

RELI 3850A: Religion in Historical and Contemporary Contexts in the 'Holy Land'

RELI 5850S: Religion and Public Life in the 'Holy Land'

<p>CARLETON UNIVERSITY COLLEGE OF THE HUMANITIES RELIGION PROGRAM</p>	<p>May 2-22, 2018</p>
<p>Dr. Deidre Butler Deidre.Butler@carleton.ca</p>	<p>Public course web site for info and uploading blogs about the course www.carleton.ca/studyisrael</p> <p>Official Course Facebook page: public fb page for friends and families to see where we are going. Post photos, videos, tweet about the course. https://www.facebook.com/studyisraelwithZC</p> <p>CU Learn site for readings and grades</p>
<p>Description 3850: This third-year travel course will survey religious history through geographical exploration of sites in what was historically called the "Holy Land": We will explore biblical Israel at the Temple Mount; the origins of Christianity out of Judaism in the Galilee and in Jerusalem; historical and contemporary Islam at the Temple Mount and in Nazareth; Second Temple Judaism at Qumran and Masada; Rabbinic Judaism in ancient synagogues and in a special exhibit at the Israel Museum; the Crusades at the ruins of a Crusader fortress; Jewish mysticism in 17th century Safed; the Holocaust at Yad Vashem; modern Israel at the Knesset, a kibbutz, the Baha'i Temple in Haifa, and the beaches of Tel Aviv as well as many other sites of significance to the study of Religion.</p> <p>Description 5850: This graduate seminar will critically engage the theme of Religion and Public life through the geographical exploration of key sites in what was historically known as the "Holy Land" and which continues to be the focus of contemporary religious debates. Site visits highlight the intersection of religion and the social and political in both historical and contemporary perspectives.</p>	
<p>Required Texts 3850/5850: Required readings prepare you for class lectures, discussions and site visits. Always read the required text prior to the site visit.</p> <ul style="list-style-type: none">● Troen, S. Ilan, and Rachel Fish. <i>Essential Israel essays for the 21st century</i>. Bloomington: Indiana University Press. 2017.● Meyers, Eric M. <i>Alexander to Constantine archaeology of the land of the Bible</i>. New Haven: Yale University Press. 2014.● Additional online readings linked through the CU Learn web site <p>5850 MA students must develop their own customized required readings according to their areas of interest. Please speak to the Professor well in advance of travel to confirm personalized reading list. The course outline shows TBD on most dates to allow this customization.</p>	<p>This travel course includes travel in Israel from May 3-22 with course requirements beginning before travel.</p> <p>Course Requirements: 3850/5850: 30% Participation (5850: includes Personalized Reading List) Choose two of the following three assignments A: 35% Journaling B: 35% Teaching and Sharing: Blogs, site presentation, teaching videos C: 35% Research Paper D: Double blogs: Additional Blogs see details below for level specific expectations</p>

YOUR PROFESSOR: As the Jewish Studies specialist of the Religion Program, **Professor Deidre Butler** brings together her general expertise in Jewish Studies and Religion with an emphasis on contemporary Jewish life, modern Jewish thought, Holocaust, and gender and sexuality.

Dr. Mary Hale will also be traveling with us and contributing her expertise. Dr. Hale is Assistant Professor in the Department of Religious Studies at Saint Mary's University in Halifax, NS. She holds a PhD in Philosophy of Religion from Concordia University in Montreal, an MDiv from Boston University, and a BA in English Literature from California State University at Long Beach. Dr. Hale looks at the ways in which religion manifests as implicit or explicit in public life. Her work is inherently interdisciplinary, reflecting a life-long interest in the ways human beings construct meaning. Her current areas of research include New Religious Movements, Real Life Superheroes, and Mindfulness Curriculum in public and independent schools.

SUPPORT: Your travel agent: Eva Stelzer. info@eviactive.com Tel: 514-497-1960, 888-384-2669, 514-344-8888. **All bookings through Garth Allen Marksted Travel**

Technical support for uploading videos or blogs: contact phil.angelsys@gmail.com with technical issues.

COURSE REQUIREMENTS:

This travel course includes travel in Israel from May 2-18 with course requirements beginning before travel.

Pre-Course meetings in Ottawa for Carleton and Ottawa U participants include:

1. Israel Culture Night: Israeli Food and Culture with Representatives of the Israeli Embassy. Legal information by Tony Lackey.
2. Carol Meyers, "Archeology in the Holy Land"
3. Israel Movie Night TBA
4. Course meeting with local respondent discussing her experience as a teenager with the Palmach and the siege of Jerusalem. Final travel discussions.

Additional programming to add to schedule as we get closer to travel:

Date & travel schedule

Day 1: Wednesday, May 2, 2018

DEPARTURE Ottawa

Arrive at Airport 2 hours before departure.

11 am Meet at departures level after checking in your luggage. We will go through security and make our way to our gate together.

May 2, 2018: Ottawa to Toronto: Flight 453

Departure YOW at 1300

Arrive YYZ 1404

Departure Toronto

Meet at gate for flight to Israel: note that departure gate will be in a secure area where you will have to pass through security again if you need to leave the area. Shop/buy food before entry. There are washrooms in the area. You will need your passport and ticket to enter here. You can bring food/drink into the area. Screening will take time here and you may be questioned again by Israeli security. Meet Prof Butler (her cell is 613-867-2375) if you want to pass through security with her or want her to meet you at the door if she's already entered.

