

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

<p style="text-align: center;">CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p style="text-align: center;">JUDAISM RELI 2110A: FALL 2010 TUES-THURS 11:35-12:55</p>
<p style="text-align: center;">Dr Deidre Butler deidre_butler@carleton.ca</p>	<p style="text-align: center;">Office: Paterson Hall 2a52 Phone: 613-520-2600 ext 8106 Office hours: Tues 1:05 – 2:00, Wed 2:45-4:00, also by appointment Mondays</p>
<p>Description: This 2000 level course explores Judaism as a lived religious tradition that takes place in community. We begin with the premise that Judaism is defined by the teachings, beliefs and practices that form the core of Jewish communal life. From this point of view, Judaism is both historical and evolving; rooted in tradition, responding to changing contexts, looking towards its own future. Practised by Jews in community all around the world, Judaism is a dynamic and richly diverse tradition that includes a range of teachings and practices. This diversity can be a challenge for students who are at the early stages of studying Judaism. One way into this problem is to begin where Jewish communities begin in defining their own identity: Jews understand themselves as standing in relationship to, and in continuity with, a historical past. With historical texts as our entry point we will explore the teachings, traditions, practices and formative experiences of the Jewish people. Our perspective will be framed by our local context with an emphasis on Canadian Jewish life.</p>	
<p>Required Texts: Required readings prepare you for class lectures and discussions. Always read the required text prior to class meeting.</p> <ul style="list-style-type: none"> ❑ Eliezer Segal, <i>Introducing Judaism</i> (available at bookstore) ❑ Additional Readings on Web CT and Online <p>Recommended: JPS translation of Tanakh (Hebrew Bible) (available at bookstore) or bring your own copy of another translation to class. We will frequently be looking at biblical texts to discuss in class.</p>	<p>Course Requirements</p> <p>10% Attendance & Participation 35% In class Midterm 20% Living Judaism Assignment 35% Take-home Exam</p> <p>NOTE: Any student who misses more than 10 scheduled class meetings without valid and documented reasons for these absences is not eligible to pass the course.</p> <p>Note: Due to take-home exam, final grades will only be submitted Jan 2 and may not appear online for a few more days after that.</p>
<p>Course Goals: At the end of this course the student will:</p> <ul style="list-style-type: none"> ❑ Be familiar with key concepts necessary for the academic study of religion in general and Judaism in particular ❑ Have a broad general knowledge and understanding of the history, teachings, and practices of Judaism. ❑ Be familiar with the rich textual traditions of rabbinic Judaism focusing on its role in contemporary Jewish life. ❑ Gain an appreciation for communal diversity within the Jewish tradition. ❑ Be able to understand Jewish beliefs and practices in relation to their community contexts. ❑ Develop critical reading, writing and thinking skills. 	
<p><i>Although there are no pre-requisites for this course students with absolutely no background in Judaism are advised that many students taking this class have already taken RELI 1000 and therefore already have received an introduction to Judaism. Students with no background are advised to seek out a <i>World Religions</i> or <i>Religions of the West</i> textbook and read the chapter on Judaism or seek out good introductions on the web. A good place to start is http://www.jewfaq.org. If you are at all concerned please speak to the TA or professor.</i></p>	

