

<p>CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p>RELI 2110A: JUDAISM Fall 2017 Canal Building 2202 Tues Thursday 11:35-12:55</p>
<p>Dr. Deidre Butler deidre_butler@carleton.ca Office hours : Tuesday & Thursday 1:00-2:00 pm or by appointment.</p> <p><i>If we remain in the Canal building office hours will likely be held in the Canal building immediately following class. TBD</i></p>	<p>Contact: best by email deidre.butler@carleton.ca.</p> <p><i>Emails are not normally answered evenings and weekends and may take up to 2 business days to return during very busy periods.</i></p>
<p>Description: This 2000 level course explores Judaism as a lived religious tradition, practiced by men and women, that takes place in diverse communities across Canada and around the world. We begin with the premise that Judaism is defined by the teachings, beliefs and practices that form the core of Jewish communal life. From this point of view, Judaism is both historical and evolving; rooted in traditions yet diverse in its many expressions, responding to changing contexts, reflecting on its past and looking towards its own future. Practiced by Jews in communities all around the world, Judaism is a dynamic and complex tradition that includes a range of teachings and practices. This diversity can be a challenge for students who are at the early stages of studying Judaism. One way into this problem is to begin where Jewish communities begin in defining their own identity: Jews understand themselves as standing in relationship to, and in continuity with, a historical past as expressed through sacred texts. With historical primary source texts as our entry point we will explore the teachings, traditions, practices and formative experiences of the Jewish people. To this end, films will be also be shown and several guest speakers from the local and national Jewish community will be invited into the class throughout the semester to illustrate the diversity of Judaism in Canada and around the world.</p>	
<p>Required Texts: Required readings prepare you for class lectures, discussions and site visits. Always read the required text prior to the site visit. Required texts include online readings linked through the CU Learn web site</p> <ul style="list-style-type: none"> • Satlow, Michael. 2003. <i>Creating Judaism: History, Tradition, Practice</i>. New York: Colombia University Press. 2003. (CJ) • Holtz, Barry W. <i>Back to the Sources</i>. New York: Simon & Schuster. 2006. <p>Online Jewish sources (including Hebrew Bible) may be read on Sefaria.org</p> <p>Quick Citation Guide: Chicago Manual of Style (Notes and Bibliography) http://www.chicagomanualofstyle.org/tools_citationguide.html</p> <p>Course Citation Guide for Hebrew Bible and Rabbinic sources: Attached to “Cheeseburger” Assignment</p>	<p>Required for all students:</p> <p>15% “Why can’t I eat a cheeseburger” Primary Source Assignment. due: in class, October 31, 11:35 am)</p> <p>15 % “Live Judaism” Short Essay Assignment due: Nov 20 (4 pm Religion drop box, Paterson 2a)</p> <p>Required: Complete 2 of 3 (drop lowest grade if all three are attempted or do not attend/submit 3rd).</p> <p>35% Midterm Test: October 19, in class</p> <p>35% Final Exam: TBA, during exam period</p> <p>35% Contemporary Debates Assignment: Research Essay hand in Dec 7 in class to receive grade and comments, hand in Dec 12 receive grade only) OR present poster at in class poster session (Nov 30 limited spaces)</p> <p>Total: 100%</p> <p>Bonus marks: You may earn up to 5% in bonus marks by doing extra credit assignments. Details in class.</p>

<p>Tests are 2/3 lecture based, 1/3 textbook based. Regular attendance is key to succeeding in this course.</p> <p>Course slides are normally posted on CU Learn by midnight the night before a lecture in pdf format. <u>They do not contain all content from the lecture but provide a roadmap of the lecture plus all quotations from texts we will discuss in class.</u></p>	<p><i>A note on independent course web sites/ course sharing sites from the University: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).</i></p>
<p><i>We acknowledge that the land on which we gather to meet for this course is the traditional unceded territory of the Algonquin Anishnaabeg people.</i></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 to have the absence excused.</p>

THINGS YOU NEED TO KNOW: 2000 LEVEL LECTURE

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

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

In the case of a missed in-class exam you are expected to complete an alternate exam or assignment as there is a choice of requirements. In either a missed final exam or a deferral of the final exam, the replacement exam may not take the same format as the original. In most cases a missed exam is replaced with a 100% essay exam.

