

FALL 2014

REL 224.001 #49428

# **INTRODUCTION TO JUDAISM**

**WEDNESDAY AFTERNOONS, 3:30-5:50 PM**

**207 MANLY HALL**

## **INSTRUCTOR**

Steven Leonard Jacobs, DHL, DD

Aaron Aronov Endowed Chair of Judaic Studies

Associate Professor of Religious Studies

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[www.as.ua.edu/rel](http://www.as.ua.edu/rel)

## **COURSE DESIGNATION**

Humanities, 3 Credit Hours

***SYLLABUS SUBJECT TO CHANGE***

## **OFFICE HOURS**

Tuesdays & Thursdays, 8:00-9:00 & 11:00-12:00

Wednesdays, 1:30-3:00

&

By Appointment

## **PREREQUISITES**

No Prerequisites

## **COURSE DESCRIPTION**

This course is an Introduction to Judaism by examining its history, philosophy, theology, holiday/festival cycle, life cycle, and contemporary experiences of various Jewish communities, addressing as well the Holocaust/Shoah (1933/1939-1945), the birth of the State of Israel (1948), and the American Jewish experience (1654-Present).

## **OBJECTIVES, GOALS & ASSESSMENTS**

1. To introduce the students to the multi-dimensional world of the Jews through a look at their historical experience, their thought world (texts, philosophy, and theology), and their praxis (holiday and life-cycle celebrations).

Assessments: Students will be able to *successfully* pass—with a grade of 70 or better—the “Jewish Literacy Survey”, in addition to the Final Examination.

2. To contemporize the Judaic experience by examining those influences which make the present moment in Jewish history (i.e. the Holocaust/Shoah and the State of Israel).

Assessments: Students will demonstrate their writing proficiency through two (2) Response Papers/Subjective Essays of 3-5 pages and an original Research Paper (7-10 pages) or Creative Project, in addition to the Final Examination.

## **COURSE TEXTS**

Jacobs, Steven Leonard. *The Jewish Experience: An Introduction to Jewish History and Jewish Life*. Minneapolis: Fortress Press, 2010. ISBN 978-0-8006-9663-4

Ross, Theodore. *Am I a Jew?* New York: Penguin Group, 2012. ISBN 978-0-14-2180939-6

Roudinesco, Élisabeth. *Revisiting the Jewish Question*. Cambridge and Malden: Polity Press, 2013. Translated by Andrew Brown. ISBN 978-0-7456-5220-7

## **OUTLINE OF TOPICS**

1. The Nature of Jewish/Judaic Studies
2. Unpacking a Definition
3. Cycles of History
4. Cycles of Texts: Building the Foundation
5. Cycles of Thought: Judaic Philosophy
6. Cycles of Belief: Judaic Theology
7. Cycles of Time: The Judaic Calendar
8. Cycles of Life: The Life-Cycle Journey
9. Cycles of the Here and Now: The 21<sup>st</sup> Century Moment and Beyond
10. The Future of Judaism and the Jewish People?

## **EXAMS AND ASSIGNMENTS**

1. Reaction Paper/Subjective Essay\*: Students will write a 3-5 page reaction to both *Am I a Jew?* and *Revisiting the Jewish Question*, summarizing the material presented and offering their own reactions to their content. Proper grammar and formatting.
2. Research Paper OR Creative Project\*: Students will research and write-up a 7-10 page paper on any research topic of interest OR a creative project on any topic of interest accompanied by a 1-2 page description. [NOTE: We have all have the opportunity to share our research with members of the class.] Proper grammar and formatting.

\*[NOTE: If you wish to submit your paper in draft prior to the due date, I will be more than happy to respond with pointers, suggestions, etc. Please give me at least a week to do so.]

3. Final Exam: 4/10 Essay-type questions. Distributed the last day of class. Due on the scheduled exam day. Proper grammar and formatting.