May 2, 2018 Toronto to Tel Aviv Flight 84

Departure YYZ 1640

Arrive TLV 1005 May 3

Halifax travelers: Flight : AIR CANADA 6 1 3 From HALIFAX NS, CANADA Departs 12:10 To TORONTO ON, CANADA Arrives 13:39

Day 2: Thursday May 3

Arrive Tel Aviv 10:05 am

Smile service upon arrival

P.M.

Group Lunch stop (Paid for by ZC –one falafel and one drink per person)

Transfer to Hotel in Tel Aviv

Settle in.

6 pm: Orientation, and intro to the course in Israel.

Welcome group dinner at hotel

Accommodations: Tel Aviv (1) Debora Hotel Tel Aviv – May 3-7 .2018

As soon as possible: intro to Religion Bingo Marylene Pilon

Date & travel schedule	Topics and review readings 3850	Topics and review readings 5850 (in addition to 3850 readings)
<p>DAY 3: FRIDAY MAY 4, 2018 <u>A.M.:</u> Breakfast at the hotel.</p> <p>During breakfast: sit together to hear announcements and intro to course</p> <p>09:00 Depart to Diaspora Museum 09:30 -11:30 Diaspora Museum Visit 12: 00 – 1 pm at Tel Aviv U: lecture by Professor Arik Runitzky on Muslim Minority in Israel 1:00- 2:30 pm lunch / shop 2:30pm – 4 pm tour in Old Yaffo 4 pm Return back hotel</p> <p>Time tbd: Shabbat service on the Tel Aviv beach led by course participant / lay leader Sue Potechin with presentation on Shabbat in Israel / progressive Judaism in Israel. <u>Picnic Dinner arranged by zc on the beach</u></p> <p><i>Accommodations: Tel Aviv Hotel (2) (B, D)</i></p>	<p>Review: El Chapter 2, 3, 8,</p> <p>Recommended: Status Quo Letter Ben Gurion</p> <p>Recommended: Arnold Eisen, “Exile” to understand biblical/religious basis of Zionism</p> <p>Recommended: Schenker, Hillel . “Religion and the Conflict,” Palestine - Israel Journal of Politics, Economics, and Culture ; East Jerusalem Vol. 20/21, Iss. 4/1, (2015): 129-144.</p>	<p>Review: El Chap 10 Recommended: Views of the Jewish State and the Diaspora http://www.pewforum.org/2016/03/08/views-of-the-jewish-state-and-the-diaspora/</p> <p>Recommended: Lewin, Eyal. "The Clash of Civil Religions: A Paradigm for Understanding Israeli Politics." <i>Jewish Political Studies Review</i> 25, no. 1 (Spring, 2013): 72-92</p> <p>Recommended: Orsi, Robert. “The Problem of the Holy” to think about the problem of the Holy in the Holy Land</p>
DAY 4 - SATURDAY MAY 5, 2018	Review: How the Six Day War Changed Religion in Israel	Read one: Ben-Rafael, Eliezer. "The Faces of

<p>Day of rest, breakfast at hotel, lunch and dinner on your own, recommendations will be provided. Recover from jet lag. Check out the beach</p> <p>Evening: Course resumes Meeting time TBD: approx. 8 pm meet on beach for havdallah service 9 pm – 10 pm: lecture on religion, gender and military in Israel -Nava Rosen</p> <p><i>Accommodations: Tel Aviv (3)</i> (B)</p>	<p>https://www.theatlantic.com/international/archive/2017/06/how-the-six-day-war-changed-religion/528981/</p> <p>Review: El: Chap. 11: "Jewishness in Israel: Israel as a Jewish State" 262-279</p> <p>Review: El: Chap. 12: "Contemporary Christianity and Israel" 280-310</p> <p>Recommended: Sinclair, Daniel. "Halakhah and Israel." In <i>Modern Judaism: An Oxford Guide</i>, edited by Nicolas de Lange and Miri Freud-Kandel, 352-362. Oxford: Oxford University Press, 2005.</p> <p>Recommended: Krantz, Dani. Essentially Israeli and Essentially non-Jewish: Children of Israeli Jewish Fathers and Israeli Citizenship</p> <p>Recommended: Biale, David. "Zionism as an Erotic Revolution" in <i>Eros and the Jews</i></p>	<p>Religiosity in Israel: Cleavages Or Continuum?" <i>Israel Studies</i> 13, no. 3 (2008): 89-113.</p> <p>Katz, Elihu, Hanna Levinsohn, and Shlomit Levy. "The Many Faces of Jewishness in Israel." In <i>Jews in Israel: Contemporary Social and Cultural Patterns</i>, edited by Uzi Rebhun and Chaim I. Waxman, Hanover, Lebanon, NH: Brandeis University Press, 2004. 265-284.</p> <p>Recommended: Cohen, Stuart A. "Tensions between Military Service and Jewish Orthodoxy in Israel: Implications Imagined and Real." <i>Israel Studies</i> 12, no. 1 (2007): 103-126.</p> <p>Recommended: Levy, Yagil. "The Military as a Split Labor Market: The Case of Women and Religious Soldiers in the Israel Defense Forces." <i>International Journal of Politics, Culture, and Society</i> 26, no. 4 (2013): 393-414.</p>
<p>DAY 5 -SUNDAY MAY 6, 2018 8 *long day</p> <p>08:00 – 8: 45: mini-lecture Butler and Hale 09:00 Depart to Palmach Museum 09:30- 11 Visit to Palmach Museum 11:15- 12:30 TAU Lecture, Professor Meir Litvak: Holocaust, Israeli and Arab Responses 12:30 – 13:30 Lunch on own 15:00 Depart to Neve Shalom on bus 16:00 Neve Shalom Visit</p> <p>Return to Tel Aviv</p> <p>Meet at hotel 7 pm to depart for Dinner at Abrage Restaurant 7:30 pm courtesy of Zelikovitz Centre</p> <p><i>Accommodations: Tel Aviv (4)</i> (B)</p>	<p>Review: El Chap. 4 Recommended: El Chap 5-6</p> <p>Recommended: Rioli, Maria Chiara. "A Christian Look at the Israeli-Palestinian Conflict. Bruno Hussar and the Foundation of "Neve Shalom/Wahat Al-Salam"." <i>Quest. Issues in Contemporary Jewish History</i> no. 5 (2013).</p> <p>Armbruster, Deanna. "Neve Shalom/Wahat Al-Salam: The "Oasis of Peace"." <i>Judaism: A Quarterly Journal of Jewish Life and Thought</i> 53, no. 1-2 (2004): 84.</p>	<p>Recommended for interest in Islam/gender: Rabho, Laila Abed. "Problems No Longer Solved over a Cup of Coffee: Arab Women Take Complaints to the West Jerusalem Muslim Court." <i>Journal of Women of the Middle East and the Islamic World</i> 10 (2012), 113-126.</p> <p>Review: Key findings Religion and Politics in Israel http://www.pewresearch.org/fact-tank/2016/03/08/key-findings-religion-politics-israel/</p> <p>Recommended: Suheir Abu Oksa Daoud. "Women and Islamism in Israel." <i>Frontiers: A Journal of Women Studies</i> 37, no. 3 (2016): 21-46.</p>
<p>DAY 6 - MONDAY, MAY 7, 2018 8 *long day, archeology, CLOSED SHOES</p>	<p>Tel Maresha Review: AtC Chapter 2 Recommended: For overview of the</p>	<p>TBD</p>

