

CARLETON UNIVERSITY  
College of the Humanities: Religion Program  
**RELI 2110: Judaism (ONLINE)**  
Winter 2020

**Professor: Dr. Deidre Butler**  
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**Online Office Hours:** Online Wednesdays 3-4 p.m. in the Online Meeting Room on the course webpage.  
**In-Person Office Hours:** Tuesdays and Thursdays 2-3 pm, Paterson 2a 49.  
Also available for online and campus appointments at other times by email.

### **Course Description:**

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**Course Description: What do Jews believe? What makes a Jew a Jew? How do Jews practice their religion?** This 2000 level online course explores Judaism as a diverse and always developing living tradition. In religious studies we understand religion as a human phenomenon that we study from a critical, historical, and evidence-based perspective. We think about Judaism as lived by humans in specific times and places, in particular cultural, social and political contexts, and in gendered bodies. We also want to understand what Jews have to say about themselves as a people, their own history, faith, and tradition. We will draw on sacred texts, art, films and case-studies from Canada and around the world to explore Judaism in contemporary and historical perspectives.

Key themes will include: the diversity of Judaism; modern Jewish identity and status; tradition and modernity; sacred texts and contemporary practice; understandings of the divine and human role in Creation; Human nature; Ethics and values; religious law and observance; ritual practice such as lifecycle, and holidays and rituals; gender and sexuality; the Jew as Other, anti-Judaism, Anti-Semitism and the Holocaust; and Jewish religious perspectives on Israel (land, Zionism and state).

There are no prerequisites for the course. The course is wholly online with weekly modules that ask students to engage course materials and content in variety of ways throughout the semester. Course content includes short mini-lectures, traditional readings, class forum discussions, guest lectures from local rabbis, films, as well as academic and communal online sources.

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

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1. engage with other students critically and respectfully about their own and other belief systems
  2. define and explain core terms and concepts related to Jewish belief, thought and practice in the contemporary context
  3. apply theories and methods from the academic study of religion, and understand how these differ from Jewish faith-based theological approaches
  4. analyze and assess a biblical and rabbinic source as key to understanding the diversity of Jewish practice in Canada and around the world
  5. define and explain anti-Judaism and anti-Semitism in relation to Jewish identity
  6. reflect on the relationship between religious teachings, practices, historical contexts and the formation of Jewish identities, cultures and religious communities

## Course Assessment:

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- 15%**            **Quizzes: due at the end of each module.**  
Stay on track throughout the semester by completing 10 short quizzes every module: At the end of each module, students have two tries to successfully complete an automatically graded quiz comprising 5-10 questions in multiple choice or drag and drop format. Each quiz will close at the end of the module indicated in the schedule below.  
May not be submitted late without a documented medical note.  
10 quizzes, 1 per module: 10 x 1.5% +15%
- 15%**            **Participation Challenges: due at the end of each module.**  
Join the conversation, reinforce your learning and contribute to the success of this course community through individual and group tasks: Usually includes a choice of task or focus including scavenger hunts, make a meme, take a photo of a synagogue, find kosher food in your local store, share a great youtube video etc. Often includes a choice of challenges. See CULearn for each challenge.  
May not be submitted late without a documented medical note.  
10 challenges, 1 per module: 10 x 1.5% + 15%
- 20%**            **Bible Film Analysis: due at the end of Module 4.**  
3-4 pages Review a film based on Hebrew Bible, Part 1: compare it with original text, Part 2: research significance of story in traditional Judaism. Requires outside research. Late penalties apply without a documented medical note. See CULearn for assignment details and grading rubric.
- 20%**            **Living Judaism Essay: due end of Module 9**  
3-4 page Reflection on keeping Shabbat for 24 hours or Kosher for a weekend (Part 1: research practice in Orthodox and Reform, Part 2: reflect on your experience). Requires outside research. Late penalties apply without a documented medical note. See CULearn for assignment details and grading rubric.
- 30%**            **Final Take-Home Term project: due at end of exam period, April 25, 2020.**  
Explore a major course theme using concepts and examples from the whole course with emphasis on diversity in belief and practice within contemporary Jewish life. Format: Choice of web site, video, podcast, ePortfolio, game, short story, or traditional essay (6-8 pages). The format for this take-home exam is flexible and can be entirely written, entirely video or audio or include a mix of visual, audio, and textual media. The length is flexible depending on the format, but each project must contain at least ten (10) relevant facts and/or concepts about the topic and at least ten (10) references to the assigned readings. See CULearn for assignment details and grading rubric.
- 10%**            **Bonus Marks: due at the end of each module.**  
For optional extra credit, complete weekly tasks that focus on learning more and reflecting personally on the material. No late submissions except with a medical note.

