

REVISED SEPT 12

CARLETON UNIVERSITY
COLLEGE OF THE HUMANITIES
RELIGION PROGRAM

RELI 2110A: Judaism
Fall 2018
Tuesday -Thursday 16:05-17:25
SA 318

Dr. Deidre Butler deidre_butler@carleton.ca

Office Hours: Tuesdays and Thursdays 2:30-3:30 and by appointment.
Emails are not normally answered evenings and weekends and may take up to 2 business days to return during very busy periods.

Description: 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 themselves 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. *This course includes several experiential learning elements.*

Required Texts: 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

- Satlow, Michael. 2003. *Creating Judaism: History, Tradition, Practice*. New York: Columbia University Press. 2003. (CJ)
- Online Jewish sources (including Hebrew Bible) may be read on Sefaria.org

COURSE REQUIREMENTS:

- Regular attendance: 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.
- Regular participation

Assignments: Required for all students:

- 15% Reading prep (8x pre midterm / 8x post midterm)
- 10% in class workshops (5% pre midterm / 5% post)
- 10% Bible Film review Oct 4
- 15% Living Judaism assignment Nov 1

Midterm /Final Evaluations: Complete 2 of 3 (drop lowest grade if all three are attempted).

- 25% Test 1: October 18, in class
- 25% Test 2: TBA, during exam period
- 25% Term Project (Proposal Nov 8, Dec 4-6 poster session)

Total: 100%

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

Bonus marks: You may earn up to 5% in bonus marks by doing extra credit assignments. Details in class and CULearn.

We acknowledge that the land on which we gather to meet for this course is the traditional unceded territory of the Algonquin Anishnaabeg people

Learning Outcomes: At the end of this course, students will be able to:

1. define and explain core concepts related to the study of Judaism particularly and religion generally
2. analyse and assess religious texts in relation to historical and contemporary contexts
3. integrate disciplinary approaches/methodology (i.e. outsider discourse, methodological atheism, critical study of religion vs. advocacy) in their analysis of primary and secondary sources
4. reflect on the relationship between religious teachings, practices, historical contexts and the formation of Jewish identities, cultures and religious communities
5. interrogate popular representations of religion, the bible and Judaism, through primary and scholarly sources.
6. develop a research question, pursue media appropriate research, distinguish between primary and secondary, scholarly and non-scholarly sources and create persuasive arguments based on that research.*

CLASS PROCESS

Polleverywhere: We will be using Polleverywhere.com most classes. You will receive an invitation to this class' polleverywhere account. You will need a mobile device (phone, tablet or laptop). If you do not have such a device you can partner with another student.

Reading Prep: You will be asked to demonstrate that you have read and understood the required readings. This reading prep will be 15% of your final grade and will be due on any day that there is a required reading. Ideally this prep should not only prepare you for class discussion but also prepare you for the class test(s) and assist you with assignments.

Grades will be split between first and second half of the class: $7.5\% \times 2 = 15\%$

Before midterm there are 10 classes that have readings. You may skip up to two for full marks. i.e. complete 8/10

After midterm there are 10 classes that have readings. You may skip up to two for full marks. i.e. complete 8/10

Grading for this will be simplified

C = evidence of readings but includes misunderstanding

B = good understanding

A = thoughtful, creative, insightful and/or critical understanding

You have four options for demonstrating your comprehension and preparation. You may complete any of these options each class where there are required readings.

1. Develop 3 questions for the test and answer them.
2. Write a 150-200 word letter to someone about the reading(s). This can be to anyone that allows you to explore some question or aspect of the reading that you'd like to discuss with someone. The recipient could be the author, your sister, your best friend from high school, a local rabbi etc.
3. Notes on the reading(s)
4. Write a short (200-300) word exploration of key issues or themes from the reading(s).

Attendance: At the beginning of each class we will use polleverywhere to confirm attendance.

