

CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM	JUDAISM RELI 2110B - WINTER 2015 TUESDAYS AND THURSDAYS 8:35 - 9:55
Dr. Susan Landau-Chark Susan.LandauChark@carleton.ca	OFFICE HOURS TUESDAY 10:30 - 11:30, THURSDAY 10:30 - 11:30 or BY APPOINTMENT Office: Paterson Hall 2a35 Phone: 613-520-2600 ext 2103 (email preferred)
<p>This 2000 level course presents the teachings, beliefs, practices and institutions that are central to Jewish communal life. Attention will be paid to key historical events, the evolution of religious communal institutions, and developments in Jewish thought, especially as these contributed to the creation of a dynamic and richly diverse tradition that includes a range of teachings and practices. Students will be introduced to historical primary source texts: these will be the basis for exploring the formative experiences of the Jewish people. Films will be also be shown, and there will be several guest speakers invited into the class throughout the semester to illustrate the diversity of Jewish life in Canada.</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>. London and New York: Routledge, Taylor & Francis Group. 2008. (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 be looking at biblical texts to discuss in class.</p> <p>REGULAR ATTENDANCE IS KEY TO SUCCEEDING IN THIS COURSE</p>	<p>COURSE REQUIREMENTS</p> <p>10% Class Attendance and Participation 30% Assigned Tasks* (3) 25% Engaging with Jewish Life Assignment 35% Final Take-Home Exam</p> <p>NOTE: Any student who misses more than 10 scheduled class meetings without valid and documented reasons for these absences is not eligible to pass the course.</p> <p>Students who miss a class for religious reasons MUST email the professor in advance.</p>
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<p>COURSE GOALS: At the end of this course the student will</p> <ul style="list-style-type: none"> • Be conversant with the beliefs, practices and history of Judaism. • Be familiar with the rich textual traditions of rabbinic Judaism and its role in contemporary Jewish life. • Gain an appreciation for diversity within the Jewish tradition. • Be able to identify and distinguish the contemporary varieties of Jewish belief and practice in Canada, North America and around the world. • Develop critical reading, writing and thinking skills.
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Students are encouraged to keep track of all grades until the final grade is posted. If you see an error, email the Professor Landau-Chark. Note that participation and online grades will not be finalized until shortly before the grades are submitted.

CLASS ATTENDANCE AND PARTICIPATION:

Participation and attendance are required. Absence from class lowers discussion grade; if you are not in class, you obviously cannot participate. Excellent participation and attendance can raise your grade. Poor attendance or participation can lower your grade. Students shy about participating in class discussions should speak with the professor on this issue so that alternate ways may be advised for your participation.

Lectures will not repeat the contents of the textbook. Rather, they will provide opportunities to discuss the assigned readings, to focus on specific issues, and to supplement the information contained in the textbooks. Students will be assumed to have prepared the assigned readings for each class session.

Assignment	Value	Date	Description
Attendance and Participation	10%	Ongoing	<p>Participation points may be earned in 3 different ways up to a maximum of 10 points = 10%</p> <p>1) <u>Excellent Attendance</u>: Max 5 points. Be sure to sign the attendance sheet each class. 1 free absence.</p> <p>2) <u>Participation</u>: In Class and/or online: Max 5 points.</p> <ul style="list-style-type: none"> • In-class participation should take the form of constructive engagement in class discussions 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. • Online participation should take the form of thoughtful reflections posted on CULearn throughout the semester. Focus should be 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). <p>3) <u>Learning Support Services workshops</u>: Max 5 points attend 3 for full 5 marks. 2 marks per workshop. You must sign in at the workshop to receive credit. Your course has been registered in the Incentive Program offered through LSS.</p> <p>By attending study skills workshops in LSS, it is our hope that you are developing and expanding your current academic skill set. There are over 20 different workshops to choose from. http://carleton.ca/lss/incentive-program/</p>

