

## RELI 2110 R: Judaism

### CARLETON UNIVERSITY

College of the Humanities: Religion Program

Fall 2021

Sept 8, 2021- Dec 10, 2021: **Online and Asynchronous**

**Professor: Dr. Deidre Butler**

**Email:** deidre.butler@carleton.ca

**Online Office Hours:** Online office hours Wednesdays 3:00-4:00 on zoom. See Brightspace.

Also available for online and telephone appointments at other times. Please contact by email to book.

#### Course Description:

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**What makes a Jew a Jew? How do Jews practice their religion? What do Jews believe?** This 2000-level online course explores Judaism as a diverse and always developing living tradition. In religious studies we understand religion as a human phenomenon that we study from a critical, historical, and evidence-based perspective. We think about Judaism as lived by humans in specific times and places in particular cultural, social and political contexts, and in gendered bodies. We also want to understand what Jews have to say about themselves as a people, their own history, faith, and tradition. We will draw on sacred texts, art, films, and case-studies from Canada and around the world to explore Judaism in contemporary and historical perspectives.

**Key themes will include:** the diversity of Judaism; modern Jewish identity and status; tradition and modernity; sacred texts and contemporary practice; understandings of the divine and human role in Creation; Human nature; Ethics and values; religious law and observance; ritual practice such as lifecycle, and holidays and rituals; gender and sexuality; the Jew as Other, anti-Judaism, Anti-Semitism, and the Holocaust; and Jewish religious perspectives on Israel (land, Zionism and state).

**The modules ask students to engage course materials and content in a variety of ways throughout the semester.** Course content includes short mini-lectures, traditional scholarly readings, class forum discussions, films, as well as academic and communal online sources.

There are no prerequisites for the course.

#### Course Evaluation:

15% 8 Weekly Quizzes

15% 8 Weekly Participation Challenges

35% Take-Home Midterm

35% Final Project

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Optional Bonus assignments: Up to 5% Bonus assignments. There may be additional public lectures or events that are eligible for bonus assignments during the term. See class announcements on Brightspace.

#### Course rhythm

- **Complete 1 module per week.**
- **You must complete tasks every week for this course. Assignments are due weekly, Sunday at midnight.**
- **Modules are open early, and you may complete them as fast as you wish.**

**Each Week:**

1. Read required readings and watch required videos.
2. Every Sunday: Complete 1 short open book quiz (8/12 count)
3. Every Sunday: Complete 1 short participation challenge, usually 200 words or equivalent (8/12 count)
4. Optional: Every Sunday: Complete 1 short bonus marks assignment, usually 300-500 words (max 5%)

**How much time will this course take?** *Online and in-person courses are designed with 3 hours of “class time” or contact hours. For all classes, you should also budget 2-3 hours for every contact hour for study / completing assignments.*

**Workload Calculator: An average weekly module (with 12 modules, including all term work) will require approximately:**

- 2-3 hours of viewing / week: Carefully viewing and taking notes on 60-80 minutes of mini-lecture videos and other video content.
- 3-3.5 hours of reading/ week: Carefully reading and taking notes on 20-40 pages of readings, which include at least one scholarly article and several short blogs or other online content, plus review of primary sources. Online courses may have more readings than in person courses because you don’t have as much class time.
- 3-3.5 hours of assignments /week: This includes weekly quizzes, short participation challenges, as well as working towards the midterm and final assignments for the course. It does not include bonus assignments.

**Learning Outcomes: At the end of this course, students will be able to:**

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- Understand the historical development, basic data, and disciplinary vocabulary associated with the academic study of Judaism
- Differentiate sources of information on Judaism: reflect on the relationship between religious texts, teachings, practices, historical contexts and the formation of Jewish identities, cultures, and religious communities
- Distinguish between descriptive, explanatory, and prescriptive modes of discourse and reflect on the differences between scholarly and insider approaches.
- Analyze secondary texts related to the study of Judaism in historical and contemporary contexts.
- Engage with primary texts: Specifically, analyze and assess biblical and rabbinic sources as key to understanding the diversity of contemporary Jewish practice in Canada and around the world
- Engage with other students critically and respectfully about their own and other belief systems
- Conduct and synthesize research in topics related to Judaism, with knowledge of fundamental reference resources and familiarity with the leading journals in the field
- Properly cite references using the Chicago Manual of Style Notes and Bibliography

**Assignments:**

<b>0%</b>	
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	<p><i>Note that you cannot access the materials and assignments online (including quizzes and participation challenges) until you successfully complete the “Academic Integrity, Course Outline and Citation Quiz” with a passing grade of 70%. Before taking the quiz, please review the resources on academic integrity, Chicago Manual of Style and the course outline. See Module 0 on Brightspace.</i></p>
<p><b>15%</b></p>	<p><b>Quizzes: Weekly: 1 per week</b>  <i>Complete the quiz after completing the required course content for each module (lectures, readings, videos). The goal of each quiz is to keep you on track through weekly course content &amp; reinforce your learning.</i></p> <p><b>Deadline:</b> Every Sunday at midnight.</p> <p><b>Format:</b> Quizzes include 10- 15 randomly selected multiple-choice questions that focus on required readings and required videos.</p> <p><b>Missed a quiz?</b> Note that you are only responsible for 8/12 quizzes so you may miss up to 4 without loss of marks. You may also complete a bonus marks assignment to make up for it.</p> <p><b>Total quizzes to complete &amp; final grade:</b>  You may complete all 12 if you wish.  The highest 8 quizzes will count towards your final mark. 1 quiz per module=1 quiz per week = 12 possible quizzes, drop 4 lowest grades: 8 x 1.875% =15%</p>
<p><b>15%</b></p>	<p><b>Participation Challenges: Weekly: 1 per week</b>  Complete the participation challenge after completing course content for each module. The goal of each participation challenge is for you to join the conversation, reinforce your learning, and contribute to the success of this course community.</p> <p><b>Deadline:</b> Every Sunday at midnight.</p> <p><b>Format:</b> Often includes a choice of task or focus: includes academic tasks and creative ones that allow you to explore Jewish culture, contemporary Jewish communities, or which will be helpful to you for assignments. See each module for each challenge. (Suggested length: 200-300 words)</p> <p><b>Missed participation challenge?</b> Note that you are only responsible for 8/12 participation challenges so you may miss up to four without loss of marks. You may also complete a bonus marks assignment to make up for it.</p> <p><b>Total participation challenges to complete &amp; final grade:</b>  You may complete all 12 if you wish.  The highest 8 participation challenges will count towards your final mark.  1 participation challenge per module, 1 per week = 12 possible challenges, drop 4 lowest grades: 8 x 1.875% =15%</p>
<p><b>35%</b></p>	<p><b>Midterm Take Home Assignment:</b> 100 points, worth 35% of final grade  Due: Oct 31</p>

	<p>Early Bird Bonus (+5 points): October 24  Format: 5 short essay questions, each corresponding to one module (2-6)  Length: 500-800 words per question  Course materials covered: Modules 1-6  Outside research: Not permitted  Recommended Readings: Optional  See assignment brief on Brightspace</p>
<b>35%</b>	<p><b>Final project:</b> 100 points worth 35% of final grade  Final Project Plan Quiz: (5/100) points: Due Nov 14  Final Project: 95/100 points: Due: Dec 10 midnight  Early Bird bonus (+5 points): December 8, midnight  Length: 2500-4000 words  Course materials covered: Modules 7-12  Outside research: Optional Option A (Mini-Essays), Required Option B (Creative Format)  Recommended Readings: Optional  Option A: Complete two Mini-Essays. Choice of questions.  Option B: Creative Format: Explore a major theme Modules 7-12. Format: Choice of web site (e.g. wordpress), animated video (e.g. moovly), podcast, annotated game, <i>annotated</i> short story. <b>Slide presentations (powerpoint / prezi etc.) and videos of you simply speaking are <u>not</u> eligible for this project.</b> See assignment brief on Brightspace</p>

**5%**      **Bonus Marks: Weekly: optionally due at the end of each module, 1 per week.**  
For optional extra credit, complete weekly tasks that focus on learning more and reflecting personally on the material. Expected length 300-500 words; they are worth up to 1 point each (stacks on top of your final grade). Must include citations from relevant course material. No late submissions. You may continue doing bonus assignments until you hit the cap of 5% bonus total for the term.