Element	Value	Due Date	Description
Attendance & participation	10%		<p>3 ways of getting full attendance marks. You may only receive a maximum of 10 points total in any combination:</p> <ul style="list-style-type: none"> ▪ Excellent attendance: Max 5 points. Begin with 5 points, subtract 2 points for each undocumented missed class. Be sure to sign attendance sheet each week ▪ Participation: In class and/or Online: Max 5 points. <ul style="list-style-type: none"> ○ <u>In class participation</u> should take the form of constructive engagement in class discussions, regular attendance, and evidence of having come to class prepared by having done the required readings. ○ <u>Online participation</u> should take the form of regular thoughtful reflections posted on web ct throughout the semester. Should focus on course readings and/or class discussions, and/or engage other students' contributions. Full marks (5 points) for making satisfactory contributions every week. (10 posts total). ▪ Online Resource: Max 5 points. Contribute an interesting, relevant resource to Web CT. Provide link or bibliographic reference to the resource, describe it, explain why it is relevant to the study of Judaism and the material covered in this course. 250 words. 2 points per satisfactory contribution.
Midterm	35%	Oct 26	Multiple choice & may include short answer. Exam is based on all required course materials, lectures, guest lectures and films from the first class up to and including the class before the Exam
Living Judaism Assignment	20%	Dec 2	<ul style="list-style-type: none"> ▪ Ritual Practice Essay: Observe either the Sabbath for one Sabbath (Fri sundown – Sat sundown) OR keep Kosher for one weekend (Breakfast Sat-Dinner Sun). In order to complete this assignment you must learn about the relevant practice, observe the practice for the required amount of time, reflect on the experience and its role in Jewish life and the Jewish tradition. Please see assignment for details. 5-6 pages <p>OR</p> <ul style="list-style-type: none"> ▪ Community Service Learning Blog: Service: 6 hours community service (see Web CT for opportunities) and BLOG: 3 Blog Entries (1.5pages each) reflecting on your experience. Includes some research on relevant practice, belief or history (in consultation with professor or TA) and/or interview with project organizers. Please see assignment for details.
Take-Home Exam:	35%	Dec 22	Mini-Essay Format. Based on materials from midterm to last day of class. 5% bonus if handed in by Dec 6. 5-7 pages.
Bonus Marks	5%	2 weeks after event, none accepted after Dec 2.	<p>Maximum 5 points: You may complete more than one to achieve the maximum points.</p> <ul style="list-style-type: none"> ▪ Attend an event recommended by your professor and write a short 4-5 page essay about the topic. You should demonstrate attendance of the event, comprehension of the topic, relevant scholarly research about the topic (2 outside journal or book sources minimum), and essay writing skills. See web ct announcements for bonus marks assignment opportunities. <p>OR</p> <ul style="list-style-type: none"> ▪ Bonus Marks for Community Service Learning: Participate in and attend one event, research the relevant related practice, belief, history, write 1 page reflection AND have community service form signed by event coordinator to prove participation. By arrangement with professor.

THINGS YOU NEED TO KNOW: 2000 LEVEL LECTURE

Attendance, Participation & Passing this course: Your learning depends not only on successfully completing course assignments and exams but also in actively participating in the classroom where essential learning takes place. If you have not attended this class, you cannot be said to have taken the class. **Any student who misses more than 10 out of the 23 scheduled class meetings without valid and documented reasons for these absences will not pass the course.**

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

In the case of a missed in-class exam, you must explain why you need accommodation (email is fine or speak to me during office hours) as soon as possible and provide the documentation required by university regulations, and book an alternate date. In either a missed class exam or a deferral of the final exam, the replacement exam may not take the same format as the original. In most cases a missed exam is replaced with a 100% essay exam.

Contact me: The best way to reach me is through email or office hours. Should you email or come see me? Short questions that can be answered quickly can always be asked in email. But if your question requires more than a quick response you'd be better off coming to see me in person. I am happy to make appointments outside of office hours. Please email me to make an appointment. Although I usually check email daily, I may not do so on weekends and it may take 2-3 days during busy periods. Please put your full name and course number in the subject heading.

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

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

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

Plagiarism:

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

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

Style: Because Religious Studies is an interdisciplinary discipline different citation styles are normally acceptable in my classes. I recommend Chicago Manual of Style or Turabian.