Assignment 1	10%	February 10	Short Paper: 3-4 pages. Reflections on Pirke Avot
Assignment 2	10%	February 26	Short Paper: 3-4 pages. Reflection on Tkinnes
Assignment 3	25%	April 2	<p>Engaging with Jewish Life: 1st draft due March 3; Final copy due IN CLASS April 2)</p> <p>There are 5 options for this assignment:</p> <p>1) Observe the Sabbath for one 25 hour period (Fri sundown – Sat sundown)</p> <p>2) OR Keep Kosher for one 24 hour period (Breakfast/Lunch/Dinner)</p> <p>3) OR Visit a religious service, ceremony or house of worship (Any one of these practices: Orthodox, Conservative, Reform, Reconstruction, or Jewish Renewal)</p> <p>4) OR Focus on a particular issue within Judaism and compare two different approaches within Judaism.</p> <p>5) OR Explore an aspect of the Jewish experience that you might wish to study in more detail. Topic to be chosen in consultation with Professor. Proposal should include thesis statement, preliminary bibliography and outline of paper.</p> <p>All of the above require scholarly research and are to be approached from the observer perspective. A bibliography is required and should contain academic resources. Wikipedia is NOT AN OPTION.</p> <p>Paper length - Minimum 6 pages -- Maximum 12 pages (not including bibliography). Detail on how to approach these assignments will be posted</p>
Assignment 4	10%	April 2	Short Paper: Reflection on one (only) of the seven (7) videos either shown in class or given as required viewing.
Assignment 5	35%	April 23	Final Take-Home Exam
Bonus Marks	5%	April 7	If I know your name at the end of the semester (without assistance) you will automatically receive this bonus mark.

Class#/Date	Today & Required Readings	Recommended
Class 1 Jan 6	Introduction to the course <ul style="list-style-type: none"> How do we study Religion? How do we study Judaism? 	<ul style="list-style-type: none"> If you miss the first class: What is Judaism http://www.jewfaq.org/judaism.htm
Class 2 Jan 8	Introduction to Judaism <ul style="list-style-type: none"> What is Judaism Who is a Jew Film: Green Chariot, 48 mins, Hebrew with English Subtitles <hr/> Required Readings: <ul style="list-style-type: none"> Segal Textbook: Introduction, pp 1-7 Judaism 101:Who is a Jew http://www.jewfaq.org/whoisjew.htm Genesis: Ch32:25-29 http://mechon-mamre.org/p/pt/pt0132.htm 	<ul style="list-style-type: none"> Jewish History Timeline: http://www.jewishvirtuallibrary.org/jsourc/History/timeline.html Judaism 101: Attitudes towards non-Jews http://www.jewfaq.org/gentiles.htm Judaism 101: What do Jews Believe http://www.jewfaq.org/beliefs.htm C. A. Blomquist, ``A Story of Conversion`` (September 14, 2009) http://tabletmag.com/jewish-life-and-religion/15619/taking-the-plunge
Class 3 Jan 13	Laying the Foundation <ul style="list-style-type: none"> Abraham`s journey Moses and the Exodus <hr/> Required Reading: <ul style="list-style-type: none"> Segal Textbook: Ch. 1, pp 11-20 Genesis:Ch.17:1-27 http://www.mechon-mamre.org/p/pt/pt0117.htm Exodus:Chs.1 (Background to the Exodus), 14 (Fleeing Egypt), 19-20 (Meeting G-D at Sinai) http://www.mechon-mamre.org/p/pt/pt0201.htm 	<ul style="list-style-type: none"> Abraham`s Story: BBC: Religion http://www.bbc.co.uk/religion/religions/judaism/history/abraham_1.shtml Rabbi Allen Selis, ``Jewish Denominations on Revelation From Sinai to schism,`` MyJewishLearning http://www.myjewishlearning.com/holidays/Jewish_Holidays/Shavuot/Themes_and_Theology/Denominations_on_Revelation.shtml
Class 4 Jan 15	The Second Temple Period <ul style="list-style-type: none"> Rebuilding of the Second Temple The emergence of Rabbinic Judaism <hr/> Required Readings: <ul style="list-style-type: none"> Segal Textbook: Ch.2, pp 21--39 Flavius Josephus, <i>Antiquities of the Jews</i>, Book 18, Ch. 1 on the Essenes, Sadducees and Pharisees 	<ul style="list-style-type: none"> Ancient History Sourcebook: Roman Sources on the Jews and Judaism, 1 BCE-110 CE (Fordham University) http://legacy.fordham.edu/halsall/ancient/roman-jews.asp Archeological site: An early synagogue at Capernum. http://www.pohick.org/sts/capernaum.html The Qumram Community http://www.ibiblio.org/expo/deadsea.scrolls.exhibit/Community/communit.html

