

<p>CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p>JUDAISM RELI 2110A: FALL 2013 Mondays and Wednesdays 2:35-3:55</p>
<p>Dr Deidre Butler deidre_butler@carleton.ca</p>	<p>OFFICE HOURS Mondays 12-1, Wednesdays 11-12, Thursday 12-1 or by appointment Office: Paterson Hall 2a49 Phone: 613-520-2600 ext 8106 (email preferred)</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 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 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 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 online and linked through CULearn <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. Regular attendance is key to succeeding in this course.</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>

Course Goals: At the end of this course the student will:

- ❑ 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 diversity within the Jewish tradition.
- ❑ Be able to understand Jewish beliefs and practices in relation to their historical and communal contexts.
- ❑ Develop critical reading, writing and thinking skills.

Students are encouraged to keep track of all 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 finalized until shortly before the grades are submitted (10 days after the final exam).

Element	Value	Date	Description
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. You may earn 1 point here for the synagogue field trip. ○ 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. 3.5 = regular contributions, 3 = frequent contributions, 1-2 = occasional contributions. Each would be lowered by poor attendance, lack of preparation or unhelpful contributions. You may earn 1 point here for the synagogue field trip and 1 other participation point for bringing in a kosher food item on Nov 18 – Notice these additional elements are necessary to get 5 points. ▪ <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). ○ Learning Support Services workshops: Max 5 points attend 3 for full 5 marks. 2 marks per workshop. Remember to sign in. See below for details of which workshops are eligible.
Midterm In class exam	35%		<p>Multiple choice and may include short answer and short essay. 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%		<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

			<p>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</p> <p>OR</p> <ul style="list-style-type: none"> ▪ Community Service Learning Assignment Service: 6-9 hours community service (there will be an in class presentation to explain) and essay: (4-5 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. Spaces are limited and you must apply.
Final Exam	35%	During Exam Period	<p>Multiple choice and may include short answer and short essay. 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 CULearn announcements for bonus marks assignment opportunities. Due 2 weeks after the event, none accepted after last class. Hand in in-person in class only.

Class #	Today & Required Readings	Recommended
Sept 9 Rosh Hashana began sundown Sept 4	<p>Introduction to the course:</p> <ul style="list-style-type: none"> ○ How do we study Religion? ○ How do we study Judaism? ○ Quick intro to Rosh Hashana <p>Community Service Learning presentation</p>	<ul style="list-style-type: none"> ○ YouTube Lady Gaga Spoof http://www.youtube.com/watch?v=uJG9FEipYnl&feature=related ○ If you miss the first class: What is Judaism http://www.jewfaq.org/judaism.htm ○ Intro to Rosh Hashana http://www.jewfaq.org/holiday2.htm
Sept 11 Yom Kippur begins sundown Sept 13	<p>Intro to Judaism Part 1 Who is a Jew? What is Judaism Quick Intro to Yom Kippur</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Introduction: 1-8 ○ Who is a Jew http://www.jewfaq.org/whoisjew.htm ○ Genesis Chap 17 (story of Abraham and covenant of circumcision) http://www.mechon-mamre.org/p/pt/pt0117.htm ○ Intro to Yom Kippur http://www.jewfaq.org/holiday4.htm 	<ul style="list-style-type: none"> ○ Yom Kippur in Hebrew Bible Leviticus 16: 1-34 http://www.mechon-mamre.org/p/pt/pt0316.htm ○ Attitudes towards non-Jews http://www.jewfaq.org/gentiles.htm ○ A story of conversion: http://www.tabletmag.com/life-and-religion/15619/taking-the-plunge/ ○ Interested in Jewish music? http://www.fordham.edu/Halsall/jewish/jewishbook.asp ○
Sept 16	<p>Intro to Judaism Part 2</p> <ul style="list-style-type: none"> ○ Film: Green Chariot 48 mins, Hebrew with English Subtitles <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Rebecca Alpert, "Jewish Identity and Jewish Genetic Diseases" <i>The Reconstructionist</i> 7:2 (Spring 2007) 69-84 http://www.bjpa.org/Publications/downloadPublication.cfm?PublicationID=418 	<ul style="list-style-type: none"> ○ 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

