

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

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| <p>CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p> | <p>JUDAISM RELI 2110A: FALL 2011 2:35 – 3:55 TORY 340</p> |
| <p>Dr Deidre Butler deidre_butler@carleton.ca USE THIS EMAIL NOT WEB CT</p> | <p>Office: Paterson Hall 2a49 Phone: 613-520-2600 ext 8106 Office hours Tues – Thurs 1:00-2:00 pm and Mondays by appointment.</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. Practiced 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"> <input type="checkbox"/> Eliezer Segal, <i>Introducing Judaism</i> (available at bookstore) <input type="checkbox"/> Jacob Neusner, <i>Signposts on the Way of Torah</i> <input type="checkbox"/> Additional readings on Web Ct <p>Recommended for students continuing in courses in Jewish Studies: JPS translation of <i>Tanakh</i> (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>Midterm and Final Exams are 2/3 lecture based, 1/3 textbook based.</p> | <p>Course Requirements 10% Attendance & Participation 35% In-class Midterm 20% Living Judaism Assignment 35% Exam during exam period</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>Students who miss a class for religious reasons MUST email the professor or TA in advance to have the absence excused.</p> |
| <p>Course Goals: At the end of this course the student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be familiar with key concepts necessary for the academic study of religion in general and Judaism in particular <input type="checkbox"/> Have a broad general knowledge and understanding of the history, teachings, and practices of Judaism. <input type="checkbox"/> Be familiar with the rich textual traditions of rabbinic Judaism focusing on its role in contemporary Jewish life. <input type="checkbox"/> Gain an appreciation for communal diversity within the Jewish tradition. <input type="checkbox"/> Be able to understand Jewish beliefs and practices in relation to their community contexts. <input type="checkbox"/> Develop critical reading, writing and thinking skills. | |
| <p>Many options for evaluation and gaining marks can lead to errors in the gradebook. Keep track of all of your grades until the final grade is posted. If you see an error, email the TA or Professor Butler. Note that participation and online grades will not be posted until shortly before the grades are finalized (10 days after the final exam).</p> | |

| Element | Value | Due Date | Description |
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| Attendance & participation | 10% | Ongoing | <p>3 ways of getting full participation/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. 1 free absence. Begin with 5 points, subtract 1 point for second undocumented missed class, and subtract 2 more points for every subsequent 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. 4-5 = regular contributions, 2.5-3.5 = frequent contributions, 1-2 = occasional contributions. Each would be lowered by poor attendance, lack of preparation or unhelpful contributions. ▪ <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, and/or contribute a new interesting resource for learning about Judaism (include bibliographic reference). 0.5 points per thoughtful post (100-200 words). Full marks (5 points) for making 10 satisfactory contributions throughout the term (normally weekly). ○ Learning Support Services workshops: Max 5 points attend 3 for full 5 marks. 1.5 marks per workshop. Remember to sign in. See below for details of which workshops are eligible. |
| Midterm In class exam | 35% | Oct 20 | <p>Multiple choice and 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. Exam is 2/3 lecture based, 1/3 textbook based.</p> |
| Living Judaism Assignment | 20% | Due on web ct Nov 24 at midnight | <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 by doing some scholarly research, observe the practice for the required amount of time, reflect on the experience and its role in Jewish life and the Jewish tradition. Please see assignment for details. 5-7 pages OR ▪ Community Service Learning Assignment Service: 6-9 hours community service (in class presentation to explain) and essay: (3-5 pages each) reflecting on your experience in light of what it taught you about Judaism. Includes some research on relevant practice, belief or history (in consultation with professor or TA) and, if possible, interview with project organizers or clients. Please see assignment for details. |
| Final Exam | 35% | in Exam Period | <p>Multiple choice and may include short answer. Exam is based on all required course materials, lectures, guest lectures and films from the midterm up to and including the last class. Exam is 2/3 lecture based, 1/3 textbook based.</p> |
| Bonus Marks | 5% | Due 2 weeks after event | <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 2-3 page essay about the topic. You should demonstrate attendance of the event, comprehension of the topic, relevant scholarly research about the topic (2 outside journal or book sources minimum), and essay writing skills. See web ct announcements for bonus marks assignment opportunities. Due 2 weeks after the event, none accepted after last class on Dec 1. Hand in in-person in class only. |