## Required Course Materials:

All required readings and videos are available through ARES on CULearn or are linked from CULearn to external web sites. Recommended readings are also available through ARES on CULearn.

Module and Tasks	Required Course Materials
<p><b>Module 1: Intro to the Course / Intro to Study of Religion</b></p> <p>Participation Challenges: Intro to Course</p> <p>Quiz: syllabus and academic integrity</p> <p>Bonus marks: thinking about religion</p>	<ol style="list-style-type: none"> <li><b>Video:</b> Andrew Mark Henry. "What is Religion" <i>Religion for Breakfast</i>. <a href="https://www.youtube.com/watch?v=c5KHDR8jdbA">https://www.youtube.com/watch?v=c5KHDR8jdbA</a> 2016. (7 mins)</li> <li><b>Video:</b> Harvard Literacy Project. "Misunderstandings About Religion" <i>World Religions Through Their Scriptures</i>. <a href="https://www.youtube.com/watch?v=U-YQXRrNo70&amp;feature=youtu.be">https://www.youtube.com/watch?v=U-YQXRrNo70&amp;feature=youtu.be</a> 2016. (2:19)</li> <li><b>Video:</b> Harvard Literacy Project. "Situatedness and the Cultural Studies Approach" <i>World Religions Through Their Scriptures</i>. 2016 <a href="https://www.youtube.com/watch?v=BkT9sFsGqB8">https://www.youtube.com/watch?v=BkT9sFsGqB8</a> 2018. (2:30)</li> <li><b>Video:</b> Andrew Mark Henry. "What is the Difference Between Theology vs. Religious Studies" <i>Religion for Breakfast</i>. <a href="https://www.youtube.com/watch?v=O6_ARMEhk5A">https://www.youtube.com/watch?v=O6_ARMEhk5A</a> 2016. (6:44 mins)</li> <li><b>Reading:</b> Malory Nye. "Trying to Understand Religion? It's a Matter of Finding the Right Gloves to Wear..." <i>Medium. Religion Bites</i>, August 2, 2017. <a href="https://medium.com/religion-bites/trying-to-understand-religion-its-a-matter-of-finding-the-right-gloves-to-wear-811fbc25ac5b">https://medium.com/religion-bites/trying-to-understand-religion-its-a-matter-of-finding-the-right-gloves-to-wear-811fbc25ac5b</a> (scholarly secondary source)</li> </ol>
<p><b>Module 2 Defining Judaism, Jewish status, and Jewish identity</b></p> <p>Participation: Jewish identity</p> <p>Quiz: Jewish identity</p> <p>Bonus Marks: Green Chariot and Jewish identity</p>	<ol style="list-style-type: none"> <li><b>Video:</b> Bimbam. "How did Judaism get its name" <i>Bim Bam</i>. <a href="https://www.youtube.com/watch?v=N0huH58nb0k">https://www.youtube.com/watch?v=N0huH58nb0k</a> 2018. (4:17 minutes)</li> <li><b>Reading:</b> Jacob Neusner, "Defining Judaism" in <i>The Way of Torah: An introduction to Judaism</i>. Belmont, California: Wadsworth. 1993. pp. 6-12 (scholarly secondary source)</li> <li><b>Reading:</b> "What is Judaism" Posner, Menachem. "What Is Judaism?" <i>Judaism</i>, June 21, 2017. <a href="https://www.chabad.org/library/article_cdo/aid/3710122/jewish/What-Is-Judaism.htm">https://www.chabad.org/library/article_cdo/aid/3710122/jewish/What-Is-Judaism.htm</a>. (insider source)</li> <li><b>Film:</b> Gilad Goldschmidt, Director. <i>A Green Chariot</i>. Go2Films, 2005. (Hebrew with subtitles) 47 minutes</li> <li><b>Audio or Reading:</b> Jonathan Sacks. "In Search of Jewish Identity (Kedoshim 5776)." Rabbi Sacks, May 12, 2016. <a href="http://rabbisacks.org/search-jewish-identity-kedoshim-5776/">http://rabbisacks.org/search-jewish-identity-kedoshim-5776/</a>. Audio blog (12 minutes or read transcript (insider source)</li> </ol> <p><b>Scavenger hunt sources: Use one:</b> (all scholarly secondary sources)</p> <ul style="list-style-type: none"> <li><b>Reading:</b> <u>Jewish identity in Israel</u> "Religious and Cultural Identity in Israel." Pew Research Center's Religion &amp; Public Life Project, March 9, 2016. <a href="https://www.pewforum.org/2016/03/08/identity/">https://www.pewforum.org/2016/03/08/identity/</a>.</li> <li><b>Reading:</b> <u>Jewish identity in the US</u> "Chapter 3: Jewish Identity." Pew Research Center's Religion &amp; Public Life Project, June 12, 2018. <a href="https://www.pewforum.org/2013/10/01/chapter-3-jewish-identity/">https://www.pewforum.org/2013/10/01/chapter-3-jewish-identity/</a>.</li> <li><b>Reading:</b> <u>Jewish identity in Canada</u> Brym, Robert &amp; Neuman, Keith &amp; Lenton, Rhonda. <i>2018 Survey of Jews in Canada</i>. 2019. (page 15-22) (scholarly secondary source)</li> </ul>