**Required Course Materials:**

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**All required readings and videos are available through ARES on Brightspace or are linked from Brightspace to external web sites. Recommended readings are also available through ARES on Brightspace.**

<b>COURSE SCHEDULE September 8-December 10</b>	
<b>Module</b>	<b>Topics and Tasks</b>
<b>Module 0: Getting Started</b>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ul style="list-style-type: none"> <li>• Navigate the online interface and learn how and where to post, complete</li> </ul>

	<p>surveys and quizzes</p> <ul style="list-style-type: none"> <li>• Create a citation and bibliography using Chicago Manual of Style</li> <li>• Familiarize yourself with course expectations</li> <li>• Contrast plagiarism with academic integrity</li> </ul> <p><b>Suggested Sequence for Completing Module 0:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Course Introduction video by Dr. Butler</li> <li>2. <b>Read:</b> Course Outline</li> <li>3. <b>Read:</b> “Learn About Academic Integrity”</li> <li>4. <b>Complete:</b> Module 00: Academic Integrity and Course Outline Quiz. Receive a passing grade of 70% to access Module 1 course materials.</li> <li>5. <b>Complete:</b> Pre-Reflection Survey</li> </ol>
<p><b>Module 1: Intro to the Course / Intro to Study of Religion Sept 12</b></p> <p><b>Rosh Hashana</b></p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between several definitions of religion and evaluate their usefulness for studying religion</li> <li>2. Explain the difference between theological and academic approaches to the study of Religion</li> <li>3. Apply the categories of insider / outsider and reflect on the limits of each perspective</li> </ol> <p><b>Suggested Sequence for Completing Module 1:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 1 Lecture 1 - How to Study Religion at University</li> <li>2. <b>Watch: Scholarly source (podcast):</b> Henry, Andrew Mark. “What is Religion?” <i>Religion for Breakfast</i>, 2016. <a href="https://www.youtube.com/watch?time_continue=1&amp;v=c5KHDR8jdbA&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=1&amp;v=c5KHDR8jdbA&amp;feature=emb_title</a>. (7:00 mins)</li> <li>3. <b>Watch: Scholarly source (podcast):</b> Harvard Literacy Project. “Misunderstandings About Religion.” <i>World Religions Through Their Scriptures</i>, 2016. <a href="https://www.youtube.com/watch?v=U-YQXRrNo70&amp;feature=youtu.be">https://www.youtube.com/watch?v=U-YQXRrNo70&amp;feature=youtu.be</a>. (2:19 mins)</li> <li>4. <b>Read: Scholarly Source:</b> Nye, Malory. "Religion: The Basics." <i>Taylor and Francis Group</i> (2014): 1-22. <a href="https://brightspace.carleton.ca/content/enforced/30889-deidrebutler_sandbox/Religion_The_Basics_---_(1_Religion_some_basics)%5B33%5D.pdf?&amp;d2ISessionVal=2PIKCPHRgLvSqnYPCMO43M8xS&amp;ou=30889">https://brightspace.carleton.ca/content/enforced/30889-deidrebutler_sandbox/Religion_The_Basics_---_(1_Religion_some_basics)%5B33%5D.pdf?&amp;d2ISessionVal=2PIKCPHRgLvSqnYPCMO43M8xS&amp;ou=30889</a>.</li> <li>5. <b>Read: Scholarly source:</b> Nye, Malory. “Trying to Understand Religion? It's a Matter of Finding the Right Gloves to Wear.” <i>Religion Bites Blog</i>, medium.com, August 12, 2016. <a href="https://medium.com/religion-bites/trying-to-understand-religion-its-a-matter-of-finding-the-right-gloves-to-wear-811fbc25ac5b">https://medium.com/religion-bites/trying-to-understand-religion-its-a-matter-of-finding-the-right-gloves-to-wear-811fbc25ac5b</a>.</li> </ol>

	<ol style="list-style-type: none"> <li>6. <b>Watch Insider source (podcast):</b> BimBam. “What Is Rosh Hashanah? The Jewish New Year.” YouTube. September 1, 2017. <a href="https://youtu.be/1AuMXq5sHDw">https://youtu.be/1AuMXq5sHDw</a></li> <li>7. <b>Complete:</b> Module 01 Participation Challenge: - Introduce Yourself &amp; think about how you will approach this course.</li> <li>8. <b>Complete:</b> Module 01 Quiz</li> <li>9. <b>Complete:</b> (Optional): Module 01 Bonus Marks Forum - Module 1</li> </ol>
<p><b>Module 2</b> <b>September 13-19</b></p> <p>Yom Kippur</p>	<p><b>Module Learning Outcomes:</b> By the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Define key terms of Jew, Judaism, Jewish status, Jewish identity</li> <li>2. Differentiate between scholarly, racist, political and insider definitions of Jewish status and identity</li> <li>3. Recognize the major Jewish denominations</li> <li>4. Identify variations of Jewish identity in different national contexts</li> </ol> <p><b>Suggested Sequence for Completing Module 2:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 2 Lecture 1: What is Judaism? Who is a Jew?</li> <li>2. <b>Watch: Insider source (podcast):</b> BimBam. “How did Judaism get its name?” YouTube. January 9, 2018. <a href="https://www.youtube.com/watch?v=N0huH58nb0k">https://www.youtube.com/watch?v=N0huH58nb0k</a> . (4:17 mins)</li> <li>3. <b>Read: Scholarly Source:</b> Wright, Melanie Jane. “What is Judaism.” <i>Studying Judaism: The Critical Issues London: Continuum</i> (2012): 35-47.</li> <li>4. <b>Watch:</b> Module 2 Lecture 2: Jewish Identity, Israel, Diaspora</li> <li>5. <b>Read Scholarly Source:</b> Hahn Tapper, Aaron J. <i>Judaisms: A Twenty-First-Century Introduction to Jews and Jewish Identities.</i> Oakland, California: <i>University of California Press</i>, 2016: 1-10.</li> <li>6. <b>Watch: Israeli Short Film:</b> Goldschmidt, Gilad, dir. <i>A Green Chariot.</i> 2005: Tel Aviv: Inosan Productions, 2005. Go2Films.  (Hebrew with subtitles) 47 minutes.</li> <li>7. <b>Listen: Insider source (podcast):</b> Sacks, Jonathan. “In Search of Jewish Identity (Kedoshim 5776).” Rabbi Sacks. May 12, 2016. <a href="http://rabbisacks.org/search-jewish-identity-kedoshim-5776/">http://rabbisacks.org/search-jewish-identity-kedoshim-5776/</a>.</li> <li>8. <b>Watch: Insider source (podcast):</b> BimBam. “What is Yom Kippur.” YouTube. September 12, 2017. <a href="https://www.youtube.com/watch?v=4oqBzg8wCUg">https://www.youtube.com/watch?v=4oqBzg8wCUg</a>.</li> <li>9. <b>Complete:</b> Module 02: Quiz</li> <li>10. <b>Complete:</b> Module 2 - Participation Challenge - Scavenger Hunt on Jewish Identity in Canada, US, and Israel</li> <li>11. <b>Complete: (Optional):</b> Bonus Marks Forum - Reflection on Identity</li> </ol>