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

<http://www.library.carleton.ca/howdol/citing.html#chicago>

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

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

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

Week	Topic	Today	Required Readings (textbook or online)	Recommended Online Resources & readings
Class 1: Thurs Sept 9 Class cancelled: Rosh Hashana				
Class 2 Sept 14	Introduction to the course: What makes a Jew a Jew? Discuss Rosh Hashana	Film: Kenny vs Spenny who is the Better Jew http://www.aish.com/jt/82249907.html This is How We Jewish 3:39 min Satire http://www.youtube.com/watch?v=jcOeu3bJ54&feature=fvvr	Textbook: Introduction	Online Sources: What is Judaism http://www.jewfaq.org/judaism.htm What do Jews believe? http://www.jewfaq.org/beliefs.htm Jewish understanding of God's nature http://www.jewfaq.org/g-d.htm Jewish understanding of Human nature http://www.jewfaq.org/human.htm Land of Israel http://www.jewfaq.org/israel.htm A story of conversion: http://www.tabletmag.com/life-and-religion/15619/taking-the-plunge/
Class 3 Sept 16 Yom Kippur begins Sept 17 at sundown	Jewish Identity Circumcision Discuss Yom Kippur	Film: Green Chariot 48 minutes	Primary Source: Genesis Chap 17 (story of Abraham and covenant of circumcision) http://www.mechon-mamre.org/p/pt/pt0117.htm	Online Sources: Who is a Jew http://www.jewfaq.org/whoisjew.htm Attitudes towards non-Jews http://www.jewfaq.org/gentiles.htm Primary Source: Leviticus 16: 1-34 Yom Kippur in Hebrew Bible http://www.mechon-mamre.org/p/pt/pt0316.htm Peer Reviewed Scholarly Source: WEB CT: Alpert, Rebecca T.. "What is a Jew? The meaning of Genetic Disease for Jewish Identity" <i>Reconstructionist</i> , 71 no 2 Spr 2007, p 69-84
Class 4 Sept 21	Hebrew Bible	In class: Discuss story of Exodus (recommend you bring to class)	Textbook: Chapter 1 Primary Source: Online: Exodus Chap 1-14 (story of Moses and Exodus from Egypt) http://www.mechon-mamre.org/p/pt/pt0201.htm	Primary Sources: Genesis Chapt 1-3 (First and Second Creation accounts) http://www.mechon-mamre.org/p/pt/pt0101.htm Exodus 19-20 (God gives Torah to Moses & Decalogue) http://www.mechon-mamre.org/p/pt/pt0219.htm Roman Sources on Jews and Judaism http://www.fordham.edu/halsall/ancient/roman-jews.html Online Source: Jewish History Timeline: http://www.jewishvirtuallibrary.org/jsource/History/timeline.html

<p>Class 5 Sept 23</p> <p>SUKKOT Begins sundown Sept 22</p>	<p>The Second Temple Period</p>	<p>FILM: Heritage, civilization and the Jews. Vol.2. The shaping of tradition. Episode 3:</p>	<p>Textbook: Chapter 2</p> <p>Primary Source: Read Chapter 1 of Josephus to learn about Essenes, Sadducees and Pharisees from his point of view, Antiquities of the Jews. http://www.ccel.org/j/josephus/works/ant-18.htm</p>	<p>Primary Sources: Read the story of Jewish Resistance against the Romans that leads to holiday of Chanukah I Maccabees I:1-57 http://www.earlyjewishwritings.com/text/1maccabees.html</p> <p>Read the story of Masada from Josephus' point of view in Wars of the Jews (Chap 8-9) http://www.ccel.org/j/josephus/works/war-7.htm</p> <p>See the earliest inscription dating one of the first synagogues in the 1st century http://www.kchanson.com/ANCDOS/greek/theodotus.html</p> <p>See archeological site at Capernum with early synagogue http://www.pohick.org/sts/capernaum.html</p> <p>Online Source: Learn about the Dead Sea Scrolls and Qumran community http://www.ibiblio.org/expo/deadsea.scrolls.exhibit/intro.html</p>
<p>Class 6 Sept 28</p>	<p>Rabbinic Judaism</p> <p>Learn about Sukkot</p>	<p>Film: YouTube: Jewish Law Orthodox Jews living in the Modern World http://www.youtube.com/watch?v=ojWgRS3wpqA</p> <p>Intro to Talmud</p> <p>Print and bring to class (easiest to copy and paste) Chapter 2: Tractate Baba Metzia 22 a and 22b</p>	<p>Textbook: Chapter 3</p> <p>Primary Source: Tractate Baba Metzia 22a/22b http://www.halakhah.com/babamezia/babamezia_21.html#chapter_ii</p>	<p>Primary Sources: Sukkot in Hebrew Bible: Leviticus 16:40-44 http://www.mechon-mamre.org/p/pt/pt0323.htm</p> <p>Read the Mishna on how to build a Sukkah (part of the Talmudic discussion) Sukkah 2a-b http://www.ou.org/shabbat_shalom/article/masechet_sukkah25/</p> <p>Online Sources: Read the Sukkot home ritual http://www.jewfaq.org/prayer/sukkot.htm</p> <p>Explore a page of Talmud to understand its different parts http://people.ucalgary.ca/~elsegal/TalmudPage.html</p>