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 1710 and therefore already have received an introduction to Judaism. Students with no background are advised to seek out a World Religions or Religions of the West 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.

| Class # | Topic | Today | Required Readings (textbook or online) | Recommended Online Resources & readings & extras from textbooks |
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| 1. Sept 8 Bonus Marks opportunities: Tonight, NAC, An Israeli Love Story. Tickets 25\$. Friday, Sept 9, (Orthodox Gay) Rabbi Greenberg event. Paterson 301, 12 noon. | Introduction to the course: | Intro to course How do we study Religion? How do we study Judaism? | If you miss the first class: See Online Sources: What is Judaism http://www.jewfaq.org/judaism.htm | What is Judaism http://www.jewfaq.org/judaism.htm YouTube Lady Gaga Spoof http://www.youtube.com/watch?v=uJG9FEipYnl&feature=related |
| 2. Sept 13 | Intro to Judaism 1 | Key Concepts | Segal Textbook: Introduction: 1-8 | Online Sources: 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 |
| 3. Sept 15 | Intro to Judaism 2 Community Service Learning presentation | Identity and Conversion Film: Green Chariot 48 mins, Hebrew with English Subtitles | 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 | Who is a Jew http://www.jewfaq.org/whoisjew.htm Attitudes towards non-Jews http://www.jewfaq.org/gentiles.htm Primary Source: Genesis Chap 17 (story of Abraham and covenant of circumcision) http://www.mechon-mamre.org/p/pt/pt0117.htm A story of conversion: http://www.tabletmag.com/life-and-religion/15619/taking-the-plunge/ |
| 4. Sept 22 | Hebrew Bible | Genesis Creation Stories and Ethics As time permits: Matriarchs and Patriarchs | Segal Textbook: Chapter 1: 11-20 WEB CT or ONLINE: Primary Sources: Genesis Chapt 1-3 (First and Second Creation accounts) http://www.mechon-mamre.org/p/pt/pt0101.htm | Online Source: Jewish History Timeline: http://www.jewishvirtuallibrary.org/jsource/History/timeline.html |

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| <p>5. Sept 27</p> <p>NOTE: If you wish to do the Community Service Learning option, you MUST submit your application by Oct 30. Late applications cannot be accommodated.</p> | <p>The Hebrew Bible 2</p> <p>Discuss Rosh Hashana</p> | <p>In class: Matriarchs and Patriarchs</p> <p>Story of Exodus (recommend you bring bible readings to class)</p> <p>Law</p> | <p>Primary Source: Online: Exodus Chap 1-14 (story of Moses and Exodus from Egypt) and Exodus 19-20 (God gives Torah to Moses & Decalogue)</p> <p>http://www.mechon-mamre.org/p/pt/pt0201.htm</p> | |
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Sept 29 Class cancelled Rosh Hashana

