

## CARLETON UNIVERSITY

College of the Humanities: Religion Program

**RELI 2110 R: Judaism** (online and fully asynchronous)

**Winter 2021**

**Professor: Dr. Deidre Butler**

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

**Online Office Hours:** Online office hours Wednesdays 3:30-4:30 using Big Button meeting room on the course webpage. Also available for online and telephone appointments at other times. Please contact by email to book.

### **Course Description:**

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**What do Jews believe? What makes a Jew a Jew? How do Jews practice their religion?** 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).

**There are no prerequisites for the course.** The course is wholly online with modules that are completed on a weekly basis. 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.

### **Course Evaluation:**

15% 8 Quizzes 8/10

15% 8 Participation Challenges 8/10

15% Biblical Film Analysis January 31, 2021

15% Living Judaism Take Home Feb 28, 2021

40% Final Take Home Project April 27, 2021

Final Take Home Plan Quiz March 14 = 5 points

*Early Bird bonus April 18 = 5 points*

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Optional Bonus assignments: Up to 5% Bonus

**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.*

**NEW 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 40-60 minutes of mini-lecture videos and other video content.
- 3-3.5 hours of reading/ week: Carefully reading and taking notes on 20-30 pages of readings, which include one scholarly article and several short blogs or other online content, plus review of primary sources.
- 3-3.5 hours of assignments /week: This includes weekly quizzes, short participation challenges, as well as working towards the three major assignments for the course (Biblical Film Analysis, Living Judaism Assignment, Final Take Home). It does not include bonus assignments.

**COURSE RHYTHM: 1 MODULE PER WEEK**

- **You must complete tasks every week for this course.**
- **Assignments are due weekly, Sunday at midnight.**
- **All modules are open, 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 (8/10 count)
3. Every Sunday: Complete 1 short participation challenge, usually 200 words or equivalent (8/10 count)
4. Optional: Every Sunday: Complete 1 short bonus marks assignment, usually 250-300 words (max 5%)

**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 Judaism
- Distinguish descriptive, explanatory, and prescriptive modes of discourse and reflect on the differences between scholarly and insider approaches.
- 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
- Analyse secondary texts related to the study of Judaism in historical and contemporary contexts.
- Conduct and synthesize research in topics related to Judaism, with knowledge of fundamental reference resources and familiarity with the leading journals in the field
  
- 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
- Engage with other students critically and respectfully about their own and other belief systems
- Properly cite references using the Chicago Manual of Style Notes and Bibliography

**\*\*\*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.**

**Assignments:**

<p><b>15%</b></p>	<p><b>Quizzes: Weekly: 1 per week</b>  <i>Complete the quiz after completing the 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>  <b>Deadline:</b> Every Sunday at midnight.  <b>Format:</b> Each quiz has up to 15 randomly selected multiple-choice questions that focuses on required readings and required videos.  <b>Missed quiz?</b> Note that you are only responsible for 8/10 quizzes so you may miss up to 2 without loss of marks. You may also complete a bonus marks assignment to make up for it.  <b>Total quizzes to complete &amp; final grade:</b>  The highest 8 quizzes will count towards your final mark.  1 quiz per module=1 quiz per week = 10 possible quizzes, drop 2 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.  <b>Deadline:</b> Every Sunday at midnight.  <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 words)  <b>Missed participation challenge?</b> Note that you are only responsible for 8/10 participation challenges so you may miss up to two without loss of marks. You may also complete a bonus marks assignment to make up for it.  <b>Total participation challenges to complete &amp; final grade:</b>  The highest 8 participation challenges will count towards your final mark.  1 participation challenge per module, 1 per week = 10 possible challenges, drop 2 lowest grades: 8 x 1.875% =15%</p>
<p><b>15%</b></p>	<p><b>Biblical Film Analysis</b>  <b>Due: January 31</b>  <b>Length:</b> 1000-1200 words, double spaced.  <b>Format:</b> Answer 4 linked questions.</p>