<p>Class 7 Sept 30</p> <p>Simchat Torah begins Oct 1</p>	<p>Medieval Judaism</p>	<p>Film: Heritage, Civilization and the Jews: The Crucible of Europe Episode 4</p> <p>In class: Discuss Maimonides Laws Concerning the Messiah Chapter 12 (Print and bring to class)</p>	<p>Textbook: Chapter 4</p> <p>Primary Source: Maimonides Laws Concerning the Messiah http://www.panix.com/~jjbaker/rmbmesia</p>	<p>Primary Sources: Maimonides: The Laws of Torah Study http://www.panix.com/~jjbaker/MadaT T.html</p> <p>Maimonides 8 levels of charity: http://www.panix.com/~jjbaker/rmbmzdkh.html</p> <p>Expulsion of Jews from France 1182 http://www.fordham.edu/halsall/jewish/1182-jewsfrance1.html</p> <p>Early Anti-Jewish text http://www.fordham.edu/halsall/source/1200geraldwales-cistconv.html</p> <p>Jews blamed for black death http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html</p> <p>Jews Expelled from Spain http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html</p> <p>Pact of Umar (Jews under Muslim Rule) http://www.fordham.edu/halsall/source/pact-umar.html</p> <p>Online Source: Modern day Marrano (hidden) Jews who are rediscovering their Jewish identity in Columbia http://www.tabletmag.com/news-and-politics/38694/question-of-faith/?utm_source=Tablet+Magazine+List&utm_campaign=cdf1fad427-7_8_2010&utm_medium=email</p>
<p>Class 8 Oct 5</p>	<p>Kabbalah</p>	<p>In class: Discuss Zohar commentary on first book of Genesis. Print and bring to class (first 10 paragraphs)</p>	<p>Textbook: Chapter 6</p> <p>Primary Source: Zohar: The Book of Light: Genesis 1 Read first 10 paragraphs to get a sense of language and themes: http://www.sacred-texts.com/jud/zdm/zdm010.htm</p>	<p>Recommended: Textbook Chapter 12: The Mystic Path</p> <p>Mysticism during the Talmudic Era Sources http://people.ucalgary.ca/~elsegal/Rel_s463/TalmudicMysticism.html</p> <p>Kabbala Basic Tenets http://www.chabad.org/kabbalah/article_cdo/aid/380345/jewish/Rashbi-Basic-Kabbala-Tenets.htm</p> <p>Zohar: Israel as Rose Among Thorns http://www.chabad.org/kabbalah/article_cdo/aid/432174/jewish/The-Rose-Among-the-Thorns.htm</p>

<p>Class 9 Oct 7</p>	<p>Judaism in the Modern World: Emancipation and Enlightenment, Religious Reform (Reform, Conservative and Orthodox Judaism origins)</p>	<p>In-class: Discuss denominational differences regarding Halakha, Women, Sexuality</p>	<p>Textbook: Chapter 7 Primary Source: Online: Web CT pdf Female Hebrew Benevolent Society Study Sheet</p>	<p>Primary Source: Reconstructionism Mordecai Kaplan http://www.sacred-texts.com/jud/wants.htm Primary Source: Reform Judaism 1885 Pittsburgh Platform http://www.sacred-texts.com/jud/1885.htm Primary Source: Web CT: Statement of Principles of Conservative Judaism Primary Source: Raphael Samson Hirsch “Religion Allied to Progress” Orthodox Judaism http://people.ucalgary.ca/~elsegal/363_Transp/Orthodoxy/SRHirsch.html Excerpt: Conservative Judaism’s stance on Halakha: http://www.myjewishlearning.com/practices/Ritual/Jewish_Practices/Halakah/Jewish_Law/Contemporary_Attitudes/Conservative.shtml WEB CT: David Feldman, “Was Modernity Good for the Jews”, in <i>Modernity, Culture and the Jew</i>, eds Bryan Cheyette and Laura Marcus. Stanford: Stanford University Press. 1998. 171-187 Web CT: FULL TEXT: Weinreb An Orthodox Perspective__ on denominational differences</p>
<p>Class 10 Oct 12 Version 1 of Midterm Study Guide Available tonight on Web CT</p>	<p>Reform Judaism Guest Speaker Rabbi Garten</p>		<p>Peer Reviewed Scholarly Source :Web CT: Meyer, “Reform Judaism”, in <i>Contemporary Jewish Religious Thought</i>, Cohen, Arthur Allen, and Paul Mendes Flohr (Eds.) Macmillan Library Reference, 1988,767-772</p>	<p>Online Source: Overview Reform Practices http://www.jewishvirtuallibrary.org/jsource/Judaism/reform_practices.html Primary Source: Reform Statement http://www.jewishvirtuallibrary.org/jsource/Judaism/reformstate.html</p>