<p>Class 5 Jan 20</p>	<p>Rabbis and Their Writings</p> <ul style="list-style-type: none"> ● Introduction to Mishnah ● Introduction to Talmud <hr/> <p>Required Readings:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch.3, pp 40-59 ○ Masechet Bava Metzia - An Introduction to the Tractate (April 27, 2009) Copyright 2014 ©The Aleph Society. (accessed Dec 9, 2014) http://www.steinsaltz.org/learning.php?pg=Daf_Yomi&articleId=1361 <p>Group Discussion - Come Prepared</p> <ul style="list-style-type: none"> ○ Babylonian Talmud: Tractate Baba Mezi'a Ch. 1, 2a, 2b http://www.come-and-hear.com/babamezia/babamezia_2.html#chapter_i 	<ul style="list-style-type: none"> ○ Eliezer Segal, A Page from the Mishna http://people.ucalgary.ca/~elsegal/TalmudMap/Mishnah.html ○ Eliezer Segal, A Page from the Babylonian Talmud http://people.ucalgary.ca/~elsegal/TalmudPage.html ○ Miriam Krule, On the Same Page (Slate.com, July 30 2012) http://www.slate.com/articles/life/faithbased/2012/07/daf_yomi_what_can_you_learn_from_reading_a_page_of_talmud_every_day_.html July 30 2012 (accessed Dec 9, 2014)
<p>Jan 16</p>	<ul style="list-style-type: none"> ● Last day for registration for winter term courses. ● Last day to change courses or sections (including auditing) for winter term courses 	
<p>Class 6 Jan 22</p>	<p>Rabbis and their Writings (Cont) Guest Speaker: Rabbi Arie Chark</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Rabbi Arie Chark, Translation and Commentary of Mishna Pirke Avot https://www.academia.edu/9613325/The_Serenity_Within_Us_A_Translation_and_Interpretation_of_Mishna_Pirqe_Avot_and_Siddur_Avot_with_Commentary 	<ul style="list-style-type: none"> ○ The Rabbinical Assembly: Committee on Laws and Standards (Conservative) http://www.rabbinicalassembly.org/jewish-law/committee-jewish-law-and-standards ○ Reform Responsa http://ccarnet.org/rabbis-speak/reform-responsa/
<p>Class 7 Jan 27</p>	<p>Between Islam and Christianity Film: Heritage, Civilization and the Jews: The Crucible of Europe Episode 4</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch.4, pp 60-69 ○ Medieval Sourcebook: Bishop of Speyer: Grant of Lands & Privileges to the Jews, 1084 http://legacy.fordham.edu/halsall/source/1084landjews.asp ○ Medieval Sourcebook: Pact of Umar, 7th Century? The Status of Non-Muslims Under Muslim Rule 	<ul style="list-style-type: none"> ○ Jewish History Sourcebook: The Expulsion of the Jews from France, 1182 CE http://legacy.fordham.edu/halsall/jewish/1182-jewsfrance1.asp ○ Jewish History Sourcebook: The Black Death and the Jews 1348-1349 CE http://legacy.fordham.edu/halsall/jewish/1348-jewsblackdeath.asp ○ Jewish History Sourcebook: The Expulsion from Spain, 1492 CE http://legacy.fordham.edu/halsall/jewish/1492-jews-spain1.asp ○ Matthew Fishbane, In Medellín, Jewish converts try to leave the Inquisition, and Colombia's civil war, behind (July 8, 2010) [Dec 11, 2014]