<p>Sept 18</p> <p>Sukkot begins tonight at sundown</p>	<p>Hebrew Bible: Part 1</p> <ul style="list-style-type: none"> ○ Narrative Genesis Creation Stories and Ethics ○ (recommend you bring bible readings to class) ○ Quick intro to holiday of Sukkot <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 1: 11-20 ○ Genesis Chapt 1-3 (First and Second Creation accounts) http://www.mechon-mamre.org/p/pt/pt0101.htm ○ Overview of holiday Sukkot http://www.jewfaq.org/holiday5.htm <p><i>*read ahead for next class –heavy reading week</i></p>	<ul style="list-style-type: none"> ○ Jewish History Timeline: http://www.jewishvirtuallibrary.org/jsource/History/timeline.html ○ 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/ ○ Read the Sukkot home ritual http://www.jewfaq.org/prayer/sukkot.htm <p><i>Last day of registration for fall term and fall/winter courses. Last day to change courses or sections (including auditing) for fall/winter and fall term courses. Last day of registration for fall term and fall/winter courses. Last day to change courses or sections (including auditing) for fall/winter and fall term courses.</i></p>
<p>Sept 23</p>	<p>The Hebrew Bible: Part 2</p> <ul style="list-style-type: none"> ○ Story of Exodus (recommend you bring bible readings to class) ○ Quick intro to Holiday of Simchat Torah <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Exodus Chap 1-14 (story of Moses and Exodus from Egypt) and ○ Exodus 19-20 (God gives Torah to Moses & Decalogue) http://www.mechon-mamre.org/p/pt/pt0201.htm 	<ul style="list-style-type: none"> ○ intro to Simchat Torah http://www.jewfaq.org/holiday6.htm ○ Read about the concept of Tradition in Judaism. Especially note role of Moses and Sinai: http://www.jewishvirtuallibrary.org/jsource/judaica/ejud_0002_0020_0_19989.html ○ Easy to understand reading about how each denomination understands revelation from Sinai (popular source written by Orthodox rabbi): http://www.myjewishlearning.com/holidays/Jewish_Holidays/Shavuot/Themes_and_Theology/Denominations_on_Revelation.shtml

<p>Sept 25</p> <p>Simchat Torah begins tonight at sundown</p>	<p>The Second Temple:</p> <ul style="list-style-type: none"> ○ Temple-based Judaism to the beginnings of Rabbinic Judaism ○ FILM: Heritage, civilization and the Jews. Vol.2. The shaping of tradition. Episode 3 (55 minutes) <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 2 The Second Temple Era: 21-39 ○ Read Chapter 1 of Josephus to learn about Essenes, Sadducees and Pharisees from his point of view, <i>Antiquities of the Jews</i>. http://www.ccel.org/j/josephus/works/ant-18.htm 	<ul style="list-style-type: none"> ○ Roman Sources on Jews and Judaism http://www.fordham.edu/halsall/ancient/roman-jews.html ○ 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 ○ 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 ○ See the earliest inscription dating one of the first synagogues in the 1st century http://www.kchanson.com/ANCDocs/greek/theodotus.html ○ See archeological site at Capernum with early synagogue http://www.pohick.org/sts/capernaum.html ○ Learn about the Dead Sea Scrolls and Qumran community http://www.ibiblio.org/expo/deadsea.scrolls.exhibit/intro.html
<p>Sept 30</p>	<p>Rabbinic Judaism Part 1</p> <ul style="list-style-type: none"> ○ Intro to Talmud ○ Group Discussion: Talmud: Tractate Baba Metzia 21 a and 21b <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 3: 40-59 	<ul style="list-style-type: none"> ○ Film: YouTube: Jewish Law Orthodox Jews living in the Modern World http://www.youtube.com/watch?v=ojWgRS3wpqA ○ Explore a page of Talmud to understand its different parts http://people.ucalgary.ca/~elsegal/TalmudPage.html ○ Preview Online Source for class discussion: Tractate Baba Metzia 21 http://www.halakhah.com/babamezia/babamezia_21.html#chapter_ii
<p>Oct 2</p>	<p>Rabbinic Judaism Part 2</p> <ul style="list-style-type: none"> ○ Rabbinic Judaism and Jewish Beliefs, Ethics, and Tradition ○ In group: Discuss Pirkei Avot ○ Discuss Sukkot <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Pirkei Avot (Ethics / Sayings of the Founders/Fathers) http://www.shechem.org/torah/avot.html ○ Rachel Adler, "The Jew Who Wasn't There: Halakha and the Jewish Woman," in Heschel, S. (ed). <i>On Being a Jewish Feminist: A Reader</i>, Schocken, 1983. http://jwa.org/feminism/html/pdf/JWA001c.pdf 	<ul style="list-style-type: none"> ○ Talmud a Day on Slate http://www.slate.com/articles/life/faithbased/2012/07/daf_yomi_what_can_you_learn_from_reading_a_page_of_talmud_every_day.html ○ Browse contemporary Rabbinic responsa (answers to questions) from the conservative movement: http://www.rabbinicalassembly.org/jewish-law/committee-jewish-law-and-standards ○ Browse contemporary Reform responsa http://ccarnet.org/rabbis-speak/reform-responsa/ ○ A selection of responsa from the Holocaust http://www.ou.org/jewish_action/04/2013/responsa_from_the_holocaust/