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

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

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

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

Plagiarism:

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

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

Style: The Religion program uses the Chicago Manual of Style (humanities or footnote and bibliography style) as its standard style. Use it for all citations. I also strongly recommend using citation management software/sites/apps for your citations. See the Library web site for information on both. I prefer Zotero.

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

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

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

<https://owl.english.purdue.edu/owl/resource/717/01/> (Chicago manual of style resource)

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

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

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

How to cite Scripture / Rabbinic Sources: See the Cheeseburger assignment.

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. 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.

Date	Topic / Activity Required Reading / Assignments	Recommended readings and online sources
Sept 7	<p>Intro to course Course requirements, culture, Academic study of Religion</p> <p>Registered late? Missed the class? Read the syllabus and read online: What is Judaism http://www.jewfaq.org/judaism.htm</p>	<p>Intro to Religious Studies https://www.youtube.com/watch?v=nWEwtPkPSEo</p> <p>From Indiana University: 10 best reasons to study Jewish Studies: http://www.indiana.edu/~jsp/prospective/tenReasons.shtml</p> <p>10 photos of Jews: http://popchassid.com/10-photos-to-remind-you-that-jews-dont-fit-into-a-stereotype-and-never-have/</p> <p>Jewish identity in the news: Wonderwoman: Are Jews White? http://comicbook.com/dc/2017/05/31/wonder-woman-person-of-color/</p> <p>http://forward.com/culture/373658/gal-gadots-wonder-woman-is-white-lets-not-pretend-otherwise/?attribution=tag-article-listing-3-headline http://blogs.timesofisrael.com/yes-ashkenazi-jews-including-gal-gadot-are-people-of-color/</p>
Sept 12	<p>Judaism in Canada workshop <i>Registered late? Missed the class? Read the reading and complete the reader's guide on your own.</i></p> <p>Schnoor, Randal F. "The Contours of Canadian Jewish Life." <i>Contemporary Jewry</i> 31, no. 3 (2011): 179-97. http://www.jstor.org/stable/23882399. (on reserve)</p> <p>See reader's guide on CU learn for questions you will work on in the workshop. Print or prepare to access in class.</p>	<p>CJ Chapter 1</p> <p>Tulchinsky, Gerald. <i>Canada's Jews: A people's journey</i>. Toronto: University of Toronto Press. 2008.</p> <p>Abella, Irving. 1998. <i>Canadian Jewry: past, present and future</i>. Inaugural Lecture, J. Richard Schiff Chair for the Study of Canadian Jewry. Centre for Jewish Studies, York University.</p> <p>Brown, Michael. 2007. Canadian Jews and multiculturalism: Myths and realities. <i>Jewish Political Studies Review</i> 19: 3-4.</p>