<p>07:00 Lunch boxes will be delivered at the hotel Breakfast at hotel 08:00 Check out and depart to Tel Maresha 09:30 Archeological dig at Tel Maresha Beit Govrin Tel Lachish 15:45 Entrance to Avshalom Cave Check in Caesar Jerusalem Dinner on own in Jerusalem –Guide will give suggestions</p> <p><i>Accommodations:</i> Caesar Jerusalem, Jerusalem (1) (B, BoxL)</p>	<p>site especially see section on biblical period and Hasmonean http://www.biblewalks.com/Sites/Maresha.html</p> <p>Recommended: Berlin, Andrea. "Jewish Life before the Revolt: The Archaeological Evidence." <i>Journal for the Study of Judaism</i> 36, no. 4 (2005): 417-470.</p>	
<p>DAY 7 - TUESDAY, MAY 8, 2018 <u>A.M.</u></p> <p><u>Early Breakfast</u> 08:00 Depart to Mt of Olives 08:30 – 09:30 Mt of Olives overview history of Jerusalem. 10:00-12:00 Visit to Khalil Library to learn about Islamic manuscripts with Dr. Khader Salameh 12:00 Depart to Yad Vashem Sam Henderson presents on Yad Vashem 12:30-13:30 Lunch on own at Yad Vashem 13:30 entrance to Yad Vashem tour on your own or with Dr Kranz and Dr Butler. Following museum visit, Lecture outside by Dr. Dani Kranz on the Holocaust and German and Israeli Identity.</p> <p>17:00 Return back hotel</p> <p>18:00-19:00 pm at the hotel guest lecture by Daniel Jonas, Orthodox LGBTQ activist</p> <p>Dinner on your own tonight</p> <p><i>Accommodations:</i> Caesar Jerusalem, Jerusalem (2) (B, D)</p>	<p>Historical overview of Jerusalem as a city: Review: Explore this interactive site which provides a brief overview of Jerusalem by period: http://www.bu.edu/mzank/Jerusalem/</p> <p>Islam Museum: Review El Chap. 13</p> <p>Recommended: Virtual tour of Temple Mount: http://archive.aramcoworld.com/issue/200901/al-haram/tour.htm</p> <p>Yad Vashem: Review: Levi, Primo. "Survival in Auschwitz." In <i>A Holocaust Reader: Responses to the Nazi Extermination</i>, edited by Michael L. Morgan, 19-27. New York, Oxford: Oxford University Press, 2001.</p> <p>Recommended: Recommended: "Muhammad's Night Journey to Al Masjid Al Aqsa" Significance of Jerusalem in Islam</p> <p>Recommended: Achcar, Gilbert. "Assessing Holocaust Denial in Western and Arab Contexts." <i>Journal of Palestine Studies</i> 41, no. 1 (2011): 82-95. (notice the ways in which the Catastrophe is contrasted with the Holocaust)</p>	<p>TBD</p> <p>Holocaust: Read one: Dalia Ofer. "The Past That Does Not Pass: Israelis and Holocaust Memory." <i>Israel Studies</i> 14, no. 1 (2009): 1-35. http://muse.jhu.edu/ (accessed March 16, 2014).</p> <p>Kimmy Caplan. "The Holocaust in Contemporary Israeli Haredi Popular Religion." <i>Modern Judaism</i> 22, no. 2 (2002): 142-168. http://muse.jhu.edu/ (accessed March 16, 2014). http://muse.jhu.edu/journals/mj/su/mmary/v022/22.2caplan.html</p>
<p>DAY 8 - WEDNESDAY, MAY 9, 2018</p>	<p>City of David: Review Research document</p>	<p><i>Perspective: Toward a Definition of 'New Religion'</i> by J. Gordon Melton.</p>