<p><b>Module 3: Origins of Judaism: Hebrew Bible: Sacred Text, Sacred Story</b></p> <p>Quiz: Hebrew Bible</p> <p>Participation: Torah in Jewish life. OR Bible Story</p> <p>Bonus Marks: archeological or scientific evidence about the bible.</p>	<ol style="list-style-type: none"> <li><b>Video:</b> Simon Schama. "Sanctification of Words" (Segment 8) <i>The Story of the Jews with Simon Schama</i>. BBC Two. 2013.</li> <li><b>Reading:</b> "Genesis 1-3." <i>Sefaria</i>. <a href="https://www.sefaria.org/Genesis.1?lang=bi&amp;aliyot=0">https://www.sefaria.org/Genesis.1?lang=bi&amp;aliyot=0</a>. (primary source)</li> <li><b>Reading:</b> Tribble, Phyllis. "Eve and Adam: Gen. 2 Reread" in <i>Womanspirit Rising: a Feminist Reader in Religion</i>. Eds. Carol P. Christ and Judith Plaskow. San Francisco: Harper Sanfrancisco, 1979. 74-83 (scholarly secondary source)</li> <li><b>Reading:</b> Marvin A. Sweeney, "Jewish Biblical Theology" in <i>The Hebrew Bible: New Insights and Scholarship</i>, Ed Frederick E. Greenspahn. New York and London: NYU Press. 2008. pp 191-208 (scholarly secondary source)</li> </ol>
<p><b>Module 4:</b> Rabbis and Rabbinic Judaism</p> <p><b>Bible Film Analysis due this week</b></p> <p>Quiz: Second Temple Period and Origins of Rabbinic Judaism</p> <p>Participation: Rabbinic Judaism Meme OR Reading Notes</p> <p>Bonus Marks: Rabbi Akiva</p>	<ol style="list-style-type: none"> <li><b>Video</b> Simon Schama. "Part 1 " <i>The Story of the Jews with Simon Schama</i>. BBC Two. 2013. From "First Great Exile" (Segment 9) until end of Part 1 to end. (33 mins)</li> <li><b>Reading:</b> Michael Satlow, "The Rabbis" in <i>Creating Judaism: history, family, community</i>. New York: Columbia University Press. 2006. 115-125 (scholarly secondary source)</li> <li><b>Video:</b> Jacob Rivkin and Muriel MacDonald. "Waiting for Ewe: Based on the Babylonian Talmud, Ketubot 62b-63a" video. <i>BimBam</i>. <a href="https://www.youtube.com/watch?v=Q-MDa28_J6Y">https://www.youtube.com/watch?v=Q-MDa28_J6Y</a> 2013. (4:01)</li> <li><b>Reading:</b> Deidre Butler. "Source sheet: Martyrdom of Rabbi Akiva and Josephus," <i>RELI 2110R Carleton University 2019</i>. (primary sources)</li> <li><b>Reading:</b> S. Daniel Breslauer, "Rabbinic Judaism" in <i>Understanding Judaism through History</i>, Australia, Canada, USA: Thomson Wadsworth. 2003. 55-79 (scholarly secondary source)</li> </ol>
<p><b>Module 5 : Jews in the Middle Ages</b></p> <p>Quiz: Medieval Judaism</p> <p>Participation: Food OR Anti-Judaism</p> <p>Bonus Marks: medieval anti-Judaism blogs and modern anti-Semitism</p>	<ol style="list-style-type: none"> <li><b>Reading</b> Amy Kaufman and Paul Sturtevant, "Anti-Semitism Is Older Than You Think   The Public Medievalist", <i>The Public Medievalist</i>, <a href="https://www.publicmedievalist.com/anti-semitism-older-think/">https://www.publicmedievalist.com/anti-semitism-older-think/</a> 2019.</li> <li><b>Video:</b> Abba Eban, Alan Rosenthal, and Aleck Jackson. "Part 4 Crucible of Europe", <i>Heritage, Civilization and the Jews</i>. New York: Home Vision Entertainment. 1984. <a href="https://www.youtube.com/watch?v=GcZfncnqdlU">https://www.youtube.com/watch?v=GcZfncnqdlU</a>. (Beginning to 13:34)</li> <li><b>Video:</b> Simon Schama. "Part 2: Among Believers" <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013. View Segment 7: Exile and Interiority to end of Segment 12 (32 mins)</li> <li><b>Read:</b> 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, Oxford and New York: Oxford University Press, 2004. 193-218.</li> </ol>