### **GRADING POLICY**

20 % = Reaction Paper/Subjective Essay I

20 % = Reaction Paper/Subjective Essay II

25 % = Research Paper OR Creative Project

25 % = Final Exam

10 % = Class Attendance & Participation

### **POLICY ON MISSED EXAMS & COURSEWORK**

Check with Instructor to work out specifics for missed work.

### **ATTENDANCE POLICY (SEE CALENDAR OF MEETINGS)**

Required unless otherwise noted.

### **EXTRA-CREDIT OPPORTUNITIES**

As they arise.

### **DISABILITY STATEMENT**

If you are registered with the Office of Disability Services (ODS), please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted the Office of Disability Services, please call 348-4285 or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

### **POLICY ON ACADEMIC MISCONDUCT**

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically-related matter and knowing or intentionally helping or attempting to help or conspiracy to help another student.

*The Academic Misconduct Disciplinary Policy* will be followed in the event of academic misconduct.

## **SEVERE WEATHER PROTOCOL**

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff, and students take. The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways: UA Homepage, Connect-ED, WUVA @ 90.7 FM, Alabama Public Radio WUAL @ 91.5 FM, WVUA, and 7 Storm Watch.

### Undergraduate Research Manuscript Rubric

Name \_\_\_\_\_

Undergraduate research is becoming more important in higher education as evidence is accumulating that clear, inquiry-based learning, scholarship, and creative accomplishments can and do foster effective, high levels of student learning. This curricular innovation includes identifying a concrete investigative problem, carrying out the project, and sharing findings with peers. The following standards describe effective research manuscripts.

| Standards                   | 5 - 4<br>Exemplary                                                                                                                                                                                                                               | 3 - 2<br>Satisfactory                                                              | 1 - 0<br>Unacceptable                                                                                                                   | Score | Weight | Total<br>Score |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------|--------|----------------|
| Abstract                    | Clearly states problem and question to be resolved; clearly summarizes method, results, and conclusions                                                                                                                                          | Summarizes problem, method, results, and conclusions but lacks some details        | Is vague about the problem; does not provide a summary of the whole project                                                             |       | X 2    |                |
| Introduction                | Provides background research into the topic and summarizes important findings from the review of the literature; describes problem to be solved; justifies the study; explains the significance of the problem to an audience of non-specialists | Provides background research into the topic and describes the problem to be solved | Provides background research into the topic but does not describe the problem to be solved; fails to explain details to non-specialists |       | X 1    |                |
| Problem                     | Addresses the problem with clarity                                                                                                                                                                                                               | Addresses the problem but may sometimes digress                                    | Does not address the problem                                                                                                            |       | X 1    |                |
| Procedure                   | Presents easy-to-follow steps that are logical and adequately detailed; sampling is appropriate to the problem                                                                                                                                   | Presents most of the steps but lacks some details                                  | Has steps but some are missing or not sequential                                                                                        |       | X 1    |                |
| Data and results            | Explains data and results in a complete fashion                                                                                                                                                                                                  | Explains data and results with some features lacking detail                        | Lacks description of data and results                                                                                                   |       | X 2    |                |
| Conclusion                  | Presents a logical explanation for findings; addresses recommendations for further research or use/application                                                                                                                                   | Presents a logical explanation for findings                                        | Does not adequately explain findings                                                                                                    |       | X 2    |                |
| Mechanics and documentation | Is free or almost free of errors of grammar, spelling, and writing mechanics; documents sources                                                                                                                                                  | Has errors but they don't represent a major distraction; documents sources         | Has many errors that obscure meaning or add confusion; neglects important sources or uses too few                                       |       | X 1    |                |

Reviewer \_\_\_\_\_

Grand Total \_\_\_\_\_

# FALL 2014

REL 110: "SURVEY OF THE HEBREW BIBLE/OLD TESTAMENT"

REL 224: "INTRODUCTION TO JUDAISM"

