

REL 347.001
Jewish-Christian Relations
Fall 2015 #49771
Tuesday & Thursday, 12:30-1:45 210 Manly Hall

3 Credit Hours W

Instructor:

Steven Leonard Jacobs, DHL, DD
Aaron Aronov Endowed Chair of Judaic Studies
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Syllabus Subject to Change

Office Hours:

Tuesdays & Thursdays, 9:30-12:15 & By Appointment

Prerequisites

1 Course in *either* Judaic Studies *or* Religious Studies *or* Permission of the Instructor

Course Description

In this course we will critically examine the 2,000 year-old relationship between Jews and Christians, both historically and contemporarily, by focusing our microscope on the following areas: (1) Hebrew Bible or Old Testament/New Testament, (2) Rabbinic Judaism or Jewish/Gentile Christianity, (3) Jewish Messiah or Christian Jesus, (4) Jewish Mission or Great Commission, (5) Antisemitism or Anti-Judaism, (6) Holocaust or Shoah, (7) Land/State of Israel or Holy Land, (8) Jewish Movements or Christian Denominations. Class format will consist of lectures, discussions, reactions to readings, and student presentations.

Student Learning Outcomes

1. Students will be able to summarize the eight (8) points covered in class through written and oral presentations, (3 chapter summaries each) as well as class discussions and

additional readings. Both written and oral grading evaluation grids/matrices included in syllabus.

2. **Writing proficiency within this discipline is required for a passing grade in this course.** Written assignments require coherent, logical, and carefully-edited prose, and demonstrate high-level critical thinking skills, such as analysis and synthesis.
3. Students will be able to contribute to class discussions on modern Jewish-Christian relations by the submission of a well-crafted Response Paper.
4. Students will further contribute to class discussions on issues of Jewish-Christian relations through independent research papers or creative projects of their own choosing and oral presentation of their work. *Both written and oral presentations grading evaluation grids/matrices are included in syllabus.*
5. Students will further demonstrate their knowledge of Jewish-Christian relations and related issues and concerns through class discussions, lecture presentations, additional readings, as well as essay-type questions contained in the Final Exam.

(NOTE: Students have the option of first submitting any written assignment, including the Research Paper, in draft form for the instructor's input prior to the assigned date.)

Outline of Topics

1. Hebrew Bible or Old Testament/New Testament
2. Rabbinic Judaism or Jewish/Gentile Christianity
3. Jewish Messiah or Christian Jesus
4. Jewish Mission or Great Commission
5. Antisemitism or Anti-Judaism
6. Holocaust or Shoah
7. Land/State of Israel or Holy Land
8. Jewish Movements or Christian Denominations

Exams and Assignments

3 Chapter Summaries—orally-led class discussions (handouts optional)

1 Response Paper: 3-5 pages, MS Word, double-spaced

1 Research Paper--3-5 pages, MS Word, double-spaced or Creative Project

1 Final Exam—essay-type questions, typed MS Word, due end of Final Exam

Grading Policy

10% = Class Participation

30% = Chapter Summaries

30% = Research Paper or Creative Project

30% = Final Exam

Policy on Missed Exams & Coursework

All make-up work must be cleared with the instructor.

Attendance Policy

Class attendance and participation in class discussions are required unless otherwise noted.

Required Texts

Becker, Adam H., and Reed, Annette Yoshiko, eds. *The Ways That Never Parted: Jews and Christians in Late Antiquity and the Early Middle Ages*. Minneapolis: Fortress Press, 2007.

Berlinerblau, Jacques. *How to Be Secular: A Call to Arms for Religious Freedom*. Boston and New York: Mariner Books, 2012.

Cheetham, David, Pratt, Douglas, and Thomas, David, eds. *Understanding Interreligious Relations*. Oxford and New York: Oxford University Press, 2013.

Kessler, Edward. *An Introduction to Jewish-Christian Relations*. Cambridge and New York: Cambridge University Press, 2010.