<p><b>Module 6: Living the Law 6: Living the Law</b></p> <p>Participation: Living Judaism scavenger hunt</p> <p>Quiz: Shabbat, Kosher, Niddah</p> <p>Bonus Marks: Mitvah</p>	<ol style="list-style-type: none"> <li>1. <b>Reading:</b> "Judaism 101: Halakhah: Jewish Law", <i>Jewfaq.Org</i>, 2019, <a href="http://www.jewfaq.org/halakhah.htm">http://www.jewfaq.org/halakhah.htm</a>. (insider web site)</li> <li>2. <b>Video:</b> Bim Bam. "What is Shabbat?", <i>Bim Bam</i>. <a href="https://www.youtube.com/watch?v=vjmjZWHXKFY">https://www.youtube.com/watch?v=vjmjZWHXKFY</a>. 2018, (3 minutes)</li> <li>3. <b>Reading:</b> "What Is Shabbat (Jewish Sabbath)?", <i>Jewishvirtuallibrary.Org</i>, <a href="https://www.jewishvirtuallibrary.org/what-is-shabbat-jewish-sabbath">https://www.jewishvirtuallibrary.org/what-is-shabbat-jewish-sabbath</a>. 2019. excerpt from encyclopedia)</li> <li>4. <b>Reading:</b> "Kosher Food: What Makes Food Kosher Or Not   My Jewish Learning", <i>My Jewish Learning</i>, <a href="https://www.myjewishlearning.com/article/kosher-food/">https://www.myjewishlearning.com/article/kosher-food/</a>. 2019. <b>(and watch videos on this page)</b> (insider web site)</li> <li>5. <b>Reading:</b> David Kraemer, "Separating the Dishes" in <i>Food &amp; Judaism</i>. Leonard J. Greenspoon, et al. Omaha, NE: Creighton University Press. 2005. 235-256 (scholarly secondary source)</li> <li>6. <b>Video:</b> Anat Zuria. <i>Purity: Breaking the Codes of Silence</i>. New York, NY: Distributed by Women Make Movies. 2010. 63 minutes (documentary) <a href="https://catalogue.library.carleton.ca/record=b2983260">https://catalogue.library.carleton.ca/record=b2983260</a></li> </ol>
<p><b>Module 7: Jews in the Modern World</b></p> <p>Quiz: Modern Judaism</p> <p>Participation: Scavenger hunt. OR notes</p> <p>Bonus Marks: acculturation vs assimilation?</p>	<ol style="list-style-type: none"> <li>1. <b>Video:</b> Simon Schama. "A Leap of Faith: Part 3" <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013. Watch to 14.34 min. (view to end of segment 4 Bridging Cultures).</li> <li>2. <b>Video:</b> Simon Schama. "Over the Rainbow: Part 4" <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013.</li> <li>3. <b>Reading:</b> Monika Richarz. "The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries". USHMM. <a href="https://www.un.org/en/holocaustremembrance/docs/pdf/Volume%20I/The_History_of_the_Jews_in_Europe.pdf">https://www.un.org/en/holocaustremembrance/docs/pdf/Volume%20I/The_History_of_the_Jews_in_Europe.pdf</a> (scholarly secondary source)</li> </ol>
<p><b>Module 8: Hasidism</b></p> <p>Participation: TBA</p> <p>Quiz: Hasidism &amp; NRMS</p> <p>Bonus: Hasidic Judaism film review</p>	<ol style="list-style-type: none"> <li>1. <b>Film:</b> Menachem Daum, Oren Rudavsky, Robert Seidman, Arnold Labaton, Leonard Nimoy, Sarah Jessica Parker, Arthur Hertzberg, et al. <i>A Life Apart: Hasidism in America</i>. New York: First Run Features. 1997. 96 mins</li> <li>2. <b>Reading:</b> Jacob Katz. "The Transition to Hasidism" in <i>Tradition and Crisis: Jewish Society at the End of the Middle Ages</i>. New York: Schocken Books. 1993. 202-213</li> <li>3. <b>Reading:</b> Text on New Religious Movements TBA</li> </ol>