<p><b>Module 3: Origins of Judaism: Hebrew Bible: Sacred Text, Sacred Story</b></p> <p><b>Sept 20-26</b></p> <p><b>Sukkot</b></p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Define key terms and concepts related to development and organization of the Hebrew Bible</li> <li>2. Explain origins and historical development of the Hebrew Bible canon</li> <li>3. Give examples of Jewish practices related to the Torah</li> <li>4. Relate biblical narrative to Jewish belief and practice</li> <li>5. Cite a source using the Chicago Manual of Style</li> </ol> <p><b>Suggested Sequence for Completing Module 3:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 3 Lecture 1 - Hebrew Bible Basics</li> <li>2. <b>Watch: Scholarly source (documentary):</b> Schama, Simon. "Sanctification of Words" (Segment 8). <i>The Story of the Jews with Simon Schama</i>. BBC Two. 2013.</li> <li>3. <b>Read: Primary source:</b> "Genesis 1-3." <i>Sefaria</i>. <a href="https://www.sefaria.org/Genesis.1?lang=bi&amp;aliyot=0">https://www.sefaria.org/Genesis.1?lang=bi&amp;aliyot=0</a>.</li> <li>4. <b>Watch:</b> Module 3 Lecture 2 - Humanity and Gender Genesis 1-3</li> <li>5. <b>Read: Scholarly source:</b> Trible, Phyllis. "Eve and Adam: Gen. 2 Reread" in <i>Womanspirit Rising: a Feminist Reader in Religion</i>. Eds. Carol P. Christ and Judith Plaskow. San Francisco: Harper Sanfrancisco, 1979. 74-83.</li> <li>6. <b>Watch:</b> Module 3 Lecture 3 - Biblical Covenant, Chosen People and Circumcision</li> <li>7. <b>Read: Insider Source:</b> Greenberg, Irving. "The Covenant as Process." <i>My Jewish Learning</i>. <a href="https://www.myjewishlearning.com/article/the-covenant-as-process/">https://www.myjewishlearning.com/article/the-covenant-as-process/</a>.</li> <li>8. <b>Read Scholarly Source:</b> Cohen, Shaye J.D. "Are Women in the Covenant?" in Tal Ilan, et al., eds., <i>A Feminist Commentary on the Babylonian Talmud</i> (Tübingen: Mohr Siebeck, 2007). 25-42.</li> <li>9. <b>Watch: Insider Source (podcast):</b> BimBam. "The LEGO Sukkot Movie: Jewish Holidays 101." YouTube. September 20, 2017. <a href="https://www.youtube.com/watch?v=SRHkgWGyn4Y">https://www.youtube.com/watch?v=SRHkgWGyn4Y</a>.</li> <li>10. <b>Complete Module 03 Quiz</b></li> <li>11. <b>Complete Module 03 Participation:</b> How do interpretations of the Hebrew bible shape Jewish life and/or Jewish identity?</li> <li>12. <b>Complete: (Optional):</b> Module 03 Bonus Marks Forum - Science Behind Modern Biblical Scholarship</li> <li>13. <b>Respond to:</b> Course Feedback Form - Module 3</li> </ol>
<p><b>Module 4: Rabbis and Rabbinic Judaism</b></p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the transition from Temple-based Judaism to Rabbinic Judaism including origins of synagogue and Talmud</li> </ol>

Sept 27-Oct 3

Simcha Torah

- 2. Compare and Contrast Second Temple Jewish Groups
- 3. Assess the use of Josephus as a source for the Second Temple Period

**Suggested Sequence for Completing Module 4:**

- 1. **Watch:** Module 4 Lecture 1
- 2. **Watch: Scholarly source (documentary):** Schama, Simon. "Part 1". *The Story of the Jews with Simon Schama*. BBC Two. 2013. (From "First Great Exile" (Segment 9) until end of Part 1 to end. approx. 33 mins)
- 3. **Watch:** Module 4 Lecture 2 - Origins of the Talmud
- 4. **Read: Scholarly source:** Satlow, Michael. "The Rabbis" in *Creating Judaism: history, family, community*. New York: Columbia University Press. 2006. 115-125.
- 5. **Watch:** Module 4 Lecture 3: Rabbinic Concepts
- 6. **Read: Scholarly source:** Satlow, Michael. "Rabbinic Concepts" in *Creating Judaism: history, family, community*. New York: Columbia University Press. 2006. 155-163. (Read from break on page 155 to end)
- 7. **Watch: Insider source (short, animated film):** Rivkin, Jacob and MacDonald, Muriel. "Waiting for Ewe: Based on the Babylonian Talmud, Ketubot 62b-63a." YouTube, BimBam. December 9, 2013. [https://www.youtube.com/watch?v=Q-MDa28\\_J6Y](https://www.youtube.com/watch?v=Q-MDa28_J6Y). (4:01)
- 8. **Watch: Insider Video (faith-based news segment):** "Simchat Torah." Aired November 14, 2011. PBS. <https://www.pbs.org/video/religion-ethics-newsweekly-simchat-torah/>.
- 9. **Complete** Module 04 Quiz
- 10. **Complete: Module 04** Participation Challenge - Create a Meme or Submit Your Notes
- 11. **Complete (Optional):** Module 04 Bonus- Rabbinic Worldview

Module 5: Jews in the Middle Ages

Oct 4-10

**Module Learning Outcomes:** by the end of this module, you should be able to:

- 1. Compare and contrast experiences of Jews in the Middle Ages under Christian and Muslim rule
- 2. Describe the origins of Ashkenazic and Sephardic Jewry and give examples of key differences
- 3. Rehearse major points of debate around how anti-Judaism and anti-Semitism relate to each other
- 4. Reflect on the origins and development of anti-Judaism and contemporary Anti-Semitism

**Suggested Sequence for Completing Module 5:**

- 1. **Watch:** Week Module 5 Mini Lecture 1 -Jews in the Middle Ages
- 2. **Read Scholarly Source:** Kaufman, Amy. "Anti-Semitism Is Older Than You Think Jews in the Middle Ages: anti-Jewish narratives, practices and violence | The Public Medievalist." *The Public Medievalist*. May 23, 2017. <https://www.publicmedievalist.com/anti-semitism-older-think/>.

