

JUDAISM IN PUBLIC LIFE: COMMUNITY

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Office hours: 9:30-11:30AM Tuesday

What is the Jewish concept of “community,” and what’s “Jewish” about it? This course will examine the ways in which "community" in Judaism has been constituted historically - from the concept of a community of the covenant, a "chosen" community, through diaspora, when the Jews defined themselves as a community both in terms of covenant and in relation to the larger communities in which they lived; first Greco-Roman, then Christian and Muslim, and lastly as immigrants to a new and changing world. What did they learn from other communities, and how did they continue to understand their communities as distinct? Who led their communities, and by what virtues? How were communities structured, both formally and purposely, and informally as they developed and adapted to new circumstances? To what extent did Jewish ritual, beliefs, ethics and practices help shape, guide, and determine the make-up of communities, and the qualifications of their leaders? What issues and concerns helped construct, inform, and sustain Jewish communities? Once we have some answers to these questions for antiquity and the medieval periods, we'll follow these trends and themes into the formal and informal community-building that took place as a response to modernity, both in Europe and North America, with a focus on Canada, and Ottawa as the case study.

Seminar: Mondays 6:05PM-8:55PM, Paterson 2A46

Required Texts:

Satlow, Michael L. 2006. *Creating Judaism: History, Tradition, Practice*. Columbia University Press, NY.

Tulchinsky, Gerald. 2008. *Canada's Jews: A People's Journey*. University of Toronto Press, Toronto.

Bialystok, Franklin. 2010 (reprint). *Delayed Impact: The Holocaust and the Canadian Jewish Community*. McGill-Queen's University Press.

- OR -

Troper, Harold. *The Defining Decade: Identity, Politics, and the Canadian Jewish Community in the 1960s*. University of Toronto Press.

Grades for the course will be assigned as follows:

4851B: Attendance and participation: 30% *note: 3 or more absences will not receive course credit*

Weekly reading responses: 40%

Group book report – presentation (5%) and write-up (5%) (Dec 5): 10%

Final Exam: 20%

5851H: Attendance and participation: 20% *note: 3 or more absences will not receive course credit*

Weekly reading responses: 30%
Presentation (Oct 24): 10%
Prospectus (Nov 14): 10%
Final Research Paper (Dec 5): 30%

COURSE SCHEDULE

- Sept 12 Introduction to the Course
Biblical Constructions of Community and Group Identity
we will be looking at selections from the Hebrew Bible in class, so bring one
- Sept 19 The Chosen People
- What did being “chosen” mean to the biblical authors? How did this concept help them define their community and identify with it, and what do we learn here about the Israelite concept of community?
- READ: Exodus 19; Deuteronomy 7, 32; Isaiah 41, 42, 44, 49, 53; Psalms 105, 106, 135; and Satlow ch. 2
- Discussion: Elazar, Daniel J. "Covenant and Community." *Judaism*. (2000): 387-398.
- HAND IN: 1 page Reading Response on Satlow ch2, and 1 page on Elazar
- Sept 26 Jewish Communities in the 2nd Temple Period
- What were the impacts of exile and diaspora on the concept of Jewish “community” and the Jews’ self-identification? What changed, and what remained the same?
- READ: Satlow ch. 3; Judith (in the biblical “apocrypha”)
- Discussion: Satlow Introduction and Chapter 1
- How does Satlow define “Judaism,” “community,” and “Jewish identity”? What are the goals and the assumptions of his study, and how might they impact his selection of historical data, his arguments, and his final conclusions?
- HAND IN: 1 page RR on each bullet question above, total 2 pages
- Oct 3 *Guest Lecture: Rabbi Dr. Reuven P. Bulka*
- Rabbinic Communities
- How did the Rabbis re-define the concepts of covenant and community, and what was the impact on Jewish constructions of self-identity and community?
- READ: Satlow chapters 4-6
- HAND IN: 2 page RR on Satlow 4-6, and 3 discussion questions for Rabbi Bulka on concepts of community
- Rabbinic
- Oct 10 NO CLASS (Thanksgiving)
- Oct 17 Medieval Jewish Communities
- What impact did cultural and historical factors have on the development of a variety of

medieval Jewish communities?

- What continuities and discontinuities do these communities show with earlier Jewish communities?

