

Carleton University
College of the Humanities: Religion Program
RELI 2110: Judaism
Winter 2024: January 8-April 10
Online and Asynchronous

Professor: Deidre Butler

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Online Office Hours: Tuesdays 3:00-4:00 or by appointment (see Brightspace for link)

In-person Office Hours: Paterson 2a49 Wednesdays 1-2 pm

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Course Description:

What makes a Jew a Jew? How do Jews practice their religion? What do Jews believe? This 2000-level online asynchronous 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 experienced 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, film, and case-studies from Canada and around the world to explore Judaism in contemporary and historical perspectives.

Key themes will include: the diversity of Jewish cultures and practices; modern Jewish identity; sacred texts and beliefs; human nature, ethics, and values; religious law and observance; lifecycle, holidays and rituals; gender and sexuality; Anti-Semitism; the Holocaust; and Jewish religious and cultural perspectives on Israel (land, Zionism and state).

Each weekly module asks students to engage course materials and content in a variety of ways throughout the semester. Course content includes short mini-lectures, traditional scholarly readings, class forum discussions, films, as well as academic and community-based online sources. There are no prerequisites for this course and no previous knowledge of Judaism or religious studies is required.

Course Evaluation:

10% 8 Open-Book Quizzes due weekly

30% 8 Forum Posts: Participation Challenges (6) and Critical Responses (2)

30% Take-Home Midterm

30% Final Project (including course log)

Although this course is online, we acknowledge that for many of us the land on which we gather to meet for this course is the traditional unceded territory of the Algonquin Anishnaabeg people

Getting started:

Required technology: Reliable high-speed internet connection to stream videos. Course content is optimized for laptops or desktops. The use of cell phones is not recommended for viewing course lectures, as they often include text on the screen.

Required Course Materials:

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

Note that you cannot access the materials and assignments online (including quizzes and participation challenges) until you successfully complete the “Academic Integrity, Course Outline and Citation Quiz” with a passing grade of 70%.

Course weekly rhythm:

1. Read required readings and watch required videos.
2. Every Sunday: Complete 1 Open-book Quiz (8/12 count)
3. Every Sunday: Complete 1 Forum Post, usually 300-500 words or equivalent (6 PCs + 2 CR total)

This course includes a midterm take-home exam and a final project.

How much time will this course take? Online and in-person courses are designed with 3 hours of “class time” or contact hours. For all classes, you should also budget 2-3 hours for every contact hour for study / completing assignments (i.e. 36 hours of class time plus 36 hours of class work = 6 hours per week/ 72 hours/semester)

Workload Calculator: An average weekly module (including all term work) will require approximately:

- 2-3 hours of viewing / week: Carefully viewing and taking notes on 60-80 minutes of mini-lecture videos plus other video content.
- 3-3.5 hours of reading/ week: Carefully reading and taking notes on 20-40 pages of readings, which include at least one scholarly article and several short blogs or other online content, plus review of primary sources.
Online courses generally have more readings than in person courses because you don't have as much class time.
- 3-3.5 hours of assignments /week: This includes weekly quizzes, short participation challenges, as well as working towards the midterm and final assignments for the course. It does not include bonus or Time Machine assignments.

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

1. Describe the historical development, key themes, and disciplinary vocabulary associated with the academic study of Judaism.
2. Distinguish and appropriately deploy scholarly versus insider approaches.
3. Research scholarly religious studies journal articles and monographs and cite using the Chicago Manual of Style Notes and Bibliography style.
4. Conduct close readings of primary texts (including biblical and rabbinic sources) and scholarly sources.
5. Recognize the limitations of artificial intelligence tools like Chat GPT for both writing and research, and employ AI tools to edit and refine research-based professional writing.
6. Engage with other students critically and respectfully about their own and other belief systems.
7. Reflect on the how Judaism (and religion) in public life particularly around questions of equality, diversity, and inclusion.

Assignments:

<p>Note that you cannot access the modules, materials, and assignments online (including quizzes and participation challenges) until you successfully complete the “Getting Started Quiz” with a passing grade of 70%. Before taking the quiz, please review the resources on Chat GPT, academic integrity, Chicago Manual of Style and the course outline. See Module 0 on Brightspace.</p>		
<p>10%</p> <p>Quizzes</p> <p>Every Week</p> <p>Due every Sunday at Midnight</p>	<p>Requirement: Complete 8/12 possible quizzes.</p> <p>After completing the required course content for each module (lectures, readings, videos) each week, complete the module quiz.</p> <p>The goal of each quiz is to keep you on track through weekly course content & reinforce your learning.</p> <p>Format: Quizzes include 10-15 randomly selected multiple-choice questions that focus on required readings and required videos.</p>	
<p>30%</p> <p>Forum Posts</p> <p>Every Week</p> <p>Due every Sunday at Midnight</p>	<p>Requirement: Complete 6 Participation Challenges and 2 Critical Responses</p> <p>After completing the required course content for each module (lectures, readings, videos) and the quiz each week, complete one Forum Post: either a Participation Challenge or a Critical Response to another student’s Participation Challenge. You may not earn credit for more than one Forum Post in a module.</p> <p>The goal of Forum Posts is for you to join the conversation, reinforce your learning, and contribute to the success of everyone in this course community.</p> <p>This is also where you will <i>practice working with Chat GPT</i>, learn how to use the <i>Chicago Manual of Style Notes and Citations</i> for citations, and learn how to do <i>close readings of primary and secondary texts</i>. Each of these skills are key to your success on the Midterm and Final Project.</p> <p>Format: Often includes a choice of task or focus: includes academic and creative assignments that allow you to explore Jewish culture, contemporary Jewish communities, or which will be helpful to you for assignments. See each module for each challenge. (Suggested length: 300-500 words)</p>	
<p>30%</p>	<p>Midterm Take Home Assignment: 100 points, worth 30% of final grade Due: March 3 Early Bird Bonus (+5 points): February 25</p> <p>Individual or group submission</p> <p>Approximately 1750-2500 words</p>	<p>Format: Covers material from Modules 1-6. Part A: Close reading of Primary Source Part B: Living Judaism Journal Part C: Teach Chat GPT about Judaism</p> <p>See assignment brief on Brightspace</p>
<p>30%</p>	<p>Final project: 100 points worth 35% of final grade Due: April 10</p> <p>Individual or group submission</p> <p>Approximately 1750-2500 words</p>	<p>Format: TBA similar to Midterm with separate elements focusing on course materials, primary sources, and major course themes. The Final Project focuses on Module 7-12 but necessarily builds on concepts, historical development, and questions from the first half of the course. Includes creative options.</p>

Improve your Grade: Recover, Redo, Reset & Bonuses

Life can be complicated, and we sometimes need a chance to recover, redo and reset. See below for different ways you can catch up on missed assignments and improve your grade. Speak to your professor if you need help.

Missed Quizzes of Forum Posts: *There are no extensions for Quizzes or Forum Posts because you only need to complete 8/12 Weeks.* You have several opportunities to make up for missed assignments.

Did poorly on Quiz?: Complete as many quizzes as you wish, the highest 8 will count toward your final grade.

Did poorly on a Forum Post? You may revise Participation Challenges / Critical Responses for the first 6 modules as you gain these skills. You may also complete extra Forum posts to improve your grade (highest 6 PC/2CR count).

Bonus Marks: There will be in person and online opportunities to earn up to 5 points stacking on top of your final course grade. For each opportunity: 2.5 points for attendance. Up to 2.5 points for a short (250-500 word) reflection. You may complete more than one bonus opportunity.

Depending on student interest opportunities may include:

1. In-person: Learn how to make challah and Egyptian balawa and what these two Jewish foods tell us about the history of Jewish diversity.
2. In-person: Tour of Ottawa Holocaust memorial with Annette Wildgoose. Learn about the history of this monument and its significance.
3. In-person: Temple Israel: social justice in Judaism
4. Online: TBD

See Brightspace for details

COURSE SCHEDULE January 08-April 10	
Module & To Do	Topics and Module Content
<p>Module 0: Getting Started</p> <p>To Do: <i>Getting Started Quiz</i></p> <p>Receive a passing grade of 70% to access Module 1 course materials.</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Locate key information on the course outline and be familiar with course expectations • Navigate Brightspace and learn how and where to post Forum posts and complete quizzes • Distinguish between the ethical and appropriate use of AI tools like Chat GPT and academic misconduct / plagiarism. • Contrast plagiarism with academic integrity • Create a citation and bibliography using Chicago Manual of Style <p>Suggested Sequence for Completing Module 0:</p> <ol style="list-style-type: none"> 1. Watch: Course Introduction video by Dr. Butler 2. Read: Course Outline 3. Read: “Learn About Academic Integrity” 4. Watch: Introductory videos on Chat GPT 5. Complete “Getting Started” Quiz 6. Introduce yourself on the “Welcome to the Class” forum
<p>Module 1: Intro to the Course / Intro to Study of Religion January 08-14</p> <p>To Do: Quiz 1 Forum Post 1</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Distinguish between several definitions of religion and evaluate their usefulness for studying Religion. • Explain the difference between theological and academic approaches to the study of Religion. • Apply the categories of insider / outsider and reflect on the limits of each perspective. • Develop effective prompts for Chat GPT and critique the generated text and cite its use using Chicago Manual of Style. <p>Suggested Sequence for Completing Module 1:</p> <ol style="list-style-type: none"> 1. Watch: Module 1 Lecture 1 - How to Study Religion at University 2. Watch: Scholarly source (podcast): Henry, Andrew Mark. “What is Religion?” <i>Religion for Breakfast</i>, 2016. https://www.youtube.com/watch?time_continue=1&v=c5KHDR8jdbA&feature=emb_title. (7:00 mins) 3. Watch: Scholarly source (podcast): Harvard Literacy Project. “Misunderstandings About Religion.” <i>World Religions Through Their Scriptures</i>, 2016. https://www.youtube.com/watch?v=U-YQXRrNo70&feature=youtu.be. (2:19 mins) 4. Read: Scholarly Source: Nye, Malory. <i>Religion: The Basics</i>, 1-22. Taylor and Francis Group, 2014. 5. Watch Insider source (podcast): BimBam. “What Is Rosh Hashanah? The Jewish New Year.” <i>YouTube</i>. September 1, 2017. https://youtu.be/1AuMXq5sHDw