	<p>3. <b>Watch:</b> Module 5: Mini Lecture 2: Jewish in Christian Lands, Anti-Judaism and Anti-Semitism in Ancient and Christian Sources</p> <p>4. <b>Watch: Scholarly Source (documentary):</b> Eban, Abba. "Part 4 Crucible of Europe" in <i>Heritage, Civilization and the Jews</i>. Vol. 2. <i>The Shaping of Tradition</i>. New York: Home Vision Entertainment, 1984. <a href="https://www.youtube.com/watch?v=GcZfncngdlU">https://www.youtube.com/watch?v=GcZfncngdlU</a>.</p> <p>5. <b>Watch:</b> Module 5: Mini Lecture 3: Anti-Jewish Narratives, Practices and Violence</p> <p>6. <b>Watch: Scholarly source (documentary):</b> Schama, Simon. "Part 2: Among Believers." <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013. (View Segment 7: Exile and Interiority to end of Segment 12. 32 mins)</p> <p>7. <b>Watch:</b> Module 5 Mini Lecture 4: Jews in Muslim Lands</p> <p>8. <b>Read: Scholarly source:</b> Cohen, Mark R. "Medieval Jewry in the World of Islam" in <i>The Oxford Handbook of Jewish Studies</i>, edited by Martin Goodman, Jeremy Cohen, and David Sorkin, Oxford, and New York: Oxford University Press, 2004. 193-218.</p> <p>9. <b>Complete:</b> Module 05: Quiz: Medieval Jews</p> <p>10. <b>Complete:</b> Module 05 Participation Challenge: Find a Recipe or Learn More About Middle Anti-Jewish Event</p> <p>11. <b>Complete:</b> (Optional): Module 05 Bonus Marks Forum: Anti-Judaism vs. Anti-Semitism</p>
<p><b>Module 6: Living the Law 6: Living the Law</b></p> <p>Oct 12-17 <b>Thanksgiving week</b></p> <p><b>short week &amp; heavy reading / viewing week: plan ahead!</b></p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the relevant halakhic (Jewish legal) sources for 3 areas of Jewish law/practice (shabbat, kosher, Niddah) that are corelated with Orthodox Jewish identity</li> <li>2. Contextualize Jewish practice within religious gender norms</li> <li>3. Reflect on how observance of the law is linked to group identity and social cohesion</li> </ol> <p><b>Suggested Sequence for Completing Module 6:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 6 Lecture 1 - Orthopraxy and the Law</li> <li>2. <b>Watch: Insider Video (podcast):</b> BimBam. "What is a Mitzvah? Intro to the Jewish Commandments." YouTube. March 6, 2018. <a href="https://www.youtube.com/watch?v=610_sG2zsE">https://www.youtube.com/watch?v=610_sG2zsE</a>.</li> <li>3. <b>Review: Primary Source (Hebrew Bible):</b> Exodus 19-24 Sefaria <a href="https://www.sefaria.org/Exodus.19?lang=en&amp;aliyot=0">https://www.sefaria.org/Exodus.19?lang=en&amp;aliyot=0</a>.</li> <li>4. <b>Read: Insider source:</b> "Judaism 101: Halakhah: Jewish Law." Jewfaq.Org. 2019. <a href="http://www.jewfaq.org/halakhah.htm">http://www.jewfaq.org/halakhah.htm</a>.</li> </ol>

	<ol style="list-style-type: none"> <li>5. <b>Watch:</b> Mini Lecture 2: Shabbat</li> <li>6. <b>Read: Insider source:</b> "Shabbat: What Is Shabbat?" <i>Jewishvirtuallibrary.Org</i>. 2019. <a href="https://www.jewishvirtuallibrary.org/what-is-shabbat-jewish-sabbath">https://www.jewishvirtuallibrary.org/what-is-shabbat-jewish-sabbath</a></li> <li>7. <b>Listen to: Primary source (liturgy):</b> MidrashaRio. "Lecha Dodi." YouTube. YouTube, March 5, 2012. <a href="https://www.youtube.com/watch?v=J5WMPx1o2uM">https://www.youtube.com/watch?v=J5WMPx1o2uM</a>.</li> <li>8. <b>Watch: Insider source (liturgy):</b> Bauman, Katie. "How to Havdalah." <i>Temple Israel</i>. 2012. <a href="https://youtu.be/-LLWrKeh6tY">https://youtu.be/-LLWrKeh6tY</a>.</li> <li>9. <b>Read: Insider source:</b> Furst, Rachel. "'Come, O Bride, the Sabbath Queen': Decoding the Feminine Imagery of Shabbat." <i>JOFA Journal</i>. Spring 2009. Vol XIII, Issue 1. 29-32.</li> <li>10. <b>Watch:</b> Mini Lecture Module 6: Part 3 – Kosher</li> <li>11. <b>Read: Insider source:</b> Mjl. "Kosher Food: What Makes Food Kosher Or Not   My Jewish Learning." <i>My Jewish Learning</i>. <a href="https://www.myjewishlearning.com/article/kosher-food/">https://www.myjewishlearning.com/article/kosher-food/</a>. (Watch videos on this page)</li> <li>12. <b>Watch:</b> Mini lecture 4: Nidah (Family Purity)</li> <li>13. <b>Watch: Film (documentary):</b> Zuria, Anat. <i>Purity: Breaking the Codes of Silence</i>. New York, NY: Distributed by Women Make Movies. 2010. 63 mins.</li> <li>14. <b>Complete:</b> Module 06 Quiz</li> <li>15. <b>Complete:</b> Module 06 Participation Challenge: Learn more about Mikveh: Archeology, engineering issues, new technology, feminist critiques, transgender issues, in the news etc.</li> <li>16. <b>Complete:</b> Module 06 Optional Bonus Assignment: Make Challah, take a photo, explain its symbolism and importance for Shabbat.</li> </ol>
<p><b>Module 7: Jews in the Modern World</b></p> <p><b>Oct 18-Oct 24</b></p> <p><b>Early Bird Bonus if you submit Midterm Take Home Assignment by Oct 24</b></p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast eastern and western European Jewish experiences of modernity</li> <li>2. Give examples of acculturation vs. assimilation</li> <li>3. Delineate eastern and western responses to modernity including the Haskalah, Hasidism, religious reform and Zionism</li> <li>4. Trace the roots of modern anti-Semitism in Europe that will lead to the Holocaust</li> </ol> <p><b>Suggested Sequence for Completing Module 7:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 7 Lecture 1: Jews in the Modern World: The Enlightenment and the Jews</li> <li>2. <b>Watch: Scholarly source (documentary):</b> Schama, Simon. "A Leap of Faith: Part 3." <i>The Story of the Jews with Simon</i></li> </ol>

	<p><i>Schama</i>. Documentary. BBC Two. 2013. (Watch Segments 1-4: Time stamp 14.34 min)</p> <ol style="list-style-type: none"> <li>3. <b>Watch:</b> Module 7: Mini Lecture 2: Jewish Responses to Modernity</li> <li>4. <b>Watch: Resume watching scholarly source (documentary):</b> Schama, Simon. "A Leap of Faith: Part 3." <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013.  Story of Wagner and his anti-Semitic / nationalistic writing at Segment 8 Art as Territory time stamp 26:10 - to middle of Segment 14 Birth of Zionism 48:27. <i>Recommended to keep watching to end of Part 3 48:27 to 53:32.</i></li> <li>5. <b>Watch: Scholarly source (documentary):</b> Schama, Simon. "Over the Rainbow: Part 4." <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013.</li> <li>6. <b>Read: Scholarly source:</b> Richarz, Monica. "The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries," <i>Discussion Papers Journal</i>, ed. Kimberley Mann. New York: United Nations Dept. of Public Information, The Holocaust and the United Nations Outreach Programme, 2009. 77-87.</li> <li>7. <b>Complete:</b> Module 07 Quiz - Jews and Modernity</li> <li>8. <b>Complete:</b> Module 07 Participation Challenge - Scavenger Hunt or Submit Notes</li> <li>9. <b>Complete (Optional): Module 07</b> Bonus Marks Forum - Acculturation vs. Assimilation</li> </ol>
<p><b>Oct 25-Oct 31: Reading Week</b></p>	<p><b>Midterm Take Home Assignment Due Oct 31 at midnight</b></p>
<p><b>Module 8: Hasidism Nov 1-Nov 7</b></p> <p><b>Sigd program online Nov 1 bonus Sigd Nov 4</b></p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how Hasidic Judaism differs from other modern forms of Judaism</li> <li>2. Trace the history of Hasidic communities in Europe to North American and Israeli contexts</li> <li>3. Give examples of common practices, cultural values, and theologies common across many Hasidic communities</li> <li>4. Reflect on the history of Hasidic Judaism as an example of religious reform and Jewish responses to modernity</li> </ol> <p><b>Suggested Sequence for Completing Module 8:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 8 Lecture 1: Mysticism</li> <li>2. <b>Watch: Scholarly Source (documentary):</b> Parker, Sarah Jessica. Oren, Rudavsky. Menachem, Daum. Robert, Seidman. Leonard, Nimoy. and Yale, Strom. <i>A Life Apart Hasidism in America</i> New York, NY: First Run/Icarus</li> </ol>