READ: Satlow chapters 7-9

Discussion: Constructing Jewish Identities

- Students will be divided into 4 groups: Rationalists, Mystics, Ashkenazim and Sephardim
- Each group will present their community's responses to the particular places and times in which they are situated, explaining to the others how their community is defined, both intrinsically and extrinsically, and how they understand their communal identity as "Jewish" in historical, cultural, religious and practical terms.

HAND IN: 2 page RR on Satlow 7-9, with special consideration of the discussion details

above

Oct 24

Modernity – 18th-20th Century Communities

- Major cultural and historical upheavals in this period lead to the development of a variety of Jewish responses. How is "community" re-defined here? Is this the same type of re-definition we saw in earlier historical periods, or is something different?

READ: Satlow chapter 10

Discussion: The American Jewish Community

Grad Student Presentations on the following choices:

- 1) Cantor, Aviva. 1995. "The Bankruptcy of American Jewish Communal Life" in Cantor, *Jewish Women/Jewish Men*. San Francisco: Harper San Francisco, Chapter 11, 255-280
- 2) Bayme, Stephen. 1994. "Intermarriage and Communal Policy: Prevention, Conversion, and Outreach" in Bayme and Rosen *The Jewish Family and Jewish Continuity*. Hoboken,

NJ:

KTAV, 285 – 293

- 3) Goldscheider, Calvin. 1986. "A Sociological Overview of the American Jewish Community" in Calvin Goldscheider. *The American Jewish Community*. Atlanta: Scholars Press. p.7-31
- 4) Rappaport, Nessa. 1993. "Five Words for Jewish Leaders: You Still Don't Get It" *Tikkun*, Vol. 8 No. 1, Jan-Feb
- 5) Waxman, Chaim. 1990 "Is the Cup Half-Full or Half-Empty?: Perspectives on the Future of the American Jewish Community?" in Lipset Seymour Martin Lipset (ed.). *American Pluralism and the Jewish Community*. New Brunswick: Transaction Books (Ch.5, 71-85)

HAND IN: 2 page RR on Satlow ch 10 and bullet question above

Oct 31

NO CLASS

READ: Tulchinsky, Introduction and chapters 1-7

HAND IN: 2 page RR (email submission by 6 PM)

Nov 7

Guest Lecture: Gerald Tulchinsky, Professor Emeritus, Queen's University
The Canadian Experience

READ: Tulchinsky, chapters 8-10

HAND IN: 2 page RR and 2 discussion questions for today's seminar

Nov 14
1998

Guest Lecture: Bernard Dolansky, Past President Ottawa Va'ad Ha'ir
The Jewish Community of Ottawa – governance; and the building of the JCC campus in

READ: Tulchinsky chapters 11-12

HAND IN: 2 page RR and 2 discussion questions for today's seminar

and 5851H HAND IN: 2 page Prospectus for Final Research Paper

Nov 21

Guest Lecture: Rebecca Margolis, Professor, University of Ottawa
Yiddish Culture and Community Identity in Montreal

READ: Tulchinsky chapters 13-14 and Epilogue

HAND IN: 2 page RR and 2 discussion questions for today's seminar

Nov 28
Ottawa

Guest Lecture: Mitchell Bellman, Executive Director, Jewish Federation of

and

The Jewish Community of Ottawa – contemporary issues; the community since 1998;
looking to the future

ALL HAND IN: 3 questions for guest lecturer on Ottawa's Jewish Community

5851H READ: either:

The Defining Decade: Identity, Politics, and the Canadian Jewish Community in the

1960s

or

Delayed Impact: The Holocaust and the Canadian Jewish Community

5851H HAND IN: 3-5 page RR to one of the above books

Dec 5

Undergraduate presentations/discussions on:

The Defining Decade: Identity, Politics, and the Canadian Jewish Community in the

1960s

and

Delayed Impact: The Holocaust and the Canadian Jewish Community

4851B HAND IN: 5 page RR to one of the above books, and 3 discussion questions

5851H HAND IN: 20 page Final Research Paper

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

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

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

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

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by Nov.11, 2011 for the Fall term and March 7, 2012 for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery. If you are applying for a deferral for reasons other than personal illness, please **contact** the Registrar’s Office directly for information on other forms of documentation that we accept. Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor. Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library