<p>Module 2 January 15-21</p> <p>To Do: Quiz 2 Forum Post 2</p>	<p>Module Learning Outcomes: By the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Define key terms of Jew, Judaism, Jewish status, Jewish identity. • Differentiate between scholarly, racist, political, and insider definitions of Jewish status and identity. • Give examples of variations of Jewish identity • Give examples of some of the limits of Chat GPT for academic writing • Test Chat GPT to check Chicago Manual of Style Notes and Bibliography. • Use Chat GPT for editing and cite its use. <p>Suggested Sequence for Completing Module 2:</p> <ol style="list-style-type: none"> 1. Watch: Module 2 Lecture 1: What is Judaism? Who is a Jew? 2. Watch: Insider source (podcast): BimBam. "How did Judaism get its name?" <i>YouTube</i>. January 9, 2018. https://www.youtube.com/watch?v=N0huH58nb0k. (4:17 mins) 3. Read: Scholarly Source: Wright, Melanie Jane. "What is Judaism." <i>Studying Judaism: The Critical Issues London</i>: Continuum (2012): 35-47. 4. Watch: Module 2 Lecture 2: Jewish Identity, Israel, Diaspora 5. Read Scholarly Source: Hahn Tapper, Aaron J. <i>Judaisms: A Twenty-First-Century Introduction to Jews and Jewish Identities</i>, 1-10. Oakland, California: University of California Press, 2016. 6. Listen (or read transcript): Insider source (podcast): Sacks, Jonathan. "In Search of Jewish Identity (Kedoshim 5776)." (podcast), <i>Rabbi Sacks</i>. May 12, 2016. http://rabbisacks.org/search-jewish-identity-kedoshim-5776/. 7. Watch: Insider source (podcast): BimBam. "What is Yom Kippur." <i>YouTube</i>. September 12, 2017. https://www.youtube.com/watch?v=4oqBzg8wCUg. 8. Watch: Israeli Short Film: Goldschmidt, Gilad, dir. <i>A Green Chariot</i>. 2005: Tel Aviv: Inosan Productions, 2005. Go2Films. (Hebrew with subtitles) 47 minutes.
<p>Module 3: Origins of Judaism: Hebrew Bible: Sacred Text, Sacred Story Jan 22-28</p> <p>To Do: Quiz 3 Forum Post 3</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Define key terms and concepts related to the historical development and organization of the Hebrew Bible • Give examples of Jewish practices related to the biblical narrative and the Torah scroll itself. • Use Chat GPT to gain overview of a well-known primary source. • Read a primary source closely to focus on details in text. • Cite a source using the Chicago Manual of Style (Notes and Bibliography style). <p>Suggested Sequence for Completing Module 3:</p> <ol style="list-style-type: none"> 1. Watch: Module 3 Lecture 1 - Hebrew Bible Basics 2. Watch: Scholarly source (documentary): Schama, Simon. "Sanctification of Words" (Segment 8). <i>The Story of the Jews with Simon Schama</i>. BBC Two. 2013. 3. Read: Primary source: "Genesis 1-3." <i>Sefaria</i>. https://www.sefaria.org/Genesis.1?lang=bi&aliyot=0.