	http://legacy.fordham.edu/halsall/source/pact-umar.asp	http://tabletmag.com/jewish-news-and-politics/38694/question-of-faith
Class 8 Jan 29	<p>Medieval Jewish Philosophy</p> <ul style="list-style-type: none"> ● Maimonides <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch. 5, pp 70-85 ○ Eliezer C. Abrahamson, The Foundations of Jewish Belief http://www.panix.com/~jjbaker/13yesod/os.html 	<ul style="list-style-type: none"> ○ Preface to the Mishna Torah (Maimonides) http://www.mechon-mamre.org/e/e0000.htm
Class 9 Feb 3	<p>The Modern Era: Religious Responses to Emancipation</p> <ul style="list-style-type: none"> ● Reform Judaism ● Orthodoxy <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook: Ch.7, pp 106-121. ○ Michael Meyer, “Where Does Modern Jewish History Begin?”, http://www.jewishideasdaily.com/5770/features/where-does-the-modern-period-of-jewish-history-begin/ ○ Reform Judaism: The Origins of Reform Judaism http://www.jewishvirtuallibrary.org/jsource/Judaism/The_Origins_of_Reform_Judaism.html ○ Samson Raphael Hirsch: “Religion Allied to Progress” http://people.ucalgary.ca/~elsegal/363_Transp/Orthodoxy/SRHirsch.html 	<ul style="list-style-type: none"> ○ Nathan the Wise, by Gotthold Ephraim Lessing http://www.gutenberg.org/files/3820/3820-h/3820-h.htm ○ 1885 Pittsburgh Platform (Declaration of Reform Principles) http://ccarnet.org/rabbis-speak/platforms/declaration-principles/
Class 10 Feb 5	<p>The Religious Lives of Ashkenazi Women</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Chava Weissler, Tkhines http://jwa.org/encyclopedia/article/tkhines ○ Chava Weissler, Bread: Holiness in the Kitchen http://jhom.com/topics/bread/kitchen.html 	
Class 11 Feb 10 PA Paper due	<p>Hasidism</p> <p>Film: A Life Apart (1st 70 minutes)</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch. 6 98-103 ○ Hasidism: Historical Overview 	<ul style="list-style-type: none"> ○ The Ba`al Shem Tov: His Teachings http://baalshemtov.com/the-teachings/ ○ The Ba`al Shem Tov: Prayer http://baalshemtov.com/on-prayer/