	Compare film with biblical text and reflect on the importance of the Hebrew Bible in Judaism, reflect on the ways in which the film represents the Jewish tradition. See Assignment Brief for details and pre-approved films on CULearn.
<b>15%</b>	<p><b>Living Judaism Assignment</b>  <b>Due: Feb 28, 2021</b>  Length: 1000-1200 words, double spaced  Answer 4 linked questions.  Discuss the biblical and rabbinic origins of either keeping Kosher or observing Shabbat. Learn about the practice and attempt to keep it for 24 hours (Shabbat) or a weekend (Kosher). Reflect on the experience in terms of Jewish identity and community. See Assignment Brief for details on CULearn.</p>
<b>40%</b>	<p><b>Final Take-Home project:</b> due April 27 (Early bird bonus April 18, 5 points)  Final Take Home Project Plan Quiz: 5 points due Module 9  Must address Modules 7-12 inclusive. See Assignment Brief for details on CULearn.</p> <p>Length: 2500-3000 words  Option A: Complete two Mini-Essays on major course themes. Choice of questions.  Option B: Creative Format: Explore a major course theme with emphasis on diversity in belief and practice within contemporary Jewish life. Format: Choice of web site (i.e. wordpress), animated video (i.e. moovly), podcast (i.e. soundcloud), annotated game, annotated short story. <b>Slide presentations (powerpoint / prezi etc.) and videos of you simply speaking are <u>not</u> eligible for this project.</b></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 250-300 words and is worth 1 point each. Should include citations from relevant course material. No late submissions. Note that there is one additional option to do a longer film review on the film Purity as a bonus marks assignment during reading week (worth up to the full 5%). This option may be added to the short weekly bonuses as you may continue doing bonus assignments until you hit the cap of 5% bonus total for the term.

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**Required Course Materials:**

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

**COURSE SCHEDULE January 6 - April 9**

Module and Tasks	Required Course Materials
<p><b>Module 0: Getting Started</b></p>	<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 surveys and quizzes</li> <li>• Create a citation and bibliography using Chicago Manual of Style</li> <li>• Navigate the course outline, outline 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> Academic Integrity and Course Outline Quiz. <b>Receive a passing grade of 70% to access Module 1 course materials.</b></li> <li>5. <b>Complete:</b> Pre-Reflection Survey</li> </ol>
<p><b>Module 1: Intro to the Course / Intro to Study of Religion</b></p> <p><b>Jan 11-17</b></p>	<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>• Distinguish between several definitions of religion and evaluate their usefulness for studying religion</li> <li>• Explain the difference between theological and academic approaches to the study of Religion</li> <li>• Apply the categories of insider / outsider and reflect on the limits of each perspective</li> </ul> <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:</b> Andrew Mark Henry. “What is Religion” Religion for Breakfast. <a href="https://www.youtube.com/watch?v=c5KHDR8jdbA">https://www.youtube.com/watch?v=c5KHDR8jdbA</a> 2016.(7:00 mins)</li> <li>3. <b>Watch:</b> Harvard Literacy Project. “Misunderstandings About Religion” World Religions Through Their Scriptures. <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> 2016. (2:19 mins)</li> <li>4. <b>Watch:</b> Harvard Literacy Project. “Situatedness and the Cultural Studies Approach” World Religions Through Their Scriptures. 2016 <a href="https://www.youtube.com/watch?v=BkT9sFsGqB8">https://www.youtube.com/watch?v=BkT9sFsGqB8</a> 2018. (2:30 mins)</li> </ol>