<p>Class 11 Oct 14</p>	<p>Hasidism:</p>	<p>Film a Life Apart</p> <p>In-class discuss story</p>	<p>Textbook: Chapter 6: Hasidism sections 98-103</p> <p>Primary Source: Hasidic Story: A Joke Made in Heaven http://www.chabad.org/library/article_cdo/aid/482519/jewish/A-Joke-Made-in-Heaven.htm</p>	<p>Primary Source: Read Hasidic Stories Online: http://www.chabad.org/library/article_cdo/aid/6588/jewish/Chassidic.htm</p> <p>Online Source: 10 Principles of the Baal Shem Tov http://www.baalshemtov.com/ten-principals.htm</p> <p>Peer Reviewed Scholarly Source WEB CT: Gershon Kranzler. "The Women of Williamsburg: A Contemporary American Hasidic Community", <i>Tradition</i>, 28 no 1 Fall 1993, p 82-93.</p> <p>Peer Reviewed Scholarly Source. Web CT: Kaufman, Debra Renee. "Experiencing Hasidism: Newly Orthodox Women's Perspectives on Sexuality and Domesticity." In <i>Active Voices: Women in Jewish Culture</i>, edited by Maurie Sacks. Urbana, Ill.: University of Illinois Press, 1995. 142-156</p>
<p>Class 12 Oct 19</p> <p>Final Midterm Study Guide available online tonight</p>	<p>Monotheism & Covenant</p> <p>Discuss midterm</p>	<p>In-class: discuss biblical covenants and biblical understanding of God. Bring biblical texts to class.</p>	<p>Chapter 8</p> <p>Primary Source: Online: Hebrew Bible Covenants: Abraham Covenant Gen 15 & 17:2-9 http://www.mechon-mamre.org/p/pt/pt0115.htm</p> <p>Moses Covenant Exodus 19: 5-6, http://www.mechon-mamre.org/p/pt/pt0219.htm</p>	<p>Primary Sources: Moses Covenant Sabbath as sign of covenant Exodus 31:12-17 http://www.mechon-mamre.org/p/pt/pt0231.htm</p> <p>Noah Covenant: Genesis 9 http://www.mechon-mamre.org/p/pt/pt0109.htm</p> <p>David Covenant: 2 Samuel 7 http://www.mechon-mamre.org/p/pt/pt08b07.htm</p> <p>Monotheism: Isaiah 44-45 http://www.mechon-mamre.org/p/pt/pt1044.htm</p>
<p>Class 13 Oct 21</p>	<p>God and the world</p>	<p>In-class discuss story of Job. Bring biblical text to class.</p>	<p>Chapter 9</p> <p>Primary Source: Bible: Job 1-3 http://www.mechon-mamre.org/p/pt/pt2701.htm</p>	<p>Online Scholarly Article: Web CT FULL TEXT Neusner Ethics and God</p>
<p>Class 14 Oct 26 In-Class Midterm</p>				