	http://www.yivoencyclopedia.org/article.aspx/Hasidism/Historical_Overview	<ul style="list-style-type: none"> ○ National Geographic: A New Convert adjusts to the Hasidic Lifestyle http://natgeotv.com/asia/inside-hasidism/videos/newly-hasidic-life
Class 12 Feb 12	<p>Religious Responses to the New World</p> <ul style="list-style-type: none"> ● Orthodox ● Conservative ● Reform <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch. 7, pp 122-130 ○ Marc Lee Raphael on Reform Judaism ○ JewishVirtual Library: Conservative Judaism http://www.jewishvirtuallibrary.org/jsourc/Judaism/conservatives.html ○ Moshe D. Sherman, Orthodox Judaism in America http://www.myjewishlearning.com/history/Modern_History/1700-1914/Denominationalism/Orthodox/In_America.shtml 	
February 16-20	WINTER BREAK NO CLASSES	
Class 13 Feb 24	<p>The Holocaust</p> <p>Film: Living History Project: Students Talk with Survivors (21:30 min) http://media1.cuol.ca/play.php?file=Profiles/Deidre_Butler/Living_History_Medium.mp4</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ The Holocaust: The Destruction of European Jewry, The United States Holocaust Museum http://www.ushmm.org/m/pdfs/20090831-nazi-ideology-book-destruction-of-european-jewry.pdf 	<ul style="list-style-type: none"> ○ Part I - Holocaust Introductory Background Information https://readtiger.com/isurvived.org/TOC-I.html ○ Witness: Voices from the Holocaust (86 minutes) https://www.youtube.com/watch?v=leqkGOqyWMI ○ George G. Porton, Judaism and Christianity: After the Holocaust - In the wake of the Holocaust, Jewish theologians have challenged Christian thinkers to rework Christianity's traditional pictures of the Jews http://www.myjewishlearning.com/beliefs/Issues/Jews_and_Non-Jews/Attitudes_Toward_Non-Jews/Christianity/After_the_Holocaust.shtml ○ Daniel Keren, Nazi Source Documents: Jews and the Final Solution: http://shamash.org/holocaust/denial/nazi_doc.txt
Class 14 Feb 26	<p>Justice and Morality Ethics, Morality, and Repentance</p> <hr/> <p>Required Reading:</p>	<ul style="list-style-type: none"> ○ Wendy Amsellem, "Can You Spare a Loan? The Evolution of Tzedaka in Rabbinic Literature," JOFA Journal, Vol. 3, 2007, 4-5.

<p>Tkhinnes Paper due</p>	<ul style="list-style-type: none"> • Segal Textbook, Ch. 14, pp 226-235 • Text of Al Chet: the Communal Confession from the Yom Kippur Service <p>Group Discussion – Come Prepared Print off the Traditional prayer and the Contemporary Alternate prayer.</p>	<ul style="list-style-type: none"> ○ Rabbi Louis Jacobs, "Confession (Vidui): A first step toward repairing a wrong," MyJewishLearning http://www.myjewishlearning.com/holidays/Jewish_Holidays/Yom_Kippur/In_the_Community/Prayer_Services/Confession.shtml?HYJH ○ Jewish Virtual Library: Judaism: Issues in Jewish Ethics http://www.jewishvirtuallibrary.org/jsource/Judaism/jewethictoc.html ○ Michael Lerner, "Modern Sins Updating the traditional Yom Kippur confession," MyJewishLearning http://www.myjewishlearning.com/holidays/Jewish_Holidays/Yom_Kippur/In_the_Community/Prayer_Services/Confession/Confessing_Sins/Modern_Sins.shtml?p=3 ○ Rachel Barenblatt, "A personal Al Chet," Velveteen Rabbi blog http://velveteenrabbi.blogs.com/blog/2007/09/a-personal-al-c.html
<p>Class 15 Mar 3 Purim begins Evening of March 4 Reading of the Megillah</p>	<p>Reform Judaism and Jewish Ethics</p> <p>Guest Speaker: Rabbi Steven Garten</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> • Reform Judaism: The Tenets of Reform Judaism http://www.jewishvirtuallibrary.org/jsource/Judaism/reform_practices.html • New South Wales, (Australia) Board of Jewish Education: Judaism and Ethics http://www.bje.org.au/learning/SOR/ethics.html 	<ul style="list-style-type: none"> ○ Issues in Jewish Ethics http://www.jewishvirtuallibrary.org/jsource/Judaism/jewethictoc.html ○ Arnold M. Eisen, Jewish Ethics and the NFL (01/31/2014) http://www.huffingtonpost.com/arnold-m-eisen/jewish-ethics-and-the-nfl_b_4690759.html ○ Holly Lebowitz Rossi, Reform Judaism: The State of Reform Judaism Today http://www.jewishvirtuallibrary.org/jsource/Judaism/reformstate.html
<p>Class 16 Mar 5 Purim</p>	<p>Following the Moon: Sacred Time</p> <ul style="list-style-type: none"> • Shabbat • Purim <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch. 18, pp 277-294 ○ Rabbi Abraham Joshua Heschel, Shabbat as a Sanctuary in time http://www.myjewishlearning.com/practices/Ritual/Shabbat_The_Sabbath/Themes_and_Theology/Sanctuary_in_Time.shtml <ul style="list-style-type: none"> ○ Judaism 101: Purim 	<ul style="list-style-type: none"> ○ Judaism 101: Jewish Calendar http://www.jewfaq.org/calendar.htm http://www.jewfaq.org/calendr2.htm ○ Judaism 101: Shabbat overview http://www.jewfaq.org/shabbat.htm ○ Judaism 101: Shabbat evening home ritual http://www.jewfaq.org/prayer/shabbat.htm ○ Judaism 101: Havdalah home ritual http://www.jewfaq.org/prayer/havdalah.htm ○