Oct 7	Medieval Judaism <ul style="list-style-type: none"> ○ Film: Heritage, Civilization and the Jews: The Crucible of Europe Episode 4 	<ul style="list-style-type: none"> ○ Expulsion of Jews from France 1182 http://www.fordham.edu/halsall/jewish/1182-jewsfrance1.html
	Required Readings: <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 4: 60-69 ○ Jews blamed for black death http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html ○ Pact of Umar (Jews under Muslim Rule) http://www.fordham.edu/halsall/source/pact-umar.html 	<ul style="list-style-type: none"> ○ 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-politics/38694/question-of-faith/?utm_source=Tablet+Magazine+List&utm_campaign=cdf1fad427-7_8_2010&utm_medium=email
Oct 9	Judaism in the Modern World <ul style="list-style-type: none"> ○ Emancipation, Enlightenment, Religious Reform Required Readings: <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 7: 107-128 (up to Sephardic) ○ “Mary Antin, A Little Jewish Girl in the Russian Pale, 1890” http://www.fordham.edu/halsall/mod/1890antin.asp 	<ul style="list-style-type: none"> ○ Michael Meyer, “Where Does Modern Jewish History Begin?”, http://www.jewishideasdaily.com/5770/features/where-does-the-modern-period-of-jewish-history-begin/ ○ Are you a visual learner? 90,000 plus photographs of Jewish life –synagogues, cemeteries, Holocaust, etc http://www.jewishphotolibrary.com/ ○ Virtual museum collections http://www.judaica-europeana.eu/virtual-exhibitions.html
Oct 14 Thanksgiving University Closed		
Oct 16	Judaism in the Modern World Part 2: Denominations Required Readings: <ul style="list-style-type: none"> ○ Reform Judaism 1885 Pittsburgh Platform http://www.sacred-texts.com/jud/1885.htm ○ Samson Raphael Hirsch: “Religion Allied to Progress” http://people.ucalgary.ca/~elsegal/363_Transp/Orthodoxy/SRHirsch.html 	

Oct 21	Midterm	
Oct 23	Hasidism Film a Life Apart 98 mins part 1 watch first 70 minutes	<ul style="list-style-type: none"> ○ Hasidic Story: A Joke Made in Heaven http://www.chabad.org/library/article_cdo/aid/482519/jewish/A-Joke-Made-in-Heaven.html ○ Read Hasidic Stories Online: http://www.chabad.org/library/article_cdo/aid/6588/jewish/Chassidic.html ○ Online Source: 10 Principles of the Baal Shem Tov http://www.baalshemtov.com/ten-principals.html ○ National Geographic: Inside Hasidism Video: http://natgeotv.com/za/inside-hasidism/videos/newly-hasidic-life
Fall Break NO CLASSES Oct 28 and Oct 30		
Nov 4	Reform Judaism & Jewish Ethics Guest Speaker Rabbi Garten	<p>Film on Demand Carleton Library: Title: Reform Judaism Overview Reform Practices http://www.jewishvirtuallibrary.org/jsource/Judaism/reform_practices.html</p> <p>Reform Judaism speaking about its own history and future http://www.reformjudaism.org/history-reform-judaism-and-look-ahead-search-belonging</p> <p>Reform Statement http://www.jewishvirtuallibrary.org/jsource/Judaism/reforms_tate.html</p> <p>Gateway to dozens of brief articles about different ethical issues and how Judaism engages them: http://www.jewishvirtuallibrary.org/jsource/Judaism/jewethic_toc.html</p> <p>Collection of ethical questions collected by chabad (Hasidic halakhically observant) http://www.chabad.org/library/article_cdo/aid/145404/jewish/Jewish-Ethics-Morality.htm</p>
	Required Readings: TBA	
1. Nov 6	Reconstructionist Judaism & Devotion to One God Guest Speaker Rabbi Bolton	<ul style="list-style-type: none"> ○ Reconstructionist Judaism FAQ http://www.jewishrecon.org/resource/faqs-reconstructionist-approaches-jewish-ideas-and-practices <p><i>NOV 8: Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for December examinations.</i></p>
	<p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Chapter 8 ○ Prayer by Mordecai Kaplan http://www.sacred-texts.com/jud/wants.htm 	