	<ol style="list-style-type: none"> <li>5. <b>Watch:</b> Andrew Mark Henry. "What is the Difference Between Theology vs. Religious Studies" Religion for Breakfast. <a href="https://www.youtube.com/watch?v=O6_ARMEhk5A">https://www.youtube.com/watch?v=O6_ARMEhk5A</a> 2016. (6:44 mins)</li> <li>6. <b>Read:</b> Malory Nye, 'Trying to Understand Religion? It's a Matter of Finding the Right Gloves to Wear' on Religion Bites Blog, medium.com. <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> <li>7. <b>Complete:</b> Participation Challenge - Introduce Yourself</li> <li>8. <b>Complete:</b> Module 1 Quiz</li> <li>9. <b>Complete: (Optional):</b> Bonus Marks Forum - Module 1</li> </ol>
<p><b>Module 2 Defining Judaism, Jewish status, and Jewish identity</b></p> <p>Jan 18-24</p>	<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>• Define key terms of Jew, Judaism, Jewish status, Jewish identity</li> <li>• Reflect on the differences between Jewish status and Jewish identity</li> <li>• Differentiate between scholarly, racist, political and insider definitions of Jewish status and identity</li> <li>• Identify variations of Jewish identity in different national contexts</li> </ul> <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:</b> Bimbam. "How did Judaism get its name" Bim Bam. <a href="https://www.youtube.com/watch?v=N0huH58nb0k">https://www.youtube.com/watch?v=N0huH58nb0k</a> 2018. (4:17 minutes)</li> <li>3. <b>Read:</b> Jacob Neusner, "Defining Judaism" in The Way of Torah: An introduction to Judaism. Belmont, California: Wadsworth. 1993. pp. 6-12</li> <li>4. <b>Complete:</b> Module 2 - Participation Challenge - Scavenger Hunt on Jewish Identity in Canada, US and Israel</li> <li>5. <b>Watch:</b> Module 2 Lecture 2: Jewish Identity, Israel, Diaspora</li> <li>6. <b>Watch:</b> Gilad Goldschmidt, Director. A Green Chariot. Go2Films, 2005. (Hebrew with subtitles) 47 minutes</li> <li>7. <b>Listen:</b> Jonathan Sacks. "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>. Audio blog (12 minutes or read transcript (insider source))</li> <li>8. <b>Complete:</b> Module 2 Quiz on Terms and Concepts</li> <li>9. <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>Jan 25-31</b></p> <p><b>Biblical Film Analysis due this week Sunday, Jan 31midnight.</b></p> <p><b>NO quiz or participation challenge</b></p> <p>Jan 28 is Tu Bishvat. Learn about this holiday, the Birthday of the Trees, on</p>	<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>• Define key terms and concepts related to development and organization of the Hebrew Bible</li> <li>• Explain origins and historical development of the Hebrew Bible canon</li> <li>• Give examples of Jewish practices related to the Torah</li> <li>• Relate biblical narrative to traditional teachings</li> <li>• Cite a source using the Chicago Manual of Style</li> </ul> <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 - Bible Film Analysis Assignment and Hebrew Bible Basics</li> <li>2. <b>Watch:</b> Simon Schama. "Sanctification of Words" (Segment 8) The Story of the Jews with Simon Schama. BBC Two. 2013.</li> <li>3. <b>Read:</b> "Genesis 1-3." Sefaria. <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:</b> Tribble, 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>Review HOW TO GUIDE:</b> how to use Chicago Manual of Style and how to find a biblical source on Sefaria.org</li> <li>1. <b>Recommended: Watch:</b> Learn about the Holiday of Tu Bishvat (Holiday of Birthday of the Trees) <a href="https://www.youtube.com/watch?v=BRHLw9jr9IY">https://www.youtube.com/watch?v=BRHLw9jr9IY</a> (3:45 mins)</li> <li>8. <b>Complete:</b> Biblical Film Analysis Assignment</li> <li>9. <b>Complete: (Optional):</b> Bonus Marks Forum - Science Behind Modern Biblical Scholarship</li> <li>10. <b>Respond to:</b> Course Feedback Form - Module 3</li> </ol>
<p><b>Module 4: Rabbis and Rabbinic Judaism</b></p> <p><b>Feb 1-7</b></p>	<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>• Describe the transition from Temple-based Judaism to Rabbinic Judaism including origins of synagogue and Talmud</li> <li>• Compare and Contrast Second Temple Jewish Groups</li> <li>• Assess the use of Josephus as a source for the Second Temple Period</li> </ul>

	<p><b>Suggested Sequence for Completing Module 4:</b></p> <ol style="list-style-type: none"> <li>2. <b>Watch:</b> Module 4 Lecture 1</li> <li>3. <b>Optional:</b> Use viewers guide (pdf file) to take notes while watching Schama video.</li> <li>4. <b>Watch:</b> Simon Schama. "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)</li> <li>5. <b>Watch:</b> Module 4 Lecture 2 - Origins of the Talmud</li> <li>6. <b>Read:</b> Michael Satlow, "The Rabbis" in <i>Creating Judaism: history, family, community</i>. New York: Columbia University Press. 2006. 115-125</li> <li>7. <b>Watch:</b> Module 4 Lecture 3: Rabbinic Concepts</li> <li>8. <b>Read:</b> Michael Satlow, "Rabbinic Concepts" in <i>Creating Judaism: history, family, community</i>. New York: Columbia University Press. 2006. 155-163 (Read from break on page 155 to end)</li> <li>9. <b>Watch:</b> Jacob Rivkin and Muriel MacDonald. "Waiting for Ewe: Based on the Babylonian Talmud, Ketubot 62b-63a" video. BimBam. <a href="https://www.youtube.com/watch?v=Q-MDa28_J6Y">https://www.youtube.com/watch?v=Q-MDa28_J6Y</a> 2013. (4:01)</li> <li>10. <b>Complete:</b> Module 4 Quiz - Second Temple Period and Origins of Rabbinic Judaism</li> <li>11. <b>Complete:</b> Participation Challenge - Create a Meme or Submit Your Notes</li> <li>12. <b>Complete (Optional):</b> Bonus Marks Forum - Rabbinic World View</li> </ol>
<p><b>Module 5 : Jews in the Middle Ages</b></p> <p><b>Feb 8-14</b></p>	<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>• Compare and contrast experiences of Jews in the Middle Ages under Christian and Muslim rule</li> <li>• Describe the origins of Ashkenazic and Sephardic Jewry and give examples of key differences</li> <li>• Rehearse major points of debate around how anti-Judaism and anti-Semitism relate to each other</li> <li>• Reflect on the origins and development of anti-Judaism and contemporary Anti-Semitism</li> </ul> <p>Suggested Sequence for Completing Module 5:</p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Week Module 5 Mini Lecture 1 -Jews in the Middle Ages: Getting Started</li> <li>2. <b>Read:</b> Amy Kaufman and Paul Sturtevant, "Anti-Semitism Is Older Jews in the Middle ages: anti-Jewish narratives, practices and violence You Think   The Public Medievalist", <i>The Public Medievalist</i> <a href="https://www.publicmedievalist.com/anti-semitism-older-think/">https://www.publicmedievalist.com/anti-semitism-older-think/</a></li> <li>3. <b>Watch:</b> Module 5: Mini Lecture 2: Jewish in Christian Lands, Anti-Judaism and Anti-Semitism in Ancient and Christian Sources</li> </ol>