	<p>Films, 2005. 96 mins.</p> <ol style="list-style-type: none"> <li>3. <b>Watch:</b> Module 8 Lecture 2: Hasidism: Key Issues</li> <li>4. <b>Read: Scholarly source:</b> Katz, Jacob. "The Transition to Hasidism" in <i>Tradition and Crisis: Jewish Society at the End of the Middle Ages</i>. New York: Schocken Books. 1993. 202-213.</li> <li>5. <b>Read: Scholarly source:</b> Shaffir, William. "Hasidim in Canada." In <i>Canada's Jews, Boston, USA: Academic Studies Press</i>, 2019. 282–293.</li> <li>6. <b>Watch:</b> Module 8 Lecture 3: Contemporary Issues</li> <li>7. <b>Read: Scholarly source:</b> "Shattered Vessels That Contain Divine Sparks: Unveiling Hasidic Women's Dress Code." <i>The Veil: Women Writers on Its History, Lore, and Politics</i>. Berkeley; Los Angeles; London: University of California Press, 2008. 44-57.</li> <li>8. <b>Complete:</b> Module 08 Quiz - Hasidism</li> <li>9. <b>Complete:</b> Module 08 Participation Challenge</li> <li>10. <b>Respond to:</b> Course Feedback Form - Module 8</li> <li>11. <b>Post to (Optional):</b> Bonus: Reflect on Sigd online event Nov 4 (250-300 words).</li> </ol>
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<p><b>Module 9: Denominations</b> Nov 8-Nov 14</p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Broadly differentiate between Orthodox, Conservative, Reform and Reconstructionist Judaism in terms of belief and practice</li> <li>2. Recognize key features of synagogues</li> <li>3. Contextualize denominational and cultural variations in synagogue architecture and practice</li> <li>4. Describe synagogue-based practices according to denomination</li> </ol> <p><b>Suggested Sequence for Completing Module 9:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 9 Lecture 1: Religious Reform 1790s-1890s</li> <li>2. <b>Watch: Insider source (podcast):</b> Shuback, Jeremy. "History of Reform Movements: Reform, Conservative and Orthodox." BimBam. February 17, 2019. <a href="https://www.youtube.com/watch?v=zUNpC9Vjftg">https://www.youtube.com/watch?v=zUNpC9Vjftg</a></li> <li>3. <b>Watch:</b> Module 9: Lecture 2: Denominations: Today</li> <li>4. <b>Read: Scholarly Source:</b> EXCERPT. Kaplan, Dana Evan. "Reform Judaism." In <i>The Blackwell Companion to Judaism</i>: Oxford, UK: Blackwell Publishing Ltd, 2003. 291-295.</li> <li>5. <b>Read: Insider source:</b> Mjl. "Orthodox Judaism." <i>My Jewish Learning</i>. <a href="https://www.myjewishlearning.com/article/orthodox-judaism/">https://www.myjewishlearning.com/article/orthodox-judaism/</a>.</li> <li>6. <b>Read: Scholarly source:</b> Davidman, Lynn. "Turning to Orthodox Judaism." In <i>The Life of Judaism</i>, Berkeley: University of California Press, 2019. 93–104.</li> </ol>
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	<p>7. <b>Read: Insider Source:</b> Mjl. "Conservative Judaism: How the Middle Became a Movement." <i>My Jewish Learning</i>. <a href="https://www.myjewishlearning.com/article/conservative-judaism-how-the-middle-became-a-movement/">https://www.myjewishlearning.com/article/conservative-judaism-how-the-middle-became-a-movement/</a>.</p> <p>8. <b>Read: Insider source:</b> "Who Is A Reconstructionist Jew?" <i>Reconstructing Judaism</i>. <a href="https://www.reconstructingjudaism.org/article/who-reconstructionist-jew">https://www.reconstructingjudaism.org/article/who-reconstructionist-jew</a>.</p> <p>9. <b>Watch:</b> Module 9 Lecture 3 - Synagogues and Historical and Denominational Differences</p> <p>10. <b>Watch:</b> Module 9 Lecture 4 - Denominations: Synagogues</p> <p>11. <b>Read: Scholarly source:</b> Segal, Eliezer. "Places of Worship" excerpt in <i>Introducing Judaism</i>. London and New York: Routledge. 2009. Read first page intro on 246, then skip to synagogues 248-255.</p> <p>12. <b>Watch: News source:</b> "Holy Cribs: The Synagogue." New London Synagogue. 2014. <a href="https://youtu.be/nwPtI4ev2VY">https://youtu.be/nwPtI4ev2VY</a>. (“Traditional” synagogue in UK bridges Orthodox practice and Conservative- 10 mins)</p> <p>13. <b>Complete:</b> Module 09 Quiz - Denominations and Synagogues</p> <p>14. <b>Complete:</b> Module 09 Participation Challenge - Scavenger Hunt</p> <p>15. <b>Complete (Optional):</b> Module 09 Bonus Marks Forum Module 9 - Visit a Synagogue Online</p>
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<p><b>Module 10:</b> <b>Sexuality, Marriage and the Family</b> Nov 15-21</p> <p>Final Project Plan Quiz Due</p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the centrality of Jewish marriage and the family</li> <li>2. Describe modern Orthodox and ultra-Orthodox practices around dating and finding a spouse</li> <li>3. Explain the traditional understandings of Jewish sexuality, homosexuality, lesbianism</li> <li>4. Trace teachings about sexuality to key primary biblical and rabbinic sources</li> <li>5. Rehearse different denominational responses to intermarriage, same sex marriage and LGBTQ issues</li> </ol> <p><b>Suggested Sequence for Completing Module 10:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 10 Lecture 01 - Dating and Marriage</li> <li>2. <b>Watch: News source:</b> Refinery 29. "The Deep Meaning Behind An Orthodox Jewish Wedding." YouTube. Jan. 20, 2018. <a href="https://youtu.be/oxsTbM67sH0">https://youtu.be/oxsTbM67sH0</a>. (Pop culture account of Orthodox Jewish dating and wedding) (8:21 mins)</li> <li>3. <b>Watch:</b> Module 10 Lecture 02 - Male homosexuality</li> <li>4. <b>Read: Insider source:</b> "Issues in Jewish Ethics: Homosexuality." <i>Jewish Virtual</i></li> </ol>
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	<p><i>Library.</i> <a href="https://www.jewishvirtuallibrary.org/homosexuality-in-judaism">https://www.jewishvirtuallibrary.org/homosexuality-in-judaism</a>.</p> <ol style="list-style-type: none"> <li>5. <b>Read: Insider source:</b> Greenberg, Steven (Under pseudonym Rabbi Yaakov Levado). "Gayness and God: Wrestlings of an Orthodox Rabbi." <i>Tikkun Magazine</i>. 1993. (10 pages)</li> <li>6. <b>Watch: Insider source:</b> Greenberg, Steven. "Trembling Before G-d". Films That Change the World. 2007. <a href="https://youtu.be/M7Lam5hh0wo">https://youtu.be/M7Lam5hh0wo</a>.</li> <li>7. <b>Watch: News source:</b> Dubowski, Sandi Simcha, dir. <i>Trembling Before God</i>. Israel: Simcha Leib Productions, 2001. (10 minutes) <a href="https://www.pbs.org/video/religion-and-ethics-newsweekly-trembling-g-d/">https://www.pbs.org/video/religion-and-ethics-newsweekly-trembling-g-d/</a></li> <li>8. <b>Watch:</b> Module 10 Lecture 3 - Lesbianism</li> <li>9. <b>Read: Scholarly source:</b> Sarah, Elizabeth. "Judaism and Lesbianism: A Tale of Life on the Margins of the Text." <i>Jewish Quarterly</i> 40 (1993): 20–23.</li> <li>10. <b>Watch: News source:</b> Alexander, Lilli. <i>Keep Not Silent: Orthodoxy</i>. Israel: Channel 8, 2004. <a href="https://youtu.be/qsYUhKqquJU">https://youtu.be/qsYUhKqquJU</a>. (10 minutes)</li> <li>11. <b>Watch:</b> Module 10 Lecture 4 - Transgender Issues</li> <li>12. <b>Read: Insider source:</b> Teutsch, David. "Understanding Transgender Issues in Jewish Ethics." <i>Reconstructing Judaism</i>. April 18, 2016. <a href="https://www.reconstructingjudaism.org/article/understanding-transgender-issues-jewish-ethics">https://www.reconstructingjudaism.org/article/understanding-transgender-issues-jewish-ethics</a>.</li> <li>13. <b>Watch: News source:</b> "How This Hasidic Rabbi Became A Trans Woman Activist." <i>Now This News</i>. Nov 3, 2017. <a href="https://youtu.be/atT2Cl8849M">https://youtu.be/atT2Cl8849M</a>. (6:47 mins)</li> <li>14. <b>Complete:</b> Module 10 Quiz - Sexuality, Marriage and the Family</li> <li>15. <b>Complete:</b> Final Project Plan Quiz</li> <li>16. <b>Complete:</b> Module 10 Participation Challenge - Create a visual (mindmap or pictochart) that explains rabbinic understandings of gender and/or sexuality or Submit Your Notes</li> <li>17. <b>Complete (Optional):</b> Module 10 Bonus Marks Forum - Module 10 – Respond to Purity Documentary</li> </ol>
<p><b>Module 11: Responses to the Holocaust: Survivor Testimony and Theological Responses</b></p> <p>Nov 22-Nov 28</p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain key concepts related to anti-Semitism and Jewish experiences of the Holocaust</li> <li>2. Distinguish between major theological responses to the Holocaust</li> <li>3. Reflect on Survivor testimony as a source for historical analysis and communal memory</li> <li>4. Outline Jewish religious and communal practices related to the Holocaust</li> <li>5. Connect the history of the Holocaust to the formation of the State of Israel</li> </ol>

