course question or theme to frame your site and discussion.
- 10% After we return, complete assignment by adding your own images plus personal reflections update based on personal visit. (minimum 2 page of text). **Final version must be online by June 4 with a 10% late penalty per day.**

**50% Blogs or Research paper**

You have the choice of completing blogs or a research paper for this course. Both options require preparation before we leave, outside research, addressing required readings and the lectures, discussions, and sites we visited while we travel.

**BLOGS:** Choice of all text blogs or combination of text and video blogs. There are 14 days of traveling to sites when you can blog and we require you to blog for half of them (7).

- **Grading:** Each blog is worth 7% where  $7 \times 7\% + 1\% \text{ bonus} = 50\%$  of your final grade. Up to 3 of the blogs may be video blogs. Half of each blog grade is based on readings, half is based on critically engaging the site and placing that discussion in the context of the learning you are doing through traveling.
- **Extra Blogs for Participation:** Anyone, including students completing Research paper may blog for extra participation (video or text). Please email us at the end of the course summarizing any extra work you have done that should receive extra credit.
- **Deadlines:** Blogs are due 48 hours after the day of travel you are blogging about. If you are blogging about May 10, the blog is due online by 9pm on May 12. *Every extra day adds a 5% late penalty. Blogs will not be accepted if they are more than one week late.*
- **Length:** Video blogs should be 3 minutes of talk time plus picture/video time. Try not to exceed 3 minutes. Text blogs should be 4 pages long.
- **Content:** Half of the content should be based on the readings and the sites for that day. Half of your material will be based on actually visiting the site and seeing it for yourself. This will allow you to discuss details you hadn't known, and integrate your discussion within what you are learning throughout the course. We are looking for comprehension, clear, well organized writing, critical reading and writing skills, original analysis, integrating your discussion within the context of course materials, lectures, travel, course questions/themes. As graduate students we are also looking for integration of critical theory and method.
- **Tone:** Blogs are naturally less formal, but you still must demonstrate real critical thinking, seriously addressing the material, illustrating your ability to integrate readings, lectures, what you are seeing. Don't say "here is the Temple Mount" show us how you are thinking about it in terms of the course.
- **Work before you fly:** We strongly advise that you prep your blogs (video or text) before you leave. Choose the sites you are most interested in (or the day of travel). Read the required readings and as much of the suggested readings as you can. Write the first 1.5 pages of the blog or script for your video so that all you need to do while traveling is respond to what you are seeing that day.
- **Training on video blogging:** We will host a training session on videoblogging for interested students. Sign up March 19.

**Research paper:**

Length: 25 pages

This is a research paper that integrates a sustained argument about the research findings. We do not want to see a report or a summary of the references you consulted. Topics to be chosen from the list below. Please be in touch with the professors for research suggestions for the topic you choose, although responsibility for thorough research lies with the student. MA students are strongly encouraged to develop an independent research question that will contribute to your MRE research and theoretical framework.

**Project proposal: 10%**

Due Date: April 11

The proposal will be worth 10% of the 50% allocated to the research paper in your final course grade. It should include your name, title of paper, a 200 word description of your topic, and the research question you are investigating.

**Annotated bibliography: 10%**

Due April 11 with your proposal

The annotated bibliography will be worth another 10% of the 50% allocated to the research paper in your final course grade. It should follow the Chicago Manual of Style. It should list all resources you are consulting toward your research paper, with annotations that include what the reference is about, but more importantly why it is important to your project. There should be a minimum of 20 sources listed, of which no more than 5 may be assigned course readings.

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**RECOMMENDED ONLINE PRE-COURSE READINGS:**

The Academic Study of Religion is a discipline with particular theoretical and methodological prescriptive approaches that are to be followed. For more, see:  
<http://carleton.ca/chum/religionpubliclife/method/>

**Timeline to consult - <http://www.myjewishlearning.com/Jewish-History-Timeline/>**

**Review if you know the topic, read if you have never studied before:**

**Zionism:**

[http://www.myjewishlearning.com/history/Modern\\_History/1700-1914/Zionism.shtml](http://www.myjewishlearning.com/history/Modern_History/1700-1914/Zionism.shtml)

**Herzl: Early Zionist Founder:**

[http://www.myjewishlearning.com/history/Modern\\_History/1700-1914/Zionism/Theodor\\_Herzl.shtml](http://www.myjewishlearning.com/history/Modern_History/1700-1914/Zionism/Theodor_Herzl.shtml)

**Secular Zionisms:**

<http://www.myjewishlearning.com/israel/Jewish Thought/Modern/Secular Zionism.shtml>

**Ultra Orthodox and Anti-Zionist:**

<http://www.myjewishlearning.com/israel/Jewish Thought/Modern/Questioning Zionism/Neturei Karta.shtml>

**Religious Zionism:**

<http://www.myjewishlearning.com/israel/Jewish Thought/Modern/Religious Zionism.shtml>

**Modern Jewish Messianism:**

[http://www.myjewishlearning.com/beliefs/Theology/Afterlife\\_and\\_Messiah/Messianism/Modern\\_Messianism.shtml](http://www.myjewishlearning.com/beliefs/Theology/Afterlife_and_Messiah/Messianism/Modern_Messianism.shtml)

**Messianic Age in Judaism”**

[http://www.myjewishlearning.com/beliefs/Theology/Afterlife\\_and\\_Messiah/Messianism/The\\_Messianic\\_Age.shtml](http://www.myjewishlearning.com/beliefs/Theology/Afterlife_and_Messiah/Messianism/The_Messianic_Age.shtml)

**Religion (and Secularism) in Israel:****Bahai****The Bahá'í World Centre: Focal Point for a Global Community:**

<http://info.bahai.org/article-1-6-0-5.html>

**Secularism in Israel:**

Schweid, E. (2002). Jewishness and Israeliness. *Palestine - Israel Journal of Politics, Economics, and Culture*, 8(4), 84. Retrieved from  
<http://search.proquest.com/docview/235667338?accountid=9894>

