

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

<p><b>CARLETON UNIVERSITY</b> COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p><b>JUDAISM</b> RELI 2110A: FALL 2015 Class meets: Tuesdays - Thursdays 1305-1425 Classroom: St Pats 435 03-SEP-15- 08-DEC-15</p>
<p><b>Dr Deidre Butler</b> <a href="mailto:deidre.butler@carleton.ca">deidre.butler@carleton.ca</a></p>	<p><b>OFFICE HOURS</b> <b>Tuesdays 11-12:30 and after class at St Patrick; Thursdays 11-12:30 pm and after class at St Patrick or by appointment</b> Office: Paterson Hall 2a49 Phone: 613-520-2600 ext 8106 (email preferred)</p>
<p><b>Description:</b> This 2000 level course explores Judaism as a lived religious tradition, practiced by men and women, that takes place in diverse communities across Canada and around the world. We begin with the premise that Judaism is defined by the teachings, beliefs and practices that form the core of Jewish communal life. From this point of view, Judaism is both historical and evolving; rooted in traditions yet diverse in its many expressions, responding to changing contexts, reflecting on its past and looking towards its own future. Practiced by Jews in communities all around the world, Judaism is a dynamic and complex tradition that includes a range of teachings and practices. This diversity can be a challenge for students who are at the early stages of studying Judaism. One way into this problem is to begin where Jewish communities begin in defining their own identity: Jews understand themselves as standing in relationship to, and in continuity with, a historical past as expressed through sacred texts. With historical primary source texts as our entry point we will explore the teachings, traditions, practices and formative experiences of the Jewish people. To this end, films will be also be shown and several guest speakers from the local and national Jewish community will be invited into the class throughout the semester to illustrate the diversity of Judaism in Canada and around the world.</p>	
<p><b>Course Goals:</b> At the end of this course the student will:</p> <ul style="list-style-type: none"> <li>❑ Be able to explain and apply a selection of key theoretical principles and methodological approaches that used in the academic study of religion in general and in the study of Judaism in particular.</li> <li>❑ Be able to articulate a general knowledge and understanding of the history, teachings, and practices of Judaism.</li> <li>❑ Be able to discuss and reflect upon the rich textual traditions of rabbinic Judaism, its historical development, and its role in contemporary Jewish life.</li> <li>❑ Be able to discuss and reflect upon a range diverse of Jewish beliefs and practices in relation to their historical and communal contexts.</li> <li>❑ Be able to discuss and reflect upon a range of major debates within Jewish life as well as Jewish studies scholarly contribution to those debates.</li> <li>❑ Develop critical reading, writing and thinking skills through in class discussions and tasks, tests and written assignments.</li> <li>❑ Develop research writing skills including the ability to conduct library research, craft thesis statements, appropriately cite sources using the Chicago Manual of Style, locate and distinguish between primary and secondary sources etc.</li> </ul>	

**Required Texts:** Required readings prepare you for class lectures and discussions. Always read the required text prior to class meeting.

- ❑ **Eliezer Segal, *Introducing Judaism*** (available at bookstore, used and online retailers)
- ❑ **Additional readings online** and linked through CULearn
- ❑ **Hebrew Bible:** Use your own or refer to an online version. See Online Hebrew Bible with Rashi (rabbinic) commentary for an insider's perspective  
[http://www.chabad.org/library/bible\\_cdo/aid/63255/jewish/The-Bible-with-Rashi.htm](http://www.chabad.org/library/bible_cdo/aid/63255/jewish/The-Bible-with-Rashi.htm)

**Recommended for students continuing in courses in Jewish Studies:** JPS translation of *Tanakh* (Hebrew Bible) (available at bookstore) or bring your own copy of another translation to class.

**Recommended readings** are readings that extend our discussion of a particular topic or open a new topic we may not have time for during class meetings. They may be used for assignments but are not tested on any exam.

**Tests are 2/3 lecture based, 1/3 textbook based. Regular attendance is key to succeeding in this course.**

**Course slides** are normally posted on CU Learn by midnight the night before a lecture in pdf format. They do not contain all content from the lecture but provide a roadmap of the lecture plus all quotations from texts we will discuss in class.

### Course Requirements

Complete any 3 of the following 4 requirements

- 31% Test 1 (Oct 6)
  - 31% Test 2 (Nov 3)
  - 31% Living Judaism Assignment 5-7 pages
  - 31% Test 3 during Exam period
- Total: 93%

PLUS a 7% library research assignment based on the library research session on Nov 5 (due Nov 10). = 100%

**NOTE: Any student who misses more than 10 scheduled class meetings without valid and documented reasons for these absences is not eligible to pass the course.**

**Students who miss a class for religious reasons MUST email the professor to have the absence excused.**

***A note on independent course web sites/ course sharing sites from the University:*** Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

## Course Requirements

*Students are encouraged to keep track of all grades until the final grade is posted. If you see an error, email the Professor Butler. Note that online grades will not be finalized until shortly before the grades are submitted (10 days after the final exam).*

Element	Value	Date	Description
<b>Test 1 In class exam</b>	<b>31%</b>	<b>Oct 6</b>	<b>Multiple choice and may include short answer and short essay.</b> Exam is based on all required course materials, lectures, guest lectures and films from the first class up to and including the class before the test (Oct 1). Exam is 2/3 lecture based, 1/3 textbook based.
<b>Test 2 in class exam</b>	<b>31%</b>	Nov 3	<b>Multiple choice and may include short answer and short essay.</b> Exam is based on all required course materials, lectures, guest lectures and films from the first class up to and including the class before the test (Oct 22). Exam is 2/3 lecture based, 1/3 textbook based.
<b>Living Judaism Assignment</b>	<b>31%</b>	Dec 3 at midnight	<b>Ritual Practice Essay:</b> Observe either the Sabbath for one Sabbath (Fri sundown – Sat sundown) OR keep Kosher for one weekend (Breakfast Sat-Dinner Sun). In order to complete this assignment you must learn about the relevant practice by doing some scholarly research, observe the practice for the required amount of time, reflect on the experience and its role in Jewish life and the Jewish tradition. Please see assignment for details. 5-7 pages
<b>Test 3</b>	<b>31%</b>	<b>During Exam Period</b>	<b>Multiple choice and will include short answer will include one short essay.</b> Exam is based on all required course materials, lectures, guest lectures and films from Test 2 up to and including the last class. Exam is 2/3 lecture based, 1/3 textbook based.
<b>Library Assignment</b>	<b>7%</b>	<b>Nov 10</b>	<b>Short Library Assignment based on Library skills workshop (Nov 5).</b>
<b>Bonus Marks</b>	<b>5%</b>	<b>Due 2 weeks after event</b>	<b>Maximum 5 points: You may complete more than one to achieve the maximum points.</b> <ul style="list-style-type: none"> <li>▪ Attend an event recommended by your professor and write a short 2-3 page essay about the topic. You should demonstrate attendance of the event, comprehension of the topic, relevant scholarly research about the topic (2 outside journal or book sources minimum), and essay writing skills. See CULearn announcements for bonus marks assignment opportunities. Due 2 weeks after the event, none accepted after last class. Hand in in-person in class only.</li> </ul>