<p>Sept 14</p> <p>*heavy reading week</p>	<p>Hebrew Bible: Creating Judaism</p> <ul style="list-style-type: none"> • Creating Judaism (CJ): “Creating Judaism” 69-95 <p>Sources you should be familiar with. We will discuss in class. Bring printed copy or have access on your laptop for group discussion.</p> <ul style="list-style-type: none"> • Genesis Chap 12: 1-5 (covenant with Abraham) • Genesis Chap 15: Covenant • Genesis Chapter 16: Sarah and Hagar • Genesis Chap 17 (story of Abraham and covenant of circumcision) <p>To read the Hebrew Bible online, I recommend www.Sefaria.org Look under “Browse”. Follow the link “Tanakh” (acronym that denotes the Hebrew Bible) and then follow link to each individual book of the bible.</p>	<p>Lefkowitz, Lori Hope. <i>In Scripture : The First Stories of Jewish Sexual Identities</i>. Lanham, Md: Rowman & Littlefield Publishers, 2010.</p> <p>Charmé, Stuart, Bethamie Horowitz, Tali Hyman, and Jeffrey S. Kress. "Jewish Identities in Action: An Exploration of Models, Metaphors, and Methods." <i>Journal of Jewish Education</i> 74, no. 2 (2008): 115-143.</p>
<p>Sept 19</p> <p>*heavy reading week</p>	<p>Hebrew Bible: Narrative</p> <ul style="list-style-type: none"> • Holtz, Barry W. “Biblical Narrative” in <i>Back to the Sources</i>. New York: Simon & Schuster. 2006. (BTTS) 31-82 • Learn about Rosh Hashanah: http://www.myjewishlearning.com/article/rosh-hashanah-101/ <p>In class discussion of Gen 1-3</p>	<p>Baskin, Judith R. "Rabbinic Judaism and the Creation of Woman." <i>Shofar</i> 14, no. 1 (1995): 66-71. http://www.jstor.org/stable/42942211.</p> <p>Dresner, Samuel H. "Homosexuality and the Order of Creation." <i>Judaism: A Quarterly Journal of Jewish Life and Thought</i> 40, no. 3 (1991): 309.</p>
<p>Sept 21</p> <p>NO class or office hours today</p> <p>Rosh Hashana began sundown Sept 20 ends sundown Sept 22</p>		
<p>Sept 26</p>	<p>Hebrew Bible: Law</p> <ul style="list-style-type: none"> • BTTS Biblical Law 83-104 • Yom Kippur 101 http://www.myjewishlearning.com/article/yom-kippur-101/ 	<p>Douglas, Mary. “The Abominations of Leviticus.” In <i>Purity and Danger: An Analysis of Concepts of Pollution and Taboo</i>, 50–70. Routledge ClassiCJ. London ; New York: Routledge, 2005.</p> <p>Lewittes, Mendell. “Creation and Commandment” in <i>Principles and development of Jewish law: the concepts and history of rabbinic jurisprudence from</i></p>

		<p><i>its inception to modern times</i>. New York, N.Y.: Bloch Pub. Co. 1987. 11-18</p> <p>Harris, Marvin. "The Sacred Cow and the Abominable Pig: Riddles of Food and Culture." In <i>The Sacred Cow and the Abominable Pig: Riddles of Food and Culture</i>, New York: Simon & Schuster. 1985.</p>
<p>Sept 28</p> <p>*heavy reading week</p>	<p>Second Temple Period</p> <p>CJ: "Between Athens and Jerusalem" 96-115</p> <p>Learn about Sukkot http://www.myjewishlearning.com/article/sukkot-101/</p> <p>In class: The Story of the Jews: Part 1, chapter 4 to end of Part 1. Available on demand through Library http://catalogue.library.carleton.ca/record=b3884086</p> <p>Bonus marks opportunity: Attend Canadian Jewish Experience Launch/lecture with Dr. Victor Rabinovitch. MacOdrum Library. 2-4 pm.</p>	<p>Segal, Alan F. The Second Temple Period in <i>The Cambridge guide to Jewish history, religion, and culture</i>, eds. Baskin, Judith R., and Kenneth Seeskin. 2010. 34-57</p>
<p>Oct 3</p> <p>Sukkot begins sundown Oct 4</p>	<p>The Rabbis</p> <p>CJ: "The Rabbis" 115-140</p>	<p>Baskin, Judith R. "A Separate People: Rabbinic Delineations of the worlds of Women" in <i>Midrashic Women: Formations of the Feminine in Rabbinic Literature</i>. Waltham, MA: Brandeis University Press. 2015. 141-160</p>
<p>Oct 5</p>	<p>Rabbinic Concepts</p> <p>CJ: "Rabbinic Concepts" 140-163</p> <p>Tomorrow: Information Session for Israel Travel Course (May 2-22, 2018) – Wednesday October 11th from 3-5pm, in the Humanities Seminar Room (2A46).</p>	<p>Labovitz, Gail. "More Slave Women, More Lewdness: Freedom and Honor in Rabbinic Constructions of Female Sexuality." <i>Journal of Feminist Studies in Religion</i> 28, no. 2 (2012): 69-87.</p>
<p>Oct 10</p>	<p>Living the Law: Overview Mitzvoth</p> <p>CJ: "Mitzvot" 164-186 Learn about Shemini Atzeret & Simcha Torah http://www.myjewishlearning.com/article/s</p>	<p>"Shabbat Issue of the JOFA Journal". JOFA Journal , 8 , 1 , 2009 , Spring .</p> <p>What is Shabbat? http://www.jewishvirtuallibrary.org/what-is-shabbat-jewish-sabbath</p>