### **Survey: How Religious Are Israeli Jews?**

<http://www.jcpa.org/dje/articles2/howrelisr.htm>

### **Judaism: Beliefs and Practices**

#### **Tradition:**

[http://www.jewishvirtuallibrary.org/jsource/judaica/ejud\\_0002\\_0020\\_0\\_19989.html](http://www.jewishvirtuallibrary.org/jsource/judaica/ejud_0002_0020_0_19989.html)

#### **Kabbalah**

#### **Gershom Scholem and the Academic Study of Mysticism:**

[http://www.myjewishlearning.com/beliefs/Theology/Kabbalah\\_and\\_Mysticism/Modern\\_Times/Academic\\_Study\\_of\\_Mysticism.shtml](http://www.myjewishlearning.com/beliefs/Theology/Kabbalah_and_Mysticism/Modern_Times/Academic_Study_of_Mysticism.shtml)

#### **The Zohar's influence:**

[http://www.myjewishlearning.com/beliefs/Theology/Kabbalah\\_and\\_Mysticism/Kabbalah\\_and\\_Hasidism/The\\_Zohar/Influence.shtml](http://www.myjewishlearning.com/beliefs/Theology/Kabbalah_and_Mysticism/Kabbalah_and_Hasidism/The_Zohar/Influence.shtml)

#### **Kabbalah and Hasidism:**

[http://www.myjewishlearning.com/beliefs/Theology/Kabbalah\\_and\\_Mysticism/Kabbalah\\_and\\_Hasidism.shtml](http://www.myjewishlearning.com/beliefs/Theology/Kabbalah_and_Mysticism/Kabbalah_and_Hasidism.shtml)

#### **Jewish Mysticism Renewed:**

[http://www.myjewishlearning.com/beliefs/Theology/Kabbalah\\_and\\_Mysticism/Modern\\_Times/Mysticism\\_Renewed.shtml?BFTH](http://www.myjewishlearning.com/beliefs/Theology/Kabbalah_and_Mysticism/Modern_Times/Mysticism_Renewed.shtml?BFTH)

**The Theology of Chabad:**

[http://www.myjewishlearning.com/beliefs/Theology/Kabbalah\\_and\\_Mysticism/Kabbalah\\_and\\_Hasidism/Hasidic\\_Mysticism/Hasidic\\_Ideas/Chabad.shtml](http://www.myjewishlearning.com/beliefs/Theology/Kabbalah_and_Mysticism/Kabbalah_and_Hasidism/Hasidic_Mysticism/Hasidic_Ideas/Chabad.shtml)

**Rabbinic Tradition:**

[http://myjewishlearning.com/texts/Rabbinics/Halakhah/halakhictexts\\_101.shtml](http://myjewishlearning.com/texts/Rabbinics/Halakhah/halakhictexts_101.shtml)

[http://myjewishlearning.com/texts/Rabbinics/Midrash/Midrash\\_Aggadah/How\\_Midrash\\_Functions.shtml](http://myjewishlearning.com/texts/Rabbinics/Midrash/Midrash_Aggadah/How_Midrash_Functions.shtml)

**Talmud:**

[http://myjewishlearning.com/texts/Rabbinics/Talmud/talmud\\_101.shtml](http://myjewishlearning.com/texts/Rabbinics/Talmud/talmud_101.shtml)

<http://myjewishlearning.com/texts/Rabbinics/Talmud/Mishnah.shtml>

**Explore a page of Talmud to understand its different parts:**

<http://people.ucalgary.ca/~elsegal/TalmudPage.html>

**Online Source: Pirkei Avot (Ethics/Sayings of the Founders/Fathers):**

<http://www.shechem.org/torah/avot.html>

**The Jew Who Wasn't There: Halakha and the Jewish Woman:**

[http://jwa.org/feminism/\\_html/\\_pdf/JWA001c.pdf](http://jwa.org/feminism/_html/_pdf/JWA001c.pdf)

**Jews around the Globe:**

[http://www.myjewishlearning.com/history/Jewish\\_World\\_Today/Jews\\_Around\\_the\\_Globe.shtml](http://www.myjewishlearning.com/history/Jewish_World_Today/Jews_Around_the_Globe.shtml)

**Jewish History:**

Jewish History Timeline:

<http://www.jewishvirtuallibrary.org/jsource/History/timeline.html>

**Ancient:**

[http://www.myjewishlearning.com/texts/Bible/Origins\\_of\\_the\\_Bible.shtml](http://www.myjewishlearning.com/texts/Bible/Origins_of_the_Bible.shtml)

[http://www.myjewishlearning.com/texts/Bible/Origins\\_of\\_the\\_Bible/Other\\_Ancient\\_Texts/Bible\\_as\\_Ancient\\_Literature/Canonization.shtml](http://www.myjewishlearning.com/texts/Bible/Origins_of_the_Bible/Other_Ancient_Texts/Bible_as_Ancient_Literature/Canonization.shtml)

[http://www.myjewishlearning.com/texts/Bible/Origins\\_of\\_the\\_Bible/Other\\_Ancient\\_Texts/Bible\\_as\\_Ancient\\_Literature.shtml?TSBI](http://www.myjewishlearning.com/texts/Bible/Origins_of_the_Bible/Other_Ancient_Texts/Bible_as_Ancient_Literature.shtml?TSBI)

[http://www.myjewishlearning.com/texts/Bible/Origins\\_of\\_the\\_Bible/Authorship.shtml?TSBI](http://www.myjewishlearning.com/texts/Bible/Origins_of_the_Bible/Authorship.shtml?TSBI)

[http://www.myjewishlearning.com/texts/About\\_Jewish\\_Texts/Jewish\\_Books.shtml?TSAJ](http://www.myjewishlearning.com/texts/About_Jewish_Texts/Jewish_Books.shtml?TSAJ)