	<ol style="list-style-type: none"> Watch: Module 3 Lecture 2 - Humanity and Gender Genesis 1-3 Read: Scholarly source: Tribble, Phyllis. "Eve and Adam: Gen. 2 Reread" in <i>Womanspirit Rising: a Feminist Reader in Religion</i>, edited by Carol P. Christ and Judith Plaskow, 74-83. San Francisco: Harper San Francisco, 1979. Watch: Module 3 Lecture 3 - Biblical Covenant, Chosen People and Circumcision Read: Insider Source: Greenberg, Irving. "The Covenant as Process." <i>My Jewish Learning</i>. https://www.myjewishlearning.com/article/the-covenant-as-process/. Watch: Insider video: BimBam. "The Lego Sukkot Movie: Jewish Holidays 101." <i>YouTube</i>. September 20, 2017. https://www.youtube.com/watch?v=SRHkgWGyn4Y.
<p>Module 4: Rabbis and Rabbinic Judaism Jan 29-Feb 4</p> <p>To Do: Quiz 4 Forum Post 4</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> Describe the transition from Temple-based Judaism to Rabbinic Judaism including origins of synagogue and the Talmud. Compare and contrast insider narratives about the formation of Rabbinic Judaism with scholarly accounts of its early history. Explain the significance of Rabbinic Judaism for contemporary Jewish life. Use Chat GPT to generate text-based on key ideas and edit. <p>Suggested Sequence for Completing Module 4:</p> <ol style="list-style-type: none"> Watch: Module 4 Lecture 1 Watch: Scholarly source (documentary): Schama, Simon. "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. approx. 33 mins) Watch: Module 4 Lecture 2 - Origins of the Talmud Read: Scholarly source: Stemberger, Guenter. "The Formation of Rabbinic Judaism, 70–640 CE." In <i>The Blackwell Companion to Judaism</i>, 78–92. Oxford, UK: Blackwell Publishing Ltd, 2003. Watch: Module 4 Lecture 3: Rabbinic Concepts Watch: Insider source (short, animated film): Rivkin, Jacob and MacDonald, Muriel. "Waiting for Ewe: Based on the Babylonian Talmud, Ketubot 62b-63a." <i>YouTube</i>. December 9, 2013. https://www.youtube.com/watch?v=Q-MDa28_J6Y. (4:01) Watch: News item with Insider Narrator): "Simchat Torah." <i>Religion and Ethics Newsweekly</i>. PBS. Aired November 14, 2011. https://www.pbs.org/video/religion-ethics-newsweekly-simchat-torah/
<p>Module 5: Jews in the Middle Ages Feb 5-11</p> <p>To Do: Quiz 5 Forum Post 5</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> Compare and contrast experiences of Jews in the Middle Ages under Christian and Muslim rule. Describe the origins of Ashkenazic and Sephardic Jewry and give examples of key differences. Rehearse major points of debate around how anti-Judaism and antisemitism relate to each other. Compare and contrast two scholarly approaches to the history of antisemitism. Reflect on the limitations of Chat GPT to engage specific sources.

	<p>Suggested Sequence for Completing Module 5:</p> <ol style="list-style-type: none"> 1. Watch: Week Module 5 Mini Lecture 1 -Jews in the Middle Ages 2. Watch: Module 5: Mini Lecture 2: Jewish in Christian Lands, Anti-Judaism and Anti-Semitism in Ancient and Christian Sources 3. Strickland, Debra Higgs. "Antisemitism in Medieval Art." Chapter. In <i>The Cambridge Companion to Antisemitism</i>, edited by Steven Katz, 248–70. Cambridge Companions to Religion. Cambridge: Cambridge University Press, 2022. doi:10.1017/9781108637725.017. 4. Watch: Scholarly Source (documentary): Eban, Abba. "Part 4 Crucible of Europe" in Heritage, Civilization and the Jews. Vol. 2. The Shaping of Tradition. New York: Home Vision Entertainment, 1984. (57 mins) https://www.youtube.com/watch?v=GcZfncnqdlU. 5. Watch: Module 5: Mini Lecture 3: Anti-Jewish Narratives, Practices and Violence 6. Watch: Scholarly source (documentary): Schama, Simon. "Part 2: Among Believers." The Story of the Jews with Simon Schama. Documentary. BBC Two. 2013. (View Segment 7: Exile and Interiority to end of Segment 12. 32 mins) 7. Watch: Module 5 Mini Lecture 4: Jews in Muslim Lands 8. Read: Scholarly source: Meri, Josef. "Historical Themes: Muslim-Jewish relations in the medieval Middle East and North Africa." In <i>The Routledge Handbook of Muslim-Jewish Relations</i>. Ed. Josef W. Meri. 15-34. New York: Routledge, Taylor & Francis Group, 2016. Print. 9. Watch: Scholarly source (podcast): Henry, Andrew Mark. "Intro to Hanukkah." Religion for Breakfast, 2020. https://youtu.be/a-feLb8PbA4 (14:56 mins)6
<p>Module 6: Living the Law 6: Living the Law Feb 12-18</p> <p>To Do: Quiz 6 Forum Post 6</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Explain the relevant halakhic (Jewish legal) sources for three areas of Jewish law/practice (shabbat, kosher, Niddah) that are correlated with Orthodox Jewish identity. • Contextualize Jewish practice within religious gender norms. • Reflect on how observance of the law is linked to group identity and community cohesion. • Use Chat GPT as a springboard for researching religious practice and reflect on its limits. <p>Suggested Sequence for Completing Module 6:</p> <ol style="list-style-type: none"> 1. Watch: Module 6 Lecture 1 – Living the Law: Getting Started 2. Watch: Insider Video (podcast): BimBam. "What is a Mitzvah? Intro to the Jewish Commandments." <i>YouTube</i>. March 6, 2018. https://www.youtube.com/watch?v=61O_-sG2zsE. 3. Read: Scholarly Source: Neusner, Jacob. "The Purpose of the Law, the Ten Commandments, The Sabbath," in <i>Judaism the Basics</i>, 77-91 London: Routledge, 2006. 4. Watch: Mini Lecture 2: Shabbat 5. Marks, Loren D., Trevan G. Hatch, and David C. Dollahite. "Sacred Practices and Family Processes in a Jewish Context: Shabbat as the Weekly Family Ritual Par Excellence." <i>Family process</i> 57, no. 2 (2018): 448–461.