	hemini-atzeretsimchat-torah-101/ In class: “Why Follow the Commandments” source sheet	
Oct 12 Shmini Atzeret begins tonight at sundown, Simcha Torah tomorrow at sundown Midterm study guide available tonight online	Extra topic TBA	
Oct 17 Review Class Assignment Tips	Assignment overview: “Cheeseburger” Assignment How to cite sources: Chicago Manual of Style, Midterm Review Review for Midterm (go over study guide in advance of class, bring questions to class) Bonus: Bring one kosher food item to class for 1 bonus point. Snacks will be shared in class. Non-perishables will be donated to the Kosher Food Bank Learn about how to identify Kosher food here: http://www.myjewishlearning.com/article/ask-the-expert-kosher-symbols/ Office hours are cancelled today while Professor Butler is speaking at a symposium. Contact Prof. Butler early to make other arrangements to meet if needed.	
Oct 19 In class Midterm	In class Midterm <i>If you miss the midterm, you may still complete other requirements and pass the course.</i> <i>Because this option is open, midterms are not normally rescheduled and may only be replaced with an essay exam.</i> <i>Students may opt to not attend the midterm today if they intend to complete other elements.</i> <i>As the lowest grade is dropped, students are welcome to attempt the midterm at no risk.</i> MEC will correspond by email with each PMC student to confirm their seat reservation in the Exam Room.	

Oct 23 no class Fall Break		
Oct 25 no class Fall Break		
Oct 31 Cheeseburger assignment due at beginning of class	Medieval Judaism: Jews under Islam Cohen, Mark R. "Medieval Jewry in the World of Islam." In <i>The Oxford Handbook of Jewish Studies</i> , edited by Martin Goodman, Jeremy Cohen, and David Sorkin, 193-218. Oxford and New York: Oxford University Press, 2004. (on reserve)	Recommended: BTTS Medieval Jewish Philosophy 261-304 Recommended: CJ: From Moses to Moses 209-228 In class: Pact of Umar "The Status of Non-Muslims Under Muslim Rule" https://sourcebooks.fordham.edu/source/pact-umar.asp (online)
Nov 2 Cheese burger Assignment due in class 11:35am	Medieval Judaism: Jews under Christianity Guest speaker: Professor Marc Saurette, Carleton University, Early Modern and Medieval Studies Reading: Excerpts from: Rosenwein, Barbara H. <i>Reading the Middle Ages: Sources from Europe, Byzantium, and the Islamic World</i> . Toronto: University of Toronto Press, 2014. <ul style="list-style-type: none"> • 5.9 Martyrs in the Rhineland: Rabbi Eliezer b. Nathan ("Raban"), <i>O God, Insolent Men</i> (early to mid-12th c.). Original in Hebrew. 267-271, • 7.15 Jews in England: <i>Statute of the Jewry</i> (1275) and <i>Petition of the "Commonalty" of the Jews</i> (shortly after 1275). Originals in Latin and French, respectively. 413-415, • 8.4 Blaming the Jews: Heinrich von Diessenhoven, <i>On the Persecution of the Jews</i> (c.1350). Original in Latin. 446-447. (on reserve) Blog post: <i>Race, Racism and the Middle Ages</i> , by Matthew Chalmers. http://www.publicmedievalist.com/anti-semitism-before-semites/	<ul style="list-style-type: none"> • Jews blamed for black death http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html (read any one of the historical texts that make the accusation) • Expulsion of Jews from France 1182 http://www.fordham.edu/halsall/jewish/1182-jewsfrance1.html • Early Anti-Jewish text http://www.fordham.edu/halsall/source/1200geraldwales-cistconv.html • Jews Expelled from Spain http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html Modern day Marrano (hidden) Jews who are rediscovering their Jewish identity in Columbia http://www.tabletmag.com/news-and-politiCJ/38694/question-of-faith/?utm_source=Tablet+Magazine+List&utm_campaign=cdf1fad427-7_8_2010&utm_medium=email
Nov 7	Modern Judaism CJ: East and West 250-287	Mendes-Flohr, Paul and Jehuda Reinharz, eds. <i>The Jew in the Modern World: A Documentary History</i> . New York: Oxford University Press, 2011.