[http://www.myjewishlearning.com/history/Ancient\\_and\\_Medieval\\_History/539\\_BCE-632\\_CE/Palestine\\_Under\\_Persian\\_Rule\\_I.shtml?HSAM](http://www.myjewishlearning.com/history/Ancient_and_Medieval_History/539_BCE-632_CE/Palestine_Under_Persian_Rule_I.shtml?HSAM)

[http://www.myjewishlearning.com/history/Ancient\\_and\\_Medieval\\_History/539\\_BCE-632\\_CE/Palestine\\_Under\\_Persian\\_Rule\\_I/Palestine\\_Under\\_Persian\\_Rule\\_II.shtml?HSA\\_M](http://www.myjewishlearning.com/history/Ancient_and_Medieval_History/539_BCE-632_CE/Palestine_Under_Persian_Rule_I/Palestine_Under_Persian_Rule_II.shtml?HSA_M)

[http://www.myjewishlearning.com/history/Ancient\\_and\\_Medieval\\_History/2500\\_BCE-539\\_BCE/Religion\\_and\\_Culture.shtml](http://www.myjewishlearning.com/history/Ancient_and_Medieval_History/2500_BCE-539_BCE/Religion_and_Culture.shtml)

### **Roman Sources on Jews and Judaism:**

<http://www.fordham.edu/halsall/ancient/roman-jews.html>

Read the story of Jewish Resistance against the Romans that leads to holiday of Chanukah

I Maccabees I:1-57

<http://www.earlyjewishwritings.com/text/1maccabees.html>

Read the story of Masada from Josephus' point of view in Wars of the Jews (Chap 8-9)  
<http://www.ccel.org/j/josephus/works/war-7.htm>

See the earliest inscription dating one of the first synagogues in the 1<sup>st</sup> century

<http://www.kchanson.com/ANCDOCS/greek/theodotus.html>

### **1492: Expulsion from Spain**

**Primary Source:**

Jews Expelled from Spain

<http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html>

A series of excellent articles on early Christianity can be found at:

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/first/>

## TRAVEL ITINERARY & COURSE READINGS

**KEY for readings:** *Only required readings are marked as REQUIRED. All other readings (background, primary, scholarly) are recommended. Students who are presenting or developing web sites must read and address all required readings and are strongly encouraged to read and address recommended readings. Students with no knowledge of the topic are strongly recommended to read the recommended readings marked with an \**

**KEY For PROFS:** **GREEN = Butler, BLUE = Dolansky, YELLOW= Both**

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### Day 1 (May 5)

**Arrive Tel Aviv**

**Hebrew University and Settle In**

### Online Background Reading:

\*Israeli Memorial Day: Yom Hazikaron

[http://www.myjewishlearning.com/holidays/Jewish\\_Holidays/Modern\\_Holidays/Yom\\_Hazikaron.shtml](http://www.myjewishlearning.com/holidays/Jewish_Holidays/Modern_Holidays/Yom_Hazikaron.shtml)

### War of Independence:

<http://www.myjewishlearning.com/israel/History/1948-1967/1948.shtml>

Six Day War

[http://www.myjewishlearning.com/israel/History/1948-1967/Six-Day\\_War.shtml](http://www.myjewishlearning.com/israel/History/1948-1967/Six-Day_War.shtml)

Yom Kippur War

[http://www.myjewishlearning.com/israel/History/1967-1980/Yom\\_Kippur\\_War.shtml](http://www.myjewishlearning.com/israel/History/1967-1980/Yom_Kippur_War.shtml)

Mourning customs Judaism: Yizkor

[http://www.myjewishlearning.com/life/Life\\_Events/Death\\_and\\_Mourning/Burial\\_and\\_Mourning/Yizkor.shtml](http://www.myjewishlearning.com/life/Life_Events/Death_and_Mourning/Burial_and_Mourning/Yizkor.shtml)

Mourning customs Judaism: Kaddish

[http://www.myjewishlearning.com/life/Life\\_Events/Death\\_and\\_Mourning/Burial\\_and\\_Mourning/Kaddish.shtml](http://www.myjewishlearning.com/life/Life_Events/Death_and_Mourning/Burial_and_Mourning/Kaddish.shtml)

### **Primary Sources:**

**REQUIRED:** “Status Quo” letter to Agudath Israel: Basis of 1948 agreement for secular/religious balance in new State of Israel: <http://hamodia.com/hamodia/uploads/2013/12/D35.jpg>

Selected primary Sources Anti-Jewish Violence during Six Day War (Arab lands) from Stillman, Norman A. *The Jews of Arab lands in modern times*. Philadelphia: The Jewish Publication Society. 1991.

### **Scholarly Source:**

Talal Asad. “Thinking About Religion, Belief and Politics.” *The Cambridge companion to religious studies*. Orsi, Robert A., Ed. Cambridge: Cambridge University Press. 2011.

**REQUIRED FOR MA STUDENTS:** Leora Batnitzky. "The Rejection of the Jewish Religion and the Birth of Jewish Nationalism." *How Judaism Became a Religion: An Introduction to Modern Jewish Thought*. Princeton and Oxford: Princeton University Press. 2011.

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## Day 2 (May 6)

**Picnic at Hebrew U**

**Tel Aviv port airshow**

### Background:

\*Israeli Independence Day: Yom Haatzmaut

[http://www.myjewishlearning.com/holidays/Jewish\\_Holidays/Modern\\_Holidays/Yom\\_Haatzmaut.shtml?HYJH](http://www.myjewishlearning.com/holidays/Jewish_Holidays/Modern_Holidays/Yom_Haatzmaut.shtml?HYJH)

### Primary:

Israeli Declaration of Independence:

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-israel/>

**REQUIRED: Scholarly:** Stuart Cohen. "Tensions Between Military Service and Jewish Orthodoxy In Israel: Implications Imagined and Real." *Israel Studies* 12, no. 1 (2007): 103-126. <http://muse.jhu.edu/> (accessed March 16, 2014).