	<p>6. Listen to: Primary source (liturgy): MidrashaRio. "Lecha Dodi." <i>YouTube</i>. YouTube, March 5, 2012. https://www.youtube.com/watch?v=J5WMPx1o2uM.</p> <p>7. Watch: Insider source (liturgy): Bauman, Katie. "How to Havdalah." <i>Temple Israel</i>. 2012. https://youtu.be/-LLWrKeh6tY.</p> <p>8. Watch: Mini Lecture Module 6: Part 3 – Kosher</p> <p>9. Read: Insider source: Mjl. "Kosher Food: What Makes Food Kosher Or Not My Jewish Learning." <i>My Jewish Learning</i>. https://www.myjewishlearning.com/article/kosher-food/. (Watch videos on this page)</p> <p>10. Watch: Mini lecture 4: Nidah (Family Purity)</p> <p>11. Wenger, Beth. "Mikveh." <i>Shalvi/Hyman Encyclopedia of Jewish Women</i>. 23 June 2021. Jewish Women's Archive. (Viewed on December 14, 2023) https://jwa.org/encyclopedia/article/mikveh.</p>
<p>Reading Week: Feb 19-25</p> <p>Early Bird Bonus if you submit Midterm Take Home Assignment by February 25</p>	
<p>Module 7: Jews in the Modern World Feb 26-March 3</p> <p>To Do: Quiz 7 Forum Post 7</p> <p>Midterm Take- Home due March 3</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Compare and contrast eastern and western European Jewish experiences of modernity including the Haskalah, Hasidism, religious reform and Zionism • Give examples of acculturation vs. assimilation • Trace the roots of modern anti-Semitism in Europe that will lead to the Holocaust <p>Suggested Sequence for Completing Module 7:</p> <ol style="list-style-type: none"> 1. Watch: Module 7 Lecture 1: Jews in the Modern World: The Enlightenment and the Jews 2. Watch: Scholarly source (documentary): Schama, Simon. "A Leap of Faith: Part 3." <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013. (Watch Segments 1-4: Time stamp 14:34 min) 3. Watch: Module 7: Mini Lecture 2: Jewish Responses to Modernity 4. Watch: Resume watching scholarly source (documentary): Schama, Simon. "A Leap of Faith: Part 3." <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013. Story of Wagner and his anti-Semitic / nationalistic writing at Segment 8 Art as Territory time stamp 26:10 - to middle of Segment 14 Birth of Zionism 48:27. Recommended to keep watching to end of Part 3 48:27 to 53:32. 5. Watch: Scholarly source (documentary): Schama, Simon. "Over the Rainbow: Part 4." <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013. 6. Read Excerpt: H.N. Bialik, "The City of Slaughter" in <i>Complete Poetic Works of Hayyim Nahman Bialik</i>, Israel Efros, ed. (New York, 1948): 129-43 (Vol. I) 7. Read: Scholarly source: Richarz, Monica. "The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries," <i>Discussion Papers Journal</i>, ed. Kimberley Mann. New York: United Nations Dept. of Public Information, The Holocaust and the United Nations Outreach Programme, 77-87. 2009.