<p>Nov 9</p>	<p>Hasidism Film: A World Apart: Hasidism in America</p> <p>BTTS 361-402 Teachings of the Hassidic Masters</p>	<p>Stampfer, Shaul. "How and Why did Hasidism Spread?" <i>Jewish History</i> 27, no. 2/4 (2013): 201-219.</p> <p>Stoker, Valerie. "Drawing the Line: Hasidic Jews, Eruvim, and the Public Space of Outremont, Quebec." <i>History of Religions</i> 43, no. 1. 2003. 18-49. doi:10.1086/381321.</p> <p>Video: "Ultra Orthodox Fashion Choices decoded by a Hipster" (Hebrew with subtitles) https://goo.gl/1KcE9L</p>
<p>Nov 14</p>	<p>Reform Judaism Guest speaker: Rabbi Morais, Temple Israel</p> <p>Reading TBA</p>	<p>Prell, Riv-Ellen. "The Vision of Woman in Classical Reform Judaism." <i>Journal of the American Academy of Religion</i> 50, no. 4 (1982): 575-89.</p> <p>Browse contemporary Reform responsa http://ccarnet.org/rabbis-speak/reform-responsa/</p> <p>Meyer, Michael A. "Classical Reform Judaism", in <i>Response to modernity: a history of the Reform Movement in Judaism</i>. Detroit: Wayne State Univ. Press. 1998. 264-295</p> <p>Menkis, Richard. 2004. Both peripheral and central: Towards a history of Reform Judaism in Canada. <i>CCAR Journal: A Reform Jewish Quarterly</i> 51(4): 24–36.</p>
<p>Nov 16</p> <p>Live Judaism Ritual Assignment due Monday Nov 20 4 pm</p>	<p>Orthodox Judaism Guest speaker: Rabbi Scher, Machzikei Hadas synagogue</p> <p>TBA</p>	<p>The state of Orthodox Judaism today http://www.jewishvirtuallibrary.org/the-state-of-orthodox-judaism-today</p> <p>Background and Overview http://www.jewishvirtuallibrary.org/background-and-overview-of-orthodox-judaism</p> <p>Modern Orthodoxy A Guide for the Perplexed http://blogs.timesofisrael.com/modern-orthodoxy-a-guide-for-the-perplexed-orthodox-judaism-and-change/</p> <p>Eleff, Zev. <i>Modern Orthodox Judaism: A Documentary History</i>. Philadelphia, PA: The Jewish Publication Society, 2016.</p>
<p>Nov 21</p> <p>prepare advance questions for Holocaust</p>	<p>Death & The World to Come</p> <p>Abromovitch, Henry. "Death" in <i>20th Century Jewish Religious Thought: Original Essays on Critical Concepts, Movements, and Beliefs</i>. Eds. Mendes-Flohr, Paul R. and</p>	<p>"Life, Death and Mourning" http://www.jewfaq.org/death.htm</p> <p>Death and Mourning http://www.jewishvirtuallibrary.org/death-and-mourning-in-judaism</p>