Review: We will then use polleverywhere to create a word cloud of the most important concepts, terms, dates etc. from the previous class. This word cloud will be a review and contribute to the study guide you will use for the class tests and assignments.

ASSIGNMENTS:

Bible Film Review:

Professors often hold their heads in pain when they see how their field of study is represented on the movie screen. This assignment asks you to critically engage a popular film that has sought to represent a biblical story on the big screen. The goal of this assignment is for you to 1. Gain knowledge about the actual biblical story that is being represented. 2. Think critically about how Jews and Judaism are represented in this film and popular culture. 3. Think critically about how we learn about religion and how it is represented in film and popular culture.

Due in class by 4:05 pm Oct 4.

Length: 4-5 pages

Choose a Film based on the Hebrew Bible from this list: (any film related to the Hebrew Bible not on this list requires approval by the professor)

The Prince of Egypt 1998 <http://catalogue.library.carleton.ca/record=b4416251>

The Ten Commandments 1956 <http://catalogue.library.carleton.ca/record=b4419194>

Samson and Delilah 1949 <http://catalogue.library.carleton.ca/record=b4419205>

Exodus Gods and Kings 2014 <http://catalogue.library.carleton.ca/record=b4416640>

Noah 2014 <http://catalogue.library.carleton.ca/record=b4419357>

The Story of Ruth 1960

Bible Film: essay overview

- **Introduce** what you will discuss in this essay. Include full title of film, date produced.
- Give a short plot **summary** of the film if necessary to be clear (1/2 page)
- Discuss and critically analyse the film in terms of **how accurately it represents the details of the biblical text**. Discuss aspects that the film gets right, what the film doesn't cover, and what it gets wrong.
- Discuss and critically analyse how the film represents the biblical story as a Jewish story (or fails to do so).
- Conclude with a reflection of how people learn about religion, Judaism and the Bible from film.
- Citations: Cite the film and the edition of the bible you are using.
- Note that while outside research is not required, you may choose to briefly include some research into either the biblical text or a religious studies' analysis of the film. Outside research would be considered extra work for this particular assignment and be credited accordingly.

Grading Rubric:

/30 Writing Style (tone, clarity, organization, grammar, etc.) and citations

/20 Comprehension of biblical story

/50 Discussion and Analysis of film (see goals of assignment AND the essay overview). Bonus marks for outside research would be applied here.

Living Judaism:

Date due: Nov 1

Length: 5-6 pages

The goal of this assignment is to learn more about Judaism and a particular Jewish practice through scholarly research and by observing a Jewish practice (Sabbath or Kosher for one weekend). See assignment details on CULearn.

Term Project: Poster Assignment (optional)

Project Proposal: due on CULearn Nov 8

Poster presentation: 5-10 minutes per person, Dec 4 or 6

Topic: with approval of professor, contemporary issue or debate

Group or solo

Details in "Poster Assignment Package" on CULearn.

Bonus marks opportunities: Maximum of 5% bonus marks may be earned towards your final grade. Bonus marks stack on top of your final grade. Additional opportunities will be posted.

Kosher food:

Donate 1 kosher certified item to class party / Ottawa food bank to earn 1 bonus mark.

Date:

How to earn bonus mark: Bring item to class, check in with professor and indicate proof (heksher) that item is kosher.

Private Tour of Lowy Collection (Jewish archive) at Library and Archives Canada

Date TBA

Location: Library and Archives Canada

Cost: Free

How to earn bonus marks: Attend for 2 bonus marks to take notes to prove you attended) OR gain up to 5 bonus marks by writing 2-3 pages about a resource in the collection that interests you. B or higher grade requires evidence of some scholarly research (quotes and bibliography).

Holocaust Education Month Pop-Up Museum and lecture by Robert Ehrenreich

Date: Nov 5 6:15 pm

Location: Temple Israel, 1301 Prince of Wales Dr, Ottawa, ON K2C 1N2

Cost: Free

How to earn bonus marks: Attend for 2 bonus marks (take notes to prove you attended) OR gain up to 5 bonus marks by writing 2-3 pages about significance of Holocaust memory for Jewish identity and the Jewish community in Ottawa. B or higher grade requires evidence of some scholarly research (quotes and bibliography).