Class date	Today & Required & Recommended Readings	
Sept 3	<p><b>Introduction to the course:</b></p> <ul style="list-style-type: none"> <li>○ Course outline</li> <li>○ What is Religion?</li> <li>○ How do we study Religion?</li> <li>○ What is Judaism</li> <li>○ How do we study Judaism?</li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>- From the American Academy of Religion: An overview of the academic study of Religion plus excellent short curated bibliographies <a href="http://www.studyreligion.org/why/index.html">http://www.studyreligion.org/why/index.html</a></li> <li>- From Indiana University: 10 best reasons to study Jewish Studies: <a href="http://www.indiana.edu/~jsp/prospective/tenReasons.shtml">http://www.indiana.edu/~jsp/prospective/tenReasons.shtml</a></li> </ul>	
Sept 8	<p><b>Intro to Judaism Part 1</b></p> <ul style="list-style-type: none"> <li>○ Review: Religion, Religious Studies, Judaism, Jewish Studies</li> <li>○ Who is a Jew? Who answers this question?</li> <li>○ What is a primary source?</li> <li>○ Hebrew Bible &amp; Jewish Identity</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <b>Segal Textbook: Introduction: 1-8</b></li> <li>○ <b>Genesis Chap 12: 1-5</b> (covenant with Abraham)</li> <li>○ <b>Genesis Chap 15:</b> Covenant</li> <li>○ <b>Chapter 16:</b> Sarah and Hagar</li> <li>○ <b>Genesis Chap 17</b> (story of Abraham and covenant of circumcision)</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ What is Judaism <a href="http://www.jewfaq.org/judaism.htm">http://www.jewfaq.org/judaism.htm</a></li> </ul>	<p><b>Readers Guide to Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <b>Use the Reader's Guide to prepare for class and to study for exams.</b></li> <li>○ <b>For Segal Textbook always look at "Key Points you need to know"</b></li> <li>○ <b>For Hebrew Bible: Always be familiar with the story's main plot and main characters.</b></li> <li>○ <b>These Hebrew Bible readings are the first part of the puzzle of thinking through Jewish identity.</b> <i>These are primary sources from the perspective of insiders. The texts are historical documents from a particular time and place but have also been remembered over time by the Jewish people as central to Judaism's self understanding.</i></li> <li>○ <b>Genesis 12:</b> What does God promise Abram? What does this tell us about what is valued in this culture?</li> <li>○ Who does Abram take with him? How will this affect Jewish understandings of who is Jewish?</li> <li>○ What is the relationship between Abram, his seed and the land? How will this affect Jewish identity?</li> <li>○ <b>Genesis 15:</b> What does God promise in this chapter? What is the text teaching its audience about God? What is the text teaching about history?</li> <li>○ <b>Chapt 16:</b> What does the text reveal about cultural values around gender, sexuality, reproduction?</li> <li>○ <b>Chapter 17:</b> What does God promise? What is required of Abraham and his descendants? How is gender operating in this story? What is the significance of circumcision?</li> </ul>

<p>Sept 10</p> <p>Rosh Hashana (Jewish New Year) begins sundown</p>	<p><b>Intro to Judaism Part 2</b></p> <ul style="list-style-type: none"> <li>○ Who is a Jew? How many ways can this question be asked and answered? Would all Jews agree on the answers? Does this question resonate differently in comparison to who is a Christian? Who is a Muslim?</li> <li>○ <b>Film: Green Chariot 48 mins, Hebrew with English Subtitles</b></li> <li>○ Rosh Hashana</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <b>Intro to Rosh Hashana</b> <a href="http://www.jewfaq.org/holiday2.htm">http://www.jewfaq.org/holiday2.htm</a></li> <li>○ <b>Days of Awe</b> <a href="http://www.jewfaq.org/holiday3.htm">http://www.jewfaq.org/holiday3.htm</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Rebecca Alpert, "Jewish Identity and Jewish Genetic Diseases" <i>The Reconstructionist</i> 7:2 (Spring 2007) 69-84 <a href="http://www.bjpa.org/Publications/details.cfm?PublicationID=4181">http://www.bjpa.org/Publications/details.cfm?PublicationID=4181</a></li> <li>○ A story of conversion: <a href="http://www.tabletmag.com/life-and-religion/15619/taking-the-plunge/">http://www.tabletmag.com/life-and-religion/15619/taking-the-plunge/</a></li> <li>○ Who is a Jew <a href="http://www.jewfaq.org/whoisjew.htm">http://www.jewfaq.org/whoisjew.htm</a></li> </ul>	<p><b>Reader's Guide:</b></p> <p><b>Rosh Hashana:</b></p> <p>What is Rosh Hashana? When is it celebrated? Is this a holiday when Jews are permitted to work? How is it celebrated in synagogues? (refer to shofar here) What is the central religious teaching of this holiday? How is it celebrated in the home? What are common holiday foods? What are the Days of Awe? What is the most common practice/central theme of this time? What is the meaning of the greeting: May you be inscribed and sealed for a good year?</p> <p><b>Film Guide:</b></p> <ul style="list-style-type: none"> <li>○ What is the plot of the movie (quick synopsis)</li> <li>○ <b>Jewish law FAQ to understand the film:</b> Jewish law is detailed in the Talmud, not the Bible. Jewish law applies wholly to Orthodox Jews. Other Jews may have a different relationship to the law. Religious men are expected to study the Talmud and do so in a Yeshiva or house of study. Conversion to Judaism occurs after study (usually a year or more), examination by a religious court (Beit Din), immersion in a ritual bath (mikveh). Immersion may also occur in any living body of water (i.e. ocean). On the Sabbath work is not permitted. Work is defined by 32 categories of work that were used in the construction of the tabernacle. Work includes turning on or off electricity, lighting a match, driving a car, etc. A non-Jew is not permitted by Jewish law to observe Jewish law. Russian Jews in Israel were accepted as Jewish for the purposes of immigration to Israel but are largely economic immigrants. Most have questionable Jewish status, most are secular. Kosher wine is normally handled by Jews as non-Jews may render it non-kosher. Certain prayers may only be said when there is a minyan (quorum of 10 Jewish men). Non Jews may not be counted in the quorum.</li> <li>○ Which possible definitions of Jewish identity are depicted in the film?</li> <li>○ How is religion represented?</li> </ul>
<p>Sept 15</p> <p><b>No class, Rosh Hashana</b></p>		