	<p>4. <b>Optional:</b> Viewers guide (attached below) for Heritage Civilization and the Jews Part 4</p> <p>5. <b>Video:</b> Abba Eban, Alan Rosenthal, and Aleck Jackson. "Part 4 Crucible of Europe", <i>Heritage, Civilization and the Jews</i>. New York: Home Vision Entertainment. 5 sources 1984.:  <a href="https://www.youtube.com/watch?v=GcZfncnqdlU">https://www.youtube.com/watch?v=GcZfncnqdlU</a></p> <p>6. <b>Watch:</b> Module 5: Mini Lecture 3: Anti-Jewish Narratives, Practices and Violence</p> <p>7. <b>Watch:</b> Simon Schama. "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>8. <b>Watch:</b> Module 5 Mini Lecture 4: Jews in Muslim Lands</p> <p>9. <b>Read:</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>10. <b>Complete:</b> Module 4: Quiz: Medieval Jews</p> <p>11. <b>Complete:</b> Participation Challenge: Find a Recipe or Learn More About Middle Anti-Jewish Event</p> <p>12. <b>Complete: (Optional): Bonus Marks Forum</b> Anti-Judaism vs. Anti-Semitism</p>
<p><b>Reading Week: Feb 15-21</b></p>	<p><b>Optional: Submit Bonus Critical Film Review "Purity: Breaking the Codes of Silence," Reflect on the film's major themes of gender, sexuality, religious practice, and/or embodiment.</b> This longer bonus assignment is worth up to 5%. 750-1000 words. You may complete as many bonus assignments as you wish until you hit the cap of 5%.</p>
<p><b>Module 6: Living the Law 6: Living the Law</b></p> <p>Feb 22-28</p> <p><i>Note this Module includes more mini-lecture time and sources to provide you with resources for both of the Living Judaism Assignment topics.</i></p>	<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>• Apply the Talmudic story of the Oven of Achnai to the practice of rabbinic legal interpretation</li> <li>• Explain the relevant halakhic (Jewish legal) sources for 3 areas of Jewish law/practice (shabbat, kosher, Niddah) that are correlated with Orthodox Jewish identity</li> <li>• Locate secondary sources for the study of a Jewish practice</li> <li>• Contextualize Jewish practice within religious gender norms</li> <li>• Reflect on how observance of the law is linked to group identity and social cohesion</li> </ul>

<p><b>Living Judaism Assignment due this Week: Feb 28</b></p> <p><b>NO quiz or participation challenge</b></p>	<p><b>Suggested Sequence for Completing Module 6:</b></p> <ol style="list-style-type: none"> <li><b>Watch:</b> Module 6 Lecture 1 - Orthopraxy and the Law</li> <li><b>Watch:</b> Andrew Mark Henry. "What is Ritual?" Religion for Breakfast. <a href="https://youtu.be/F_URgZf01hU2016">https://youtu.be/F_URgZf01hU2016</a>.</li> <li><b>Read:</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> <li><b>Watch:</b> Mini Lecture 2: Shabbat</li> <li><b>Read:</b> "What Is Shabbat (Jewish Sabbath)?", Jewishvirtuallibrary.Org, <a href="https://www.jewishvirtuallibrary.org/what-is-shabbat-jewish-sabbath">https://www.jewishvirtuallibrary.org/what-is-shabbat-jewish-sabbath</a> 2019. (excerpt from encyclopedia)</li> <li><b>Listen to:</b> Lecha Dodi <a href="https://youtu.be/J5WMPx1o2uM">https://youtu.be/J5WMPx1o2uM</a></li> <li><b>Watch:</b> Katie Bauman. "How to Havdalah" Temple Israel. 2012 <a href="https://youtu.be/-LLWrKeh6tY">https://youtu.be/-LLWrKeh6tY</a></li> <li><b>Read:</b> Rachel Furst " 'Come, O Bride, the Sabbath Queen': Decoding the Feminine Imagery of Shabbat" JOFA Journal. Spring 2009. Vol XIII, Issue 1. 29-32</li> <li><b>Watch:</b> Mini Lecture Module 6: Part 3 – Kosher</li> <li><b>Read:</b> "Kosher Food: What Makes Food Kosher Or Not   My Jewish Learning", My Jewish Learning, <a href="https://www.myjewishlearning.com/article/kosher-food/">https://www.myjewishlearning.com/article/kosher-food/</a> (and watch videos on this page)</li> <li><b>Watch:</b> Mini lecture 4: Nidah (Family Purity)</li> <li><b>Watch:</b> Anat Zuria. <i>Purity: Breaking the Codes of Silence</i>. New York, NY: Distributed by Women Make Movies. 2010. 63 minutes (documentary)</li> </ol> <p><b>Complete: Living Judaism Assignment</b></p>
<p><b>Module 7: Jews in the Modern World</b></p> <p><b>March 1-7</b></p> <p>Friday Feb 25-26 is holiday of Purim. See next week for film about Purim practices among Hasidim in Israel</p>	<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>• Compare and contrast eastern and western European Jewish experiences of modernity</li> <li>• Give examples of acculturation vs. assimilation</li> <li>• Delineate eastern and western responses to modernity including the Haskalah, Hasidism, religious reform and Zionism</li> <li>• Trace the roots of modern anti-Semitism in Europe that will lead to the Holocaust</li> </ul> <p><b>Suggested Sequence for Completing Module 7:</b></p> <ol style="list-style-type: none"> <li><b>Watch:</b> Module 7 Lecture 1: Jews in the Modern World: The Enlightenment and the Jews</li> </ol>