There will be additional Holocaust Education Month events that will also be eligible for bonus marks throughout the month of November.

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

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.

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.

***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).*

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.

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.

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 (humanities or footnote and bibliography 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. I prefer Zotero.

Quick Citation Guide: Chicago Manual of Style (Notes and Bibliography)
http://www.chicagomanualofstyle.org/tools_citationguide.html

<https://www.zotero.org/>

<https://library.carleton.ca/help/citation-management>

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

<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.

Date	Topic / Activity Required Reading / Assignments	Recommended readings and online sources
Class 1:	Intro to course	Intro to Religious Studies

<p>Sept 6</p> <p>Rosh Hashanah begins sundown Sept 9</p>	<p>Course requirements, culture Academic study of Religion Intro to Polleverywhere: What is Religion? What is Judaism? Rosh Hashanah: Apples and Honey</p> <p><i>Registered late? Missed the class? Content from this class is on the first test. Catch up by reading and sharing class notes.</i></p> <p>Read the syllabus and read online: What is Judaism http://www.jewfaq.org/judaism.htm</p> <p>Learn about Rosh Hashanah: http://www.myjewishlearning.com/article/rosh-hashanah-101/</p>	<p>https://www.youtube.com/watch?v=nWEwtPkPSEo</p> <p>From Indiana University: 10 best reasons to study Jewish Studies: http://www.indiana.edu/~jsp/prospective/tenReasons.shtml</p>
<p>Sept 11 No classes Rosh Hashana Take this time to view film for Film Review Assignment</p>		
<p>Class 2: Sept 13</p> <p>In-class workshop</p>	<p>Judaism in Canada workshop <i>Registered late? Missed this class? Read the reading and complete the reader's guide on your own to prepare for first test.</i></p> <p>Schnoor, Randal F. "The Contours of Canadian Jewish Life." <i>Contemporary Jewry</i> 31, no. 3 (2011): 179-97. http://www.jstor.org/stable/23882399. (on reserve)</p> <p>See reader's guide on CUlearn for questions you will work on in the workshop. Print or prepare to access in class.</p> <p>How to use Sefaria for next class</p>	<p>CJ Chapter 1</p> <p><i>If you are doing a final project on Jews in Canada consider the following recommended readings:</i></p> <p>Tulchinsky, Gerald. <i>Canada's Jews: A people's journey</i>. Toronto: University of Toronto Press. 2008.</p> <p>Abella, Irving. 1998. <i>Canadian Jewry: past, present and future</i>. Inaugural Lecture, J. Richard Schiff Chair for the Study of Canadian Jewry. Centre for Jewish Studies, York University.</p> <p>Brown, Michael. 2007. Canadian Jews and multiculturalism: Myths and realities. <i>Jewish Political Studies Review</i> 19: 3-4.</p>
<p>Class 3: Sept 18</p> <p>Yom Kippur begins at sundown. Class ends at 5 pm today because of the holiday.</p> <p>Reading Prep</p>	<p>Hebrew Bible: Creating Judaism</p> <p>What is Yom Kippur? 101 http://www.myjewishlearning.com/article/yom-kippur-101/</p> <ul style="list-style-type: none"> • watch the Kapparot ceremony video https://youtu.be/P7Agci2eL2w • Creating Judaism (CJ): "Creating Judaism" 69-95 <p>Sources you should be familiar with. We will discuss in class. Bring printed copy or have</p>	