Chanukkah

**Suggested Sequence for Completing Module 11:**

1. **Watch:** Module 11 Lecture 1 - From Modern Anti-Semitism to Genocide
2. **Watch: Scholarly source (documentary):** USHMM. "Why the Jews History of Antisemitism." United States Holocaust Memorial Museum. <https://www.ushmm.org/antisemitism/what-is-antisemitism/why-the-jews-history-of-antisemitism>. (13 mins: Note first 5 minutes reviews medieval and pre-modern anti-Judaism)
3. **Watch: Scholarly source (documentary):** USHMM. "From Citizens to Outcasts." United States Holocaust Memorial Museum. <https://www.ushmm.org/learn/holocaust/path-to-nazi-genocide/chapter-3/from-citizens-to-outcasts-1933-1938>. (7:28 mins)
4. **Read: Scholarly source:** USHMM. "Introduction to the Holocaust." <https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust>.
5. **Watch: Scholarly source (documentary):** Barnett, Victoria. "The Confessing Church: Early German Protestant Responses to National Socialism - Victoria Barnett, Facing History." *Facing History & Ourselves*. <https://www.facinghistory.org/resource-library/video/confessing-church-early-german-protestant-responses-national-socialism>. (6:42 mins)
6. **Watch:** Module 11 Lecture 2 - Jewish Responses During and After the Holocaust
7. **Watch: Insider source:** "Voices of the Past: Rabbi Ephraim Oshry". Torah Cafe. [http://www.torahcafe.com/jewishvideo/voices-of-the-past-rabbi-ephraim-oshry-video\\_00aebd176.html](http://www.torahcafe.com/jewishvideo/voices-of-the-past-rabbi-ephraim-oshry-video_00aebd176.html). (4:48 mins)
8. **Read: Primary source (rabbinic responsa):** Rabbi Oshry, Ephraim. "Removing Numbers Branded by the Germans on Their Victims" and "Women Prostituted by the Germans" in *Responsa From the Holocaust*. New York: Judaica Press, 1999. 193-196. (File name Oshry Tattoos.pdf)
9. **Read: Scholarly source (rabbinic responsa):** Rabbi Oshry, Ephraim. "Endangering yourself to Save Another" and "A Kohein Who Was Forced to Convert" in *Responsa From the Holocaust*. New York: Judaica Press, 1999. 193-196. 1-4 File Name: Oshry Life or Death.
10. **Watch:** Module 11: Lecture 3: Survivor Responses
11. **Read: Insider source:** Wiesel, Eli. "A Plea for the Dead," in *A Holocaust reader: responses to the Nazi extermination*, ed. Morgan, Michael. New York, Oxford University Press. 2001. 67-78.
12. **Watch: Insider Source (Oral History):** "Ottawa Holocaust Survivors' Oral History." Carleton University. <https://carleton.ca/jewishstudies/antisemitism/ottawa-holocaust-survivors-oral-histories/>. On the home page of the Ottawa Holocaust Survivors Testimonials project here at Carleton University you will find 10 2-minute clips of Ottawa survivors speaking about their experiences. Watch any 3 or