<p>Sept 17</p>	<p><b>Hebrew Bible: Part 1</b></p> <ul style="list-style-type: none"> <li>○ What is the Hebrew Bible?</li> <li>○ Genesis Creation Stories (1 and 2)</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <b>Segal Textbook: Chapter 1: 11-20</b></li> <li>○ <b>Genesis Chapt 1-3</b> (First and Second Creation accounts) <a href="http://www.mechon-mamre.org/p/pt/pt0101.htm">http://www.mechon-mamre.org/p/pt/pt0101.htm</a></li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>○ Jewish History Timeline: <a href="http://www.jewishvirtuallibrary.org/jsourc/History/timeline.html">http://www.jewishvirtuallibrary.org/jsourc/History/timeline.html</a></li> <li>○ Yom Kippur in Hebrew Bible Leviticus 16: 1-34 <a href="http://www.mechon-mamre.org/p/pt/pt0316.htm">http://www.mechon-mamre.org/p/pt/pt0316.htm</a></li> </ul>	<p><b>Reader's Guide:</b></p> <p><b>Segal:</b> Reminder –always be able to answer questions at end of chapter.</p> <p><b>Key terms:</b> Torah, Neviim/Prophets, Ketuvim/Writings, Tanakh, Hebrew, Covenant, patriarchs/matriarchs, Egypt and exodus, mount Sinai, revelation, promised land, choseness, idolatry,</p> <p><b>Overview:</b> Why Hebrew Bible and not Old Testament? How is the Hebrew Bible read in synagogues? Oral vs written. Narrative vs. law. Establishment and dating of canon. Traditional view of Torah. Major themes in Neviim/Prophets. Biblical narrative: be familiar with Segal's quick overview plus what is discussed in class.</p> <p><b>Genesis 1-3</b> We will read the two creation stories from the Hebrew Bible this week. We will read them in three ways: 1. As produced in a particular historical context 2. As traditionally interpreted, 3. As interpreted by Jewish reformers who seek to transform their communities. How does each approach yield different questions and answers? What do these stories teach about God's nature, gender, sexuality, humanity, ethics?</p>
<p>Sept 22 Yom Kippur begins tonight at sundown</p>	<p><b>The Hebrew Bible: Part 2</b></p> <ul style="list-style-type: none"> <li>○ Story of Exodus &amp; Torah at Sinai (recommend you bring bible readings to class)</li> <li>○ Quick intro to Yom Kippur</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <b>Exodus Chap 1-14</b> (story of Moses and Exodus from Egypt) and</li> <li>○ <b>Exodus 19-20</b> (God gives Torah to Moses &amp; Decalogue) <a href="http://www.mechon-mamre.org/p/pt/pt0201.htm">http://www.mechon-mamre.org/p/pt/pt0201.htm</a></li> <li>○ <b>Intro to Yom Kippur</b> <a href="http://www.jewfaq.org/holiday4.htm">http://www.jewfaq.org/holiday4.htm</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Read about the concept of Tradition in Judaism. Especially note role of Moses and Sinai: <a href="http://www.jewishvirtuallibrary.org/jsourc/judaica/ejud_0002_0020_0_19_989.html">http://www.jewishvirtuallibrary.org/jsourc/judaica/ejud_0002_0020_0_19_989.html</a></li> <li>○ Easy to understand reading about how each denomination understands revelation from Sinai: <a href="http://www.myjewishlearning.com/holidays/Jewish_Holidays/Shavuot/The_mes_and_Theology/Denominations_on_Revelation.shtml">http://www.myjewishlearning.com/holidays/Jewish_Holidays/Shavuot/The_mes_and_Theology/Denominations_on_Revelation.shtml</a></li> </ul>	<p><b>Reader's Guide: Exodus</b></p> <p><b>Context:</b> These linked narratives are central to Jewish identity and Jewish understandings of the Jewish people's relationship to God in history. <b>This key moment of suffering followed by liberation and covenant is remembered throughout history to explain contemporary suffering. The relationship between God and the Jewish people as liberator and redeemed will be remembered each weekly Sabbath.</b></p> <p><b>Key ideas:</b> Why are the firstborn males condemned to death? What is the response of the midwives? Story of Moses in bulrushes. Note role of unnamed sister (Miriam)</p> <p><b>Yom Kippur</b></p> <p>What is Yom Kippur? When is it celebrated? What is its relation to Rosh Hashana? Is this a holiday when Jews are permitted to work? How does one fast for this holiday? What other practices are common? How is it celebrated in synagogues? (refer to shofar, kol nidre, plural confession of sins –general and specific here, note emphasis on Lashon Hara) What is the central religious teaching of this holiday? Explain the role of repentance and reconciliation –to God, to persons. What does this holiday teach about God –i.e. justice, mercy, judgment. What does it teach about human ethics?</p>