	<ol style="list-style-type: none"> <li>2. <b>Watch:</b> Simon Schama. "A Leap of Faith: Part 3" The Story of the Jews with Simon Schama. Documentary. BBC Two. 2013. Segments 1-4 (Time stamp 14.34 min). --<i>Recommended keep watching to learn more about arts, music and cultural context and enduring anti-Judaism that will make more sense of Jewish emancipation and religious reform in western Europe Segments 5-8</i></li> <li>3. <b>Watch:</b> Module 7: Mini Lecture 2: Jewish Responses to Modernity</li> <li>4. <b>Watch:</b> Resume watching video with 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:</b> Simon Schama. "Over the Rainbow: Part 4" <i>The Story of the Jews with Simon Schama</i>. Documentary. BBC Two. 2013.</li> <li>6. <b>Read:</b> Monica Richarz. "The History of the Jews in Europe during the Nineteenth and Early Twentieth Centuries". USHMM. <a href="https://www.un.org/en/holocaustremembrance/docs/pdf/Volume%20I/The_History_of_the_Jews_in_Europe.pdf">https://www.un.org/en/holocaustremembrance/docs/pdf/Volume%20I/The_History_of_the_Jews_in_Europe.pdf</a> (scholarly secondary source)</li> <li>7. <b>Complete:</b> Module 7 Quiz - Jews and Modernity</li> <li>8. <b>Complete:</b> Participation Challenge - Scavenger Hunt or Submit Notes</li> <li>9. <b>Post to (Optional):</b> Bonus Marks Forum - Acculturation vs. Assimilation</li> </ol>
<p><b>Module 8: Hasidism</b> <b>March 8-14</b></p>	<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>• Explain how Hasidic Judaism differs from other modern forms of Judaism</li> <li>• Trace the history of Hasidic communities in Europe to North American and Israeli contexts</li> <li>• Give examples of common practices, cultural values, and theologies common across many Hasidic communities</li> <li>• Reflect on the history of Hasidic Judaism as an example of religious reform and Jewish responses to modernity</li> </ul> <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:</b> Menachem Daum, Oren Rudavsky, Robert Seidman, Arnold Labaton, Leonard Nimoy, Sarah Jessica Parker, Arthur Hertzberg, et al. <i>A Life Apart: Hasidism in America</i>. New York: First Run Features. 1997. 96 mins</li> <li>3. <b>Watch:</b> Module 8 Lecture 2: Hasidism: Key Issues</li> <li>4. <b>Read:</b> Jacob Katz. "The Transition to Hasidism" in <i>Tradition and Crisis: Jewish Society at the End of the Middle Ages</i>. New York: Schocken</li> </ol>