	<p>8. Watch Insider Video: Deborah Newbrum and Bim Bam, "What is Tu B'shevat " Youtube, video, 3:35, January 16, 2018, Watch Insider Video: Deborah Newbrum and Bim Bam, "What is Tu B'shevat " Youtube, video, 3:35, January 16, 2018.</p>
<p>Module 8: Hasidism March 4-10</p> <p>To Do: Quiz 8 Forum Post 8</p> <p>Midterm Take Home Assignment Due</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Reflect on the history of Hasidic Judaism as an example of religious reform and Jewish responses to modernity • Trace the history of Hasidic communities in Europe to North American and Israeli contexts • Give examples of common practices, cultural values, and theologies common across many Hasidic communities <p>Suggested Sequence for Completing Module 8:</p> <ol style="list-style-type: none"> 1. Watch: Module 8 Lecture 1: Mysticism 2. Watch: Scholarly Source (documentary): Parker, Sarah Jessica. Oren, Rudavsky. Menachem, Daum. Robert, Seidman. Leonard, Nimoy. and Yale, Strom. <i>A Life Apart Hasidism in America</i> New York, NY: First Run/Icarus Films, 2005. 96 mins. 3. Watch: Module 8 Lecture 2: Hasidism: Key Issues 4. Read: Scholarly source: Katz, Jacob. "The Transition to Hasidism" in <i>Tradition and Crisis: Jewish Society at the End of the Middle Ages</i>, 202-213. New York: Schocken Books, 1993. 5. Read: Scholarly source: Shaffir, William. "Hasidim in Canada." In <i>Canada's Jews</i>, 282–293. Boston, USA: Academic Studies Press, 2019. 6. Watch: Module 8 Lecture 3: Contemporary Issues 7. Read: Scholarly source: Goldman Carrel, Barbara. "Shattered Vessels That Contain Divine Sparks: Unveiling Hasidic Women's Dress Code." In <i>The Veil: Women Writers on Its History, Lore, and Politics</i>, 44-57. Berkeley; Los Angeles; London: University of California Press, 2008. 8. Watch: News interview: "What is Purim," <i>Inside Edition</i>. Feb. 24, 2021. https://youtu.be/sQbOoEBKfRw 4:16 mins.
<p>Module 9: Denominations March 11-17</p> <p>To Do: Quiz 9 Forum Post 9</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Broadly differentiate between Orthodox, Conservative, Reform and Reconstructionist Judaism in terms of belief and practice • Recognize key features of synagogues • Contextualize denominational and cultural variations in synagogue architecture and practice <p>Suggested Sequence for Completing Module 9:</p> <ol style="list-style-type: none"> 1. Watch: Module 9 Lecture 1: Religious Reform 1790s-1890s 2. Watch: Insider source (podcast): Shuback, Jeremy. "History of Reform Movements: Reform, Conservative and Orthodox." <i>BimBam</i>. February 17, 2019. https://www.youtube.com/watch?v=zUNpC9Vjftg 3. Watch: Module 9: Lecture 2: Denominations: Today 4. Read: Scholarly Source: EXCERPT. Kaplan, Dana Evan. "Reform Judaism." In <i>The Blackwell Companion to Judaism</i>, 291-295. Oxford, UK: Blackwell Publishing Ltd, 2003. 5. Read: Insider source: Mjl. "Orthodox Judaism." <i>My Jewish Learning</i>.

	<p>https://www.myjewishlearning.com/article/orthodox-judaism/.</p> <ol style="list-style-type: none"> Read: Insider Source: Mjl. "Conservative Judaism: How the Middle Became a Movement." My Jewish Learning. https://www.myjewishlearning.com/article/conservative-judaism-how-the-middle-became-a-movement/. Read: Insider source: "Who Is A Reconstructionist Jew?" Reconstructing Judaism. https://www.reconstructingjudaism.org/article/who-reconstructionist-jew. Watch: Module 9 Lecture 3 – Ultra Orthodox vs. Modern Orthodox Judaisms Watch: Module 9 Lecture 4 - Denominations: Synagogues Read: Scholarly source: Segal, Eliezer. "Places of Worship" excerpt in <i>Introducing Judaism</i>, 248-255. London and New York: Routledge. 2009. Read first page intro on 248, then skip to synagogues. Watch: News source: "Holy Cribs: The Synagogue." New London Synagogue. 2014. https://youtu.be/nwPt4ev2VY. ("Traditional" synagogue in UK bridges Orthodox practice and Conservative-10 mins) Watch: Insider News Interview with insider: "What is Passover." Inside Edition. Aired March 27, 2021. https://youtu.be/Ej6n_2KJ_OI 5:49 mins.
<p>Module 10: Sexuality, Marriage and the Family March 18-24</p> <p>To Do: Quiz 10 Forum Post 10</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> Understand the centrality of Jewish marriage and the family Describe modern Orthodox and ultra-Orthodox practices around dating and finding a spouse. Explain the traditional understandings of Jewish sexuality, homosexuality, lesbianism. Trace teachings about sexuality to key primary biblical and rabbinic sources Rehearse different denominational responses to intermarriage, same sex marriage and LGBTQ issues. <p>Suggested Sequence for Completing Module 10:</p> <ol style="list-style-type: none"> Watch: Module 10 Lecture 01 - Dating and Marriage Watch: News source: Refinery 29. "The Deep Meaning Behind An Orthodox Jewish Wedding." <i>YouTube</i>. Jan. 20, 2018. https://youtu.be/oxsTbM67sH0. 8:21 mins Watch: Module 10 Lecture 02 - Male homosexuality Read: Insider source: Greenberg, Steven (Under pseudonym Rabbi Yaakov Levado). "Gayness and God: Wrestlings of an Orthodox Rabbi." <i>Tikkun Magazine</i>. 1993. (10 pages) Watch: Insider source: Greenberg, Steven. "Trembling Before G-d". <i>Films That Change the World</i>. 2007. https://youtu.be/M7Lam5hh0wo. Watch: News source: Dubowski, Sandi Simcha, dir. <i>Trembling Before God</i>. Israel: Simcha Leib Productions, 2001. 10 minutes. https://www.pbs.org/video/religion-and-ethics-newsweekly-trembling-g-d/ Watch: Module 10 Lecture 3 - Lesbianism Read: Scholarly source: Sarah, Elizabeth. "Judaism and Lesbianism: A Tale of Life on the Margins of the Text." <i>Jewish Quarterly</i> 40 (1993): 20–23. Watch: News source: Alexander, Lilli. <i>Keep Not Silent: Orthodoxy</i>. Israel: Channel 8, 2004.