<p>Sept 24  (Sukkot begins Sunday, Sept 27 at sundown)</p>	<p><b>The Second Temple</b></p> <ul style="list-style-type: none"> <li>○ Temple-based Judaism to the beginnings of Rabbinic Judaism</li> <li>○ Introduction to Sukkot</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <b>Segal Textbook: Chapter 2</b> The Second Temple Era: 21-39</li> <li>○ <b>Overview of holiday Sukkot</b> <a href="http://www.jewfaq.org/holiday5.htm">http://www.jewfaq.org/holiday5.htm</a></li> </ul> <p><b>Recommended Reading</b></p> <ul style="list-style-type: none"> <li>○ Sukkot in Hebrew Bible: Leviticus 16:40-44 <a href="http://www.mechon-mamre.org/p/pt/pt0323.htm">http://www.mechon-mamre.org/p/pt/pt0323.htm</a></li> <li>○ Read the Mishna on how to build a Sukkah (part of the Talmudic discussion) Sukkah 2a-b <a href="http://www.ou.org/shabbat_shalom/article/masechet_sukkah25/">http://www.ou.org/shabbat_shalom/article/masechet_sukkah25/</a></li> <li>○ Read the Sukkot home ritual <a href="http://www.jewfaq.org/prayer/sukkot.htm">http://www.jewfaq.org/prayer/sukkot.htm</a></li> <li>○ Read the story of Jewish Resistance against the Romans that leads to holiday of Chanukah I Maccabees I:1-57 <a href="http://www.earlyjewishwritings.com/text/1maccabees.html">http://www.earlyjewishwritings.com/text/1maccabees.html</a></li> <li>○ Read the story of Masada from Josephus' point of view in Wars of the Jews (Chap 8-9) <a href="http://www.ccel.org/j/josephus/works/war-7.htm">http://www.ccel.org/j/josephus/works/war-7.htm</a></li> <li>○ Learn about the Dead Sea Scrolls and Qumran community <a href="http://www.ibiblio.org/expo/deadsea.scrolls.exhibit/intro.html">http://www.ibiblio.org/expo/deadsea.scrolls.exhibit/intro.html</a></li> <li>○ Read Chapter 1 of Josephus to learn about Essenes, Sadducees and Pharisees from his point of view, <i>Antiquities of the Jews</i>. <a href="http://www.ccel.org/j/josephus/works/ant-18.htm">http://www.ccel.org/j/josephus/works/ant-18.htm</a></li> </ul>	<p><b>Reader's Guide:</b></p> <p><b>Sukkot:</b> What are the origins of Sukkot? What is a Sukkah? What makes a sukkah "kosher"? What are the Four Species and why are they used? What are the major themes of this holiday?</p> <p><b>Segal:</b> <i>This is a critical period to understanding the development of rabbinic Judaism. Judaism is not homogenous or unified during this period; although a mainstream Judaism does emerge (and writes the history that describes itself as traditional Judaism) Judaism has always been and continues to be diverse and contentious.</i></p> <ul style="list-style-type: none"> <li>○ Use Segal's key points to study</li> <li>○ Why are Jews outside the land of Israel? How do they return? Do all return? Why? Who is Ezra? What are the meanings and significance of Exile and Diaspora?</li> <li>○ Who are the Samaritans? What are their relationship to mainstream Judaism of the time?</li> <li>○ What are the two models of leadership? Which group is associated with each? How do the Essenes fit in?</li> <li>○ How do other cultures impact Judaism during this period?</li> <li>○ What is Hellenism? Who is Philo? What is the Greek/Jewish synthesis? Why are these important for understanding Jewish history?</li> <li>○ Why do the Hasmoneans revolt?</li> <li>○ How is the Jesus movement understood within this history of the Second Temple? How do Paul's teachings take Christianity on a path that is increasingly distinct from Judaism?</li> </ul>
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Sept 29	<p><b>Rabbinic Judaism Part 1</b></p> <ul style="list-style-type: none"> <li>○ Intro to Talmud</li> <li>○ Group Discussion: Talmud: Tractate Baba Metzia 21 a and 21b</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ Segal Textbook: Chapter 3: 40-59</li> </ul> <p><b>Recommended Readings</b></p> <ul style="list-style-type: none"> <li>○ See the earliest inscription dating one of the first synagogues in the 1<sup>st</sup> century <a href="http://www.kchanson.com/ANCDOCS/greek/theodotus.html">http://www.kchanson.com/ANCDOCS/greek/theodotus.html</a></li> <li>○ See archeological site at Capernum with early synagogue <a href="http://www.pohick.org/sts/capernaum.html">http://www.pohick.org/sts/capernaum.html</a></li> <li>○ Film: YouTube: Jewish Law Orthodox Jews living in the Modern World</li> <li>○ <a href="http://www.youtube.com/watch?v=ojWgRS3wpqA">http://www.youtube.com/watch?v=ojWgRS3wpqA</a></li> <li>○ Explore a page of Talmud to understand its different parts <a href="http://people.ucalgary.ca/~elsegal/TalmudPage.html">http://people.ucalgary.ca/~elsegal/TalmudPage.html</a></li> <li>○ Preview Online Source for class discussion: Tractate Baba Metzia 21 <a href="http://www.halakhah.com/babamezia/babamezia_21.html#chapter_ii">http://www.halakhah.com/babamezia/babamezia_21.html#chapter_ii</a></li> </ul>
Oct 1	<p><b>Rabbinic Judaism Part 2</b></p> <ul style="list-style-type: none"> <li>○ Rabbinic Judaism From Text to Jewish Beliefs, Ethics, and Tradition</li> <li>○ In group: Discuss Pirkei Avot</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ Get overview of what we will discuss in class: Pirkei Avot (Ethics / Sayings of the Founders/Fathers) <a href="http://www.shechem.org/torah/avot.html">http://www.shechem.org/torah/avot.html</a></li> </ul> <p><b>Recommended Readings</b></p> <ul style="list-style-type: none"> <li>○ <a href="http://jwa.org/feminism/html/pdf/JWA001c.pdf">http://jwa.org/feminism/html/pdf/JWA001c.pdf</a></li> <li>○ Talmud a Day on Slate <a href="http://www.slate.com/articles/life/faithbased/2012/07/daf_yomi_what_can_you_learn_from_reading_a_page_of_talmud_every_day.html">http://www.slate.com/articles/life/faithbased/2012/07/daf_yomi_what_can_you_learn_from_reading_a_page_of_talmud_every_day.html</a></li> <li>○ Browse contemporary Rabbinic responsa (answers to questions) from the conservative movement: <a href="http://www.rabbinicalassembly.org/jewish-law/committee-jewish-law-and-standards">http://www.rabbinicalassembly.org/jewish-law/committee-jewish-law-and-standards</a></li> <li>○ Browse contemporary Reform responsa <a href="http://ccarnet.org/rabbis-speak/reform-responsa/">http://ccarnet.org/rabbis-speak/reform-responsa/</a></li> <li>○ A selection of responsa from the Holocaust <a href="http://www.ou.org/jewish_action/04/2013/responsa_from_the_holocaust/">http://www.ou.org/jewish_action/04/2013/responsa_from_the_holocaust/</a></li> </ul>
<p>Oct 6</p> <p><b>In class Test 1:</b> <i>All students must complete 3 out of 4 requirements each worth 31%. If you miss today's exam for any reason (medical or otherwise) you are still responsible for completing 3 requirements. You may also choose to not have this requirement count towards your final grade if you are not satisfied with your result on this exam.</i></p> <p>If you choose not to take the exam you are not required to attend class.</p> <p>Covers material from the first day of class to Oct 1 (Rabbinic Judaism Part 2)</p>	



Oct 8	<p><b>Medieval Judaism</b></p> <ul style="list-style-type: none"> <li>○ From ancient to medieval</li> <li>○ Ashkenazic and Sephardic Jews</li> <li>○ Jews under Christianity and Islam</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <b>Segal Textbook: Chapter 4:</b> 60-69</li> <li>○ <b>Jews blamed for black death</b> <a href="http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html">http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html</a> (read any one of the historical texts that make the accusation)</li> <li>○ <b>Pact of Umar</b> (Jews under Muslim Rule) <a href="http://www.fordham.edu/halsall/source/pact-umar.html">http://www.fordham.edu/halsall/source/pact-umar.html</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Expulsion of Jews from France 1182 <a href="http://www.fordham.edu/halsall/jewish/1182-jewsfrance1.html">http://www.fordham.edu/halsall/jewish/1182-jewsfrance1.html</a></li> <li>○ Early Anti-Jewish text <a href="http://www.fordham.edu/halsall/source/1200geraldwales-cistconv.html">http://www.fordham.edu/halsall/source/1200geraldwales-cistconv.html</a></li> <li>○ Jews Expelled from Spain <a href="http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html">http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html</a></li> <li>○ Modern day Marrano (hidden) Jews who are rediscovering their Jewish identity in Columbia <a href="http://www.tabletmag.com/news-and-politics/38694/question-of-faith/?utm_source=Tablet+Magazine+List&amp;utm_campaign=cdf1fad427-7_8_2010&amp;utm_medium=email">http://www.tabletmag.com/news-and-politics/38694/question-of-faith/?utm_source=Tablet+Magazine+List&amp;utm_campaign=cdf1fad427-7_8_2010&amp;utm_medium=email</a></li> </ul>
Oct 13	<p><b>Kabbalah &amp; Jewish Mysticism</b></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>○ Segal, Chap 6, Kabbalah</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Kabbalah and Safed: <a href="http://www.myjewishlearning.com/article/isaac-luria-kabbalah-in-safed/">http://www.myjewishlearning.com/article/isaac-luria-kabbalah-in-safed/</a></li> <li>○ Gershom Scholem and the modern academic study of Jewish Mysticism <a href="http://www.myjewishlearning.com/article/gershom-scholem-the-study-of-mysticism/">http://www.myjewishlearning.com/article/gershom-scholem-the-study-of-mysticism/</a></li> <li>○ Insider's perspective (read as primary source): Aish's outreach intro to Kabbalah <a href="http://www.aish.com/sp/k/">http://www.aish.com/sp/k/</a></li> </ul>