<p>A.M. Breakfast at Hotel 8:30 Depart to City of David 9:00 Entrance to City of David 11:30 Entrance to Davidson Archeological Park 13:00 Entrance to Burnt House Lunch Kotel Anna Seguin presents on Western Wall Rampart Walk Marylene Pilon presents on Religion and Cult</p> <p>18:30 Dinner at Joy Restaurant 21:00 Entrance Kotel Tunnels <i>Accommodations: Caesar Jerusalem, Jerusalem (3)(B, D)</i></p>	<p>http://archaeology.tau.ac.il/?page_id=4713</p> <p>Recommended: links to various articles biblical archeology: https://www.biblicalarchaeology.org/scholars-study/tunnel/ https://www.myjewishlearning.com/article/the-politics-of-archeology-in-israel/</p> <p>Burnt House and Second Temple: Review: AtC Chapter 3</p> <p>Early Christianity: Review AtC Chapter 7:</p> <p>Recommended:</p> <p>Recommended: "The Dome of the Rock Origin of its Octagonal Plan" notice that Temple Mount is not referenced in description of location</p> <p>Recommended: Livne-Kafri, Ofer. "Jerusalem in Early Islam: The Eschatological Aspect." <i>Arabica</i> 53, no. 3 (2006): 382-403.</p> <p>Recommended: Charmé, Stuart. "The Political Transformation of Gender Traditions at the Western Wall in Jerusalem." <i>Journal of Feminist Studies in Religion</i> 21, no. 1 (2005): 5-34.</p>	<p>Seligman, Jon. "The Archaeology of Jerusalem — between Post-Modernism and Delegitimization." <i>Public Archaeology</i> 12, no. 3 (2013): 181-199.</p>
<p>DAY 9 - THURSDAY, MAY 10, 2018</p> <p>08:30 Depart to Emek Tzurim National Park 09:00 Entrance to Temple Mount Sifting Project at Emek Tzurim Tour Via Dolorosa / Bethesda Pool / Holy Sepulcher Lunch on Own Mea Shearim Tour 17:30 – 1830: Guest lecture by Paula Fredrikson (Hebrew University / Boston University) before dinner 18:30 Dinner at the hotel 20:00 Depart to Tower of David 20:30 Sound & Light Show</p>	<p>Church of the Holy Sepulcre: Review: From Jesus to Christ: The First Christians. http://www.pbs.org/wgbh/pages/frontline/shows/religion/first/ linked from this page are 9 scholarly articles/interviews/subjects of current scholarly investigation on various topics relevant to understanding the early Christian movement –</p> <p>Recommended: von Wahlde, Urban C. "The Puzzling Pool of Bethesda: Where Jesus Cured the Crippled Man." <i>Biblical Archaeology Review</i> 37, no. 5 (2011): 40.</p>	<p>Recommended: Stuart Cohen. "Tensions Between Military Service and Jewish Orthodoxy In Israel: Implications Imagined and Real." <i>Israel Studies</i> 12, no. 1 (2007): 103-126. http://muse.jhu.edu/ (accessed March 16, 2014).</p>

<p><i>Accommodations:</i> Caesar Jerusalem, Jerusalem (4)(B)</p>	<p>Temple Mount: Review: http://www.smithsonianmag.com/history/what-is-beneath-the-temple-mount-920764/</p> <p>Recommended: Barkay, Gabriel and Zachi Dvira. "Relics in Rubble: The Temple Mount Sifting Project." <i>Biblical Archaeology Review</i> 42, no. 6 (2016): 44.</p> <p>Mea Shearim: Review: http://www.myjewishlearning.com/history/Jewish_World_Today/Denominations/Orthodox/haredim.shtml</p>	
<p>DAY 10 FRIDAY, MAY 11, 2018</p> <p>Breakfast at Hotel 08:30 Meeting with Women of the Wall at the hotel</p> <p>Israel Museum To see: Shrine of the Book (Dead Sea Scrolls) Jerusalem Model The Synagogue Route Recommended: Ashkelon exhibit</p> <p>Lunch on own</p> <p>Shop and prepare for Shabbat when most stores and restaurants are closed in the area. Traditional Shabbat dinner as a group. Shabbat Dinner with Life Time</p> <p><i>Accommodations:</i> Caesar Jerusalem, Jerusalem (5)(B)</p>	<p>Women of the Wall Review: Baumel Joseph, Norma. "Shema B'kolah: On Listening to Women's Voices in Prayer." In <i>Women of the Wall: Claiming Sacred Ground at Judaism's Holy Site</i>, edited by Phyllis Chester and Rivka Haut, 288-309. Woodstock, VT: Jewish Lights Publishing, 2003.</p> <p>Recommended: Shitrit, Lihi Ben. "Women, Freedom, and Agency in Religious Political Movements: Reflections from Women Activists in Shas and the Islamic Movement in Israel." <i>JMEWS: Journal of Middle East Women's Studies</i> 9, no. 3 (2013): 81-107.</p>	<p>TBD</p>
<p>DAY 11- SATURDAY, MAY 12, 2018</p> <p>Shabbat, day of rest No scheduled activities Go explore! Dinner on your own</p> <p><i>Accommodations:</i> Caesar Jerusalem, Jerusalem (6)</p>		
<p>DAY 12 - SUNDAY, MAY 13, 2018</p>	<p>Beth-Shemesh: Review: A Biblical Border City between Judah and Philistia</p>	<p>Read: Masua Sagiv "The State and New Religious Movements". S.</p>