	<p>more.</p> <p>13. <b>Watch:</b> Module 11: Lecture 04: The Holocaust and Israel:</p> <p>14. <b>Read: Scholarly source:</b> United States Holocaust Memorial Museum. "Postwar Refugee Crisis and the Establishment of the State of Israel." United States Holocaust Memorial Museum. <a href="https://encyclopedia.ushmm.org/content/en/article/postwar-refugee-crisis-and-the-establishment-of-the-state-of-israel">https://encyclopedia.ushmm.org/content/en/article/postwar-refugee-crisis-and-the-establishment-of-the-state-of-israel</a>.</p> <p>15. <b>View: Insider source (liturgy/poetry):</b> "Eli Eli - Hannah Szenes Senesh - Sang in Hebrew &amp; English - Holocaust Remembrance." YouTube. 2010. <a href="https://youtu.be/QkjsqUQsrhE">https://youtu.be/QkjsqUQsrhE</a>.</p> <p>16. <b>Complete:</b> Module 11 Quiz - Holocaust Responses</p> <p>17. <b>Complete:</b> Participation Challenge Module 11 - Visit the Holocaust Memorial or Online Memorial</p> <p>18. <b>Post to (Optional):</b> Bonus Marks Forum - Module 11 - Film Review or reflect on personal connection to the Holocaust</p>
<p><b>Module 12: Israel: Traditional and contemporary Jewish Perspectives</b></p> <p>Nov 29-Dec 5</p>	<p><b>Module Learning Outcomes:</b> by the end of this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain traditional Jewish understandings of the land of Israel in terms of concepts of Exile, Messiah, Return</li> <li>2. Describe key Jewish practices that reflect Jewish connections to the land of Israel</li> <li>3. Connect traditional understanding of the land of Israel with historical development of Zionist thought</li> <li>4. Reflect on the relation between diaspora Jews and the modern state of Israel</li> <li>5. Reflect on the diversity of Jewish life and practice in Israel in relation to diasporic history and practice</li> </ol> <p><b>Suggested Sequence for Completing Module 12:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 12 Lecture 1: The Land &amp; Tradition <b>Watch: Insider source:</b> Shuback, Jeremy. "Yom Ha'Atzmaut". BimBam. April 27, 2017. <a href="https://youtu.be/OqXg5e1sg5s">https://youtu.be/OqXg5e1sg5s</a>.</li> <li>3. <b>Watch:</b> Module 12: Lecture 02: Zionism</li> <li>4. <b>Read: Scholarly source:</b> Ottolenghi, Emanuele. "A National Home" in <i>Modern Judaism: an Oxford guide</i>. Eds. De Lange, N. R. M., and Miri Freud-Kandel. Oxford: Oxford University Press. 2005. 54-65.</li> <li>5. <b>Watch: Scholarly source (documentary):</b> Schama, Simon. "Return: Part 5." <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013. (Watch Segments 1-11. 36:25 mins)</li> </ol>

	<ol style="list-style-type: none"> <li>6. <b>Watch:</b> Module 12: Lecture 03: Israeli Jews &amp; the Diaspora</li> <li>7. <b>Watch: Insider source:</b> Gil-Shuster, Corey. "Israelis: Why did your family come to Israel?" <i>AskProject</i>. September 23, 2017. <a href="https://youtu.be/RIwloYdgM50">https://youtu.be/RIwloYdgM50</a>.</li> <li>8. <b>Watch: News source:</b> CBN News. "Ethiopian Jews Celebrate Ancient Holiday, Thank God for Jerusalem." CBN News. November 9, 2018. <a href="https://youtu.be/Nfsp06Zbyb8">https://youtu.be/Nfsp06Zbyb8</a>. (2:26 mins)</li> <li>9. <b>Read: Scholarly source:</b> Salamon, Hagar. "Ethiopian Jewry and New Self-Concepts." In <i>The Life of Judaism</i>, 2:.. Berkeley: University of California Press, 2019. 227–240.</li> <li>10. <b>Read: Scholarly source:</b> Brym, Robert &amp; Neuman, Keith &amp; Lenton, Rhonda. "Chapter 7: Connection to Israel in <i>2018 Survey of Jews in Canada</i>. 2019. <a href="https://www.environicsinstitute.org/docs/default-source/project-documents/2018-survey-of-jews-in-canada/2018-survey-of-jews-in-canada---final-report.pdf?sfvrsn=2994ef6_2">https://www.environicsinstitute.org/docs/default-source/project-documents/2018-survey-of-jews-in-canada/2018-survey-of-jews-in-canada---final-report.pdf?sfvrsn=2994ef6_2</a>. (Page 57-61 you may have read this earlier in the course as an option, simply review for quiz if needed)</li> <li>11. <b>Watch:</b> Module 12 Lecture 04 Final Thoughts and Final Assignment</li> <li>12. <b>Complete:</b> Module 12 Quiz - Israel</li> <li>13. <b>Complete:</b> Participation Challenge Module 12 – Reflect on a Jewish Song or Jewish Prayer that relates to Israel (land or state)</li> <li>14. <b>Post to (Optional):</b> Bonus Marks Forum 12 - Jewish Community or Identity in Israel</li> </ol>
<p><b>Final Assignment due Tuesday Dec 10 at Midnight</b></p> <p><b>Early Bird Bonus: if submitted by Dec 8<sup>th</sup> at midnight</b></p>	

### Course Policies:

**Early Feedback:** Your earliest feedback will be from quizzes and participation challenges. This will test your understanding of basic concepts and terms. Your ability to work with these, and critical reading and writing skills, will be more closely evaluated through the midterm and final project. If you have concerns, you are strongly encouraged to submit a rough draft.

**E-mail.** If you ask a question that is not of a private nature, and that would benefit everyone, then you are encouraged to post your questions in the **Ask Your Teaching Team discussion forum** on the course webpage, so that everyone can benefit from the answer. *I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is the strong possibility of a technical error, so please re-send the e-mail.*

**Late policy:** The late policy of this class is assignment specific and designed to be fair to students who handed their work in on time. **If you require accommodation for medical or other serious reason, please contact the professor as soon as possible.**

- Quizzes participation challenges: Note that you must only complete 8 quizzes and 8 participation challenges which does give you a chance to miss 4x for each of this type of assignment. Because there is built in flexibility, late quizzes and participation challenges are normally not accommodated.
- Bonus assignments are not accepted late.
- Midterm and Final Assignment will be penalized at the rate of one grade point (e.g. A to A-, A- to B+, and so on) per 24-hour period beginning at midnight of the due date. Please note that late work will be graded as my schedule allows.

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

**The difference between a lower and higher grade is often a matter of effort.** Review the grading rubric for each assignment and see that engaging more course material, working with more difficult material (such as scholarly sources and primary sources), and doing outside extra research for the final assignment or participation or bonus assignments (especially scholarly and primary sources) are all ways to improve your grade. Completing a rough draft and responding to feedback is also a way to improve. **Use this information to determine how much effort and time you want to put in to succeed to your own expectations.**

**Citing sources:** As a matter of ethics and good professional practice I care about citations. You will never lose marks for citing too often, you do risk serious consequences if you fail to cite when you should. When in doubt cite (including for participation challenges and bonus marks assignments). You must use the required style, Chicago Manual of Style (Notes and Bibliography).

**Chicago Manual of style:** The Religion program at Carleton requires that you use the Chicago Manual of Style (Humanities: Footnotes and Bibliography). This means I should be seeing footnotes and a bibliography for all assignments. Assignments that do not use the Chicago Manual of Style will be returned to the student for correction early in the course, as the course progresses marks will simply be docked for failing to meet this requirement. \*Note that there is a Chicago Manual of Style for Social Sciences that uses parenthetical citation. Do not use that method.

**Quick Citation Links:** Chicago Manual of Style (Notes and Bibliography)

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

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

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

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

<https://www.zotero.org/> Zotero (excellent free online citation management tool)

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

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

## **Course Expectations / Course Culture**

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**Critical yet respectful:** “Lest ye be judged”: Our goal as students of religion is to understand religion and religious phenomena as a human phenomenon. We study religion using evidence-based practices.