<p><b>Module 9: Denominations</b></p> <p><b>Living Judaism Assignment due this week</b></p> <p>Participation: Scavenger hunt: Denominations</p> <p>Quiz: Denominations</p> <p>Bonus: Synagogue visit</p>	<ol style="list-style-type: none"> <li><b>Video:</b> Jeremy Shuback. "How Reform, Conservative &amp; Orthodox Began." <i>Bim Bam</i>. 2019. <a href="https://www.youtube.com/watch?v=zUNpC9Vjftg">https://www.youtube.com/watch?v=zUNpC9Vjftg</a></li> <li><b>Reading:</b> Mjl. "History of the Reform Movement." <i>My Jewish Learning</i>. <a href="https://www.myjewishlearning.com/article/reform-judaism/">https://www.myjewishlearning.com/article/reform-judaism/</a>.</li> <li><b>Reading:</b> Mjl. "Conservative Judaism: How the Middle Became a Movement." <i>My Jewish Learning</i>. <a href="https://www.myjewishlearning.com/article/conservative-judaism-how-the-middle-became-a-movement/">https://www.myjewishlearning.com/article/conservative-judaism-how-the-middle-became-a-movement/</a>.</li> <li><b>Reading:</b> Mjl. "Orthodox Judaism." <i>My Jewish Learning</i>. <a href="https://www.myjewishlearning.com/article/orthodox-judaism/">https://www.myjewishlearning.com/article/orthodox-judaism/</a>.</li> <li><b>Reading:</b> "Who Is A Reconstructionist Jew?" <i>Reconstructing Judaism</i>. <a href="https://www.reconstructingjudaism.org/article/who-reconstructionist-jew">https://www.reconstructingjudaism.org/article/who-reconstructionist-jew</a>.</li> <li><b>Reading:</b> Eliezer Segal. "Places of Worship" excerpt in <i>Introducing Judaism</i>. London and New York: Routledge. 2009. 248-255</li> <li><b>Video:</b> "Prague Synagogue: Videos." Viking Cruises. <a href="https://www.vikingrivercruisescanada.com/video/destinations/play.html?videoid=llZ0IK-9DgQ">https://www.vikingrivercruisescanada.com/video/destinations/play.html?videoid=llZ0IK-9DgQ</a>. (1270 ce oldest synagogue in Europe) <a href="https://www.vikingrivercruisescanada.com/video/destinations/play.html?videoid=llZ0IK-9DgQ">https://www.vikingrivercruisescanada.com/video/destinations/play.html?videoid=llZ0IK-9DgQ</a></li> <li><b>Video:</b> Holy Cribs: The Synagogue. New London Synagogue. <a href="https://www.youtube.com/watch?v=nwPt4ev2VY">https://www.youtube.com/watch?v=nwPt4ev2VY</a>. 2014. ("traditional" in UK bridges Orthodox practice and Conservative) (10 mins)</li> <li><b>Video:</b> Beth Zedek. "Beth Zedek Conservative Synagogue tour Calgary" <a href="https://youtu.be/RTB8lBn9SgA">https://youtu.be/RTB8lBn9SgA</a> 2017. (3 :30)</li> <li><b>Video:</b> Newsday 360. "B'Nai Israel Reform Temple Oakdale » <a href="https://www.youtube.com/watch?v=uSOR-AfNlp0">https://www.youtube.com/watch?v=uSOR-AfNlp0</a> 2017. (1:17)</li> </ol>
<p><b>Module 10: Sexuality, Marriage and the Family</b></p> <p><b>Quiz: Sexuality, Marriage and the Family</b></p> <p><b>Participation challenge: Meme OR notes.</b></p> <p><b>Bonus marks: Film review:</b></p>	<ol style="list-style-type: none"> <li><b>Read:</b> Sarah, Elizabeth. "Judaism and Lesbianism: A Tale of Life on the Margins of the Text." <i>Jewish Quarterly</i> 40 (1993): 20–23.</li> <li><b>Reading:</b> Teutsch, David, and David Teutsch. "Understanding Transgender Issues in Jewish Ethics." <i>Reconstructing Judaism</i>. <a href="https://www.reconstructingjudaism.org/article/understanding-transgender-issues-jewish-ethics">https://www.reconstructingjudaism.org/article/understanding-transgender-issues-jewish-ethics</a>. April 18, 2016.</li> <li><b>Reading:</b> "Homosexuality" Jewish Virtual Library. <a href="https://www.jewishvirtuallibrary.org/homosexuality">https://www.jewishvirtuallibrary.org/homosexuality</a></li> <li><b>Video:</b> Lilli Alexander. <i>Keep Not Silent: Orthodoxy</i>. Israel: Channel 8. 2004. (10 minutes) <a href="https://www.youtube.com/watch?v=qsYUhKqquJU">https://www.youtube.com/watch?v=qsYUhKqquJU</a> <a href="https://catalogue.library.carleton.ca/record=b3277156">https://catalogue.library.carleton.ca/record=b3277156</a></li> <li><b>Video:</b> Sandi Simcha Dubowski, Director. <i>Trembling Before God</i>. Israel: Simcha Leib Productions. 2001. (10 minutes) <a href="https://www.pbs.org/video/religion-and-ethics-newsweekly-trembling-g-d/">https://www.pbs.org/video/religion-and-ethics-newsweekly-trembling-g-d/</a></li> <li><b>Reading:</b> Steven Greenberg (Under pseudonym Rabbi Yaakov Levado). "Gayness and God: Wrestlings of an Orthodox Rabbi" <i>Tikkun Magazine</i>. 1993.(10 pages)</li> </ol>