starts today	<p>access on your laptop for group discussion.</p> <ul style="list-style-type: none"> • Genesis Chap 12: 1-5 (covenant with Abraham) • Genesis Chap 15: Covenant • Genesis Chap 17 (story of Abraham and covenant of circumcision) <p>To read the Hebrew Bible online, I recommend www.Sefaria.org Look under "Browse". Follow the link "Tanakh" (acronym that denotes the Hebrew Bible) and then follow link to each individual book of the bible.</p>	
<p>Class 4: Sept 20</p> <p>Sukkot begins sundown Sept 23</p>	<p>Hebrew Bible: To Be Human</p> <ul style="list-style-type: none"> • Gen 1-3 • What is Sukkot? <p>http://www.myjewishlearning.com/article/sukkot-101/</p> <ul style="list-style-type: none"> • Watch in class: https://www.youtube.com/watch?v=SRHkgWGyn4Y 	<p>Judaism and Evolution: https://www.jewishvirtuallibrary.org/judaism-and-evolution</p> <p>Lewittes, Mendell. "Creation and Commandment" in <i>Principles and development of Jewish law: the concepts and history of rabbinic jurisprudence from its inception to modern times</i>. New York, N.Y.: Bloch Pub. Co. 1987. 11-18</p>
<p>Class 5: Sept 25</p>	<p>Second Temple Period</p> <p>CJ: "Between Athens and Jerusalem" 96-115</p> <p>In class film: The Story of the Jews: Part 1, chapter 4 to end of Part 1. Available on demand through Library http://catalogue.library.carleton.ca/record=b3884086</p>	<p>Segal, Alan F. The Second Temple Period in <i>The Cambridge guide to Jewish history, religion, and culture</i>, eds. Baskin, Judith R., and Kenneth Seeskin. 2010. 34-57</p>
<p>Class 6: Sept 27</p>	<p>The Rabbis</p> <p>CJ: "The Rabbis" 115-140</p>	<p>Baskin, Judith R. "A Separate People: Rabbinic Delineations of the worlds of Women" in <i>Midrashic Women: Formations of the Feminine in Rabbinic Literature</i>. Waltham, MA: Brandeis University Press. 2015. 141-160</p>
<p>Class 7: Oct 2</p>	<p>Rabbinic Concepts</p> <p>CJ: "Rabbinic Concepts" 140-163 Learn about Shemini Atzeret & Simcha Torah http://www.myjewishlearning.com/article/shemini-atzeretsimchat-torah-101/</p>	<p>Labovitz, Gail. "More Slave Women, More Lewdness: Freedom and Honor in Rabbinic Constructions of Female Sexuality." <i>Journal of Feminist Studies in Religion</i> 28, no. 2 (2012): 69-87.</p>
<p>Class 8: Oct 4</p>	<p>Living the Law: Overview Sabbath & Kosher Laws</p>	<p>Eisenberg, Ronald L. 2004. <i>The JPS guide to Jewish traditions: a JPS desk reference</i>. Philadelphia, Pa:</p>