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## Day 3 (May 7)

**Tel Lachish**

**Bar Kokhba Caves**

**David vs. Goliath Site**

**Beit Shemesh**

**Presenting Tel Lachish: ERIN DAWSON**

**Website Tel Lachish: AVRA KATES**

**Presenting Modi'in: SARAH COOK**

**Background:**

\*Beth-Shemesh: A Biblical Border City between Judah and Philistia

<http://archaeology.tau.ac.il/?projection=tel-beth-shemesh>

Ancient Jewish History: The Bar-Kokhba Revolt

<https://www.jewishvirtuallibrary.org/jsource/Judaism/revolt1.html>

Modi'in struggles to preserve its Hasmonean roots

[http://www.jns.org/latest-articles/2013/9/24/modiin-struggles-to-preserve-its-hasmonean-roots#.UwT\\_x\\_ldXng](http://www.jns.org/latest-articles/2013/9/24/modiin-struggles-to-preserve-its-hasmonean-roots#.UwT_x_ldXng)

**Primary:**

1 Sam 17 (BIBLE);

**Scholarly:**

**REQUIRED:** King, Philip J. "Why Lachish Matters." *Biblical Archaeology Review* 31.4 (2005): 36-47.

**REQUIRED:** Eck, Werner. "The bar Kokhba Revolt: The Roman Point of View." *The Journal of Roman Studies* 89 (1999): 76-89.

Shanks, Hershel. "'Revolt' Coins Minted on Temple Mount." *Biblical Archaeology Review* 37 (2011): 58-59.

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## Day 4 (May 8)

**Israel Museum – Archaeology, Dead Sea Scrolls, 2<sup>nd</sup> Temple**

**Synagogues; Art & Life, Knesset**

### Background:

\*Dead Sea Scrolls: Ancient documents give a glimpse into Second Temple life

[http://www.myjewishlearning.com/texts/Bible/Origins\\_of\\_the\\_Bible/Other\\_Ancient\\_Texts/Dead\\_Sea\\_Scrolls.shtml](http://www.myjewishlearning.com/texts/Bible/Origins_of_the_Bible/Other_Ancient_Texts/Dead_Sea_Scrolls.shtml)

\*Jewish Sects: In the Second Temple period

[http://www.myjewishlearning.com/history/Ancient\\_and\\_Medieval\\_History/539\\_BCE-632\\_CE/Palestine\\_Under\\_Roman\\_Rule/Second\\_Temple\\_Judaisms.shtml](http://www.myjewishlearning.com/history/Ancient_and_Medieval_History/539_BCE-632_CE/Palestine_Under_Roman_Rule/Second_Temple_Judaisms.shtml)

### Primary:

**REQUIRED:** Excerpts from Josephus on Destruction of Second Temple

<https://www.jewishvirtuallibrary.org/jsource/History/2ndtemp.html>

**REQUIRED:** Excerpt from the Talmud on rabbinic explanations of why the First and Second Temples were destroyed. Follow the link, then scroll through pages to 9b, start

with “Why was the first Sanctuary Destroyed” then stop reading just after first full paragraph of 10b “Who has taught the following which our Rabbis have taught:”

<http://halakhah.com/pdf/moed/Yoma.pdf>

Law of Return:

<https://www.knesset.gov.il/laws/special/eng/return.htm>

Protection of Holy Places Law:

<https://www.knesset.gov.il/laws/special/eng/HolyPlaces.htm>

**Scholarly:**

**REQUIRED:** Crawford White, Sidnie. “The Dead Sea Scrolls: Retrospective and Prospective.” *Near Eastern Archaeology* 65.1 (2002) 81-86.

Schiffman, Lawrence. “Inverting Reality: The Dead Sea Scrolls in the Popular Media,” *Dead Sea Discoveries* 12.1 The Dead Sea Scrolls in the Popular Imagination (2005): 24-37.

**REQUIRED MA STUDENTS:** Rabho, Laila Abed. “Problems No Longer Solved over a Cup of Coffee: Arab Women Take Complaints to the West Jerusalem Muslim Court.” *Journal of Women of the Middle East and the Islamic World* 10 (2012), 113-126.

Ramadan, Moussa Abou. “The Recent Developments in Custody Law for Muslims in Israel: Gender and Religion.” *Journal of Women of the Middle East and the Islamic World* 8 (2010), 274-316.

Scolnicov, Anat. 2006. "Religious Law, Religious Courts and Human Rights within Israeli Constitutional Structure." *International Journal of Constitutional Law* 4 (4): 732-740. doi:10.1093/icon/mol037.

[http://resolver.scholarsportal.info/resolve/14742640/v04i0004/732\\_rlcahrwics](http://resolver.scholarsportal.info/resolve/14742640/v04i0004/732_rlcahrwics).

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## **Day 5 (May 9)**

**Mea Shearim**

**Machane Yehuda**

**Shabbat Lectures**

**Shabbat Dinner**

### **\*Haredim:**

[http://www.myjewishlearning.com/history/Jewish\\_World\\_Today/Denominations/Orthodox/haredim.shtml](http://www.myjewishlearning.com/history/Jewish_World_Today/Denominations/Orthodox/haredim.shtml)

### **\*What is Shabbat?**

<http://www.jewishvirtuallibrary.org/jsource/Judaism/shabbat.html>

### **Primary:**

Obituary for Rabbi Shach on Aish.com

<http://www.aish.com/jw/s/48883577.html>

### **\*Mea Shearim Blog:**

<http://meashearim.wordpress.com>

### **Scholarly:**

**REQUIRED FOR MA STUDENTS:** Tovi Fenster. 2013. Bodies and places in Jerusalem: Gendered feelings and urban policies. *Hagar* 11, (1): 63, [www.summon.com](http://www.summon.com) (accessed March 18, 2014).

Ben-Rafael, Eliezer. "The Faces of Religiosity in Israel: Cleavages Or Continuum?" *Israel Studies* 13, no. 3 (2008): 89-113.  
<http://search.proquest.com/docview/195270039?accountid=9894>.