	<p>http://www.jewfaq.org/holiday9.htm</p> <p>In Class discussion:</p> <ul style="list-style-type: none"> • 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 	
Mar 6	Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.	
Class 17 Mar 10	<p>G-D and the World: Judaism and Ecology</p> <p>Guest Speaker: Dr. David Brooks</p> <hr/> <p>Required Reading/Viewing:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch. 9, 153-159 ○ Video: A Sacred Duty: Applying Jewish Values To Help Heal The World http://jewishveg.com/asacredduty/ 	<ul style="list-style-type: none"> ○ Rabbi Saul Berman, Jewish Environmental Values - The Dynamic Tension Between Nature and Human Needs http://www.jewishvirtuallibrary.org/jsource/Environment/berman.html
Class 18 Mar 12	<p>Temples Synagogues and Minyamin: Where Jews Pray</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch. 16, pp 245-255 ○ The Synagogue: Background & Overview http://www.jewishvirtuallibrary.org/jsource/Judaism/shul.html ○ Vered Kellner, "Why hasn't the Orthodox egalitarian 'synagogue revolution' taken hold in America?" Feb. 7, 2013 https://www.facebook.com/JOFAorg/posts/423457867728758 	<ul style="list-style-type: none"> ○ Judaism 101: Synagogues, Shuls and Temples www.jewfaq.org/shul.htm ○ Lost Ottawa - Ottawa's first three synagogue buildings... https://www.facebook.com/LostOttawa/posts/452404801525416 ○ Judaica Europeana and the Jewish heritage in Europe http://www.judaica-europeana.eu/ ○ Are you a visual learner? See Jono David's 90,000 plus photographs of Jewish life – HaChayim HaYehudim Jewish Photo Library http://www.jewishphotolibrary.com
Class 19 Mar 17	<p>Judaism and Daily Life: Changing Prayer</p> <p>Film: Half the Kingdom (58 min)</p> <hr/> <ul style="list-style-type: none"> ○ Segal Textbook, Ch.17, pp 257-269. 	<ul style="list-style-type: none"> ○ The Traditional Shema prayer http://www.jewfaq.org/prayer/shema.htm ○ Second Verse of the Shema: Interpretive translation by Rabbi Dina-Hasida Mercy http://www.rabbi-mercy.com/04VhayaEemShamoa.htm