Film Review due in class	CJ: "Mitzvot" 164-186	Jewish Publication Society. Especially recommended for Living Judaism Assignments: Shabbat 125-154 Food 655-667
Class 9: Oct 9 Shmini Atzeret begins tonight at sundown, Simcha Torah tomorrow at sundown	<p>Medieval Judaism: Jews under Christianity Reading:</p> <ul style="list-style-type: none"> · Blog post: <i>Race, Racism and the Middle Ages</i>, by Matthew Chalmers. http://www.publicmedievalist.com/anti-semitism-before-semites/ <p>Primary Source Readings: Excerpts from: Rosenwein, Barbara H. <i>Reading the Middle Ages: Sources from Europe, Byzantium, and the Islamic World</i>. Toronto: University of Toronto Press, 2014.</p> <ul style="list-style-type: none"> · 5.9 Martyrs in the Rhineland: Rabbi Eliezer b. Nathan ("Raban"), <i>O God, Insolent Men</i> (early to mid-12th c.). Original in Hebrew. 267-271, · 7.15 Jews in England: <i>Statute of the Jewry</i> (1275) and <i>Petition of the "Commonalty" of the Jews</i> (shortly after 1275). Originals in Latin and French, respectively. 413-415, · 8.4 Blaming the Jews: Heinrich von Diessenhoven, <i>On the Persecution of the Jews</i> (c.1350). Original in Latin. 446-447. <p>(on reserve)</p>	<ul style="list-style-type: none"> • Jews blamed for black death http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html (read any one of the <u>historical texts that make the accusation</u>) • Expulsion of Jews from France 1182 http://www.fordham.edu/halsall/jewish/1182-jewsfrance1.html • Early Anti-Jewish text http://www.fordham.edu/halsall/source/1200geraldwales-cistconv.html • Jews Expelled from Spain http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html <p>Modern day Marrano (hidden) Jews who are rediscovering their Jewish identity in Columbia http://www.tabletmag.com/news-and-politics/38694/question-of-faith/?utm_source=Tablet+Magazine+List&utm_campaign=cdf1fad427-7_8_2010&utm_medium=email</p>
Class 10: Oct 11	<p>Medieval Judaism: Jews under Islam</p> <p>Cohen, Mark R. "Medieval Jewry in the World of Islam." In <i>The Oxford Handbook of Jewish Studies</i>, edited by Martin Goodman, Jeremy Cohen, and David Sorkin, 193-218. Oxford and New York: Oxford University Press, 2004. (on reserve)</p> <p>In class: Pact of Umar "The Status of Non-Muslims Under Muslim Rule" https://sourcebooks.fordham.edu/source/pact-umar.asp (online)</p>	<p>Recommended: BTTS Medieval Jewish Philosophy 261-304</p> <p>Recommended: CJ: From Moses to Moses 209-228</p>
Class 11: Oct 16	Library Workshop, Info session on Assignments (Living Judaism Assignment and Final Project)	

Class 12: Oct 18	<p>In class Midterm: Note that you must complete 2/3 major assignments (Midterm Exam, Final Exam or Term Project)</p> <ul style="list-style-type: none"> - If you do not write the midterm for any reason, you may always complete the Term Project and take the Final Exam in order to complete course requirements. - If you have a medical deferral you may write the Midterm test as an essay exam OR you may simply complete the Term Project and Final Exam. - If you do poorly on the Midterm, you may complete the Term Project and Final Exam and the lowest grade will be discarded. 	
Oct 23-25 No classes Fall break		
Class 12: Oct 30	<p>Modern Judaism</p> <p>CJ: East and West 250-287</p> <p>Watch first 15 mins of film Hasidism</p>	<p>Mendes-Flohr, Paul and Jehuda Reinharz, eds. <i>The Jew in the Modern World: A Documentary History</i>. New York: Oxford University Press, 2011.</p>
Class 13: Nov 1	<p>Hasidism</p> <p>Film: A World Apart: Hasidism in America</p> <p>Read 3 “Hasidic tales” from the web site and be ready to discuss how film represents the religious / cultural values / ideals that the stories teach. https://www.chabad.org/library/article_cdo/aid/6588/jewish/Chassidic-Stories.htm</p>	<p>Stampfer, Shaul. "How and Why did Hasidism Spread?" <i>Jewish History</i> 27, no. 2/4 (2013): 201-219.</p> <p>Stoker, Valerie. "Drawing the Line: Hasidic Jews, Eruvim, and the Public Space of Outremont, Quebec." <i>History of Religions</i> 43, no. 1. 2003. 18-49. doi:10.1086/381321.</p> <p>Video: “Ultra Orthodox Fashion Choices decoded by a Hipster” (Hebrew with subtitles) https://goo.gl/1KcE9L</p>
Class 14: Nov 6	<p>Reform Judaism</p> <p>Guest speaker: Rabbi Morais, Temple Israel</p> <ul style="list-style-type: none"> • Meyer, Michael. “Reform Judaism”, in <i>Contemporary Jewish religious thought: original essays on critical concepts, movements, and beliefs</i>. Cohen, Arthur A., and Paul R. Mendes-Flohr, Eds. New York: Free Press. 1988. 767-772 (on reserve) • TBA Reform Responsa 	<p>https://web.archive.org/web/20170824183440/http://ccarnet.org/responsa/arr-24-43/</p> <p>https://web.archive.org/web/20170824183600/http://ccarnet.org/responsa/arr-24-43-2/</p> <p>And then the OU prohibition...</p> <p>https://www.ou.org/assets/Responses-of-Rabbinic-Panel.pdf</p> <p>Prell, Riv-Ellen. "The Vision of Woman in Classical Reform Judaism." <i>Journal of the American Academy of Religion</i> 50, no. 4 (1982): 575-89.</p> <p>Browse contemporary Reform responsa http://ccarnet.org/rabbis-speak/reform-responsa/</p> <p>Reform Judaism. https://www.jewishvirtuallibrary.org/reform-judaism-2</p> <p>Menkis, Richard. 2004. Both peripheral and central: Towards a history of Reform Judaism in</p>