Oct 15	<p><b>Judaism in the Modern World</b></p> <ul style="list-style-type: none"> <li>○ The Emancipation</li> <li>○ Jewish Enlightenment</li> <li>○ Religious Reform and Denominational Origins</li> </ul> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>○ <b>Segal, Chap 7 The Modern Era</b></li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>○ “Mary Antin, A Little Jewish Girl in the Russian Pale, 1890” <a href="http://www.fordham.edu/halsall/mod/1890antin.asp">http://www.fordham.edu/halsall/mod/1890antin.asp</a></li> <li>○ Michael Meyer, “Where Does Modern Jewish History Begin?”, <a href="http://www.jewishideasdaily.com/5770/features/where-does-the-modern-period-of-jewish-history-begin/">http://www.jewishideasdaily.com/5770/features/where-does-the-modern-period-of-jewish-history-begin/</a></li> <li>○ Are you a visual learner? 90,000 plus photographs of Jewish life –synagogues, cemeteries, Holocaust, etc <a href="http://www.jewishphotolibrary.com/">http://www.jewishphotolibrary.com/</a></li> <li>○ Virtual museum collections <a href="http://www.judaica-europeana.eu/virtual-exhibitions.html">http://www.judaica-europeana.eu/virtual-exhibitions.html</a></li> </ul>
Oct 20	<p><b>The Sacred Calendar</b> Case Study: Keeping Shabbat</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <b>Segal Textbook: Chapter 18</b></li> </ul> <p><b>Read in class:</b> Genesis 2:1-3 <a href="http://www.mechon-mamre.org/p/pt/pt0102.htm#1">http://www.mechon-mamre.org/p/pt/pt0102.htm#1</a> Exodus 16:26 <a href="http://www.mechon-mamre.org/p/pt/pt0216.htm#26">http://www.mechon-mamre.org/p/pt/pt0216.htm#26</a> Exodus 20:8-11 <a href="http://www.mechon-mamre.org/p/pt/pt0220.htm#8">http://www.mechon-mamre.org/p/pt/pt0220.htm#8</a></p> <p><b>Recommended Readings</b></p> <ul style="list-style-type: none"> <li>○ Shabbat as a Sanctuary in time: Abraham Joshua Heschel <a href="http://www.myjewishlearning.com/practices/Ritual/Shabbat_The_Sabbath/Themes_and_Theology/Sanctuary_in_Time.shtml">http://www.myjewishlearning.com/practices/Ritual/Shabbat_The_Sabbath/Themes_and_Theology/Sanctuary_in_Time.shtml</a></li> <li>○ Jewish Calendar (<a href="http://www.jewfaq.org/calendar.htm">http://www.jewfaq.org/calendar.htm</a> <a href="http://www.jewfaq.org/calendr2.htm">http://www.jewfaq.org/calendr2.htm</a>)</li> <li>○ Shabbat overview <a href="http://www.jewfaq.org/shabbat.htm">http://www.jewfaq.org/shabbat.htm</a></li> <li>○ Read the Havdallah home ritual <a href="http://www.jewfaq.org/prayer/havdalah.htm">http://www.jewfaq.org/prayer/havdalah.htm</a></li> <li>○ Read the Shabbat evening home ritual <a href="http://www.jewfaq.org/prayer/shabbat.htm">http://www.jewfaq.org/prayer/shabbat.htm</a></li> </ul>

<p>Oct 22</p>	<p><b>Judaism and Daily Life:</b></p> <ul style="list-style-type: none"> <li>○ Case Study: Keeping Kosher</li> </ul> <p><b>Earn Bonus Marks:</b> Learn how easy or challenging it is to locate kosher food in Ottawa (or on campus!). For 1 extra bonus point: Bring 1 kosher item (with Heksher) to class to share with class. Any leftover food will be donated to the local kosher food bank.</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ Segal Textbook: Chapter 17</li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>○ Kashruth/ Kosher: Jewish Dietary Laws: <a href="http://www.jewfaq.org/kashrut.htm">http://www.jewfaq.org/kashrut.htm</a></li> <li>○ Jewish Diversity and Innovation: The View from the Kitchen <a href="http://jwa.org/teach/golearn/nov06">http://jwa.org/teach/golearn/nov06</a></li> <li>○ Overview of keeping Kosher: <a href="http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Kashrut_101.shtml?PRRI">http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Kashrut_101.shtml?PRRI</a></li> <li>○ How to make a kitchen kosher <a href="http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Keeping_Kosher/Kashring_Making_Kosher.shtml">http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Keeping_Kosher/Kashring_Making_Kosher.shtml</a></li> <li>○ Keeping Kosher for the first time <a href="http://www.aish.com/spirituality/odysseys/Keeping_Kosher3_Kicking_and_Screaming.asp">http://www.aish.com/spirituality/odysseys/Keeping_Kosher3_Kicking_and_Screaming.asp</a></li> <li>○ Always Coca-Cola, Not Always Kosher: Produced by Philip Graitcer and Marit Haahr. <a href="http://www.tabletmag.com/podcasts/1985/always-coca-cola-not-always-kosher/">http://www.tabletmag.com/podcasts/1985/always-coca-cola-not-always-kosher/</a></li> <li>○ Trip to Bountiful: Sensory Overload kicks in on a tour through a kosher food convention. Sara Ivry. <a href="http://www.tabletmag.com/podcasts/3133/trip-to-bountiful/">http://www.tabletmag.com/podcasts/3133/trip-to-bountiful/</a></li> </ul>
<p>Oct 27 (Oct 26 – 30 no class)</p>	<p>Get your Living Judaism practice done over the break!</p> <p>Recommended lighthearted web surfing during the break:</p> <ul style="list-style-type: none"> <li>○ YouTube Lady Gaga Spoof <a href="http://www.youtube.com/watch?v=uJG9FEipYnl&amp;feature=related">http://www.youtube.com/watch?v=uJG9FEipYnl&amp;feature=related</a></li> <li>○ Best Jewish blogs <a href="http://www.fruitsatire.net/2010/03/11/25-jewish-blogs-you-should-read-daily/">http://www.fruitsatire.net/2010/03/11/25-jewish-blogs-you-should-read-daily/</a></li> <li>○ Best feminist historical web site: <a href="http://jwa.org/feminism">http://jwa.org/feminism</a></li> <li>○ Best Jewish acapella pop music: <a href="http://www.maccabeats.com/">http://www.maccabeats.com/</a></li> <li>○ Best break the orthodoxy stereotypes: <a href="http://jewinthecity.com/">http://jewinthecity.com/</a></li> <li>○ Great Jewish films <a href="http://www.momentmag.com/great-jewish-films/">http://www.momentmag.com/great-jewish-films/</a></li> <li>○ Irreverent Jewish popculture <a href="http://www.heebmagazine.com">http://www.heebmagazine.com</a></li> <li>○ Parenting web site that gives good insights into community concerns about the next generation <a href="http://www.kveller.com/">http://www.kveller.com/</a></li> </ul>
<p>Oct 29 (Oct 26-30 no class)</p>	<p><i>Bonus Marks opportunity: The Zelikovitz Centre for Jewish Studies at Carleton is partnering again with Limmud Ottawa for this year's day of Jewish learning. There will be a full day of talks and activities. Several Carleton profs will be presenting their research (including Professors Butler, Stratton, Crook, Wagman, Bernard) If you wish to attend, simply identify yourself as a Carleton student for free admission. See course outline above for details about how to complete a bonus assignment.</i></p> <p><b>Limmud Ottawa 2015</b>  Date: Nov 1, 2015  Location: Soloway Jewish Community Centre  <a href="http://limmudottawa.ca/">http://limmudottawa.ca/</a></p>