Week	Topic	Today	Required Readings (textbook or online)	Recommended Online Resources & readings
Class 15 Oct 28	Israel's Sacred History		<p>Chapter 10</p> <p>Primary Sources: Hebrew Bible: Ex. 19:5, Ex. 20:4-5 and Ex. 34:14 http://www.mechon-mamre.org/p/pt/pt0219.htm</p> <p>Deut. 7:6-8; and Deut. 12:30-31 http://www.mechon-mamre.org/p/pt/pt0507.htm</p> <p>Amos 3:2, http://www.mechon-mamre.org/p/pt/pt1503.htm</p>	<p>Peer Reviewed Scholarly Sources Web CT "People of Israel", <i>Contemporary Jewish Religious Thought</i>, 703-713</p> <p>Web CT: "Chosen People," <i>Contemporary Jewish Religious Thought</i>, 55-59.</p>
Class 16 Nov 2	Death and Afterlife	In-class: Discuss prayers, print Kaddish and bring to class	<p>Chapter 11</p> <p>Primary Source: The Mourner's Kaddish http://www.ou.org/news/article/kaddish</p>	<p>Primary Sources: Psalm 23 http://www.mechon-mamre.org/p/pt/pt2623.htm</p> <p>Vidui Prayer http://www.chabad.org/library/article_cdo/aid/364287/jewish/The-Viduy-Confession-Prayers.htm</p> <p>Online Sources: Youtube: Mourner's Kaddish http://www.youtube.com/watch?v=PhYBxDbHX_s</p> <p>Funeral Service http://www.chabad.org/library/article_cdo/aid/282451/jewish/The-Funeral-Service-and-the-Interment.htm</p> <p>Jtube clip: the 3 Coolers: http://www.aish.com/j/jt/94684504.html</p> <p>Death http://www.jewfaq.org/death.htm</p> <p>Afterlife http://www.jewfaq.org/olamhaba.htm</p> <p>Peer Reviewed Scholarly Source: Web CT: FULL TEXT Jewish Funerals a Ritual Description</p>

<p>Class 17 Nov 4</p> <p>Prof Butler away at conference</p>	<p>Places of Worship</p>	<p>Orthodox Synagogue Visit</p> <p>Machzikei Hadas</p> <p>Meet TA at the synagogue at 11:45 am for lecture by Rabbi Bulka and tour of synagogue</p>	<p>Chapter 16</p> <p>Required material for take-home exam that will not be discussed in class, read and bring any questions to the following class. To prepare for writing the exam, understand key points and be able to answer discussion questions.</p>	<p>Students who attend this synagogue visit receive bonus participation marks. Please sign the attendance sheet for credit.</p> <p>Address: 2310 Virginia Drive Ottawa, Ontario Canada K1H 6S2</p> <p>Directions to Synagogue: Web site: http://www.machzikeihadas.com/contact%20us.htm</p> <p>Map: http://ca.maps.yahoo.com/map?q1=2310%20Virginia%20Drive%20Ottawa%20ON&mag=5&ard=1</p>
<p>Class 18 Nov 9</p>	<p>Wisdom and Scholarship</p>	<p>Review: Any questions from synagogue readings or visit</p> <p>In-class: Case Study: Birth Control. Bring biblical source to class.</p>	<p>Chapter 13</p> <p>Online Primary Source: Story of Onan http://www.mechon-mamre.org/p/pt/pt0138.htm</p>	<p>Peer Reviewed Scholarly Source Web CT: FULL TEXT: Sexuality, Childbirth and Birth control Orthodox Jewish Tradition Physicians Perspective</p> <p>Online Sources: Each One an Entire World: A Jewish Perspective on Family Planning http://www.religiousconsultation.org/Jewish_family_planning_page_4.htm</p> <p>Procreation and Contraception: http://www.myjewishlearning.com/life/Sex_and_Sexuality/Jewish_Approaches/Purpose_and_Meaning/Procreation_and_Contraception.shtml</p>
<p>Class 19 Nov 11</p>	<p>Holocaust</p>	<p>Guest Speaker.</p>	<p>Primary Source: Web CT: FULL TEXT Wiesel Recalling Swallowed Up Worlds</p> <p>Peer Reviewed Scholarly Source: Web CT: John K. Roth and Michael Berenbaum, "Who, What, Where, When, How?", in Holocaust: Religious and Philosophical Implications. Roth and Berenbaum, eds. New York: Paragon House. 1989. xiii-xxviii.</p>	<p>Primary Source : Witness : Voices from the Holocaust 86 minutes http://www.library.yale.edu/testimonies/education/thematic.html</p> <p>Online source : Judaism and Christianity : After the Holocaust http://www.myjewishlearning.com/beliefs/Issues/Jews_and_Non-Jews/Attitudes_Toward_Non-Jews/Christianity/After_the_Holocaust.shtml</p>