Read the Rosh Hashana home ritual <http://www.jewfaq.org/prayer/roshhash.htm>

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| <p>6. Oct 6</p> | <p>The Second Temple Judaism</p> | <p>FILM: Heritage, civilization and the Jews. Vol.2. The shaping of tradition. Episode 3</p> | <p>Segal Textbook: Chapter 2 The Second Temple Era: 21-39</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>Yom Kippur in Hebrew Bible Primary Source: Leviticus 16: 1-34 http://www.mechon-mamre.org/p/pt/pt0316.htm</p> <p>Roman Sources on Jews and Judaism http://www.fordham.edu/halsall/ancient/roman-jews.html</p> <p>Primary Sources: Read the story of Jewish Resistance against the Romans that leads to holiday of Chanukah I Maccabees 1:1-57 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/ANCDOCS/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> |
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| 7. Oct 6 | Rabbinic Judaism 1 | Intro to Talmud Group Discussion: Chapter 2: Tractate Baba Metzia 22 a and 22b | Segal Textbook: Chapter 3: 40-59 Neusner Textbook: How Judaism Reads Scripture 29-34 Recommended: Preview Web CT Primary Source for class discussion: Tractate Baba Metzia 21 http://www.halakhah.com/babamezia/babamezia_21.html#chapter_ii | Film: YouTube: Jewish Law Orthodox Jews living in the Modern World http://www.youtube.com/watch?v=oIWgRS3wpgA Explore a page of Talmud to understand its different parts http://people.ucalgary.ca/~elsegal/TalmudPage.html |
| 8. Oct 11 | Rabbinic Judaism 2 Discuss Sukkot | In group: What do you learn about Jewish belief or practice from your reading? What do you learn about Rabbinic Judaism from your reading? | Neusner Textbook: Sayings of the Founders: 12-16 Imitating God: Virtue and the Doctrine of Emotions 44-55 The Jew Who Wasn't There: Halakha and the Jewish Woman, 80-87 | Primary Sources: Sukkot in Hebrew Bible: Leviticus 16:40-44 http://www.mechon-mamre.org/p/pt/pt0323.htm 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/ Online Sources: Read the Sukkot home ritual http://www.jewfaq.org/prayer/sukkot.htm |
| 9. Oct 16 Midterm Study Guide posted tonight | Medieval Judaism | Film: Heritage, Civilization and the Jews: The Crucible of Europe Episode 4 | Segal Textbook: Chapter 4: 60-69 Neusner Textbook: The Reasons for the Commandments, 56-59 | Expulsion of Jews from France 1182 http://www.fordham.edu/halsall/jewish/1182-jewsfrance1.html Early Anti-Jewish text http://www.fordham.edu/halsall/source/1200geraldwales-cistconv.html Jews blamed for black death http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html Jews Expelled from Spain http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html Pact of Umar (Jews under Muslim Rule) http://www.fordham.edu/halsall/source/pact-umar.html 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 |

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| 10. Oct 18 | Mysticism Guest Lecture Dr Josee Posen | | <p>WEB CT READINGS The Zohar, Pritzker Edition, Translation and Commentary by Daniel C. Matt, Stanford University Press, 2003, volume II (ie 2) , p 29-48.</p> <p>Wrapped in a Holy Flame: Teachings and Tales of the Hasidic Masters, by Rabbi Zalman Schachter Shalomi, edited by Nataniel M. Miles-Yepez. Jossey-Bass, San Francisco, 2003 , first edition. Chapter: Soul Matters, p. 117-128</p> | <p>Recommended: Textbook Chapter 12: The Mystic Path Mysticism during the Talmudic Era</p> <p>Online Sources Kabbala Basic Tenets http://www.chabad.org/kabbalah/article_cdo/aid/380345/jewish/Rashbi-Basic-Kabbala-Tenets.htm</p> <p>Israel as Rose Among Thorns http://www.chabad.org/kabbalah/article_cdo/aid/432174/jewish/The-Rose-Among-the-Thorns.htm</p> |
| <p>Oct 20 IN CLASS MIDTERM</p> | | | | |
| 11. Oct 25 | Judaism in the Modern World | Emancipation, Enlightenment, Religious Reform | <p>Required: Neusner Textbook: Abraham Geiger, 114-117 Founders of Orthodox Judaism, Raphael Hirsch, 133-137 The Historical School Zechariah Frankel and Heinrich Graetz, 150-156</p> <p>Review this when preparing for exam, only recommended for today: Segal Textbook: Chapter 7: 107-128 (up to Sephardic)</p> | <p>Primary Source: Reconstructionism Mordecai Kaplan http://www.sacred-texts.com/jud/wants.htm</p> <p>Primary Source: Reform Judaism 1885 Pittsburgh Platform http://www.sacred-texts.com/jud/1885.htm</p> <p>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/~els_egal/363_Transp/Orthodoxy/SRHirsch.html</p> <p>Primary Source: Conservative Judaism's stance on Halakha: http://www.myjewishlearning.com/practices/Ritual/Jewish_Practices/Halakhah/Jewish_Law/Contemporary_Attitudes/Conservative.shtml</p> |