## CALENDAR OF MEETINGS

### AUGUST

|    |           |                                    |
|----|-----------|------------------------------------|
| 20 | Wednesday | <u>INTRODUCTION &amp; SYLLABUS</u> |
| 21 | Thursday  | <u>INTRODUCTION &amp; SYLLABUS</u> |
| 26 | Tuesday   |                                    |
| 27 | Wednesday |                                    |
| 28 | Thursday  |                                    |

### SEPTEMBER

|     |           |                                       |
|-----|-----------|---------------------------------------|
| *2  | Tuesday   | <u>NO CLASS/OUT OF TOWN</u>           |
| 3   | Wednesday |                                       |
| 4   | Thursday  |                                       |
| 9   | Tuesday   |                                       |
| 10  | Wednesday |                                       |
| 11  | Thursday  |                                       |
| 16  | Tuesday   |                                       |
| 17  | Wednesday |                                       |
| 18  | Thursday  | <u>REL110 REACTION PAPER I (A-M)</u>  |
| 23  | Tuesday   | <u>REL 110 REACTION PAPER I (N-Z)</u> |
| 24  | Wednesday | <u>REL 224 REACTION PAPER I</u>       |
| *25 | Thursday  | <u>NO CLASS/ROSH HA-SHANAH</u>        |
| 30  | Tuesday   |                                       |

**OCTOBER**

|     |           |                                         |
|-----|-----------|-----------------------------------------|
| 1   | Wednesday |                                         |
| 2   | Thursday  |                                         |
| 7   | Tuesday   |                                         |
| 8   | Wednesday |                                         |
| 9   | Thursday  |                                         |
| 14  | Tuesday   |                                         |
| 15  | Wednesday |                                         |
| 16  | Thursday  |                                         |
| 21  | Tuesday   |                                         |
| 22  | Wednesday | <b><u>REL 224 REACTION PAPER II</u></b> |
| 23  | Thursday  |                                         |
| 28  | Tuesday   |                                         |
| 29  | Wednesday |                                         |
| *30 | Thursday  | <b><u>NO CLASS/FALL BREAK</u></b>       |

**NOVEMBER**

|     |           |                                                              |
|-----|-----------|--------------------------------------------------------------|
| 4   | Tuesday   |                                                              |
| 5   | Wednesday | <b><u>REL 224 RESEARCH PAPER OR<br/>CREATIVE PROJECT</u></b> |
| 6   | Thursday  |                                                              |
| *11 | Tuesday   | <b><u>NO CLASS/OUT OF TOWN</u></b>                           |
| 12  | Wednesday | <b><u>REL 224 PRESENTATIONS I</u></b>                        |
| 13  | Thursday  | <b><u>REL 110 REACTION PAPER II (N-Z)</u></b>                |
| 18  | Tuesday   | <b><u>REL 110 REACTION PAPER II (A-M)</u></b>                |

|                        |                      |                                         |
|------------------------|----------------------|-----------------------------------------|
| <b>19</b>              | <b>Wednesday</b>     | <b><u>REL 224 PRESENTATIONS II</u></b>  |
| <b>20</b>              | <b>Thursday</b>      |                                         |
| <b>25</b>              | <b>Tuesday</b>       |                                         |
| <b>*26</b>             | <b>Wednesday</b>     | <b><u>NO CLASS/THANKSGIVING</u></b>     |
| <b>*27</b>             | <b>Thursday</b>      | <b><u>NO CLASS/THANKSGIVING</u></b>     |
| <b><u>DECEMBER</u></b> |                      |                                         |
| <b>2</b>               | <b>Tuesday</b>       |                                         |
| <b>3</b>               | <b>Wednesday</b>     | <b><u>REL 224 FINAL DISTRIBUTED</u></b> |
| <b>4</b>               | <b>Thursday</b>      | <b><u>REL 110 QUIZ #3</u></b>           |
| <b>*8-12</b>           | <b>Monday-Friday</b> | <b><u>FINAL EXAMS</u></b>               |