**REQUIRED:** Katz, Elihu, Hanna Levinsohn, and Shlomit Levy. "The Many Faces of Jewishness in Israel." In *Jews in Israel: Contemporary Social and Cultural Patterns*, edited by Uzi Rebhun and Chaim I. Waxman, 265-284. Hanover, Lebanon, NH: Brandeis University Press, 2004.

Inbari, Motti. 2010. "Messianic movements and failed prophecies in Israel: five case studies." *Nova Religio* 13, no. 4: 43-60.

**REQUIRED:** Sinclair, Daniel. "Halakhah and Israel." In *Modern Judaism: An Oxford Guide*, edited by Nicolas de Lange and Miri Freud-Kandel, 352-362. Oxford: Oxford University Press, 2005.

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## Day 6 (May 10)

### Shabbat – Day Off

Havdallah Service: 30 minutes after shabbat -approximately 9 pm.

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## Day 7 (May 11)

### Tunnel Tour

### City of David

## **Hezekiah's Tunnel**

**Presenting City of David: SIMON ZELDIN**

**Website City of David: CRLY CUSHING**

**Presenting Hezekiah's Tunnel: MATTEA SHABUT**

### **Background:**

The City of David, Israel

[http://www.goisrael.com/Tourism\\_Eng/Articles/Attractions/Pages/CityOfDavid.aspx](http://www.goisrael.com/Tourism_Eng/Articles/Attractions/Pages/CityOfDavid.aspx)

(main page and hyperlinks)

Jerusalem's City of David and Area G

<http://www.bibleplaces.com/areag.htm>

(main page and optional links at the bottom for more info on specific sites)

2,700 year old Hebrew Inscription Uncovered in City of David

<http://www.jpost.com/Features/In-TheSpotlight/Ancient-engraved-earthenware-discovered-in-City-of-David-323438>

### **Primary:**

\*BIBLE: 2 Samuel 5-7; 1 Kings 1-9; 2 Kings 18-20.

\*Qur'an 17: <http://quran.com/17>

\*Qur'an 29: <http://quran.com/29>

**Scholarly:**

**REQUIRED:** Baumel Joseph, Norma. "Shema B'kolah: On Listening to Women's Voices in Prayer." In *Women of the Wall: Claiming Sacred Ground at Judaism's Holy Site*, edited by Phyllis Chester and Rivka Haut, 288-309. Woodstock, VT: Jewish Lights Publishing, 2003.

Nalbandian, Garo. "Did Ancient Jerusalem Draw Water Through Warren's Shaft?." *Biblical Archaeology Review* 33.2 (2007): 64-69, 77.

Shanks, Hershel. "Will King Hezekiah Be Dislodged from His Tunnel?." *Biblical Archaeology Review* 39.5 (2013): 52–61, 73.

**REQUIRED:** Draper, Robert. "Kings of Controversy." *National Geographic Magazine* (2010).

<http://ngm.nationalgeographic.com/print/2010/12/david-and-solomon/draper-text>  
accessed April 23, 2014.

\*Spoerl, Joseph S. "Hamas, Islam, and Israel." *The Journal of Conflict Studies* 26 (2006), 3-15.

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**Day 8 (May 12)**

**St. George Monastery**

**Judean Desert**

**Inn of the Good Samaritan**

**Crusader Fort**

**Presenting St. George Monastery: CHLOE PEI**

**Background:**

Judean Wilderness

<http://www.bibleplaces.com/judeanwilderness.htm>

The Inn of the Good Samaritan

<http://www.biblewalks.com/Sites/GoodSamaritanInn.html>

**Primary:**

\*BIBLE: Luke 10

Schiffman, Lawrence H. “The Jewish-Christian Schism.” In *Texts & Traditions: A Source Reader for the Study of Second Temple and Rabbinic Judaism*, 369-427. Hoboken, NJ: Ktav Publishing House, Inc., 1991.

**Scholarly:**

**REQUIRED:** Schiffman, Lawrence H. “The Jewish Christian Schism.” CH 8 In *From Text to Tradition: A History of Second Temple Rabbinic Judaism*, 139-156. Hoboken, NJ: Ktav Publishing House, Inc., 1991.

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**Day 9 (May 13)**

**Temple Mount Sifting Project**

**Jewish Quarter**

**Cardo & Burnt House**

**Presenting Temple Mount Sifting Project: NATALIA POCHTARUK**

**Background:**

\*Judaism After the Temple

[http://www.myjewishlearning.com/history/Ancient\\_and\\_Medieval\\_History/539\\_BCE-632\\_CE/Palestine\\_Under\\_Roman\\_Rule/Judaism\\_after\\_the\\_Temple.shtml](http://www.myjewishlearning.com/history/Ancient_and_Medieval_History/539_BCE-632_CE/Palestine_Under_Roman_Rule/Judaism_after_the_Temple.shtml)

\*Talmud:

<http://www.myjewishlearning.com/texts/Rabbinics/Talmud.shtml>

**REQUIRED:**Sifting project: <http://templemount.wordpress.com/brief-introduction-to-the-project/>

Adler, Stephen J. "Israeli Court Finds Muslim Council Destroyed Ancient Remains on Temple Mount." *Biblical Archaeology Review* 20.4 (1994).

<http://www.basarchive.org.proxy.library.carleton.ca/bswbBrowse.asp?PubID=BSBA&Volume=20&Issue=4&ArticleID=4&UserID=2317> accessed April 27, 2014.

Feldman, Steven. "Muslim Religious Body Snubs Israeli Law, Archaeological Concerns." *Biblical Archaeology Review* 26.2 (2000).

<http://www.basarchive.org.proxy.library.carleton.ca/bswbBrowse.asp?PubID=BSBA&Volume=26&Issue=2&ArticleID=11&UserID=2317> accessed April 27, 2014.

Rubin, Uri. "Muhammad's Night Journey (Isra) to al-Masjid al-Aqsa. Aspects of the Earliest Origins of the Islamic Sanctity of Jerusalem." *Al-Qantara* 29 (2008), 147- 164.