		Canada. <i>CCAR Journal: A Reform Jewish Quarterly</i> 51(4): 24–36.
Class 15: Nov 8 Optional Major Assignment: Poster Session Proposal due today	Orthodox Judaism Guest speaker: To be confirmed: Rabbi Scher, Machzikei Hadas synagogue Nurit Stadler, “Fundamentalism”, in <i>Modern Judaism: an Oxford guide</i> . De Lange, N. R. M., and Miri Freud-Kandel, Eds. Oxford: Oxford University Press. 2005. 216-226 (on reserve)	The state of Orthodox Judaism today http://www.jewishvirtuallibrary.org/the-state-of-orthodox-judaism-today Background and Overview http://www.jewishvirtuallibrary.org/background-and-overview-of-orthodox-judaism Modern Orthodoxy A Guide for the Perplexed http://blogs.timesofisrael.com/modern-orthodoxy-a-guide-for-the-perplexed-orthodox-judaism-and-change/ Eleff, Zev. <i>Modern Orthodox Judaism: A Documentary History</i> . Philadelphia, PA: The Jewish Publication Society, 2016.
Class 16: Nov 13	Conservative Judaism Rabbi Eytan Kenter, Kehillat Beth Israel synagogue Reading: Jacob Neusner, “Conservative Judaism” in <i>Judaism in Modern Times: An Introduction and Reader</i> , Cambridge, Mass.: Blackwell. 99-121 (on reserve)	Browse contemporary Rabbinic responsa (answers to questions) from the conservative movement: http://www.rabbinicalassembly.org/jewish-law/committee-jewish-law-and-standards Hollander, D. "Resources to Begin the Study of Jewish Law in Conservative Judaism." <i>Law Library Journal</i> 105, no. 3 (2013): 305-320. Rabbis Elliott Dorff, et al. Homosexuality, Human Dignity and Halakhah: A combined responsum for the committee on Jewish Law and Standards. Pages 1-20 https://www.rabbinicalassembly.org/sites/default/files/assets/public/halakhah/teshuvot/20052010/dorff_nevins_reisner_dignity.pdf
Class 17: Nov 15	Death & The World to Come Dan Cohn-Sherbok, <i>Judaism: History, Belief and Practices</i> , New York: Routledge, 2003. (on reserve) <ul style="list-style-type: none"> • “Afterlife” 456-460 • “Messiah” 449-455 • “Death and Mourning” 559-562 	“Life, Death and Mourning” http://www.jewfaq.org/death.htm Death and Mourning http://www.jewishvirtuallibrary.org/death-and-mourning-in-judaism
Class 18: Nov 20	The Holocaust: Religious Responses Jan van Pelt, Robert. “Persecution”, in <i>Modern Judaism: an Oxford guide</i> . Eds. De Lange, N. R. M., and Miri Freud-Kandel. Oxford: Oxford University Press. 2005. 42-53 (on reserve)	View: https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film (38 minutes) (If you learn better through reading text, read the recommended reading from the USHMM) Review if you need an introduction to the history of