	<p>https://youtu.be/qsYUhKqquJU. 10 minutes.</p> <p>10. Watch: Module 10 Lecture 4 - Transgender Issues</p> <p>11. Read: Maier, Jessie. "Queering Eve: Imagining Transgender Acceptance in Orthodox Judaism." <i>Women in Judaism</i> 19, no. 1 (2022): 1–17.</p> <p>12. Watch: News source: "How This Hasidic Rabbi Became A Trans Woman Activist." <i>Now This News</i>. Nov 3, 2017. https://youtu.be/atT2CI8849M. 6:47 mins.</p>
<p>Module 11: Responses to the Holocaust: Survivor Testimony and Theological Responses March 25- March 31</p> <p>University closed Easter</p> <p>To Do: Quiz 11 Forum Post 11</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Explain key concepts related to antisemitism and Jewish experiences of the Holocaust. • Distinguish between major theological responses to the Holocaust. • Reflect on Survivor testimony as a source for historical analysis and communal memory • Outline Jewish religious and communal practices related to the Holocaust • Connect the history of the Holocaust to the formation of the State of Israel <p>Suggested Sequence for Completing Module 11:</p> <ol style="list-style-type: none"> 1. Watch: Module 11 Lecture 1 - From Modern Anti-Semitism to Genocide. 2. Watch and Read Content HOV: (video lectures and readings) from Deidre Butler, <i>Hear Our Voices: Survivors Speak of Trauma and Hate</i>, Module 03 Religion and Culture, Part 1. https://ecampusontario.pressbooks.pub/hearourvoices/part/module-3-religion-culture/ 3. Watch: Module 11: Lecture 04: The Holocaust and Israel: 4. Read: Scholarly source: United States Holocaust Memorial Museum. "Postwar Refugee Crisis and the Establishment of the State of Israel." <i>United States Holocaust Memorial Museum</i>. https://encyclopedia.ushmm.org/content/en/article/postwar-refugee-crisis-and-the-establishment-of-the-state-of-israel. 5. View: Insider source (liturgy/poetry): "Eli Eli - Hannah Szenes Senesh - Sang in Hebrew & English - Holocaust Remembrance." <i>YouTube</i>. 2010. https://youtu.be/QkjsqUQSrhE. 6. Scholarly and Insider video: "An Ethiopian Jewish Holiday of Communal Repentance: Sigd," <i>Institute of Jewish Experience</i>, Nov 14, 2019. https://www.youtube.com/watch?v=vRoQb-R8dpc
<p>Module 12: Israel: Traditional and contemporary Jewish Perspectives April 1-April 7</p> <p>To Do: Quiz 12 Forum Post 12</p>	<p>Module Learning Outcomes: by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Explain traditional Jewish understandings of the land of Israel in terms of concepts of Exile, Messiah, Return • Describe key Jewish practices that reflect Jewish connections to the land of Israel • Connect traditional understanding of the land of Israel with historical development of Zionist thought • Reflect on the relation between diaspora Jews and the modern state of Israel • Reflect on the diversity of Jewish life and practice in Israel in relation to diasporic history and practice <p>Suggested Sequence for Completing Module 12:</p> <ol style="list-style-type: none"> 1. Watch: Module 12 Lecture 1: The Land & Tradition 2. Watch: Insider source: Shuback, Jeremy. "Yom Ha'Atzmaut". <i>BimBam</i>. April 27,

	<p>2017. https://youtu.be/OqXg5e1sg5s.</p> <p>3. Watch: Module 12: Lecture 02: Zionism</p> <p>4. Read: Scholarly source: Ottolenghi, Emanuele. "A National Home" in Modern Judaism: an Oxford guide. Eds. De Lange, N. R. M., and Miri Freud-Kandel. Oxford: Oxford University Press. 2005. 54-65.</p> <p>5. Watch: Scholarly source (documentary): Schama, Simon. "Return: Part 5." The Story of the Jews with Simon Schama. Documentary. BBC Two. 2013. (Watch Segments 1-11. 36:25 mins)</p> <p>6. Watch: Module 12: Lecture 03: Israeli Jews & the Diaspora</p> <p>7. Watch: Insider source: Gil-Shuster, Corey. "Israelis: Why did your family come to Israel?" AskProject. September 23, 2017. https://youtu.be/RIwIoYdgM50.</p> <p>8. Watch: News source: CBN News. "Ethiopian Jews Celebrate Ancient Holiday, Thank God for Jerusalem." CBN News. November 9, 2018. https://youtu.be/Nfspo6Zbyb8. (2:26 mins)</p> <p>9. Read: Scholarly source: Salamon, Hagar. "Ethiopian Jewry and New Self-Concepts." In The Life of Judaism, 2:. Berkeley: University of California Press, 2019. 227–240.</p> <p>10. Read: Scholarly source: Brym, Robert & Neuman, Keith & Lenton, Rhonda. "Chapter 7: Connection to Israel in 2018 Survey of Jews in Canada. 2019. 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. (Page 57-61 you may have read this earlier in the course as an option, simply review for quiz if needed)</p> <p>11. Watch: Insider video: "What is Shavuot." Bim Bam. May 25, 2017. https://youtu.be/XEcwkaIjpmk</p> <p>12. Watch: Module 12 Lecture 04 Final Thoughts and Final Assignment</p>
Final Project due: April 10	