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| 12. Oct 27 | Hasidism | Film a Life Apart 98 mins | Neusner Textbook:, Hasidism, Martin Buber, 104-113 | <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 Primary Source: Read Hasidic Stories Online: http://www.chabad.org/library/article_cdo/aid/6588/jewish/C_hassidic.htm</p> <p>Online Source: 10 Principles of the Baal Shem Tov http://www.baalshemtov.com/en-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> |
| 13. Nov 1 | Reform Judaism & Jewish Ethics Guest Speaker Rabbi Garten | | Neusner Textbook: Borrowitz, Finding a Jewish View of a Just Society 118-123 | <p>Online Source: Overview Reform Practices http://www.jewishvirtuallibrary.org/jsource/Judaism/reform_practices.html</p> <p>Primary Source: Reform Statement http://www.jewishvirtuallibrary.org/jsource/Judaism/reformstatement.html</p> <p>Neusner Textbook: Contemporary Reform Judaism Speaks, The Limits of Liberal Judaism, 124-132</p> |
| 14. Nov 3 | Orthodox Judaism and God and the World Guest Speaker Rabbi Bulka | | <p>Segal Textbook: Chapter 9: God and the World: 153-162</p> <p>Bring questions about science, nature, healing, anything about God acting in the world (or not acting)</p> | <p>Neusner Textbook: Modern Orthodoxy in the New Age: 241-248</p> <p>Neusner textbook: Rackman, Contemporary Orthodox Judaism Speaks: A Challenge to Orthodoxy 138-149</p> |

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| 15. Nov 8 | Sacred History Guest Speaker Rabbi Popky | | Segal Textbook: Chapter 10: Israel's Sacred History 163- 181 | Neusner Textbook: Positive Historical Judaism Exhausted: Reflections on a Movements Future, 166-182 |
| 16. Nov 10 | The Sacred Calendar | Film clip: Shabbat Case Study: Keeping Shabbat | Segal Textbook: Chapter 18 Primary Sources: Genesis 2:1-3 http://www.mechon- mamre.org/p/pt/pt0102 .htm#1 Exodus 16:26 http://www.mechon- mamre.org/p/pt/pt0216 .htm#26 Exodus 20:8-11 http://www.mechon- mamre.org/p/pt/pt0220 .htm#8 | Online Sources: Jewish Calendar (http://www.jewfaq.org/calendar .htm http://www.jewfaq.org/calendr2. htm Shabbat overview http://www.jewfaq.org/shabbat. htm Read the Shabbat evening home ritual http://www.jewfaq.org/prayer/sh abbat.htm Read the Havdallah home ritual http://www.jewfaq.org/prayer/ha vdalah.htm Primary Source: Shabbat as a Sanctuary in time: Abraham Joshua Heschel http://www.myjewishlearning.co m/practices/Ritual/Shabbat_Th e_Sabbath/Themes_and_Theol ogy/Sanctuary_in_Time.shtml JOFA (Orthodox feminist Journal) articles on holidays and Shabbat link on web ct |

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| 17. Nov 14 | Judaism and Daily Life: | Case Study: Keeping Kosher | <p>Segal Textbook: 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 tefilin http://www.jewfaq.org/prayer/talilit.htm</p> <p>Overview of keeping Kosher: http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Kashrut_101.shtml?P_RRI</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/odysseys/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> |
| 18. Nov 17 | Holocaust | Guest Speaker: | <p>Neusner Textbook: The Voice of Auschwitz, 313-320 A Voice Beyond Auschwitz: Holiness, 321-329</p> | <p>Recommended: 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> |