Nov 3	<p><b>In class Test 2:</b> All students must complete 3 out 4 requirements (each worth 31%). If you miss today's exam for any reason (medical or otherwise) you are still responsible for completing 3 requirements. You may also choose to not have this requirement count towards your final grade if you are not satisfied with your result on this exam.</p> <ul style="list-style-type: none"> <li>○ If you choose not to take the exam you are not required to attend class.</li> <li>○ Covers material from Oct 1 (Rabbinic Judaism Part 2) to October 22</li> </ul>
Nov 5	<p><b>Library Assignment &amp; Living Judaism Assignment Workshop</b>  <b>Meet in Library Room 252</b></p> <ul style="list-style-type: none"> <li>- Library Tutorial by Trish O'Flaherty</li> <li>- How to cite with the Chicago Manual of Style (Humanities)</li> <li>- Tips on successfully completing the Living Judaism Assignment</li> </ul>
Nov 10	<p><b>Orthodox Judaism &amp; God and the World</b>  Guest speaker: Rabbi Idan Sher, Machzikei Hadas synagogue.</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ Louis Jacobs. "Orthodox Judaism" <a href="http://www.myjewishlearning.com/article/orthodox-judaism/">http://www.myjewishlearning.com/article/orthodox-judaism/</a></li> <li>○ Segal Chapter 9</li> </ul> <p><b>Recommended Readings:</b>  Samson Raphael Hirsch: "Religion Allied to Progress" (primary source where Hirsch argues against Reform Judaism and articulates his vision of what modern (Orthodox) Judaism will look like.  <a href="http://people.ucalgary.ca/~elsegal/363_Transp/Orthodoxy/SRHirsch.html">http://people.ucalgary.ca/~elsegal/363_Transp/Orthodoxy/SRHirsch.html</a></p>
Nov 12	<p><b>Reform Judaism &amp; Justice and Morality</b></p> <p><b>Required Readings:</b>  Segal, Chap 14 Justice and Morality</p> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Primary Source: Reform Judaism 1885 Pittsburgh Platform (landmark articulation of what Reform Judaism would look like) <a href="http://www.sacred-texts.com/jud/1885.htm">http://www.sacred-texts.com/jud/1885.htm</a></li> <li>○ Overview Reform Practices  <a href="http://www.jewishvirtuallibrary.org/jsource/Judaism/reform_practices.html">http://www.jewishvirtuallibrary.org/jsource/Judaism/reform_practices.html</a></li> <li>○ Gateway to dozens of brief articles about different ethical issues and how Judaism engages them:  <a href="http://www.jewishvirtuallibrary.org/jsource/Judaism/jewethictoc.html">http://www.jewishvirtuallibrary.org/jsource/Judaism/jewethictoc.html</a></li> <li>○ Collection of ethical questions collected by chabad (Hasidic halakhically observant)  <a href="http://www.chabad.org/library/article_cdo/aid/145404/jewish/Jewish-Ethics-Morality.htm">http://www.chabad.org/library/article_cdo/aid/145404/jewish/Jewish-Ethics-Morality.htm</a></li> <li>○ Text of Al Chet Communal Confession from Yom Kippur Service  <a href="http://www.chabad.org/holidays/JewishNewYear/template_cdo/aid/6577/jewish/Text-of-Al-Chet.htm">http://www.chabad.org/holidays/JewishNewYear/template_cdo/aid/6577/jewish/Text-of-Al-Chet.htm</a></li> <li>○ Can You Spare a Loan? The Evolution of Tzedaka (Charity) in Rabbinic Literature," <i>JOFA Journal</i>, VI, 3, 2007, 4-5 <a href="http://www.jofa.org/social.php/participatio/tzedaka">http://www.jofa.org/social.php/participatio/tzedaka</a></li> <li>○ Commentary on confession <a href="http://www.myjewishlearning.com/holidays/Jewish_Holidays/Yom_Kippur/In_the_Community/Prayer_Services/Confession.shtml?HYJH">http://www.myjewishlearning.com/holidays/Jewish_Holidays/Yom_Kippur/In_the_Community/Prayer_Services/Confession.shtml?HYJH</a></li> <li>○ YouTube: Jewish argument against human cloning  <a href="http://www.youtube.com/watch?v=6tbIMy4vzEA">http://www.youtube.com/watch?v=6tbIMy4vzEA</a></li> </ul>

Nov 17	<p><b>Conservative Judaism &amp; Sacred History</b>  <b>Guest speaker: Rabbi Schlesinger</b>  <b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ <b>Segal Textbook: Chapter 10:</b> Israel’s Sacred History</li> <li>○ Louis Jacobs. History of Conservative Judaism.  <a href="http://www.myjewishlearning.com/article/conservative-judaism-how-the-middle-became-a-movement/">http://www.myjewishlearning.com/article/conservative-judaism-how-the-middle-became-a-movement/</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Read Agudath Israel’s (local Ottawa synagogue) statement about its status as a “Traditional Egalitarian Conservative Synagogue”. <a href="http://www.agudath-israel.net/about/egalitarian">http://www.agudath-israel.net/about/egalitarian</a></li> <li>○ Conservative Judaism’s stance on Halakha:  <a href="http://www.myjewishlearning.com/practices/Ritual/Jewish_Practices/Halakhah_Jewish_Law_/Contemporary_Attitudes/Conservative.shtml">http://www.myjewishlearning.com/practices/Ritual/Jewish_Practices/Halakhah_Jewish_Law_/Contemporary_Attitudes/Conservative.shtml</a></li> </ul>
Nov 19	<p><b>The Holocaust and Jewish Life</b>  <b>Guest Speaker: Mina Cohn</b></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ The Holocaust: The Destruction of European Jewry  <a href="http://www.ushmm.org/education/foreducators/resource/pdf/CH5_The_Holocaust.pdf">http://www.ushmm.org/education/foreducators/resource/pdf/CH5_The_Holocaust.pdf</a></li> <li>○ View online: Zelikovitz Centre Living History documentary (Ottawa survivors and students, viewing advisory, includes graphic details)  <a href="http://media1.cuol.ca/play.php?file= Profs/Deidre_Butler/Living_History_Medium.mp4">http://media1.cuol.ca/play.php?file= Profs/Deidre_Butler/Living_History_Medium.mp4</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Review if you need an introduction to the history of the Holocaust: History of the Holocaust: An Overview from USHMM <a href="http://www.ushmm.org/education/foreducators/resource/pdf/history.pdf">http://www.ushmm.org/education/foreducators/resource/pdf/history.pdf</a></li> <li>○ Witness : Voices from the Holocaust 86 minutes  <a href="http://www.library.yale.edu/testimonies/education/thematic.html">http://www.library.yale.edu/testimonies/education/thematic.html</a></li> <li>○ Judaism and Christianity : After the Holocaust  <a href="http://www.myjewishlearning.com/beliefs/Issues/Jews_and_Non-Jews/Attitudes_Toward_Non-Jews/Christianity/After_the_Holocaust.shtml">http://www.myjewishlearning.com/beliefs/Issues/Jews_and_Non-Jews/Attitudes_Toward_Non-Jews/Christianity/After_the_Holocaust.shtml</a></li> <li>○ Nazi Source Documents speaking about Jews and the Final Solution:  <a href="http://shamash.org/holocaust/denial/nazi_doc.txt">http://shamash.org/holocaust/denial/nazi_doc.txt</a></li> </ul>