<p>survivor Kati Morrison</p>	<p>Arthur Allen Cohen. 1st JPS ed. Philadelphia: Jewish Publication Society, 2009. 131-135 (on reserve)</p> <p>Prayer: The Mourner's Kaddish http://www.jewishvirtuallibrary.org/the-mourners-kaddish</p> <p>Prayer: Vidui Prayer http://www.chabad.org/library/article_cdo/aid/364287/jewish/The-Viduy-Confession-Prayers.htm</p>	
<p>Nov 23</p>	<p>The Holocaust: Religious Responses</p> <p>Jan van Pelt, Robert. "Persecution", in <i>Modern Judaism: an Oxford guide</i>. Eds. De Lange, N. R. M., and Miri Freud-Kandel. Oxford: Oxford University Press. 2005. 42-53 (on reserve)</p> <p>Fackenheim, Emil. "The 614th Commandment," in <i>The Jewish Return into History: Reflections in the Age of Auschwitz and a New Jerusalem</i>. New York: Schocken Books, 1978. 19-24 (on reserve)</p> <p>Read 2 responsa from the Holocaust so that you are able to use as examples in our discussion http://www.ou.org/jewish_action/04/2013/responsa_from_the_holocaust/</p>	<p>View: https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film (38 minutes) (If you learn better through reading text, read the recommended reading from the USHMM)</p> <p>Review if you need an introduction to the history of the Holocaust: History of the Holocaust: An Overview from USHMM http://www.ushmm.org/education/foreducators/resource/pdf/history.pdf</p> <p>Witness : Voices from the Holocaust 86 minutes http://www.library.yale.edu/testimonies/education/thematic.html</p> <p>Nazi Source Documents speaking about Jews and the Final Solution: http://shamash.org/holocaust/denial/nazi_doc.txt</p> <p>Greenberg, Gershon. "Hasidic Thought and the Holocaust (1933–1947): Optimism and Activism." <i>Jewish History</i> 27, no. 2/4 (2013): 353-375.</p>
<p>Nov 28 Guest Speaker: Holocaust survivor Kati Morrison</p>	<p>The Holocaust: Survivor Narratives</p> <p>Guest Speaker: Holocaust survivor Kati Morrison</p> <p>Required viewing: https://carleton.ca/ches/ottawa-holocaust-survivors-testimonials/full-length/#9</p> <p>Required reading: Hartman, Geoffrey H. "Learning from Survivors: The Yale Testimony Project." <i>Holocaust and Genocide Studies</i> 9, no. 2. 1995. 192-207. (on reserve)</p>	<p>Levi, Primo. "Survival in Auschwitz," in <i>A Holocaust reader: responses to the Nazi extermination</i>, ed. Morgan, Michael. New York, Oxford University Press. 2001. 19-26</p> <p>Wiesel, Eli. "A Plea for the Dead," in <i>A Holocaust reader: responses to the Nazi extermination</i>, ed. Morgan, Michael. New York, Oxford University Press. 2001. 67-78</p>