**Primary:**

The Talmud Is a Training Manual for Jews Preparing for the Next Holy Era (English critical reading)

<http://www.tabletmag.com/jewish-life-and-religion/166359/daf-yomi-75>

Follow the discussion in the primary source to trace connection between Sukkot and Temple: <http://halakhah.com/pdf/moed/Sukkah.pdf>

\* Leeming, David. "Night Journey of Muhammad." In *The Oxford Companion to World Mythology*. Oxford: Oxford University Press, 2005.

<http://www.oxfordreference.com.proxy.library.carleton.ca/view/10.1093/acref/9780195156690.001.0001/acref-9780195156690-e-1141>.

\*Tafsir (qur'anic commentary) of *surah* (chapter) two of the Qur'an. For the purposes of this course, particular emphasis should be given to verses 142-145

<http://www.altafsir.com/Tafsir.asp?tMadhNo=0&tTafsirNo=74&tSoraNo=2&tAyahNo=141&tDisplay=yes&UserProfile=0&LanguageId=2>

\*Palazzi, Abdul Hadi. "What the Qur'an really says: The Qur'an says that Allh gave the Land of Israel to the Jews and will restore them to it at the End of Days."

***Islam/Commentary. This is a piece written by a Muslim professor concerning HIS opinions on, what he sees as, "authentic Islam" views Jews in Israel. This is not scholarly, but instead allows for different view than what we often hear from the media, for example.*** <http://www.templemount.org/quranland.html>

**Scholarly:**

**REQUIRED:** Shanks, Hershel. "Jerusalem Roundup." *Biblical Archaeology Review* 37.2 (2011): 35-45, 78.

Adler, Stephen J. "Israeli Court Finds Muslim Council Destroyed Ancient Remains on Temple Mount." *Biblical Archaeology Review* 20.4 (1994).

Leeming, David. "Night Journey of Muhammad." In *The Oxford Companion to World Mythology*. Oxford: Oxford University Press, 2005.

**REQUIRED FOR MA STUDENTS:** Schwartz, Seth. "One: Politics and Society." In *Imperialism and Jewish Society, 200 B.C.E to 640 B.C.E.*, 19-48. Princeton: Princeton University Press, 2001.

Cass Fisher. "Beyond the Homiletical: Rabbinic Theology as Discursive and Reflective Practice." *The Journal of Religion*. Vol. 90, No. 2 (April 2010) , pp. 199-236

Stable URL: <http://www.jstor.org/stable/10.1086/649848> (Note from Dr. Butler: *The title may be scary, but this is an excellent article that critically engages the category of theology in Judaism in general and rabbinic thought in particular. Even if you don't understand it all, there is a lot here about God in Judaism that is worth thinking about.*).

Mitchell Schwarzer. "The Architecture of Talmud." *Journal of the Society of Architectural Historians* , Vol. 60, No. 4 (Dec., 2001) , pp. 474-487.

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## **Day 10 (May 14)**

**Old City – Christianity**

**Church of the Holy Sepulchre**

**Via Dolorosa**

**Catacombs at Mount of Olives**

**Garden of Gethsemane**

**Abu Ghosh – Mosque**

**Presenting Old City – Christianity: CHRISTINA PASQUA**

**Presenting Pools of Bethesda (Healing): TIFFANY McDougall-BRENNAN**

### **Background**

The Way of the Cross

<https://www.jewishvirtuallibrary.org/jsource/vie/Jerusalem2.html#Cross>

(jump to “The Way of the Cross”)

Abu Gosh

[http://goisrael.com/Tourism\\_Eng/Tourist%20Information/Discover%20Israel/Cities/Pages/Abu%20Gosh.aspx](http://goisrael.com/Tourism_Eng/Tourist%20Information/Discover%20Israel/Cities/Pages/Abu%20Gosh.aspx)

\*This is a museum in Israel dedicated to Islamic art <http://www.islamicart.co.il/en/>

### **Primary:**

BIBLE: Matthew 16-28

### **Scholarly:**

**REQUIRED:** From Jesus to Christ: The First Christians.

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/first/> linked from this page are 9 scholarly articles/interviews/subjects of current scholarly investigation on various topics relevant to understanding the early Christian movement – **all 9 are required reading.**

\*Brown, Daniel W. "Islam in Global Perspective." In *A New Introduction to Islam*, 3-18. Malden, MA: Wiley-Blackwell, 2009.

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## **Day 11 (May 15)**

**Haifa: Baha'i Shrine; Ahmadiyya Mosque; Druze Village**

**Jaffa: Andromeda's Rock; Kedumim Square; Summit Park; Old Jaffa**

**PRESENTING Baha'i Shrine: WILLEM PEREBOOM**

### **Background:**

Tablets of Bahá'u'lláh Revealed After the Kitáb-i-Aqdas

<http://reference.bahai.org/en/t/b/TB/tb-2.html>

The Projects on Mount Carmel

<http://info.bahai.org/article-1-6-5-3.html>

The Druze in Israel: History & Overview

\*[https://www.jewishvirtuallibrary.org/jsource/Society\\_&\\_Culture/druze.html](https://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/druze.html)

### **Primary:**

The Báb, Forerunner of Bahá'u'lláh

<http://info.bahai.org/the-bab-forerunner.html>

[www.reference.bahai.org](http://www.reference.bahai.org) is an online database of all the holy writings of the Baha'i faith.

**Scholarly:**

**REQUIRED:** Noga Collins-Kreiner. "Religion and Politics: New Religious Sites and Spatial Transgression in Israel" *Geographical Review* Volume 98, Issue 2, pages 197–213, April 2008.

Al-hamad, Zaid F. and M. Anwarul Islam. "The Dome of the Rock: Origin of its Octagonal Plan." *Palestine Exploration Quarterly* 139 (2007), 109-128.

Brown, Daniel W. "Islam in the Twenty-First Century." In *A New Introduction to Islam*, 282-298. Malden, MA: Wiley-Blackwell, 2009.