Week	Topic	Today	Required Readings	Recommended Online Resources & readings
Class 20 Nov 16	Justice and Morality Sin & Repentance	In class: Discuss Al Chet prayer. Print and bring to class.	Chapter 14 Primary Source: Text of Al Chet Communal Confession from Yom Kippur Service http://www.chabad.org/holidays/JewishNewYear/template_cdo/aid/6577/jewish/Text-of-Al-Chet.htm	Peer Reviewed Scholarly Source Web CT: Wendy. Can You Spare a Loan? The Evolution of Tzedaka (Charity) in Rabbinic Literature," <u>JOFA Journal</u> , VI, 3, 2007, 4-5 http://www.jofa.org/social.php/participation/tzedaka Online Sources: See how a rabbi addresses a legal ethical question in a Rabbinic Responsa : Is it permissible to pray for a non-Jew using a particular prayer ? http://www.schechter.edu/responsa.aspx?ID=34 Commentary on Confession http://www.myjewishlearning.com/holidays/Jewish_Holidays/Yom_Kippur/In_the_Community/Prayer_Services/Confession.shtml?HYJH YouTube : Rabbi Steinsaltz : Finding (ethical) directives in the Talmud http://www.youtube.com/watch?v=ol1nfh923zc&feature=related YouTube : Jewish argument against human cloning http://www.youtube.com/watch?v=6tbIMy4vzEA
Class 21 Nov 18	Love, Sex and Marriage		Peer Reviewed Scholarly Source: Web CT: FULL TEXT Greenberg Marriage in the Jewish Tradition (includes primary sources)	Online Source: Web CT: FULL TEXT Lilith With This Marriage I Leave Myself Behind, story of Hasidic wedding from bride's perspective. Peer Reviewed Scholarly Source: Web CT FULL TEXT Berner Charting New Maps Reflections on Jewish Lesbian and Gay Lifecycle Ceremonies Peer Reviewed Scholarly Source: Web CT FULL TEXT: Dorff, Novak, Mackler Homosexuality a Case Study in Jewish Ethics

