

INTRODUCTION TO JUDAISM

RLST 2160, MW 1-2.40, CC 5

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A. Course Description

An introduction to the history, religion, and culture of Judaism/Jews.

B. Objectives

1. Become conversant with the basic issues of contemporary Judaism.
2. Gain a historical perspective of Jewish culture.
3. Gain an awareness of the fundamental persons, texts, and events that have shaped Judaism.
4. Create, satisfy, and perpetuate curiosity for learning.

C. Course Policies

ACADEMIC HONOR CODE of MILLSAPS COLLEGE

Millsaps College is an academic community dedicated to the pursuit of scholarly inquiry and intellectual growth. The foundation of this community is a spirit of personal honesty and mutual trust. Through their Honor Code, the students of Millsaps College affirm their adherence to these basic ethical principles.

An Honor Code is not simply a set of rules and procedures governing students' academic conduct. It is an opportunity to put personal responsibility and integrity into action. When students agree to abide by an Honor Code, they liberate themselves to pursue their academic goals in an atmosphere of mutual confidence and respect.

The success of the Code depends on the support of each member of the community. Students and faculty alike commit themselves in their work to the principles of academic honesty. When they become aware of infractions, both students and faculty are obligated to report them to the Honor Council, which is responsible for enforcement.

The pledge signed by all students upon entering the College is as follows:

As a Millsaps College student, I hereby affirm that I understand the Honor Code and am aware of its implications and of my responsibility to the Code. In the interests of expanding the atmosphere of respect and trust in the College, I promise to uphold the Honor Code and I will not tolerate dishonest behavior in myself or in others.

Each examination, quiz, or other assignment that is to be graded will carry the written pledge: **"I hereby certify that I have neither given nor received unauthorized aid on this assignment. (Signature)"** The abbreviation "Pledged" followed by the student's signature has the same meaning and may be acceptable on assignments other than final examinations.

It is the responsibility of students and faculty to report offenses to the Honor Code Council in the form of a written report. This account must be signed, the accusation explained in as much detail as possible, and submitted to the Dean of the College.

2. All of us (students and teacher) are expected to attend class in a prepared manner; this is crucial for those desiring to make the most of their personal investments. Experience has shown that there are direct relationships between attendance and learning and final grade. Persons are always responsible for material missed during absence.

3. Exam and assignments must be submitted at the scheduled time, except in cases of personal emergency. In such cases, appropriate documentation will be required. There will be no make-ups, except by special permission, in which case it must be completed within 1 week. Late papers will be discounted by one grading increment (e.g. B+ to B) per day.

4. Written assignments must be neatly typed and well organized and conform to appropriate academic standards.

5. Students with special needs because of a learning disability or other kind of disability are encouraged to discuss your needs for this class with me at your earliest convenience.

6. Students are responsible for knowing the syllabus, for reading emails about class, and maintaining communication with the teacher.

7. At times the complexities and exigencies of life come to bear even on carefully designed course policies and otherwise idyllic classrooms. In other words, shit happens. Whenever you have a personal "issue" or question or difficulty, you are welcome to talk to me. I have never bitten anyone. If you have any questions about this course, assignments, policies, grading etc. or about your ability to complete the tasks, please come talk to me. I have never bitten anyone (no matter what my sister says). I can help you only if I am informed. For example, if you do not understand an assignment or question, ask as soon as possible; do not wait until it is due to report that you didn't understand.

So, we're going to read some good books, see some films, make some visits, maybe do some cooking, and discuss, discuss, discuss. In addition, we will be educators at a local high school, teaching about diversity among Jews and Palestinians as part of educational service learning through the Faith & Work Initiative.

D. Required TextsHeschel, *The Sabbath*Holtz, *Back to the Sources*Satlow, *Creating Judaism: History, Tradition, Practice*Schoen, *What I Wish My Christian Friends Knew about Judaism*Sonsino & Syme, *Finding God*

BRING RELEVANT TEXTS TO CLASS

E. Notebook Inclusions

Two-page Required Chronological Framework

Glossary of crucial terms, titles, events, persons

The Jewish Calendar

Guide to Holidays

Maps

Personal Reflections on books and other readings

Art

Jokes

Make the notebook personal, reflect YOUR interests

F. Weekly Schedule (subject to revision)

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|--------|---------|-----------------------------|
| Week 1 | 11 Jan | M: Intro W: Satlow, 1-21 |
| Week 2 | 18 Jan | M: Satlow, 22-68 W: |
| Week 3 | 25 Jan | M: Satlow, 69-95 W: |
| Week 4 | 1 Feb | M: Satlow, 69-95 W: |
| Week 5 | 8 Feb | M: Satlow, 69-114 W: |
| Week 6 | 15 Feb | M: Satlow, 115-186 W: |
| Week 7 | 22 Feb | M: Satlow, 187-228 W: |
| Week 8 | 1 March | M: Satlow, 187-228 W: |
| Week 9 | 8 March | M: Satlow, 229-249 W: |

-----SPRING BREAK-----

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|---------|---------|--|
| Week 10 | 22 Mar | M: Heschel, i-101 W: |
| Week 11 | 29 Mar | M: Satlow, 250-287, Sonsino & Syme W: |
| Week 12 | 5 April | M: |

W:
 Week 13 12 April M:
 W:
 Week 14 19 April M: Satlow, 288-296
 W: Last Class, attendance required

G. Grading

1. Compiled Notebook on Jewish Faith, Texts, Culture. 30%
2. Quizzes and Sacred Time assignments over readings. 25%
3. Attendance, class participation 10%
4. Service Learning project. 10%
4. Biography paper. 25%

Letter grades are assigned to increments of 10 on a scale of 100. I.e.:

A+ 99-100 A 93-98 A- 91-92 B+ 89-90 B 83-88 B- 81-82
 C+ 79-80 C 73-78 C- 71-72 D+ 69-70 D 63-68 D- 61-62

A grade of A means you have produced work exemplary in almost every way. You have presented your thesis coherently, you have organized your thoughts effectively, and you have supported your interpretations meticulously. An A paper is also one that is excellent in style and voice or tone. And in an A paper, attention to form (spelling, punctuation, grammar, documentation) is as rigorous as it is to the content. Your work on that paper is superior.

A grade of B means you have gone beyond the minimum requirements of the assignment and have successfully balanced description with analysis. And you express yourself more clearly, meaningfully, and imaginatively than in a C paper. Your work on that paper is good.

A grade of C means you have successfully completed the minimum requirements of an assignment. Your paper has no major problems of any kind, but there is still much for you to do to better your grade. Your work on that paper is average.

A grade of D means your work is seriously deficient in some way and is thus evaluated as below average.

A grade of F means your work is totally implausible for respectable academic standards.