**REQUIRED:** Firestone, Reuven. "Jewish-Muslim Relations." In *Modern Judaism: An Oxford Guide*, edited by Nicolas de Lange and Miri Freud-Kandel, 438-450. Oxford: Oxford University Press, 2005.

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**Day 12 (May 16)**

**Yad Vashem – Jewish Theological Responses to the Holocaust**

**Presenting Yad Vashem: DERRY NEUFELD**

**Background:**

Holocaust History:

<http://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students/>

**Primary:**

**REQUIRED:** Rachel Auerbach. "Yizkor 1943". *The Literature of Destruction: Jewish Responses to Catastrophe*. 1989. 459-464

Emil Fackenheim. "The Jewish Return into History" in *Contemporary Jewish Theology: A Reader*. Elliott N. Dorff and Louis E. Newman, Eds. New York and Oxford: Oxford University Press. 1999. 385-395

Marc Ellis. "Beyond Innocence and Redemption" in *Contemporary Jewish Theology: A Reader*. Elliott N. Dorff and Louis E. Newman, Eds. New York and Oxford: Oxford University Press. 1999. 465-484

Adi Ophir. "The Identity of Victims and the Victims of Identity: A Critique of Zionist Ideology for a Post-Zionist Age" in *Mapping Jewish Identities*. Lawrence Silberstein, Ed. New York and London: New York University Press. 2000. 174-200 (important questions about identity vis a vis Holocaust)

### **Scholarly:**

**REQUIRED FOR MA STUDENTS:** Dalia Ofer. "The Past That Does Not Pass: Israelis and Holocaust Memory." *Israel Studies* 14, no. 1 (2009): 1-35.  
<http://muse.jhu.edu/> (accessed March 16, 2014).

Kimmy Caplan. "The Holocaust in Contemporary Israeli Haredi Popular Religion." *Modern Judaism* 22, no. 2 (2002): 142-168. <http://muse.jhu.edu/> (accessed March 16, 2014).

<http://muse.jhu.edu/journals/mj/summary/v022/22.2caplan.html>

**REQUIRED:** Levi, Primo. "Survival in Auschwitz." In *A Holocaust Reader: Responses to the Nazi Extermination*, edited by Michael L. Morgan, 19-27. New York, Oxford: Oxford University Press, 2001.

**REQUIRED:** Tolstoy, Margie. "Jewish-Christian Relations." In *Modern Judaism: An Oxford Guide*, edited by Nicolas de Lange and Miri Freud-Kandel, 426-437. Oxford: Oxford University Press, 2005.

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## Day 13 (May 17)

**Tel Aviv – Free Day**

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## Day 14 (May 18)

**Caesaria: Theater, Hippodrome, Port, Aquaduct**

**Akko: Mosaic Synagogue**

**Rosh Hanikra: Cable Cars over Grottoes**

### **Background:**

Roman Rule Roman Rule (63 BCE-313 CE)

\*<http://www.jewishvirtuallibrary.org/jsource/History/Romans.html>

### **Primary:**

\*Excerpt from Josephus, *Antiquities*, book XIV (on Herod)

<http://sacred-texts.com/jud/josephus/ant-14.htm>

### **Scholarly:**

**REQUIRED:** Jews and the Roman Empire

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/jews.html>

Netzer, Ehud. "In Search of Herod's Tomb." *Biblical Archaeology Review* 37.1 (2011): 36-48, 70.

Corbett, Joey. "New Synagogue Excavations in Israel and Beyond." *Biblical Archaeology Review* 37 (2011): 52-57.

**REQUIRED FOR MA STUDENTS:** Sanders, E.P. "Common Judaism and the Synagogue in the First Century," In *Jews, Christians, and Polytheists in the Ancient Synagogue*, edited by Steven Fine, 1-17. New York, NY: Routledge , 1999.

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## Day 15 (May 19)

**Kibbutz Lohamei Hagetaot - Safed - Mysticism, Sefardic Judaism, Hasidism**

**Capernaum**

**Tiberias**

**Presenting Capernaum: KILIAN McCORMICK**

### **Background:**

New York Times: Holocaust Museums in Israel Evolve <http://nyti.ms/PZxnPh>

\*Warsaw Ghetto: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005069>

\*Warsaw Ghetto Uprising:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005188>

Isaac Luria & Kabbalah in Safed

[http://www.myjewishlearning.com/beliefs/Theology/Kabbalah\\_and\\_Mysticism/Kabbalah\\_and\\_Hasidism/In\\_Safed.shtml](http://www.myjewishlearning.com/beliefs/Theology/Kabbalah_and_Mysticism/Kabbalah_and_Hasidism/In_Safed.shtml)

Capernaum:

[http://www.goisrael.com/Tourism\\_Eng/Tourist%20Information/Christian%20Themes/Details/Pages/Capernaum%20%20%20chr.aspx](http://www.goisrael.com/Tourism_Eng/Tourist%20Information/Christian%20Themes/Details/Pages/Capernaum%20%20%20chr.aspx)

Tiberias:<https://www.jewishvirtuallibrary.org/jsource/vie/Tiberias.html>

**REQUIRED:** The Laws of Nidah:

[http://www.myjewishlearning.com/life/Sex\\_and\\_Sexuality/Jewish\\_Approaches/Prohibited\\_Sexual\\_Relationships/Niddah/Laws.shtml](http://www.myjewishlearning.com/life/Sex_and_Sexuality/Jewish_Approaches/Prohibited_Sexual_Relationships/Niddah/Laws.shtml)

**Primary:**

Rachel Adler. "Tumah and Taharah: Endings and Beginnings." *The Jewish Woman: New Perspectives*. Ed. Elizabeth Koltun. New York: Schocken Books. 1976.