<p><u>Check out of hotel</u> 08:30 – 09:30 Lecture at the hotel, Professor Benny Porat Religion and State in Israel</p> <p>10:00-11 am Lecture at the hotel Professor Sigal Barkai Holocaust Art and Israeli Memory and Identity</p> <p>Depart Hotel Lunch on Own (stop will be arranged)</p> <p>Lecture on the Bus: Professor Mary Hale, The State and New Religious Movements</p> <p>Visit to Lakia, Bedouin Women’s Visitor’s Centre http://www.desert-embroidery.org/index.php?option=com_content&view=article&id=83&Itemid=159&lang=en</p> <p>Ahava Factory stop (bathrooms, cold drink)</p> <p>Drive to Masada Hostel Check in at Masada Hostel 18:30 Dinner at Abraham Tent by Genesis Land</p> <p><i>Accommodations:</i> Masada Guest Youth Hostel (1) (B, D)</p>	<p>http://archaeology.tau.ac.il/?page_id=4705</p> <p>Dead Sea Scrolls at Q’mran: Review: https://www.biblicalarchaeology.org/category/daily/biblical-artifacts/dead-sea-scrolls/</p> <p>Review: : El: Chap. 9. “Citizenship and Democracy in Israel”, 201-231</p> <p>Read intro and conclusion/skim body: Masua Sagiv “The State and New Religious Movements”. S. Feraro, J.R. Lewis (eds.), Contemporary Alternative Spiritualities in Israel, Palgrave Studies in New Religions and Alternative Spiritualities, pages 115-130 DOI 10.1057/978-1-137-53913-7_7</p> <p>Review: From Jesus to Christ: The First Christians. http://www.pbs.org/wgbh/pages/frontline/shows/religion/first/</p> <p>Recommended from Jody Wood: Conner, Miguel. <i>Voices of Gnosticism</i>. (Dublin: Bardic Press. 2011) 83-101.</p> <p>Recommended: Nisan, Mordechai. "The Druze in Israel: Questions of Identity, Citizenship, and Patriotism." <i>The Middle East Journal</i> 64, no. 4 (2010): 575-596.</p> <p>Recommended: Popper-Giveon, Ariela, Atef Abu-Rabia, and Jonathan Ventura. "From White Stone to Blue Bead: Materialized Beliefs and Sacred Beads among the Bedouin in Israel." <i>Material Religion</i> 10, no. 2 (2014): 132-153.</p> <p>Kalagy, Tehila. "Three Approaches to the Connection between Modernisation and Traditionalism: A Case Study of the Acquisition of Academic Education among Ultra-Orthodox and Bedouin Women." <i>Culture and Religion</i> 17, no. 3 (2016): 312-331.</p>	<p>Feraro, J.R. Lewis (eds.), Contemporary Alternative Spiritualities in Israel, Palgrave Studies in New Religions and Alternative Spiritualities, pages 115- 130 DOI 10.1057/978-1-137-53913- 7_7</p> <p>Read one: Knesset: Guy Ben-Porat (2013) Are We There Yet? Religion, Secularization and Liberal Democracy in Israel, <i>Mediterranean Politics</i>, 18:2, 242-258, DOI: 10.1080/13629395.2013.799343</p> <p>Scolnicov, Anat. 2006. "Religious Law, Religious Courts and Human Rights within Israeli Constitutional Structure." <i>International Journal of Constitutional Law</i> 4 (4): 732-740. doi:10.1093/icon/mol037. http://resolver.scholarsportal.info/resolve/14742640/v04i0004/732_rlrcahrwics.</p> <p>Tovi Fenster. 2013. Bodies and places in Jerusalem: Gendered feelings and urban policies. <i>Hagar</i> 11, (1): 63, www.summon.com (accessed March 18, 2014).</p>
<p>DAY 13 - MONDAY, MAY 14, 2018 AM: Boxed breakfast for everyone (climbers and cable car people)</p>	<p>Review: AtC: Chapter 6: “The Great Revolt and the Bar Kochba Rebellion” 139-173</p>	<p>Review: The credibility of Josephus http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/masada.html</p>

<p>First cablecar up to Masada 8 a.m.. Optional –hike the snake path at 4 a.m. Pick up your box breakfast from hostel and make your own way (walking distance) to Masada to climb. Let Prof Butler know if you are climbing vs. cable car.</p> <p>09:00 Masada + Cable Car 11:30 Qumran 13:00 Swim & Lunch at Kalia Beach Return back to Masada Hostel Dinner at Masada Youth Hostel</p> <p><i>Accommodations:</i> Masada Guest Youth Hostel (2) (BoxB,D)</p>	<p>Qmran: Review AtoC ch. 4, AtC Chapter 8</p> <p>Recommended: http://www.jewishvirtuallibrary.org/masada-desert-fortress</p> <p>Recommended: Yael Zerubavel, "The Fall of Masada" Recovered Roots:Collective Memory and the Making of Israeli National Identity. 60-75</p>	
<p>DAY 14 - TUESDAY, MAY 15, 2018 Early Breakfast</p> <p>08:00 Check Out and departure 10:30 Beit Shean Lunch on own 13:00 Megiddo 14:30 Nazareth Tour Check in at Kibbutz Degania Dinner at Kibbutz <i>Group meeting:</i> Jessica presents on tomorrow's site: Yardenit baptism site</p> <p><i>Accommodations:</i> Dinner and Overnight: Kibbutz Degania B (1)(B, D)</p>	<p>Beit Shean: https://www.biblicalarchaeology.org/daily/biblical-sites-places/biblical-archaeology-sites/beth-shean-in-the-bible-and-archaeology/</p> <p>Megiddo: http://www.tau.ac.il/~archpubs/megiddo/bar.ht https://www.biblicalarchaeology.org/daily/ancient-cultures/ancient-israel/early-bronze-age-megiddos-great-temple-and-the-birth-of-urban-culture-in-the-levant/ml</p> <p>Kibbutz Degania: http://www.jewishvirtuallibrary.org/history-and-overview-of-the-kibbutz-movement</p>	<p>Recommended: Shmueli, Deborah F., Noga Collins-Kreiner, and Michal Ben Gal. "Conflict Over Sacred Space: The Case of Nazareth." <i>Cities</i> 41, (2014): 132-140</p>
<p>DAY 15 - WEDNESDAY, MAY 16, 2018</p> <p>Breakfast</p> <p>08:30 Depart to MT Bental Capernaum Lunch on own MT Beatitudes Yardenit Baptism Site Jordan River After dinner the group will have a lecture with a kibbutz member</p> <p><i>Dinner at Kibbutz</i></p> <p><i>Accommodations:</i> Kibbutz Degania (B, D)</p>	<p>Capernaum: https://www.biblicalarchaeology.org/daily/biblical-sites-places/biblical-archaeology-sites/the-house-of-peter-the-home-of-jesus-in-capernaum/</p> <p>Kibbutz history: http://www.jewishvirtuallibrary.org/history-and-overview-of-the-kibbutz-movement</p> <p>Recommended: Peppard, Christiana Z. "Troubling Waters: The Jordan River between Religious Imagination and Environmental Degradation." <i>Journal of Environmental Studies and Sciences</i> 3, no. 2 (2013): 109-119.</p> <p>Collins-Kreiner, N., and N. Kliot. 2000.</p>	