	<p>Books. 1993. 202-213</p> <ol style="list-style-type: none"> <li>5. <b>Watch:</b> Module 8 Lecture 3: Contemporary Issues</li> <li>6. <b>Read:</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>7. <b>Watch:</b> Dir, Ori, Gruder. <i>Happy Purim</i>. Israel: Or Yashar. 2015. (Watch first 22mins -total film is 60 mins).</li> <li>8. <b>Complete:</b> Participation Challenge for Module 8</li> <li>9. <b>Respond to:</b> Course Feedback Form - Module 8</li> <li>10. <b>Complete:</b> Module 8 Quiz - Hasidism</li> <li>11. <b>Post to (Optional): Bonus: Mini Film Review: “Happy Purim” Reflect on the film’s major themes and demonstrate comprehension of full film (250-300 words).</b></li> </ol>
<p><b>Module 9: Denominations</b> March 15-21</p>	<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>• Broadly differentiate between Orthodox, Conservative, Reform and Reconstructionist Judaism in terms of belief and practice</li> <li>• Recognize key features of synagogues</li> <li>• Contextualize denominational and cultural variations in synagogue architecture and practice</li> <li>• Describe synagogue-based practices according to denomination</li> </ul> <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:</b> Jeremy Shuback. “How Reform, Conservative &amp; Orthodox Began.” Bim Bam. 2019.</li> <li>3. <b>Watch:</b> Module 9: Lecture 2: Denominations: Today</li> <li>4. <b>Read:</b> Mjl. “History of the Reform Movement.” My Jewish Learning. <a href="https://www.myjewishlearning.com/article/reform-judaism/">https://www.myjewishlearning.com/article/reform-judaism/</a>.</li> <li>5. <b>Read:</b> Mjl. “Orthodox Judaism.” My Jewish Learning. <a href="https://www.myjewishlearning.com/article/orthodox-judaism/">https://www.myjewishlearning.com/article/orthodox-judaism/</a>.</li> <li>6. <b>Read:</b> Mjl. “Conservative Judaism: How the Middle Became a Movement.” My Jewish Learning. <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>.</li> <li>7. <b>Read:</b> “Who Is A Reconstructionist Jew?” Reconstructing Judaism. <a href="https://www.reconstructingjudaism.org/article/who-">https://www.reconstructingjudaism.org/article/who-</a></li> </ol>

	<p><a href="#">reconstructionist-jew</a></p> <ol style="list-style-type: none"> <li>8. <b>Watch:</b> Module 9 Lecture 3 - Synagogues and Historical and Denominational Differences</li> <li>9. <b>Watch:</b> Module 9 Lecture 4 - Denominations: Synagogues</li> <li>10. <b>Read:</b> Eliezer Segal. "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</li> <li>11. <b>Watch:</b> "Prague Synagogue: Videos." Viking Cruises. <a href="https://www.vikingrivercruisescanada.com/video/destinations/play.html?videoId=IIZOIK-9DgQ">https://www.vikingrivercruisescanada.com/video/destinations/play.html?videoId=IIZOIK-9DgQ</a>. (1270 ce oldest synagogue in Europe)</li> <li>12. <b>Watch:</b> Holy Crib: The Synagogue. New London Synagogue. <a href="https://youtu.be/nwPtI4ev2VY">https://youtu.be/nwPtI4ev2VY</a>. 2014. ("traditional" synagogue in UK bridges Orthodox practice and Conservative) (10 mins)</li> <li>13. <b>Watch:</b> Beth Zedek. "Beth Zedek Conservative Synagogue tour Calgary" 2017. <a href="https://youtu.be/RTB8lBn9SgA">https://youtu.be/RTB8lBn9SgA</a> (3:30)</li> <li>14. <b>Watch:</b> Newsday 360. "B'Nai Israel Reform Temple Oakdale» <a href="https://www.youtube.com/watch?v=uSOR-AfNlp0">https://www.youtube.com/watch?v=uSOR-AfNlp0</a> 2017. (1:17)</li> <li>15. <b>Complete:</b> Module 9 Quiz - Denominations and Synagogues</li> <li>16. <b>Complete:</b> Participation Challenge - Scavenger Hunt</li> <li>17. <b>Complete:</b> Take Home Plan Quiz: Tell Dr Butler what you are planning for the Take Home Assignment. Worth 5 points of your Final Take Home.</li> <li>18. <b>Post to (Optional):</b> Bonus Marks Forum Module 9 - Visit a Synagogue Online</li> </ol>
<p><b>Module 10: Sexuality, Marriage and the Family</b> March 22-28</p>	<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>• Understand the centrality of Jewish marriage and the family</li> <li>• Describe modern Orthodox and ultra-Orthodox practices around dating and finding a spouse</li> <li>• Explain the traditional understandings of Jewish sexuality, homosexuality, lesbianism</li> <li>• Trace teachings about sexuality to key primary biblical and rabbinic sources</li> <li>• Rehearse different denominational responses to intermarriage, same sex marriage and LGBTQ issues</li> </ul> <p><b>Suggested Sequence for Completing Module 10:</b></p> <ol style="list-style-type: none"> <li>1. <b>Watch:</b> Module 10 Lecture 1 - Dating and Marriage</li> <li>2. <b>Watch:</b> Refinery 29. "The Deep Meaning Behind An Orthodox Jewish</li> </ol>