	<ul style="list-style-type: none"> ○ Judaism 101: Jewish Liturgy http://www.jewfaq.org/liturgy.htm ○ Norma Baumel Joseph, "Searching for a Woman's Voice in Responsa Literature", Shofar, 16:4, 1998, 40-51. ○ Matthew Berke, God and Gender in Judaism (First Things, 64, June 1996): 33-38. http://www.firstthings.com/article/1996/06/003-god-and-gender-in-judaism 	<ul style="list-style-type: none"> ○ Judaism 101: Donning tallit and tefillin http://www.jewfaq.org/prayer/tallit.htm ○ Tefillin Barbie: Considering Gender and Ritual Garb http://jwa.org/teach/golearn/jan08 ○ Rachel Adler, The Jew Who Wasn't There: Halacha and Jewish Women http://jwa.org/sites/jwa.org/files/jwa001c.pdf
Class 20 Mar 19	<p>Changing Tradition: Judaisms</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Robert M. Seltzer, "Mordecai Kaplan: Founder of Reconstructionist Judaism." MyJewishLearning http://www.myjewishlearning.com/history/Modern_History/1914-1948/American_Jewry_Between_the_Wars/Reconstructionist_Judaism/Mordechai_Kaplan.shtml ○ JOYS OF JEWISHING - documentary by Sarah Leah Grafstein -- taped over 3 summers 1981-1983 https://www.youtube.com/watch?v=dJFTugJdKUE 	<ul style="list-style-type: none"> ○ Harold M. Schulweis, "Mordecai M. Kaplan, The Founder of Reconstructionism, A Re-enactment, January 19, 2001." http://www.vbs.org/page.cfm?p=866
Class 21 Mar 24	<p>Judaism and Daily Life: Keeping Kosher</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch. 17, 269-273 ○ Judaism 101: Kashruth: Jewish Dietary Laws: http://www.jewfaq.org/kashrut.htm ○ MyJewishLearning: Kashrut 101 http://www.myjewishlearning.com/practices/Ritual/Kashrut_Dietary_Laws/Kashrut_101.shtml?PRRI 	<ul style="list-style-type: none"> ○ Lise Stern, MyJewishLearning: Making 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.ais.com/spirituality/odysseys/Keeping_Kosher3_Kicking_and_Screaming.asp ○ Jewish Diversity and Innovation: The View from the Kitchen http://jwa.org/teach/golearn/nov06 ○ Philip Graitcer and Marit Haahr, Podcast: Always Coca Cola, Not Always Kosher: http://www.tabletmag.com/podcasts/1985/always-coca-cola-not-always-kosher
Class 22 Mar 26	<p>Lifecycle Celebrations: Sex and Marriage</p> <hr/> <p>Required Readings:</p>	<ul style="list-style-type: none"> ○ Rabbi Avraham Peretz Friedman, "Marital Intimacy," an Orthodox perspective on sex http://www.yoatzot.org/article.php?id=143