### DO

- Include specific examples to support your opinion, especially when agreeing or disagreeing with someone else’s post
- Both when posting and when replying, make new connections between the discussion topics and the assigned readings by referring to specific pages in the readings (e.g. Satlow, 243).
- Include thoughtful questions to show that you care what your classmates think.

### DON’T

- Copy material from other course participants’ posts. If you’re not sure what you can add, contact the instructor or Academic Advising for support.
- Post about things that are completely unrelated to the coursework, like your personal plans for the weekend.
- Insult or make fun of posts or use sarcasm. If you disagree with a post, then explain why in a constructive and empathetic manner, i.e. Remember the Human: if you wouldn’t say it to someone’s face, then don’t say it online.
- Get involved in flame wars—especially not over issues of spelling, grammar, FAQs, and so on. If things do flame up, remember that you can stand by what you said and still apologize for the way in which you said it.

### *Sources*

Carleton University. “EDC: Online Discussions Tips for Students.” Accessed February 27, 2017: <http://carleton.ca/edc/wp-content/uploads/Online-Discussions-Tips-for-Students.pdf>.

*Shea, Virginia. 1994. Netiquette, Albion Books. Digitized December 14, 2009.*

University of Phoenix. “Going to Class: What is a substantive post?” and “Going to Class: Online discussions.” Accessed February 27, 2017: <http://www.phoenix.edu/student-orientation/going-to-class.html>.

**Readings:** This course includes different types of readings to help you gain an understanding of Judaism. These include insider sources written by Jews, usually for Jews, and reflect a faith-based perspective. These are often very short and useful for gaining a quick understanding of a practice or belief. Each module includes at least one scholarly secondary source that illustrates the ways that scholars of Religion study Judaism. These scholarly sources are particularly useful for your written assignments.

**Recommended readings:** Are optional but are suggested for either reinforcement of content delivered in videos or to broaden or deepen your understanding of a topic. You may always use recommended readings for any assignment, and they do count as extra effort when your work is graded.

**Videos / Films:** Are an important required resource for this course. These allow you to learn by seeing and hearing about Jewish life in a rich and complex way. They sometimes overlap with readings to reinforce learning and to give you additional details, but they always offer new and separate content as well. Several videos are from the PBS series *The Story of the Jews with Simon Schama* which does a great job of telling a story. Schama is a scholarly documentary source but he moves quickly and in the interest of a good story doesn't always give you the whole context. Readings and my own mini-lecture videos fill in the gaps in these cases. Always check if there is a viewer's guide before viewing and be ready to take notes on definitions and concepts for quizzes and assignments.

**Taking Notes:** "Output is as important as input" Taking notes in your own words will help you understand and remember material. This is necessary for quizzes and all assignments so you should always be taking notes as you read or view videos. If you read electronically, think about how you will do this: will you digitally "mark up the readings" or take notes separately. Tip: Taking notes loads content into different parts of your memory if you put them in your own words. This explains why people who take notes by hand have better recall and comprehension than people who use laptops to take notes in lectures. The laptop people can type much more content, but they do so word for word, so it is not loading into that different part of the brain for learning. If you use a laptop, make an effort to put things in your own words or rewrite them later. See this video for tips on how to take notes:  
[https://www.youtube.com/watch?v=E7CwqNHn\\_Ns](https://www.youtube.com/watch?v=E7CwqNHn_Ns)

**Professional Writing:** Your goal as a student writer at university is to become a professional writer who can function in the real-world workplace. This means that you should try to use:

- university level appropriate language
- discipline appropriate vocabulary (never use "Old Testament" instead of Hebrew Bible in this course)
- correct spelling and grammar with no typos
- always cite sources using Chicago Manual of Style Notes and Bibliography

**Critical reflection vs. subjective, personal reflection: this course asks you to critically reflect on the material.**

- More than a feeling: Personal reflection is about feeling. It reflects on your emotional response, your pleasure or displeasure, your interest or disinterest, your personal experience and it stops there.
- Thinking to understand better: Critical reflection is about thinking about the material and asking questions that will lead us to understand things in a more nuanced way.
- Evidence-based analysis: All critical reflection is evidence-based. It reflects on whether things are argued logically and fairly, whether evidence has been effectively marshaled, and whether there is missing data.
- Strategic use of the personal: Depending on the assignment, critically reflecting may connect to your personal experience but only does so if that experience is relevant and enriches our understanding of the topic.
- "When I was growing up": Students of religion (and your professor!) will often compare, contrast, connect what we study with our own experience of religion. This should be done not only purposefully (i.e. to enrich that understanding we seek) but also respectfully.

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

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

### **Additional Comments Regarding Student Supports**

- Carleton's Centre for Student Academic Support has online resources to help you succeed. Their online workshops can improve your personal and academic skills. Go to this link: <https://carleton.ca/csas/online-support/> to become a member of their online community.
  - Fellow students, your professor and TA will be regularly checking the 'Ask Your Teaching Team,' where you can receive general clarification on course content, assignment expectations, study procedures, and so on. Please describe your discussion topic as clearly as possible to facilitate other students' use of this important resource.
  - The Academic Advising Centre advises students on a drop-in basis from 8:30 a.m. – 4 p.m. and in the case of distance students, it is possible to arrange for calls. Advisors can help you manage your course load and create feasible work schedules.
  - Your professor holds weekly online office hours on the course webpage through zoom, where students can get personalized feedback on assignments plans/outlines and discuss academic challenges or goals. If you have another commitment at these times, you can book a meeting outside of the regular office hours by emailing the professor.
- Every Carleton student has access to free counselling services, including teleconferencing ones, via Aspiria's EmpowerMe 24-hour, 365 days a year referral services which can be reached toll-free at 1-866-741-6389. Students also have the opportunity to connect (over the internet / phone) with a local counsellor as well: <https://carleton.ca/health/counselling-services/#sect2>

Students with a documented disability, or who need advice on how to become documented, should refer to the Paul Menton Centre's website, <https://carleton.ca/pmc/> or send an e-mail to [pmc@carleton.ca](mailto:pmc@carleton.ca) requesting a Pre-Intake Meeting. Those who are registered with the PMC receive accommodations to support various temporary or permanent impairments (see list below) and are encouraged to contact the instructor if they require a specific accommodation, such as an alternative assignment format, in order to best demonstrate their learning.



# Humanities

## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

[This schedule](#) contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the [Important Dates and Deadlines section](#) of the Registration Website.

### Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

### 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 Policy (updated June 2021)

**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, material on the internet and/or conversations.

**Examples of plagiarism** include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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.

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

## Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

### Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

### Requests for Academic Accommodation

You may need special arrangements to meet your [academic obligations](#) during the term. For an accommodation request, the processes are as follows:

#### Religious Accommodation

Please contact your 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, please review the [Student Guide to Academic Accommodation](#).

#### Pregnancy Accommodation

Please contact your 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, please review the [Student Guide to Academic Accommodation](#).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your 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 [Senate Policy on Accommodation for Student Activities](#).

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

## **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 can be found [here](#). 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.

## **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).  
[More information](#)

## Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

## 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.

1. 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) 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. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

## Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

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 [here](#).

[More information on Final Exam Deferrals Registrar's Office "Defer an Exam" page](#)

## Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

## Department Contact Information

*Bachelor of the Humanities* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

*Greek and Roman Studies* 300 Paterson Hall  
[GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

*Religion* 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

*Digital Humanities (Graduate)* 2A39 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*Digital Humanities (Undergraduate Minor)* 300 Paterson Hall  
[digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

*MEMS (Undergraduate Minor)* 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)