	<p>Pilgrimage tourism in the holy land: The behavioural characteristics of christian pilgrims. <i>Geojournal</i> 50 (1): 55-67.</p>	
<p>DAY 16- THURSDAY MAY 17, 2018</p> <p>Early Breakfast</p> <p>08:00 Check out and departure</p> <p>Safed Rosh Hanikra (caves and sea views, wear rubber soled shoes, slippery) Lunch on own Akko: Crusader Fort, sea views, mosque and market Check in Akko Hostel 19:00 Group Dinner at El Marsa Restaurant Akko (Zelikovitz Centre)</p> <p><i>Accommodations:</i> Acco Youth Hostel (B, D)</p>	<p>Recommended:</p> <p>Safed: Isaac Luria & Kabbalah in Safed http://www.myjewishlearning.com/beliefs/Theology/Kabbalah_and_Mysticism/Kabbalah_and_Hasidism/In_Safed.shtml</p> <p>Killebrew, Ann E., Dana DePietro, Reema Pangarkar, Shelley-Anne Peleg, Sandra Scham, and Evan Taylor. "Archaeology, Shared Heritage, and Community at Akko, Israel." <i>Journal of Eastern Mediterranean Archaeology & Heritage Studies</i> 5, no. 3-4 (2017): 365-392.</p>	<p>TBD</p> <p>Recommended for problems of archeology in Israel and Ottoman empire archeology: Akko: Baram, Uzi. "The Development of Historical Archaeology in Israel: An Overview and Prospects." <i>Historical Archaeology</i> 36, no. 4 (2002): 12-29.</p>
<p>DAY 17 – FRIDAY MAY 18, 2018</p> <p>Early Breakfast</p> <p>08:00 Check Out and departure</p> <p>10:00 Bahai Temple and Gardens film talk Shrine of the Bab 11:30 am depart for Caesarea Lunch on own at Caesarea 3 hours at Caesarea. Departure around 4 pm. Transfer Tel Aviv (1 hour plus traffic)</p> <p>Course is now over. You may travel on your own after Caesaria or return to Tel Aviv with the group. Drop offs to train and bus stations can be arranged in advance.</p>	<p>Caesaria:</p> <p>Review: https://www.biblicalarchaeology.org/daily/biblical-sites-places/biblical-archaeology-sites/new-discoveries-unveiled-at-caesarea-maritima/</p> <p>Bahai Gardens: Explore web site to learn about Bahai: http://info.bahai.org/article-1-6-0-5.html</p> <p>Recommended: Collins-Kreiner, Noga, Deborah F. Shmueli, and Michal Ben Gal. "Spatial Transgression of New Religious Sites in Israel." <i>Applied Geography</i> 40, (2013): 103-114.</p>	

<p>Make own arrangements for lodging for tonight until departure. Travel agent will help and can advise on range of affordable options.</p> <p>Professor Butler and Professor Hale are staying at the Deborah Hotel in Tel Aviv during this period if you need assistance. We will still have our Israeli cell phones.</p>	<p>Recommended:</p>	
<p>DATE: Tue, May 22 Meet at Deborah hotel if you signed up for transfer to airport. Time TBD. Otherwise meet at airport 8:45 am. We must go through security as a group.</p> <p>Flight : AIR CANADA 85</p> <p>From TEL AVIV TLV, ISRAEL Departs 11:45</p> <p>To TORONTO ON, CANADA Arrives 16:25 Departure Terminal 3 Arrival Terminal 1 Duration 11hr(s) 40 min(s) Class Eco no my Type BOEING 787-9 JET Meal Multi Meal Stop(s) Non Stop</p> <p>DATE: Tue, May 22 Flight : AIR CANADA 462 From TORONTO ON, CANADA Departs 18:10 To OTTAWA ON, CANADA Arrives 19:12 Departure Terminal 1 Duration 1hr(s) 2min(s) Class Eco no my Type BOEING 767 JET Meal Stop(s) Non Stop</p>		

Requirements: RELI 3850

- **30% Participation**
- **Choose two of the following four assignments**
 - A: 35% Journaling: (8 Journal entries at 150-250 words each, 5 must address required readings)
 - B: 35% Teaching and Sharing: Complete any 4 components: Blogs 500-750 words, 10 minute site presentation with research handout, Maximum 2 video blogs.
 - C: 35% Research Paper (2000-3000 words)
 - D: 35% Double Blogs: For students who want to do even more blogs. 4 Blogs.