	<ul style="list-style-type: none"> ○ Segal Textbook, Ch. 19, pp 295-303 ○ Batsheva Sherman, "Marriage in Judaism," Jewish Women's Archive http://jwa.org/encyclopedia/article/marriage ○ Beth Wenger, "Mikveh," Jewish Women's Archive http://jwa.org/encyclopedia/article/mikveh ○ Tirzah Meacham (leBeit Yoreh), "Contraception in Jewish Law," Jewish Women's Archives http://jwa.org/encyclopedia/article/contraception 	<ul style="list-style-type: none"> ○ Reena Zeidman, "Marginal Discourse: Lesbianism in Jewish Law," <i>Women in Judaism: A Multidisciplinary Journal</i> 1 (1997) 1 http://sites.utoronto.ca/wjudaism/journal/vol1n1/v1n1zeid.htm ○ Daniel Boyarin, "Sex," Jewish Women's Archive http://jwa.org/encyclopedia/article/sex ○ Leila Gal Berner, "Charting the New Maps: Reflections on Jewish Lesbian and Gay Life Cycle Celebrations," <i>Reconstructionist</i>, 64 no 2 (Spr 2000): 23-28. http://www.bjpa.org/Publications/details.cfm?PublicationID=4896
<p>Class 23 Mar 31</p>	<p>Death, Mourning and the Afterlife</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch.11, pp 182-186 ○ Jewish Prayers: Mourners Kaddish http://www.jewishvirtuallibrary.org/jsource/Judaism/kaddish.html ○ Zalman Goldstein, The Viduy Confession Prayers http://www.chabad.org/library/article_cdo/aid/364287/jewish/TheViduyConfessionPrayers.htm ○ Psalm 23: The Lord is My Shepherd http://www.mechon-mamre.org/p/pt/pt2623.htm 	<ul style="list-style-type: none"> ○ Judaism 101: Life, Death and Mourning http://www.jewfaq.org/death.htm ○ Maurice Lamm, The Funeral Service and the Interment http://www.chabad.org/library/article_cdo/aid/282451/jewish/TheFuneralServiceandtheInterment.htm ○ Jtube: The Three Coolers: How does the Jewish way of mourning assist in the grieving process? http://www.aish.com/j/jt/94684504.html ○ Judaism 101: Afterlife http://www.jewfaq.org/olamhaba.htm
<p>Class 24 April 2</p> <p>All Papers Due</p>	<p>Passover, the Covenant, and the Quest for Identity</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> ○ Segal Textbook, Ch.8, pp 137-151. ○ S. Daniel Breslauer, "Toward a Theory of Covenant for Contemporary Jews," <i>Covenant: Global Jewish Magazine</i>, Vol.1, Issue 1 (November 2006) http://www.covenant.idc.ac.il/en/vol1/issue1/breslauer.html 	<ul style="list-style-type: none"> ○ Judaism 101: Pesach: Passover http://www.jewfaq.org/holidaya.htm ○ Elon Gilad, "What is Passover?" <i>Haaretz</i>, Apr. 10, 2014 http://www.haaretz.com/jewish-world/passover/1.585044 ○ Tori Avey, "What is Passover?" http://toriavey.com/what-is-passover/ ○ Steven M. Cohen and Arnold M. Eisen, "The Sovereign Self: Jewish Identity in Post-Modern America," <i>Jerusalem Viewpoints</i>, no. 453 (May 2001): 1-10. http://www.jcpa.org/jl/vp453.htm ○ Rebecca Alpert, "Jewish Identity and Jewish Genetic

		Diseases” The Reconstructionist 7:2 (Spring 2007) 69-84 http://www.bjpa.org/Publications/downloadPublication.cfm?PublicationID=418
Class 25 April 7	Summing UP <hr/> Take-Home Final Exam Distributed (Completed Exams due April 23)	Completed Term Projects Due

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.

Contact me: The best way to reach me is through email or office hours. Short questions that can be answered quickly can always be asked in email. If your question requires more than a quick response you are 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. I usually check email daily, however, 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 Susan.LandauChark@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 read and comment on first drafts or outlines 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 along with the good copy

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 for 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.

Indication that any work is not your own will be treated as a case of plagiarism

How to avoid plagiarism:

There is a great deal of information about what plagiarism is and how to avoid it on the Carleton University Library web site.

Failure to cite sources is a form of plagiarism. Please see the University regulations below.

Check for plagiarism in your own work: **Re-read all written assignments to ensure that they include proper citations and do not too closely paraphrase the original text. See the web site for links to online guides about paraphrasing. You may always contact me and ask my opinion about your work.** When in doubt, cite.

Style: The Religion Program uses the Chicago Manual 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. Mixing citation styles is not acceptable.

<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 do not understand what is expected of you.
- You have a learning disability.
- You are extremely shy about speaking in class.
- You are doing poorly in the course and want to improve.
- You do not understand the material.
- You have a problem that is making you do poorly in the course.
- You are ill and cannot come to class.
- If you are going to ask for a deferral for this course from the Registrar

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 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 readings 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?

Is it a Primary or Secondary source? Is it a textbook or encyclopaedia entry? Is it a scholarly article, a popular web site or a news article? Is it fiction or a 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 or 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. 8, 2014**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2015**.

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. 7, 2014** for the Fall term and **March 6, 2015** 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