Rachel Adler, "In Your Blood Live": Re-Visions of a Theology of Purity", in *Lifecycles: Jewish Women on Biblical Themes in Contemporary Life. Volume 2* . Woodstock Vermont: JewishLights Publishing. 1992. 197-206

Excerpt from the Zohar, "The Mysticism of the Alphabet" <http://www.sacred-texts.com/jud/zdm/zdm004.htm>

Oneg Shabbat Archives learning site (Warsaw Ghetto)  
<http://www.yadvashem.org/yv/en/exhibitions/ringelblum/intro.asp>

**REQUIRED:** Luke 7-8; Matt 8-11

**Scholarly:**

**REQUIRED:** Cahaner, Lee and Nissim Leon. 2013. "Returning to Religious Observance on Israel's Non-Religious Kibbutzim." *Journal of Israeli History* 32 (2): 197-218. doi:10.1080/13531042.2013.822727.

[http://resolver.scholarsportal.info/resolve/13531042/v32i0002/197\\_rtroink](http://resolver.scholarsportal.info/resolve/13531042/v32i0002/197_rtroink).

Marianna Ruah-Midbar. "Current Jewish Spiritualities in Israel: A New Age." *Modern Judaism* 32, no. 1 (2012): 102-124. <http://muse.jhu.edu/> (accessed March 19, 2014).

Hartman, Tova and Naomi Marmon. "Lived Regulations, Systemic Attributions: Menstrual Separation and Ritual Immersion in the Experience of Orthodox Jewish Women." *Gender and Society* 18.3 (2004): 389-408.

Bar, Doron. "The Christianisation of Rural Palestine during Late Antiquity." *Journal of Ecclesiastical History* 54.3 (2003): 401-421.

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## **Day 16 (May 20)**

**[Hamat Tiberias Synagogue](#)**

**[Kinneret Farm](#)**

**[Beit She'an](#)**

**[Beit Alpha Synagogue](#)**

**[Ein Gedi](#)**

**Presenting Hamat Tiberias Synagogue: DANA MURRAY**

### **Background:**

En Gedi

\*<http://www.bibleplaces.com/engedi.htm>

Archaeology in Israel: Beit She'an

\*<https://www.jewishvirtuallibrary.org/jsource/Archaeology/Beitshean.html>

Archaeology in Israel: Beit Alpha

\*<https://www.jewishvirtuallibrary.org/jsource/Archaeology/Beitalpha.html>

**Primary:**

Judith (in the apocrypha – available on biblegateway.com)

Josephus, *Vita* 276-81, 290-303.

Matt 4:23

Luke 4:14-15

*m. Ned.* 5:5

*m. Shebu.* 4:10

*m. Neg.* 13:12

Josephus, *B.J.* 2.289

Beth Alpha Inscription

Ein Gedi Inscription

**Scholarly:**

**REQUIRED:** Hachlili, Rachel. “[The Zodiac in Ancient Jewish Synagogal Art: A Review.](#)” *Jewish Studies Quarterly* 9.3 (2002): 219-258.

Magness, Jodi. “Samson in the Synagogue.” *Biblical Archaeology Review* 39.1 (2013): 32–39, 66–67.

**REQUIRED:** Fine, Steven. "Iconoclasm." *Bible Review* 16.5 (2000): 32-43, 55.

Dvorjetski, Estee. "Healing Waters." *Biblical Archaeology Review* 30.4 (2004): 16-27, 60.

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## **Day 17 (May 21)**

### **Masada**

#### **Presenting Masada: ALEX CHAFFEY**

#### **Website Masada: EUNICE KIM**

#### **Background:**

Archaeology in Israel: Masada Desert Fortress

<http://www.jewishvirtuallibrary.org/jsource/Archaeology/Masada1.html>

#### **Primary:**

**REQUIRED:** From Jesus to Christ: Josephus Describes the Mass Suicide at Masada

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/josephusmasada.html>

#### **Scholarly:**

**REQUIRED:** From Jesus to Christ: The Credibility of Josephus

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/masada.html>

Crawford, Sidnie White. "Scribe Links Qumran and Masada." *Biblical Archaeology Review*, Nov/Dec 2012, 38-43, 72.

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## **Day 18 (May 22)**

**Ein Gedi Synagogue**

**Qumran**

**Ein Gedi Nature Reserve**

**Genesis Land – Camels and Lunch**

**Website Qumran: CARLY CUSHING**

**Presenting Qumran: BLISS TRACY**

### **Background:**

From Jesus to Christ: The Mystery and Meaning of the Dead Sea Scrolls

\*<http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/scrollmeaning.html>

**REQUIRED:** From Jesus to Christ: The Essence of the Dead Sea Scrolls

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/essenes.html>

### **Primary:**

**REQUIRED:** From Jesus to Christ: The Community Rule

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/community.html>

From Jesus to Christ: The War Scroll

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/scrolltranslation.html>

**Scholarly:**

Atkinson, Kenneth, Eshel, Hanan, Magness, Jodi. "Another View: Do Josephus's Writings Support the "Essene Hypothesis"?" *Biblical Archaeology Review*, Mar/Apr 2009, 56, 58-59

**REQUIRED:** Magen, Yitzhak. "Bells, Pendants, Snakes & Stones." *Biblical Archaeology Review* 36.6 (2010): 26– 35, 70.

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**Day 19 (May 23)**

[Diaspora Museum](#)

[Palmach Museum](#)

## REGULATIONS COMMON TO ALL HUMANITIES COURSES

### COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course

### GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see "Petitions to Defer")
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

### DATES AND DEADLINES

#### Last day to withdraw (financial): with a full fee adjustment

Early Summer: May 23. Full Summer May 23.

Late Summer: July 23.

#### Last Day to withdraw (Academic):

Early Summer June 17. Full/Late Summer: August 15.

### ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term.

<http://carleton.ca/equity/accommodation/academic/>

For an accommodation request the processes are as follows:

**Pregnancy obligation:** contact the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist

**Religious obligation:** contact the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of

Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment.

If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please contact the Registrar's Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

### ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 <sup>th</sup> Floor Library
Learning Support Service 520-2600 Ext 1125	4 <sup>th</sup> Floor Library