<p><b>Module 11: Responses to the Holocaust: Survivor Testimony and Theological Responses</b></p> <p><b>Quiz: Holocaust Responses</b></p> <p><b>Participation: Ottawa Holocaust Memorial OR Site review</b></p>	<ol style="list-style-type: none"> <li><b>video:</b> USHMM. "The Path to Nazi Genocide." United States Holocaust Memorial Museum. <a href="https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film">https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film</a>.</li> <li><b>Online reading with embedded videos:</b> "How Did Jews Respond?" How did Jews respond? The Wiener Holocaust Library. <a href="https://www.theholocaustexplained.org/responses-1933-1945/palestine/">https://www.theholocaustexplained.org/responses-1933-1945/palestine/</a>.</li> <li><b>Reading:</b> United States Holocaust Memorial Museum. "Postwar Refugee Crisis and the Establishment of the State of Israel." United States Holocaust Memorial Museum. <a href="https://encyclopedia.ushmm.org/content/en/article/postwar-refugee-crisis-and-the-establishment-of-the-state-of-israel">https://encyclopedia.ushmm.org/content/en/article/postwar-refugee-crisis-and-the-establishment-of-the-state-of-israel</a>.</li> <li><b>Reading:</b> 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</li> <li><b>Video:</b> August 3, 2001 ~ Holocaust Survivors: The Search for Faith." PBS. Public Broadcasting Service, May 10, 2013. <a href="https://www.pbs.org/wnet/religionandethics/2001/08/03/august-3-2001-holocaust-survivors-the-search-for-faith/13853/">https://www.pbs.org/wnet/religionandethics/2001/08/03/august-3-2001-holocaust-survivors-the-search-for-faith/13853/</a>.</li> <li><b>Reading:</b> Fackenheim, Emil. "The 614<sup>th</sup> 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</li> </ol>
<p><b>Module 12: Israel: Traditional and contemporary Jewish Perspectives</b></p> <p><b>Final Term Project due at end of Exam Period</b></p> <p>Participation: song or prayer</p> <p>Quiz: Israel</p> <p>Bonus Marks: Jewish community/identity in Israel</p>	<ol style="list-style-type: none"> <li><b>Read:</b> 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</li> <li><b>View film:</b> Simon Schama. "Return: Part 5" <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013. Watch Segments 1-11. (36:25 mins)</li> <li><b>Reading:</b> Brym, Robert &amp; Neuman, Keith &amp; Lenton, Rhonda "Chapter 7: Connection to Israel" in <i>2018 Survey of Jews in Canada</i>. 2019. <a href="https://www.environicsinstitute.org/docs/default-source/project-documents/2018-survey-of-jews-in-canada/2018-survey-of-jews-in-canada---final-report.pdf?sfvrsn=2994ef6_2">https://www.environicsinstitute.org/docs/default-source/project-documents/2018-survey-of-jews-in-canada/2018-survey-of-jews-in-canada---final-report.pdf?sfvrsn=2994ef6_2</a> (page 15-22)</li> </ol>

## Course Policies:

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**E-mail.** If you ask a question that is not of a private nature, and that would benefit everyone, then you are encouraged to post your questions in the **Ask Your Teaching Team discussion forum** on the course webpage, so that everyone can benefit from the answer. I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail.