= 100%

Requirements: RELI 5850

- **30% Participation**
- **Choose two of the following four assignments**

A: 35% Journaling: (8 Journal entries at 250-500 words each, all must address readings)

B: 35% Teaching and Sharing: Blogs, video blog, and/or site presentation: Complete any 4 components: Up to 4 Blogs 750-1000 words, 15 minute site presentation with research handout, Maximum 2 teaching videos aimed at undergrads.

C: 35% Research Paper (4000- 6000 words)

D: 35% Double Blogs: For students who want to do even more blogs. 4 Blogs.

= 100%

PLUS optional bonus blog. One extra blog. Requirements as above. 5%

30% PARTICIPATION: Participation in this travel course includes pre-course activities, being helpful and responsive to pre-course requests, meeting deadlines, as well as your participation while we travel.

- **10% Course travel participation includes being a good travel companion and keeping an eye out for your fellow travelers:** positive attitude while traveling, arriving at meeting points on time, not delaying the group, being helpful with others and assisting with ensuring others' safety, being responsible for your own safety and maintaining good communications with the group and your professors. If you miss a group departure it is your responsibility to get yourself to the group by whatever means necessary. 3850 students will be assigned to a graduate student "captain" to report to if you are going out without the group. 5850 students will serve as "captains" to assist in keeping 3850 students in contact with the group.
- **20% Course academic participation includes being a positive and engaged student:** enthusiastically and fully participating in lectures, discussions, site visits, being attentive and contributing thoughtfully during student presentations, preparation for course discussions by preparing readings in advance. 5850 students are expected to informally assist in leading course discussions especially in areas related to their own research expertise.

35% JOURNALING: A: 35% Journaling: (8 Journal entries at **3850:** 150-250, **5850:** 250-500 words each, all must address readings). Due 10 days after we return. Submit online on CULearn OR as hardcopy in notebook.

TIPS FOR A GREAT CRITICAL TRAVEL JOURNAL:

- In critical journals, students critically engage with relevant readings and the sites we are visiting.
- Better to write more than less: The word count guidelines are the minimums for a succinct and concise writer. Most students need more space to get their thoughts across. Feel free to write more if you need to. You may want to come back to a journal entry and add to it as we proceed through the course. You may also want to write a supplementary entry after thinking about things. This is 35% of your final grade. Take this journal seriously.
- Write in the first person.
- Give references (I do not expect you to properly cite sources here, but clearly indicate what reading your referring to in some way).
- Read your readings: Read carefully, take notes.
- What is your prof looking for?
 - **Understanding:** understanding of the readings and their significance for the course, understanding the site we are visiting, what you have heard about the site from profs, guide and presentations and its significance for the course.
 - **Critical Thinking:** Do more than simply summarize the reading and the site. What can you say that is insightful? Why is this site important? What does it add to our thinking about the topic of Religion in Israel (or a narrower topic or theme we are looking at)? Can you compare this site with another? What does that comparison suggest to you? Do you disagree with a scholarly argument about the site? Why? Critical thinking or some original insight is necessary for a B or higher grade for **3850** students and is required to pass for **5850** students. **5850** students should be thinking about the sites/readings in terms of questions of Religion and Public Life.
 - **Personal Insight:** You may have knowledge of scholarship or a personal experience that enhances your understanding of the site. Did something surprise you, make you think about the site or some aspect of the course differently? You will probably need all your word count to demonstrate your understanding and

critical thinking, but if you have time, take it to add your personal insight to your journal entries. This element will certainly count towards your participation mark and may contribute to critical thinking as well.

- **Audio Visual elements:** Consider including a sketch, photo, sound clip or video clip to enhance your journal entry. It can be a springboard for a rich and critical discussion. If you are likely to want to sketch consider handing in a physical notebook. If you are likely to want to include digital elements plan for a digital journal that you can hand in on CULearn.

35% TEACHING AND SHARING: COMPLETE ANY 4 COMPONENTS.

On site Presentation: Extra research may be required for some sites. An A grade is only possible with extra outside research that enhances our understanding of the sites visited.

Presentation: SIGN UP FOR TOPIC at first class meeting or email the professor in advance. Second presentations may be chosen only after everyone who wants one has signed up for at least one.

These presentations happen on the bus or when possible on site. Plan to present an overview of the site to prepare us for what we are about to see, and lead the discussion based on readings and your research. You must refer to all readings (if any) that are relevant to your site.

- You will be evaluated on presentation style/skills, comprehension of readings, original insight, connection to major course questions/themes, relevance to course questions, encouraging participation.
- If you are ill the day of the presentation and you cannot make it up because of time constraints in our schedule you are responsible to write a replacement 5 page essay due when we return.

BLOGS: You should complete blogs during the course of your travel. **A strong blog will connect several sites/events/experiences with the themes, questions and issues raised in required readings.** The blog should be about a day (or at least most of a day) of travel. Alternately, consider focusing on a theme and pull together several course elements (i.e. Holocaust, LGBTQ issues, Archeology and contemporary politics, cultural diversity in Israel, Religion and public life).

Grading: Half of each blog grade is based on readings, half is based on critically engaging the site and placing that discussion in the context of the learning you are doing through traveling.