<p>Nov 24 American Academy of Religion conference Nov 21-24 Atlanta</p>	<p><b>Hasidism film: A Life Apart</b> Watch first 70 minutes</p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>○ <b>Hasidic Story: A Joke Made in Heaven</b> <a href="http://www.chabad.org/library/article_cdo/aid/482519/jewish/A-Joke-Made-in-Heaven.html">http://www.chabad.org/library/article_cdo/aid/482519/jewish/A-Joke-Made-in-Heaven.html</a></li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>○ Read Hasidic Stories Online: <a href="http://www.chabad.org/library/article_cdo/aid/6588/jewish/Chassidic.html">http://www.chabad.org/library/article_cdo/aid/6588/jewish/Chassidic.html</a></li> <li>○ Online Source: 10 Principles of the Baal Shem Tov <a href="http://www.baalshemtov.com/ten-principals.html">http://www.baalshemtov.com/ten-principals.html</a></li> <li>○ National Geographic: Inside Hasidism Video: <a href="http://natgeotv.com/za/inside-hasidism/videos/newly-hasidic-life">http://natgeotv.com/za/inside-hasidism/videos/newly-hasidic-life</a></li> </ul>
<p>Nov 26</p>	<p><b>Gender and Judaism: Key Issues</b></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ Rachel Adler, "The Jew Who Wasn't There: Halakha and the Jewish Woman," in Heschel, S. (ed). <i>On Being a Jewish Feminist: A Reader</i>, Schocken, 1983.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Interested in Jewish women and/or feminism? <a href="http://jwa.org/">http://jwa.org/</a></li> <li>○ Interested in Jewish feminist orthodox thought? <a href="http://www.jofa.org/">http://www.jofa.org/</a></li> <li>○ Tefillin Barbie: Considering Gender and Ritual Garb. <a href="http://jwa.org/teach/golearn/jan08">http://jwa.org/teach/golearn/jan08</a></li> <li>○ Nashim (scholarly journal on Jewish women, gender, feminism) <a href="http://muse.jhu.edu/journals/nashim/toc/nsh6.1.html">http://muse.jhu.edu/journals/nashim/toc/nsh6.1.html</a></li> <li>○ Women and Judaism (scholarly journal) <a href="http://wjudaism.library.utoronto.ca/index.php/wjudaism">http://wjudaism.library.utoronto.ca/index.php/wjudaism</a></li> <li>○ See online library at JOFA <a href="http://www.jofa.org/about.php/who/onlinelibrary">http://www.jofa.org/about.php/who/onlinelibrary</a></li> <li>○ Judith Plaskow, "The Coming of Lilith," (Jewish feminist Midrash) <a href="http://jwa.org/sites/jwa.org/files/golearn/golearnsep07-excerpt.pdf">http://jwa.org/sites/jwa.org/files/golearn/golearnsep07-excerpt.pdf</a></li> <li>○ Norma Baumel Joseph, "Searching for a Woman's Voice in Responsa Literature", <i>Shofar</i>, 16:4, 1998, 40-51. <a href="http://www2.jofa.org/pdf/Batch%201/0067.pdf">http://www2.jofa.org/pdf/Batch%201/0067.pdf</a></li> </ul>
<p>Dec 1</p>	<p><b>Sex &amp; Marriage</b></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ "Marriage in Judaism" <a href="http://jwa.org/encyclopedia/article/marriage">http://jwa.org/encyclopedia/article/marriage</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ "Mikveh" <a href="http://jwa.org/encyclopedia/article/mikveh">http://jwa.org/encyclopedia/article/mikveh</a></li> <li>○ Contraception in Jewish law <a href="http://jwa.org/encyclopedia/article/contraception">http://jwa.org/encyclopedia/article/contraception</a></li> <li>○ Orthodox Rabbi's view of sex <a href="http://www.yoatzot.org/article.php?id=143">http://www.yoatzot.org/article.php?id=143</a></li> <li>○ Lesbianism in Jewish Law <a href="http://www.utoronto.ca/wjudaism/journal/vol1n1/v1n1zeid.htm">http://www.utoronto.ca/wjudaism/journal/vol1n1/v1n1zeid.htm</a></li> </ul> <p>"Sex" by Daniel Boyarin (sex/gender) <a href="http://jwa.org/encyclopedia/article/sex">http://jwa.org/encyclopedia/article/sex</a></p>

<p>Dec 3</p> <p>Living Judaism Assignment due at midnight tonight</p>	<p><b>Death and Afterlife</b></p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>○ Segal Textbook: Chapter 11: 182-188</li> <li>○ The Mourner’s Kaddish <a href="http://www.ou.org/news/article/kaddish">http://www.ou.org/news/article/kaddish</a></li> <li>○ Vidui Prayer <a href="http://www.chabad.org/library/article_cdo/aid/364287/jewish/The-Viduy-Confession-Prayers.htm">http://www.chabad.org/library/article_cdo/aid/364287/jewish/The-Viduy-Confession-Prayers.htm</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Psalm 23 <a href="http://www.mechon-mamre.org/p/pt/pt2623.htm">http://www.mechon-mamre.org/p/pt/pt2623.htm</a></li> <li>○ Funeral Service <a href="http://www.chabad.org/library/article_cdo/aid/282451/jewish/The-Funeral-Service-and-the-Interment.htm">http://www.chabad.org/library/article_cdo/aid/282451/jewish/The-Funeral-Service-and-the-Interment.htm</a></li> <li>○ Jtube clip: the 3 Coolers: <a href="http://www.aish.com/j/jt/94684504.html">http://www.aish.com/j/jt/94684504.html</a></li> <li>○ Death <a href="http://www.jewfaq.org/death.htm">http://www.jewfaq.org/death.htm</a></li> <li>○ Afterlife <a href="http://www.jewfaq.org/olamhaba.htm">http://www.jewfaq.org/olamhaba.htm</a></li> </ul>
<p>Dec 8</p> <p>Dec 13-15 Association for Jewish Studies conference (Boston)</p>	<p><b>Last class: Field trip to synagogue</b></p> <p><b>Required Reading (on final exam):</b></p> <p>Segal, Chapter 16, Places of Worship: temple and synagogue</p> <p><b>Recommended readings:</b></p> <p>Search for local synagogue web sites</p> <p>Intro to Chanukah: <a href="http://www.jewfaq.org/holiday7.htm">http://www.jewfaq.org/holiday7.htm</a></p>

**THINGS YOU NEED TO KNOW: 2000 LEVEL LECTURE**

**Attendance, Participation & Passing this course:** Your learning depends not only on successfully completing course assignments and exams but also in actively participating in the classroom where essential learning takes place. If you have not attended this class, you cannot be said to have taken the class. **Any student who misses more than 10 of the scheduled class meetings without valid and documented reasons for these absences will not pass the course.**

**Absent from in-class exam / medical deferral for final exam:**

In the case of a missed in-class exam you are expected to complete an alternate exam or assignment as there is a choice of requirements. In either a missed final exam or a deferral of the final exam, the replacement exam may not take the same format as the original. In most cases a missed exam is replaced with a 100% essay exam.