Course Policies:

E-mail:

This is an entirely online course. Email is my only means of contacting you. Carleton's connect email is the official mode of communication for all university communications, including this course. You must check your email regularly (at least each day). If you regularly use another account, remember that I can only discuss personal information (like your grades) through the official connect email.

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 Brightspace, 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.

Chat GPT and other forms of AI content generators:

As someone who researches and writes professionally, I recognize the growing use and usefulness of Chat GPT and other forms of AI for writing among my peers. Chat GPT is only one of many ways of using AI tools to generate content. For simplicity, I will refer to all such sites and applications as “Chat GPT.” An open access version of Chat GPT is available free of charge at <https://chat.openai.com>

In the same way that there are ways to use the Internet to conduct research that are ethical and appropriate and extremely helpful, there are ways to use Chat GPT in ways that one can and should use professionally. My goal as a professor is for you to not only learn the content of this course, but for you to develop the skills you need as a professional as you continue your studies and move into your chosen career. One skill you will need is to use Chat GPT or a similar AI content generating tool. To that end, this course includes assignments that are designed to teach you the strengths and weaknesses of Chat GPT so that you can use these tools, or not, for the midterm and final project.

The rules for using ChatGPT: *You may use any AI tool with the following conditions:*

1. **Cite your use of ChatGPT in footnotes.**
2. **Cite the AI tool you are using in your bibliography.**
3. You may **not use ChatGPT to complete an assignment in full**
4. You must show **what ChatGPT contributed to the assignment**, i.e. all content generated at each step.
5. You must show **your own contribution to the completion of the assignment**. i.e. showing prompts used, versions of texts to show editing, brainstorming, reorganization.

See Brightspace for more information including how to cite, how to document use, and specific requirements.

Typically, a Chat GPT assignment will ask you to:

1. Show the prompts you used to generate the text.
2. Show the text that is generated.
3. Critically reflect on the text produced and improve it, adding references to course lectures and materials, and/or new research.
4. Provide digital copies of all outside sources.

Opting out of Chat GPT: Some students may wish to opt out of Chat GPT focused assignments. If you wish to, you will be required to:

1. Declare on each assignment that you are not using Chat GPT or any other AI tools to complete the assignment.
2. Complete the alternate assignment.
3. Be prepared to show your work as required by the assignment. This may include:
 - being asked to orally describe how you completed your assignment in a zoom meeting with your professor or TA
 - provide copies of sources, notes, rough drafts.

I reserve the right to request that you meet with me to discuss your assignments if I have any questions about your process.

Citing sources: As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, whereas you do risk serious consequences if you fail to cite when you should. When in doubt, cite (including Forum Posts and bonus marks assignments). You must use the required style, Chicago Manual of Style (Humanities: Notes and Bibliography).

Chicago Manual of style: Citing sources is a necessary academic and professional skill. The Religion program at Carleton requires that you use the Chicago Manual of Style (Humanities: Footnotes and Bibliography). This means I should be seeing footnotes and a bibliography for all assignments. Assignments that do not use the Chicago Manual of Style will be returned to the student for correction. Reach out for help if you are struggling with this skill. *Note that there is a Chicago Manual of Style for Social Sciences that uses parenthetical citation. *Do not use that method.*

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

http://www.chicagomanualofstyle.org/tools_citationguide.html

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

<https://library.carleton.ca/guides/help/generative-ai-chatgpt-and-citations>

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.

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 and Forum Posts are not accepted after the due date because you have multiple opportunities to complete each. Midterm and Final Assignment 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. Please note that late work will be graded as my schedule allows. If you require accommodation for medical or other serious reason, please contact the professor as soon as possible.

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

Course Expectations / Course Culture

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 should be given priority in your written assignments.

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. Schama is a scholarly documentary source, 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

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
- always cite sources using Chicago Manual of Style Notes and Bibliography

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 and critically.

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

DO

- 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 TA 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. 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>.

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.

University Regulations for All College of the Humanities Courses (Updated December 12th 2023)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

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.

Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines **plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”** This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.