<p>Class 22 Nov 23</p>	<p>Judaism and Daily Life:</p>	<p>Case Study: Keeping Kosher</p>	<p>Chapter 17</p> <p>Online Primary Source: Read the Shma prayer http://www.jewfaq.org/prayer/shema.htm</p> <p>Bonus Marks: For 1 extra participation point: Bring 1 kosher item (with Heksher) to class to share with class. Any leftover food will be donated to the local kosher food bank.</p>	<p>Online sources: Read the prayer and instructions for wearing tefillin http://www.jewfaq.org/prayer/tallit.htm</p> <p>Overview of keeping Kosher: http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Kashrut_101.shtml?PRRI</p> <p>How to make a kitchen kosher http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Keeping_Kosher/Kashering_Making_Kosher.shtml</p> <p>Keeping Kosher for the first time: http://www.aish.com/spirituality/odyssseys/Keeping_Kosher3_Kicking_and_Screaming.asp</p> <p>Podcasts: Always Coca-Cola, Not Always Kosher: Produced by Philip Graitcer and Marit Haahr. http://www.tabletmag.com/podcasts/1985/always-coca-cola-not-always-kosher/</p> <p>Trip to Bountiful: Sensory Overload kicks in on a tour through a kosher food convention. Sara Ivry. http://www.tabletmag.com/podcasts/3133/trip-to-bountiful/</p> <p>Web CT FULL TEXT JOFA Body Image Issue (Orthodox Feminist Journal –magazine articles and scholarly articles together)</p> <p>Online Source: YouTube: How to put on Tefillin http://www.youtube.com/watch?v=paB9TL2yq00&feature=related</p>
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<p>Class 23 Nov 25</p>	<p>The Sacred Calendar</p>	<p>Film clip: Shabbat</p> <p>Case Study: Keeping Shabbat</p> <p>Film: Mendel's Tree http://www.youtube.com/watch?v=FhtMoUC_An_o</p> <p>Mendel is an Orthodox Jew with a problem – he loves Christmas Trees and his parents are on their way over. 7 mins</p>	<p>Chapter 18</p> <p>Primary Sources: Genesis 2:1-3 http://www.mechonmamre.org/p/pt/pt0102.htm#1</p> <p>Exodus 16:26 http://www.mechonmamre.org/p/pt/pt0216.htm#26</p> <p>Exodus 20:8-11 http://www.mechonmamre.org/p/pt/pt0220.htm#8</p>	<p>Online Sources: Jewish Calendar (http://www.jewfaq.org/calendar.htm http://www.jewfaq.org/calendr2.htm)</p> <p>Shabbat overview http://www.jewfaq.org/shabbat.htm</p> <p>Read the Shabbat evening home ritual http://www.jewfaq.org/prayer/shabbat.htm</p> <p>Read the Havdallah home ritual http://www.jewfaq.org/prayer/havdalah.htm</p> <p>Read the Rosh Hashana home ritual http://www.jewfaq.org/prayer/roshhash.htm</p> <p>Primary Source: Shabbat as a Sanctuary in time: Abraham Joshua Heschel http://www.myjewishlearning.com/practices/Ritual/Shabbat_The_Sabbath/Themes_and_Theology/Sanctuary_in_Time.shtml</p> <p>Journal Shabbat (peer reviewed and popular articles), Orthodox Feminist perspective Web CT FULL TEXT JOFA Shabbat Issue 2009</p> <p>Holidays articles from a Jewish pop culture online magazine: Simchat Torah: http://www.tabletmag.com/life-and-religion/17982/simchat-torah-faq/ Sukkot:http://www.tabletmag.com/life-and-religion/17287/sukkot-faq/ Yom Kippur: http://www.tabletmag.com/life-and-religion/16356/yom-kippur-a-guide-for-the-perplexed/ Rosh Hashana (Hasidic) http://www.tabletmag.com/life-and-religion/16887/god-and-uman/ Rosh Hashana (general) http://www.tabletmag.com/life-and-religion/15456/rosh-hashan Tisha B'Av http://www.tabletmag.com/life-and-religion/11955/what-is-tisha-b%E2%80%99av/ Shavuot: http://www.tabletmag.com/life-and-religion/1366/shavuot-a-guide-for-the-perplexed/</p>
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Week	Topic	Today	Required Readings (textbook or online)	Recommended Online Resources & readings
Class 24 Nov 30	Israel: Jewish Perspectives Guest lecture		<p>Primary Sources: Balfour Declaration (first political support for Jewish State) http://www.firstworldwar.com/source/balfour.htm</p> <p>Herzl: On The Jewish State 1896 (influential early Zionist argument for Jewish State) http://www.fordham.edu/halsall/mod/1896herzl.html</p>	<p>Online Sources: Jtube The Simpsons in Israel http://www.aish.com/j/jt/90920329.html</p> <p>ONLINE For general info about Israel from an excellent Jewish learning site: http://www.jewishvirtuallibrary.org/jsource/israel.html</p> <p>Recommended ONLINE For Jewish Perspectives on Zionism browse http://www.jewishvirtuallibrary.org/jsource/zion.html</p> <p>Peer Reviewed Scholarly Source: Web CT Shemaryahu Talmon, "Jerusalem", in , in <i>Contemporary Jewish Religious Thought</i>, Cohen, Arthur Allen, and Paul Mendes Flohr (Eds.) Macmillan Library Reference, 1988-503</p>
Class 25 Dec 2 Channukah begins Sept 1 sundown Living Judaism Paper Due in class	Lifecycle:	Film: Circumcision Film: Watmedia: Judaism: Bar Mitzvah Boys (260874) Physical Color; Sound; 15 min Year 1996 Distributor Films For The Humanities & Sciences (0092)	Chapter 19	Online Source: Havdalah Bar / Bat Mitzvah ceremonies http://www.tabletmag.com/life-and-religion/13365/saturday-night-fever/

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

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

PLAGIARISM

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

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

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

GRADING SYSTEM

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

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

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

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 6, 2010**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2011**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me 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. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term. For more details visit the PMC website: carleton.ca/pmc/accommodations/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

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

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

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

ADDRESSES: (Area Code 613)

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