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| <p>19. Nov 22</p> <p>Note: Professor Butler will not be there but you will be escorted by the TA and greeted by Cantor Shneur Bielak</p> | <p>Optional Field Trip: Synagogue Visit at Agudath Israel</p> <p>Places of Worship</p> | <p>Review for Exam: Segal Chapter 16</p> | <p>Students who attend this synagogue visit receive 2 participation marks. Please sign the attendance sheet for credit.</p> <p>Agudath Israel Congregation 1400 Coldrey Avenue, Ottawa, Ontario K1Z 7P9 Phone 613-728-3501</p> <p>Students who cannot attend and want to earn the participation marks may do so independently (at any synagogue) and write about the synagogue in light of the required reading chapter 16 in Segal (250 words). Due by Dec 1. Hand in in-class.</p> | |
| <p>20. Nov 24</p> <p>Living History Assignment is due on web ct Nov 24 at midnight</p> | <p>Gender and Judaism: Key Issues</p> | | <p>Neusner Textbook: In Your Blood Live, 212-219 From Equality to Transformation, 220-224 Women and Men Praying Together in Judaism, 330-343</p> | <p>See online journals:</p> <p>Nashim http://muse.jhu.edu/journals/nashim/toc/nsh6.1.html</p> <p>Women and Judaism http://wjudaismlibrary.utoronto.ca/index.php/wjudaismlibrary</p> <p>JOFA http://www.jofa.org/about.php/publications/jofajournal</p> <p>See online library at JOFA http://www.jofa.org/about.php/who/online/online.html</p> |
| <p>21. Nov 29</p> <p>Final Study Guide posted tonight</p> | <p>Justice and Morality</p> <p>Sin & Repentance</p> | <p>In class: Discuss Al Chet prayer. Print and bring to class.</p> | <p>Segal "Justice and Morality:", Chapter 14</p> <p>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</p> | <p>Peer Reviewed Scholarly Source Web CT: Can You Spare a Loan? The Evolution of Tzedaka (Charity) in Rabbinic Literature," <i>JOFA Journal</i>, VI, 3, 2007, 4-5 http://www.jofa.org/social.php/participation/tzedaka</p> <p>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</p> <p>Commentary on Confession http://www.myjewishlearning.com/holidays/Jewish_Holidays/Yom_Kippur/In_the_Community/Prayer_Services/Confession.shtml?HYJH</p> <p>YouTube : Rabbi Steinsaltz : Finding (ethical) directives in the Talmud http://www.youtube.com/watch?v=ol1nfh923zc&feature=related</p> <p>YouTube : Jewish argument against human cloning http://www.youtube.com/watch?v=6tbIMy4vzEA</p> |

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| <p>22. Dec 1</p> | <p>Death and Afterlife</p> | | <p>Segal Textbook: Chapter 11: 182-188</p> <p>Neusner Textbook: Visiting the Sick, Burying the Dead: 60-64</p> <p>How to Die, From the Histalkut Hanefesh, 65-69</p> <p>To Hold With Open Arms, 70-75</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/it/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> |
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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 22 scheduled class meetings without valid and documented reasons for these absences will not pass the course.**

Participation: Learning Support Services Workshops: Earn a maximum of 5 participation points by attending 3 workshops or 1.5 marks per workshop. You must sign in at the workshop to receive credit.

Learning Support Services' (LSS) mission is to educate Carleton students of the skills and strategies needed to be independent and active learners, and to achieve academic success. LSS programs and services promote learning and development in students by helping them strengthen academic skills and by teaching students the strategies necessary for achieving their goals.