<p>Nov 11</p>	<p>Conservative Judaism & Sacred History Guest Speaker Rabbi Popky Quick intro to Chanukah</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 10: Israel's Sacred History 163-181 ○ Online Source: Intro to Chanukah: http://www.jewfaq.org/holiday7.htm 	<ul style="list-style-type: none"> ○ Conservative Judaism's stance on Halakha: http://www.myjewishlearning.com/practices/Ritual/Jewish_Practices/Halakhah_Jewish_Law_/Contemporary_Attitudes/Conservative.shtml
<p>Nov 13 Chanukah begins tonight at sundown</p>	<p>The Sacred Calendar Case Study: Keeping Shabbat</p> <ul style="list-style-type: none"> ○ Required Readings: ○ Segal Textbook: Chapter 18 ○ 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 	<ul style="list-style-type: none"> ○ Jewish Calendar http://www.jewfaq.org/calendar.htm http://www.jewfaq.org/calendr2.htm ○ Shabbat overview http://www.jewfaq.org/shabbat.htm ○ Read the Havdallah home ritual http://www.jewfaq.org/prayer/havdalah.htm ○ Read the Shabbat evening home ritual http://www.jewfaq.org/prayer/shabbat.htm <p>Read in class: 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</p>
<p>Nov 18</p>	<p>Judaism and Daily Life:</p> <ul style="list-style-type: none"> ○ Case Study: Keeping Kosher ○ Earn Participation 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>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 17 ○ Kashruth/ Kosher: Jewish Dietary Laws: http://www.jewfaq.org/kashrut.htm ○ Jewish Diversity and Innovation: The View from the Kitchen http://jwa.org/teach/golearn/nov06 	<ul style="list-style-type: none"> ○ Read the prayer and instructions for wearing tefillin http://www.jewfaq.org/prayer/tallit.htm ○ Read the Shma prayer http://www.jewfaq.org/prayer/shema.htm ○ Overview of keeping Kosher: http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Kashrut_101.shtml?PRRI ○ How to make a kitchen kosher http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Keeping_Kosher/Kashering_Making_Kosher_.shtml ○ Keeping Kosher for the first time http://www.aish.com/spirituality/odysseys/Keeping_Kosher3_Kicking_and_Screaming.asp ○ 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/ ○ 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/