**Late policy:** The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time.

- Quizzes, participation challenges and bonus marks assignments will not be accepted late without a documented medical excuse. Note that you must only complete 10 for quizzes and participation challenges which does give you a chance to miss some assignments.
- Biblical Film Analysis, Living Judaism Assignment and Term Project will be penalized at the rate of one grade point (e.g. A to A-, A- to B+, and so on) per 24-hour period beginning at midnight of the due date. Extensions will only be granted for documented medical or family emergencies. Please note that late work will be graded as my schedule allows.
- N.B. For all assignments, lateness for reasons of individual technical errors must be penalized equally for lateness, and so students are advised to double-check their on-line submissions by closing their browsers after submission and then re-opening their submitted assignments on cuLearn to make sure that the correct item has been successfully uploaded.

**Minimum Required 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.

The difference between a lower and higher grade is often a matter of effort. You will see in assignment descriptions and grading rubrics the minimum needed to pass. Grading rubrics show you how when you reference and engage more course materials and more outside research that you are developing a more full and rich discussion of the material. **Use this information to determine how much effort and time you want to put in to succeed to your own expectations.**

**Citing sources:** As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when you should. When in doubt cite (including for participation challenges)

**Chicago Manual of style:** The Religion program at Carleton requires that you use the Chicago Manual of Style (Humanities: Footnotes and Bibliography). Note that there is a Chicago Manual of Style for Social Sciences that uses parenthetical citation. Do not use that method. You should be using footnotes and a bibliography. Assignments that do not use the Chicago Manual of Style will receive a 0 grade.

**Quick Citation Links:** Chicago Manual of Style (Notes and Bibliography)

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

<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)

<https://www.zotero.org/> Zotero (excellent free online citation management tool)

**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.**

## **Course Expectations / Course Culture**

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**Critical yet respectful:** “Lest ye be judged”: Our goal as students of religion is to understand religion and religious phenomenon as a human phenomenon. We study religion using evidence-based practices.

### DO

- When expressing an opinion, use phrases like “The way I understand it” or “From what I’ve read” to show other students that you are open to discussion.
- Include specific examples to support your opinion, especially when agreeing or disagreeing with someone else’s post
- Both when posting and when replying, make new connections between the discussion topics and the assigned readings by referring to specific pages in the readings (e.g. Satlow, 243).
- Include thoughtful questions to show that you care what your classmates think.

### DON'T

- Copy material from other course participants’ posts. If you’re not sure what you can add, contact the instructor or Academic Advising for support.
- Post about things that are completely unrelated to the coursework, like your personal plans for the weekend.
- Insult or make fun of posts or use sarcasm. If you disagree with a post, then explain why in a constructive and empathetic manner, i.e. Remember the Human: if you wouldn’t say it to someone’s face, then don’t say it online.
- Get involved in flame wars—especially not over issues of spelling, grammar, FAQs, and so on. If things do flame up, remember that you can stand by what you said and still apologize for the way in which you said it.

### Sources

Carleton University. “EDC: Online Discussions Tips for Students.” Accessed February 27,

2017: <http://carleton.ca/edc/wp-content/uploads/Online-Discussions-Tips-for-Students.pdf>.

Shea, Virginia. 1994. *Netiquette*, Albion Books. Digitized December 14, 2009.

University of Phoenix. “Going to Class: What is a substantive post?” and “Going to Class: Online

discussions.” Accessed February 27, 2017: <http://www.phoenix.edu/student-orientation/going-to-class.html>.

**Order of Readings, videos etc.:** The order of tasks is designed to take you from introductory material to details in each module to help you understand the material and succeed at quizzes and assignments. Don't skip ahead!

**Readings:** This course includes different types of readings to help you gain an understanding of Judaism. These include insider sources written by Jews, usually for Jews, and reflect a faith-based perspective. These are often very short and useful for gaining a quick understanding of a practice or belief. Each module includes at least one scholarly secondary source that illustrates the ways that scholars of Religion study Judaism. These scholarly sources are particularly useful for your written assignments.

**Recommended readings:** Are optional but are suggested for either reinforcement of content delivered in videos or to broaden or deepen your understanding of a topic. You may always use recommended readings for any assignment, and they do count as outside sources for assignments. Since these are provided to you, ask that you not submit recommended readings for participation challenges that ask you to find sources.