	<p>Wedding." Refinery 29. 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)</p> <p>3. <b>Recommended:</b> Video "Soon By You" first episode from web series about Modern Orthodox Dating in NYC. <a href="https://youtu.be/DxDfml4kiek">https://youtu.be/DxDfml4kiek</a></p> <p>4. <b>Watch:</b> Module 10 Lecture 2 - Male homosexuality</p> <p>5. <b>Read:</b> "Homosexuality in Judaism" Jewish Virtual Library. <a href="https://www.jewishvirtuallibrary.org/homosexuality-in-judaism">https://www.jewishvirtuallibrary.org/homosexuality-in-judaism</a></p> <p>6. <b>Read:</b> Steven Greenberg (Under pseudonym Rabbi Yaakov Levado). "Gayness and God: Wrestlings of an Orthodox Rabbi" Tikkun Magazine. 1993. (10 pages)</p> <p>7. <b>Watch:</b> Steven Greenberg. "Trembling Before G-d". Films That Change the World. 2007. <a href="https://youtu.be/M7Lam5hh0wo">https://youtu.be/M7Lam5hh0wo</a></p> <p>8. <b>Watch:</b> Sandi Simcha Dubowski, Director. <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></p> <p>9. <b>Watch:</b> Module 10 Lecture 3 - Lesbianism</p> <p>10. <b>Read:</b> Sarah, Elizabeth. "Judaism and Lesbianism: A Tale of Life on the Margins of the Text." <i>Jewish Quarterly</i> 40 (1993): 20–23.</p> <p>11. <b>Watch:</b> Lilli Alexander. <i>Keep Not Silent: Orthodoxy</i>. Israel: Channel 8. 2004. <a href="https://youtu.be/qsYUhKqquJU">https://youtu.be/qsYUhKqquJU</a> (10 minutes) <a href="https://catalogue.library.carleton.ca/record=b3277156">https://catalogue.library.carleton.ca/record=b3277156</a></p> <p>12. <b>Watch:</b> Module 10 Lecture 4 - Transgender Issues</p> <p>13. <b>Read:</b> Teutsch, David, and David Teutsch. "Understanding Transgender Issues in Jewish Ethics." <i>Reconstructing Judaism</i>. <a href="https://www.reconstructingjudaism.org/article/understanding-transgender-issues-jewish-ethics">https://www.reconstructingjudaism.org/article/understanding-transgender-issues-jewish-ethics</a>. April 18, 2016.</p> <p>14. <b>Watch:</b> "How This Hasidic Rabbi Became A Trans Woman Activist." <i>Now This News</i>. Nov 3, 2017. <a href="https://youtu.be/atT2CI8849M">https://youtu.be/atT2CI8849M</a> (6:47 mins)</p> <p>15. <b>Complete:</b> Module 10 Quiz - Sexuality, Marriage and the Family</p> <p>16. <b>Complete:</b> Participation Challenge - Create a Meme or Submit Your Notes</p> <p>17. <b>Post to (Optional):</b> Bonus Marks Forum - Module 10 – Respond to Purity Documentary</p>

**Module 11:  
Responses to the  
Holocaust: Survivor  
Testimony and  
Theological  
Responses**

March 29-april 5

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

- Explain key concepts related to anti-Semitism and Jewish experiences of the Holocaust
- Distinguish between major theological responses to the Holocaust
- Reflect on Survivor testimony as a source for historical analysis and communal memory
- Outline Jewish religious and communal practices related to the Holocaust
- Connect the history of the Holocaust to the formation of the State of Israel

**Suggested Sequence for Completing Module 11:**

1. **Watch:** Module 11 Lecture 1 - From Modern Anti-Semitism to Genocide
2. **Watch:** 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** 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:** USHMM. "Introduction to the Holocaust" <https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust>
5. **Watch:** Victoria Barnett. The Confessing Church: Early German Protestant Responses to National Socialism - Victoria Barnett, Facing History. <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:** "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:** Rabbi Ephraim Oshry. "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:** Rabbi Ephraim Oshry. "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