Nov 20	<p>The Holocaust Guest speaker TBA</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ The Holocaust: The Destruction of European Jewry http://www.ushmm.org/education/foreducators/resource/pdf/CH5_The_Holocaust.pdf 	<ul style="list-style-type: none"> ○ 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 ○ Witness : Voices from the Holocaust 86 minutes http://www.library.yale.edu/testimonies/education/thematic.html ○ 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 ○ Nazi Source Documents speaking about Jews and the Final Solution: http://shamash.org/holocaust/denial/nazi_doc.txt
Nov 22	<p>Gender and Judaism: Key Issues</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Judith Plaskow, "The Coming of Lilith," (Jewish feminist Midrash) http://jwa.org/sites/jwa.org/files/golearn/golearnsep07-excerpt.pdf ○ Norma Baumel Joseph, "Searching for a Woman's Voice in Responsa Literature", <i>Shofar</i>, 16:4, 1998, 40-51. http://www2.jofa.org/pdf/Batch%201/0067.pdf 	<ul style="list-style-type: none"> ○ Interested in Jewish women and/or feminism? http://jwa.org/ ○ Interested in Jewish feminist orthodox thought? http://www.jofa.org/ ○ Tefillin Barbie: Considering Gender and Ritual Garb. http://jwa.org/teach/golearn/jan08 ○ <i>Nashim</i> (scholarly journal on Jewish women, gender, feminism) http://muse.jhu.edu/journals/nashim/toc/nsh6.1.html ○ <i>Women and Judaism</i> (scholarly journal) http://wjudaism.library.utoronto.ca/index.php/wjudaism ○ See online library at JOFA http://www.jofa.org/about.php/who/onlinelibrary
Nov 25 Professor Butler away at AAR conference	<p>Optional Field Trip: Synagogue Visit at Machzikei Hadas with tour by Rabbi Bulka</p> <p>Places of Worship</p> <p>There will be questions from this reading on the exam. Attending the class visit will help you understand that material (and other class material) better and you are strongly encouraged to attend if at all possible.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Required reading for Exam: Segal Chapter 16 <p>FYI: On Facebook: Ottawa Jewish Archive has historical photos and histories of the first synagogues in Ottawa.</p>	<p>Students who attend this synagogue visit receive 2 participation marks (1 in attendance and 1 in participation – not to exceed the maximum for each). Please sign the attendance sheet for credit.</p> <p>Machzikei Hadas Modern Orthodox Synagogue 2310 Virginia Dr Ottawa, ON (613) 521-9700</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 4. Hand in in-class.</p> <p><i>Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).</i></p>

Nov 27	<p>Justice and Morality Sin & Repentance</p> <p>In class: Discuss Al Chet prayer. Print and bring to clas</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 14 ○ 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 	<ul style="list-style-type: none"> ○ 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/participatio/tzedaka ○ Commentary on Confession http://www.myjewishlearning.com/holidays/Jewish_Holidays/Yom_Kippur/In_the_Community/Prayer_Services/Confession.shtml?HYJH ○ YouTube: Jewish argument against human cloning http://www.youtube.com/watch?v=6tBlMy4vzEA
Dec 2	<p>Death and Afterlife</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Chapter 11: 182-188 ○ The Mourner’s Kaddish http://www.ou.org/news/article/kaddish ○ Vidui Prayer http://www.chabad.org/library/article_cdo/aid/364287/jewish/The-Viduy-Confession-Prayers.htm ○ Psalm 23 http://www.mechon-mamre.org/p/pt/pt2623.htm 	<ul style="list-style-type: none"> ○ Funeral Service http://www.chabad.org/library/article_cdo/aid/282451/jewish/The-Funeral-Service-and-the-Interment.htm ○ Jtube clip: the 3 Coolers: http://www.aish.com/j/jt/94684504.html ○ Death http://www.jewfaq.org/death.htm ○ Afterlife http://www.jewfaq.org/olamhaba.htm
Dec 4	<p>Sex & Marriage</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ “Marriage in Judaism” http://jwa.org/encyclopedia/article/marriage ○ “Mikveh” http://jwa.org/encyclopedia/article/mikveh ○ Contraception in Jewish law http://jwa.org/encyclopedia/article/contraception 	<ul style="list-style-type: none"> ○ Orthodox Rabbi’s view of sex http://www.yoatzot.org/article.php?id=143 ○ Lesbianism in Jewish Law http://www.utoronto.ca/wjudaism/journal/vol1n1/v1n1zeid.htm ○ “Sex” by Daniel Boyarin (sex/gender) http://jwa.org/encyclopedia/article/sex
Dec 9	<p>Conclusions and Final Exam Review</p> <p>Fall term ends. Last day of fall-term classes. Last day for academic withdrawal from fall term courses Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.</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.**

Participation: Learning Support Services Workshops: Earn a maximum of 5 participation points by attending 3 workshops or 2 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:

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

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, 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.

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, popular, 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 Judaism" 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? What connections can you make to other material? Why is this important? 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. 9, 2013**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2014**.

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. 8, 2013** for the Fall term and **March 7, 2014** 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