**Videos / Films:** Are an important required resource for this course. These allow you to learn by seeing and hearing about Jewish life in a rich and complex way. They sometimes overlap with readings to reinforce learning and to give you additional details, but they always offer new and separate content as well. Several videos are from the PBS series *The Story of the Jews with Simon Schama* which does a great job of telling a story, but he moves quickly and in the interest of a good story doesn't always give you the whole context. Readings and my own mini-lecture videos fill in the gaps in these cases. Always check if there is a viewer's guide before viewing and be ready to take notes on definitions and concepts for quizzes and assignments.

**Taking Notes:** "Output is as important as input" Taking notes in your own words will help you understand and remember material. This is necessary for quizzes and all assignments so you should always be taking notes as you read or view videos. If you read electronically, think about how you will do this: will you digitally "mark up the readings" or take notes separately. Tip: Taking notes loads content into different parts of your memory if you put them in your own words. This explains why people who take notes by hand have better recall and comprehension than people who use laptops to take notes in lectures. The laptop people can type much more content, but they do so word for word, so it is not loading into that different part of the brain for learning. If you use a laptop, make an effort to put things in your own words or rewrite them later. See this video for tips on how to take notes:

[https://www.youtube.com/watch?v=E7CwqNHn\\_Ns](https://www.youtube.com/watch?v=E7CwqNHn_Ns)

**Professional Writing:** Your goal as a student writer at university is to become a professional writer who can function in the real world workplace. This means that you should try to use:

- university level appropriate language
- discipline appropriate vocabulary (never use "Old Testament" instead of Hebrew Bible in this course)
- correct spelling and grammar with no typos

**Critical reflection vs. subjective, personal reflection: this course asks you to critically reflect on the material.**

- More than a feeling: Personal reflection is about feeling. It reflects on your emotional response, your pleasure or displeasure, your interest or disinterest, your personal experience and it stops there.
- Thinking to understand better: Critical reflection is about thinking about the material and asking questions that will lead us to understand things in a more nuanced way.
- Evidence-based analysis: All critical reflection is evidence-based. It reflects on whether things are argued logically and fairly, whether evidence has been effectively marshaled, and whether there is missing data.
- Strategic use of the personal: Depending on the assignment, critically reflecting may connect to your personal experience but only does so if that experience is relevant and enriches our understanding of the topic.

- “When I was growing up”: Students of religion (and your professor!) will often compare, contrast, connect what we study with our own experience of religion. This should be done not only purposefully (i.e. to enrich that understanding we seek) but also respectfully.

**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.

**Additional Comments Regarding Student Supports**

- Carleton's Centre for Student Academic Support has online resources to help you succeed. Their online workshops can improve your personal and academic skills. Go to this link: <https://carleton.ca/csas/online-support/> to become a member of their online community.
- Fellow students, your professor and TA will be regularly checking the 'Ask Your Teaching Team,' where you can receive general clarification on course content, assignment expectations, study procedures, and so on. Please describe your discussion topic as clearly as possible to facilitate other students' use of this important resource.
- The Academic Advising Centre advises students on a drop-in basis from 8:30 a.m. – 4 p.m. and in the case of distance students, it is possible to arrange for calls. Advisors can help you manage your course load and create feasible work schedules.
- Your professor holds weekly online office hours on the course webpage through Big Blue Button, where students can get personalized feedback on assignments plans/outlines and discuss academic challenges or goals. If you have another commitment at these times, you can book a meeting outside of the regular office hours by emailing the professor.
- Every Carleton student has access to free counselling services, including teleconferencing ones, via Aspiria's EmpowerMe 24-hour, 365 days a year referral services which can be reached toll-free at 1-866-741-6389.
- Students with a documented disability, or who need advice on how to become documented, should refer to the Paul Menton Centre's website, <https://carleton.ca/pmc/> or send an e-mail to [pmc@carleton.ca](mailto:pmc@carleton.ca) requesting an Pre-Intake Meeting. Those who are registered with the PMC receive accommodations to support various temporary or permanent impairments (see list below) and are encouraged to contact the instructor if they require a specific accommodation, such as an alternative assignment format, in order to best demonstrate their learning.



## University Regulations for All College of the Humanities Courses

### Copies of Written Work Submitted

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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

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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

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#### **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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **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](http://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**

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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**

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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

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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

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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

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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

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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

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**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

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

[CollegeOfHumanities@cunet.carleton.ca](mailto: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](mailto:GreekAndRomanStudies@cunet.carleton.ca)

Drop Box is outside of 300 P.A.

**Religion** 2A39 Paterson Hall (613)520-2100

[Religion@cunet.carleton.ca](mailto: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

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[CUKnowHow Website](#)

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