<p>Nov 30</p> <p>In class poster sessions</p>	<p>Contemporary Debates: TBD: Circumcision, Intermarriage, same sex marriage, Female / Gay ordination? Transgender, Conversion, Israel, Kosher?</p> <p>TBA</p>	<p>Reform response: same sex marriage https://ccarnet.org/responsa/same-sex-marriage-kiddushin/</p> <p>several orthodox articles about women's ordination / serving as rabbis / leaders http://www.yeshivatmaharat.org/ordination/</p> <p>Modern Orthodox: RCA policy statement on women rabbis http://www.rabbis.org/news/article.cfm?id=105835</p> <p>Traditional Orthodox statement on ordination of women (2017) https://torarabbis.org/2017/01/12/statement-on-ordination-of-women-as-rabbis/</p> <p>Reform response: Circumcision of a Transgender female https://ccarnet.org/responsa/nyp-no-5769-6/</p> <p>Conversion crisis: http://www.jta.org/2017/06/28/news-opinion/israel-middle-east/israels-controversial-conversion-bill-explained</p>
<p>Dec 5</p> <p>Guest speaker Rabbi Kenter</p>	<p>Conservative Judaism Rabbi Eytan Kenter, Kehillat Beth Israel synagogue</p> <p>Debate: Homosexuality, same sex marriage and same sex divorce</p> <p>Rabbis Elliott Dorff, et al. Homosexuality, Human Dignity and Halakhah: A combined responsum for the committee on Jewish Law and Standards. Pages 1-20 https://www.rabbinicalassembly.org/sites/default/files/assets/public/halakhah/teshuvot/20052010/dorff_nevins_reisner_dignity.pdf</p>	<p>Browse contemporary Rabbinic responsa (answers to questions) from the conservative movement: http://www.rabbinicalassembly.org/jewish-law/committee-jewish-law-and-standards</p> <p>Hollander, D. "Resources to Begin the Study of Jewish Law in Conservative Judaism." <i>Law Library Journal</i> 105, no. 3 (2013): 305-320.</p>
<p>Dec 7 Last class</p> <p>Hand in Contemporary debates assignment beginning of class today to get graded with comments</p>	<p>Guest Speaker: Shimon Fogel, CEO Centre for Israel and Jewish Affairs</p> <p>Israel: Jewish Thought & Identity The Land of Israel in Modern Jewish Thought http://www.myjewishlearning.com/article/the-land-of-israel-in-modern-jewish-thought/</p> <p>Emanuele Ottolenghi. "A National Home" in <i>Modern Judaism: an Oxford</i></p>	<p>Uzi Rebhun and Chaim I Waxman, Editors, <i>Jews in Israel: Contemporary Social and Cultural Patterns</i>, Brandeis University Press, 2004.</p> <p>Troen, S. Ilan, and Rachel Fish. <i>Essential Israel essays for the 21st century</i>. Bloomington: Indiana University Press. 2017</p> <p>Novak, David. "Arguing Israel and the Holocaust." <i>First Things: A Monthly Journal of Religion and</i></p>

	<p><i>guide</i>. Eds. De Lange, N. R. M., and Miri Freud-Kandel. Oxford: Oxford University Press. 2005. 54-65 (on reserve)</p> <p>Pew Report: "Connection with and Attitudes towards Israel" http://www.pewforum.org/2013/10/01/chapter-5-connection-with-and-attitudes-towards-israel/</p>	<p><i>Public Life</i> (2001): 11. Academic OneFile (accessed August 13, 2017).</p>
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Dec 12

Hand in contemporary debates assignment today and only receive grade (no detailed comments)
Those who handed in assignment on Dec 7 will receive graded with comments assignment back at review session.
Review session TBD



University Regulations for All Humanities Courses

Copies of Written Work Submitted

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

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found on <https://carleton.ca/registrar/academic-integrity/#AIatCU>.

Academic Accommodation Policy

Academic Accommodation

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

Pregnancy obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Grading System at Carleton University

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

[Grading System Chart](#)

Course Sharing Websites and Copyright

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

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Statement on Class Conduct

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

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and

preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Deferred Term Work

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

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

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

Deferred Exams

Students who do not write/attend a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination.

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

The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance.

More information can be found [in the calendar](#).

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

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA.

NEW FALL 2017: WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term. Students may withdraw on or before the last day of classes.

Dates can be found here: <http://calendar.carleton.ca/academicyear/>

Department Contact Information

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

CollegeOfHumanities@cunet.carleton.ca

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

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

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

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

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

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

Student Resources on Campus

[CUKnowHow Website](#)