	<p>11. <b>Read:</b> Wiesel, Eli. "A Plea for the Dead," in <i>A Holocaust reader: responses to the Nazi extermination</i>, ed. Morgan, Michael. New York, Oxford University Press. 2001. 67-78</p> <p>12. <b>Watch:</b> 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 more. <a href="https://carleton.ca/ches/ottawa-holocaust-survivors-testimonials/">https://carleton.ca/ches/ottawa-holocaust-survivors-testimonials/</a></p> <p>13. <b>Watch:</b> Module 11: Lecture 04: The Holocaust and Israel:</p> <p>14. <b>Read:</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><b>View:</b> Eli Eli - Hannah Szenes Senesh - Sang in Hebrew &amp; English - Holocaust Remembrance. Youtube. <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 - Visit the Holocaust Memorial or Identify an Online Source</p> <p>18. <b>Post to (Optional):</b> <a href="#">Bonus Marks Forum - Module 11 - Film Review or reflect on personal connection to the Holocaust</a></p>
<p><b>Module 12: Israel: Traditional and contemporary Jewish Perspectives</b></p> <p>April 6-11</p>	<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>• Explain traditional Jewish understandings of the land of Israel in terms of concepts of Exile, Messiah, Return</li> <li>• Describe key Jewish practices that reflect Jewish connections to the land of Israel</li> <li>• Connect traditional understanding of the land of Israel with historical development of Zionist thought</li> <li>• Reflect on the relation between diaspora Jews and the modern state of Israel</li> <li>• Reflect on the diversity of Jewish life and practice in Israel in relation to diasporic history and practice</li> </ul> <p><b>Suggested Sequence for Completing Module 12:</b></p> <p>1. <b>Watch:</b> Module 12 Lecture 1: The Land &amp; Tradition</p> <p><b>Watch:</b> Jeremy Shuback. "Yom Ha'Atzmaut". BimBam. <a href="https://youtu.be/OqXg5e1sg5s">https://youtu.be/OqXg5e1sg5s</a></p>



	<ol style="list-style-type: none"> <li>3. <b>Watch:</b> Module 12: Lecture 02: Zionism</li> <li>4. <b>Read:</b> Emanuele Ottolenghi. "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:</b> Simon Schama. "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> <li>6. <b>Watch:</b> Module 12: Lecture 03: Israeli Jews &amp; the Diaspora <b>Watch:</b> Corey Gil-Shuster. Israelis: Why did your family come to Israel? AskProject. Sept, 23, 2017. <a href="https://youtu.be/RlwloYdgM50">https://youtu.be/RlwloYdgM50</a></li> <li>8. <b>Watch:</b> CBN News. Ethiopian Jews Celebrate Ancient Holiday, Thank God for Jerusalem. CBN News. Nov 9, 2018. <a href="https://youtu.be/Nfspo6Zbyb8">https://youtu.be/Nfspo6Zbyb8</a> (2:26 mins)</li> <li>9. <b>Read:</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>10. <b>Watch:</b> Module 12 Lecture 04 Final Thoughts and Final Assignment</li> <li>11. <b>Complete:</b> Module 12 Quiz - Israel</li> <li>12. <b>Complete:</b> Participation Challenge - Share a Jewish Song or Prayer</li> <li>13. <b>Post to (Optional):</b> Bonus Marks Forum 12 - Jewish Community or Identity in Israel</li> </ol>
<p><b>Final Take Home Assignment due Tuesday April 27 on CULearn at Midnight</b></p> <p><b>Early Bird Bonus: + Bonus marks if submitted by April 18</b></p>	

**Course Policies:**

**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.

- Quizzes, participation challenges and bonus marks: It is not possible to submit these late. Note that you must only complete 8 quizzes and 8 participation challenges which does give you a chance to miss 2x for each of this type of assignment.
- Biblical Film Analysis, Living Judaism Assignment 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 (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). 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). You should be using footnotes and a bibliography. Assignments that do not use the Chicago Manual of Style will be returned to the student for correction.

\*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 phenomenon as a human phenomenon. We study religion using evidence-based practices.

#### DO

- When expressing an opinion, use phrases like “The way I understand it” or “From what I’ve read” to show other students that you are open to discussion.
- 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 outside sources for assignments. Since these are provided to you, I ask that you not submit recommended readings for participation challenges that ask you to find sources.

**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, 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 Big Blue Button, 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 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.



## University Regulations for All College of the Humanities Courses

### Academic Dates and Deadlines

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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

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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

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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

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The University Senate defines **plagiarism** as “*presenting, whether intentionally 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 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

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### Academic Accommodation

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

**Parental Leave:** The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

**Religious obligation:** Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

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

Academic accommodation of students with disabilities is available through the [Paul Menton Centre](#) by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

### **Survivors of Sexual Violence**

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.

[Supports and services available at the University to obtain information about sexual violence and/or support.](#)

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



## Grading System at Carleton University

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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. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."

The [system of grades](#) used, with corresponding grade points and the percentage conversion, is listed below. Grade points indicated are for courses with 1.0 credit value.

## Course Sharing Websites and Copyright

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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

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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.

[7 Student Rights and Responsibilities](#)

## Deferred Term Work

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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 (3.0) 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. 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.

[More information of deferred Term Work](#)

## Deferred Final Exams

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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](#)

## Financial vs. Academic Withdrawal

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Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#). 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. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.

## Department Contact Information

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*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)