	<p>Fackenheim, Emil. "The 614th Commandment," in <i>The Jewish Return into History: Reflections in the Age of Auschwitz and a New Jerusalem</i>. New York: Schocken Books, 1978. 19-24 (on reserve)</p>	<p>the Holocaust: History of the Holocaust: An Overview from USHMM http://www.ushmm.org/education/foreducators/resource/pdf/history.pdf</p> <p>Witness : Voices from the Holocaust 86 minutes http://www.library.yale.edu/testimonies/education/thematic.html</p> <p>Nazi Source Documents speaking about Jews and the Final Solution: http://shamash.org/holocaust/denial/nazi_doc.txt</p> <p>Greenberg, Gershon. "Hasidic Thought and the Holocaust (1933–1947): Optimism and Activism." <i>Jewish History</i> 27, no. 2/4 (2013): 353-375.</p>
Class 19: Nov 22	<p>The Holocaust: Survivor Narratives</p> <p>Guest Speaker TBA</p> <p>Required viewing: TBA</p> <p>Required reading: Hartman, Geoffrey H. "Learning from Survivors: The Yale Testimony Project." <i>Holocaust and Genocide Studies</i> 9, no. 2. 1995. 192-207. (on reserve)</p>	<p>Watch 2 other Holocaust survivor videos from either Carleton CHES project https://carleton.ca/ches/ottawa-holocaust-survivors-testimonials/</p> <p>Or Yale testimony project http://web.library.yale.edu/testimonies</p> <p>Levi, Primo. "Survival in Auschwitz," in <i>A Holocaust reader: responses to the Nazi extermination</i>, ed. Morgan, Michael. New York, Oxford University Press. 2001. 19-26</p> <p>Wiesel, Eli. "A Plea for the Dead," in <i>A Holocaust reader: responses to the Nazi extermination</i>, ed. Morgan, Michael. New York, Oxford University Press. 2001. 67-78</p>
Class 20: Nov 27	TBA	
Class 21: Nov 29	<p>Guest speaker: Richard Marceau, Centre for Israel and Jewish Affairs, Vice-President, External Affairs & General Counsel "The Canadian Jewish community and Israel"</p> <p>Emanuele Ottolenghi. "A National Home" in <i>Modern Judaism: an Oxford guide</i>. Eds. De Lange, N. R. M., and Miri Freud-Kandel. Oxford: Oxford University Press. 2005. 54-65 (on reserve)</p>	<p>Novak, David. "Arguing Israel and the Holocaust." <i>First Things: A Monthly Journal of Religion and Public Life</i> (2001): 11. Academic OneFile (accessed August 13, 2017).</p> <p>Israel: Jewish Thought & Identity The Land of Israel in Modern Jewish Thought http://www.myjewishlearning.com/article/the-land-of-israel-in-modern-jewish-thought/</p> <p>Pew Report: "Connection with and Attitudes towards Israel" http://www.pewforum.org/2013/10/01/chapter-5-connection-with-and-attitudes-towards-israel/</p>

Class 22: Dec 4	Poster Session or TBA Feedback to presenters in poster-session is required and counts as in-class work	
Class 23: Dec 6 Last class POSTER SESSION	Poster Session Feedback to presenters in poster-session is required and counts as in-class work	
An optional review class for the final test is tentatively scheduled for Friday Dec 7. This date will be confirmed when the final exam is scheduled.		



University Regulations for 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.

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found [here](#).

Academic Accommodation Policy

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to 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. For more details see the [Student Guide](#)

Religious obligation: write to 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. For more details see the [Student Guide](#)

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 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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System](#)

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and **in all cases this must occur no later than three (3.0) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. More information is available [in the calendar](#).

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online to the Registrar's Office no later than **three working days** after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [forms and fees page](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to the [Registrar's Office](#).

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#):

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. [More information](#)

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI and SAST Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)