Your course has been registered in the Incentive Program offered through LSS. By attending study skills workshops in LSS, it is our hope that you are developing and expanding on your current academic skill set. There are over 20 different workshops to choose from. ELIGIBLE Topics include:

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| Academic Integrity | Balancing Styles | Time Management |
| Academic Reading | Note-Taking | Tips for New |
| Memory & Concentration | School Lectures | Students |
| Critical Thinking | Preparing for Exams | Research Skills |
| Effective Presentations | Managing Procrastination | Writing Essays |

All workshops are held in room 402 ML. To see the complete workshop schedule and to preregister (although not mandatory) please login to Carleton Central, and click on the SASC Learning Support Services – workshops link under the mySuccess tab. If you attend 5 or more workshops you can earn your Study Skills Certificate to be added to your co-circular record.

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 with the TA. 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. ALWAYS EMAIL ME DIRECTLY AT deidre_butler@carleton.ca. DO NOT USE THE MAIL IN WEB CT AS THIS WILL SIGNIFICANTLY DELAY MY RESPONSE TO YOU.

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: The Religion program uses the Chicago Manual of Style as its standard style. Use it for all citations. I also strongly recommend using RefWorks for your citations. See the Library web site for information on both. <http://www.library.carleton.ca/help/citing-your-sources>
<http://www.library.carleton.ca/services/refworks>

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

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

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

How to cite Scripture / Rabbinic Sources: There are standard abbreviations for each book in the Hebrew Bible or the Talmud, check online if in doubt. Cite the edition you are using in the List of Works Cited at the end of your assignment. To cite Hebrew Bible, use the following format: Book Chapter:Verse (Gen. 23:13-16 for Genesis Chapter 23 verse 13 to 16). To cite Talmud, if it is from the Babylonian Talmud (the most commonly cited, also referred to as Bavli), use the following format: BT Book folio page (BT San. 64a-b for Babylonian Talmud Sanhedrin folio 64a and b). If you need help citing, ask the Librarian, TA or professor of this course.

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

Attendance: Your high school teachers may have told you “no one will be making you go to class when you go to university!” but that's only part of the story. Students who have excellent attendance do much better than students who miss a class here and there. You are expected to attend each and every class, the same way you are expected to be present for every shift at a job. You are rewarded twice for every class you attend: First by being there and learning, exploring and reinforcing the content for that day so that you will succeed in assignments and exams. Second, through participation and attendance marks. Make getting to class each and every day a priority.

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

Learn to think like a professor:

What does a professor want from you? If the course outline has objectives, look them over. Most professors don't want you to just memorize material, they want you to gain knowledge, improve your skills, and think critically about the material. Why did your professor want you to learn this? Why does this matter? How does it connect to other things I am learning? What fact or step in the argument is missing? Whether you are reading a text, listening to a lecture, studying for an exam or writing an essay always ask “So what? Why does this matter?”

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

1. **What TYPE of text is it?** Primary or Secondary source? Textbook, encyclopaedia entry, scholarly article, web site, news article, fiction, memoir?

2. **What is the TOPIC of the reading?** This can be answered broadly: “The topic of the reading is homosexuality in Christianity” A scriptural passage might be “laws concerning sexuality” or “love poetry”, a textbook chapter might be “overview of history of menstruation laws” or “summary of wedding rituals”,
3. **OVERVIEW OR CENTRAL ARGUMENT:** For texts that do not include analysis or arguments (i.e. an encyclopaedia article) be able to **SUMMARIZE the content**. Be able to quickly summarize the main issues raised by the text OR be able to identify the three most important points. For scholarly readings (and opinion pieces) that do include argument and analysis be able to answer: **What is the CENTRAL ARGUMENT?** Most academic articles you will read in university are secondary sources that analyse or interpret primary sources (scripture, historical documents, laws, philosophic arguments, scientific data etc)
4. **EVALUATE the argument / analysis.** Saying that an article is easy to read or that you like the writing style or topic is not a critical response. Critically responding to the text asks more significant questions: Is the text accurate, well argued, biased? Why? Is there something you find particularly interesting or insightful? Is there a weakness? Be ready to argue your case with specific examples.

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. 5, 2011**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2012**.

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 Nov.11, 2011 for the Fall term and March 7, 2012 for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

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 |