**Contact me:** The best way to reach me is through email or office hours. Should you email or come see me? Short questions that can be answered quickly can always be asked in email. But if your question requires more than a quick response you’d be better off coming to see me in person. I am happy to make appointments outside of office hours. Please email me to make an appointment. Although I usually check email daily, I may

not do so on weekends and it may take 2-3 days during busy periods. Please put your full name and course number in the subject heading. ALWAYS EMAIL ME DIRECTLY AT [deidre.butler@carleton.ca](mailto:deidre.butler@carleton.ca).

**Late policy:** The late policy of this class is designed to be fair to students who handed their work in on time. Late assignments will be penalized at the rate of 10% per day (weekends included) until 100% has been reached. Extensions will only be granted for documented medical or family emergencies. Please note that late work will be graded as my schedule allows.

**Rough drafts:** I am happy to review and comment on rough drafts that are submitted by email a minimum of 7 days before an assignment is due. I will return it to you with comments. In order to receive credit for the effort of doing a rough draft, always submit the rough draft (print if necessary) with my comments.

**Sources:** Assignments specify what types of sources are appropriate and expected for a given task. These guidelines are aimed at detecting plagiarism, preventing students from exclusively relying on faulty and/or suspect Internet research, and promoting the use of the range of types of scholarly sources that are standard for university level research. **Any assignment which does not use the required sources does not meet the requirements of the assignment and will receive a failing grade.**

#### **Plagiarism:**

**Learn About plagiarism: It is the responsibility of every student to know what constitutes plagiarism and avoid it.** There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site and class CULearn.

**Check for plagiarism in your own work:** Re-read all written assignments to ensure that they include proper citations for quotes and paraphrases and do not too closely paraphrase the original text when you put material in your own words. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work. It is always safer to have an extra citation that perhaps is not absolutely necessary than to be missing one. When in doubt, cite. **Failure to cite sources is a form of plagiarism. Please see the University regulations below.**

**Style:** The Religion program uses the Chicago Manual of Style as its standard style. Use it for all citations. I also strongly recommend using citation management software/sites/apps for your citations. See the Library web site for information on both.

<http://www.library.carleton.ca/help/citing-your-sources>

<http://www.library.carleton.ca/services/refworks>

<https://owl.english.purdue.edu/owl/resource/717/01/> (Chicago manual of style resource)

**List of Works Cited:** Always include a list of works cited at the end of the assignment.

#### **Things I need to know: (Contact me by email or come speak with me)**

- You don't understand what is expected of you.
- English is not your first language.
- You have a learning disability.
- You are doing poorly in the course and want to improve.
- You don't understand the material.
- You have a problem that is making you do poorly in the course.
- If you are going to ask for a deferral for this course from the Registrar.

**How to cite Scripture / Rabbinic Sources:** There are standard abbreviations for each book in the Hebrew Bible or the Talmud, check online if in doubt. Cite the edition you are using in the List of Works Cited at the



end of your assignment. To cite Hebrew Bible, use the following format: Book Chapter:Verse (Gen. 23:13-16 for Genesis Chapter 23 verse 13 to 16). To cite Talmud, if it is from the Babylonian Talmud (the most commonly cited, also referred to as Bavli), use the following format: BT Book folio page (BT San. 64a-b for Babylonian Talmud Sanhedrin folio 64a and b). If you need help citing, ask the Librarian or professor of this course.

### **WHAT'S THE BEST WAY TO SUCCEED IN THIS CLASS (OR ANY OTHER)?**

**Attendance:** Your high school teachers may have told you “no one will be making you go to class when you go to university!” but that’s only part of the story. Students who have excellent attendance do much better than students who miss a class here and there. You are expected to attend each and every class, the same way you are expected to be present for every shift at a job. Make getting to class each and every day a priority.

**Speak to your professor:** Your first instinct might be to be anonymous, but you really do want your professor to learn your name. Whether you are doing well and want to do better, or are having a personal or academic problem and things seem to be spinning out of control; your best course of action is to open the lines of communication. Speak to your professor (and/or TA in large classes) during office hours or make an appointment.

### **Learn to think like a professor:**

What does a professor want from you? If the course outline has objectives, look them over. Most professors don’t want you to just memorize material, they want you to gain knowledge, improve your skills, and think critically about the material. Why did your professor want you to learn this? Why does this matter? How does it connect to other things I am learning? What fact or step in the argument is missing? Whether you are reading a text, listening to a lecture, studying for an exam or writing an essay always ask “So what? Why does this matter?” In this course we will always be moving back and forth between two vantage points –trying to gain knowledge about Judaism from the perspective of its practitioners to understand why and how they believe and do what they do, and thinking critically about Judaism as religious studies scholars; asking a variety of interdisciplinary questions, interested in Judaism as a human phenomenon.

**PREPARE the readings before you come to class:** Professors assign readings for a reason. When you prepare the reading in advance, the class discussion and/or lecture and your reading work together. You can ask effective questions, trace relationships between the material and begin to think critically about the issues raised. Keeping up with readings also makes it easier to complete assignments and study for exams effectively. Students who only read the material for the assignment or exam often feel lost and tend to memorize what they read without actually understanding it. Worse, they might never get through the readings because they got too far behind. Notice, you should not just read the readings but prepare them. What does it mean to prepare a reading? *Test your own preparedness for class by being able to answer the following before coming to class*

1. **What TYPE of text is it?** Primary or Secondary source? Textbook, encyclopaedia entry, scholarly article, popular, web site, news article, fiction, memoir?
2. **What is the TOPIC of the reading?** This can be answered broadly: “The topic of the reading is homosexuality in Judaism” A scriptural passage might be “laws concerning sexuality” or “love poetry”, a textbook chapter might be “overview of history of menstruation laws” or “summary of wedding rituals.”
3. **OVERVIEW OR CENTRAL ARGUMENT:** For texts that do not include analysis or arguments (i.e. an encyclopaedia article) be able to **SUMMARIZE the content**. Be able to quickly summarize the main issues raised by the text OR be able to identify the three most important points. For scholarly readings (and opinion pieces) that do include argument and analysis be able to answer: **What is the CENTRAL**

- ARGUMENT?** Most academic articles you will read in university are secondary sources that analyse or interpret primary sources (scripture, historical documents, laws, philosophic arguments, scientific data etc)
4. **EVALUATE the argument / analysis.** Saying that an article is easy to read or that you like the writing style or topic is not a critical response. Critically responding to the text asks more significant questions: Is the text accurate, well argued, biased? Why? Is there something you find particularly interesting or insightful? Is there a weakness? What connections can you make to other material? Why is this important? Be ready to argue your case with specific examples.