- Extra Blogs for Participation: Anyone, including students completing Research paper may blog for extra participation (video or text). Please email Professor Butler at the end of the course summarizing any extra work you have done that should receive extra credit.
- Deadlines: Blogs are due 72 hours after the day of travel you are blogging about. If you are blogging about May 10, the blog is due online by 9pm on May 13. *Every extra day adds a 5% late penalty.*
- Length: Recommended length is according to course level. 3850: 500-750 words. 5850: 750-1000 words
- Content: Half of the content should be based on the readings relevant to the sites for that day and any outside research (part of this can and should be prepared in advance). Half of your material will be based on actually visiting the site and seeing it for yourself. This will allow you to discuss details you hadn't known, and integrate your discussion within what you are learning throughout the course. You will be graded on comprehension, clear, well organized writing, critical reading and writing skills, original analysis, integrating your discussion within the context of course materials, lectures, outside research, travel, course questions/themes.
- Tone: An academic blog may be somewhat less formal but you still must demonstrate real critical thinking, seriously addressing the material, illustrate your ability to integrate readings, lectures, what you are seeing. Show how you are thinking about the site or sites in terms of the course materials, questions and themes.
- Work before you fly: You are strongly advised to prep your blogs (video or text) before you leave. Choose the sites you are most interested in. Prepare the relevant required readings and any necessary outside research. Write the first few pages of the blog or script for your video so that all you need to do while traveling is respond to what you are seeing that day.

Please include relevant photos and or short videos.

Below is a list of **suggested major themes for blogs** which you can address broadly or more narrowly. Remember that this is a Religious studies course so I expect a strong focus on some aspect of religion (secularism is still a religious studies category). You may also want to refer to the syllabus for topics from the research papers. Some would be excellent blog topics.

- The Holocaust and Israeli Identity / connection to formation of the state
- History of Christianity in the land of Israel / Contemporary Christianity and Israel / Pilgrimage
- History of Islam in the land of Israel / Contemporary Islam and Israel
- Gender and Sexuality
- Religious Minorities in Israel / religious diversity
- Archeology / religion and archeology / politics of archeology / compare and contrast particular archeological sites
- Contemporary Israeli Identity and history / archeology
- Religion and the military
- Religion and Secularism
- Religion and Civil Religion / Public Life
- Religion and Peace
- Religion and Zionism / origins of the state

Feel free to be creative in connecting sites / topics / lectures / readings in constructing your blogs. They are likely to be more interesting, critical, and original than simply covering a day's travel.

Research paper:

10% Project Proposal and Annotated Bibliography due April 15.

25% Final Paper due 10 days after we return.

Length: level specific: **3850** 2500 -3000 words. **5850** 5000-6000 words.

This is a research paper that integrates a sustained argument about your research findings. A poor paper will merely give a report or a summary of the references you consulted. A strong paper will give a strong overview of existing research and relevant debates while making your own argument and marshaling data / evidence to make your case. Topics to be chosen from the list below. Please be in touch with the professor for research suggestions for the topic you choose, although responsibility for thorough research lies with the student.

Project proposal & Annotated Bibliography 10%

Due Date: April 15, 2018.

Project Proposal: (5%)

include your name, title of paper, thesis statement, a 200 word description of your project

- Annotated bibliography: (5%)
- Cite using the Chicago Manual of Style (Humanities). List all resources you are consulting toward your research paper (cited correctly), with one paragraph annotations (in your own words) that include what the reference is about, but more importantly why it is important to your project.
- **3850** Undergrads include 10 sources with a mix of primary and secondary sources.
- **5850** Grad students include 20 sources with a mix of primary and secondary sources.

Up to half of sources may be course readings (required or recommended).

List of Suggested Topics

1. The religious significance of the land of Israel in two religious traditions
2. The religious significance of Jerusalem in two religious traditions
3. Israel and Jewish identity in the Diaspora
4. Religious dimensions of Palestinian identity
5. The Temple Mount (history and/or contemporary issues)
6. Religious politics and Archeology

7. The Holocaust in Israeli Life and Thought
8. Religious Zionism in Israel (history and/or contemporary)
9. Pilgrimage in Israel (any tradition or comparative)
10. Conversion in Israel
11. Jewish divorce debates in Israel and the Diaspora
12. Mikveh (Historical and / or Contemporary)
13. Secularism in Israel
14. Denominational Divides
15. Haredi Judaism in Israel and the Diaspora
16. Religion and the Military in Israel
17. Women of the Wall
18. Gender & Religious Activism in Israel
19. Gender and Judaism in Israel (historical or contemporary)
20. The synagogue: (historical or contemporary)
21. Theology of the Land of Israel
22. Monotheism in Israel (biblical)
23. Religion in the Arts (Literature, Visual Art, Film, etc) in Israel
24. Religion and Public Life in Israel
25. Crusades and Israel

Recommended texts:

Although the course does not directly focus on the Arab – Israeli conflict, it is strongly recommended that you read EI Chapters 5-6

Silberman, Neil Asher. *Digging for God and country: exploration, archeology, and the secret struggle for the Holy Land, 1799-1917*. New York: Doubleday. 1990.

Chilton, Bruce. *The Cambridge companion to the Bible*. Cambridge: Cambridge University Press. 2012.

Rebhun, Uzi, and Chaim Isaac Waxman. *Jews in Israel: contemporary social and cultural patterns*. Hanover, N.H.: Brandeis University Press. 2005.

Weiss, Susan M., and Netty C. Gross-Horowitz. *Marriage and divorce in the Jewish state: Israel's civil war / Susan M. Weiss and Netty C. Gross-Horowitz*. 2013.



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](#)