Other Course Materials

Additional materials during the course of the semester will be supplied by the instructor.

Extra-Credit Opportunities

Extra-credit opportunities will be announced as they present themselves. Each will require a 1-page typed response which, in turn, will add 1 point to the Final Grade score.

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 any knowing or intentional help or attempt to help, or conspiracy to help, another student.

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

Disability Statement

If you are registered with the Office of Disability Services, 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.

Severe Weather Protocol

In the case of a tornado warning (tornado has been sighted or detected by radar, sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to 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:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students (**sign up at myBama**)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisories are broadcast via WUOA/WVUA-TV, which can be viewed across Central Alabama. Also, visit **wvuatv.com** for up-to-the-minute weather information. A mobile Web site is also available

BEST CONTACT

[illegible]

RESEARCH PAPER EVALUATION RUBRIC

CATEGORY	4 Excellent	3 Good	2 Satisfactory	1 Poor	Score
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.	/4
Quality of Information	Includes the answers to the questions which generated this paper, of which answers are thoroughly described throughout the course of the paper.	Includes almost all of the answers to all of the questions, which generated this paper and which are thoroughly described throughout the course of the paper.	Includes the answers to a few of the questions, of which the answers lack sufficient description.	Information has little or nothing to do with the research questions.	/4
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	/4
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	/4
Connection	Does an excellent job of describing the structure's past and present significance.	Does a good job of describing the structure's past and present significance.	Struggles to describe either the structure's past or present day significance.	Fails to describe the past or present day significance of the structure.	/4
Resources	Six different sources are referenced at the end of the research paper.	Five different sources are referenced at the end of the research paper.	Four different sources are referenced at the end of the research paper.	Less than four different sources are referenced at the end of the research paper.	/5

TOTAL POINTS

_____/25

Research Paper Grading Rubric

Name: _____

Introduction <input type="checkbox"/> Is the topic of the paper clearly and concisely introduced? <input type="checkbox"/> Does the introduction include a clear and concise thesis statement? <input type="checkbox"/> Does the information forecast the remainder of the paper for the reader?	____/15
Body of the Paper <input type="checkbox"/> Does the paper summarize the articles individually, one at a time, or does it provide a thematic summary of the research drawn upon? <input type="checkbox"/> Does the paper provide examples to help the reader understand points made? <input type="checkbox"/> Does the paper synthesize the material reviewed into a few main points? <input type="checkbox"/> Is all information factually correct? <input type="checkbox"/> Does the paper provide excellent background, context and idea development? <input type="checkbox"/> Does the paper include an excellent discussion of detail?	____/40
Conclusion <input type="checkbox"/> Is there a conclusion? <input type="checkbox"/> Does the paper provide a brief summary of what has been discussed?	____/10
References & Citations <input type="checkbox"/> Does the body of the paper cite sources as necessary? (2 points) <input type="checkbox"/> Does the paper draw on six journal articles/empirical sources (no more than 2 websites)? (2 points)	____/4
Quality of Sources <input type="checkbox"/> Are the sources relatively recent? (3 points) <input type="checkbox"/> Is there a variety of sources? (3 points)	____/6
Writing Style <input type="checkbox"/> Is the paper well organized? (5 points) <input type="checkbox"/> Is the paper free from grammar & spelling errors? (5 points) <input type="checkbox"/> Are there smooth transitions between sections? <input type="checkbox"/> Is the manuscript clean/legible/pleasing to read?	____/20
Style <input type="checkbox"/> Does the paper follow the margin, font, and page specification found in the paper guidelines? (8 pages, 12-point font, 1" margins, double spacing)	____/5

Total Points: ____/100

General Comments:

Grading Rubric for Oral Presentations

Student's Name: _____

4=A 3=B 2=C 1=D 0=U

Effective Communication (Communicate Orally: Speaking Skills/Voice and Pacing)

Unsatisfactory - 0	Novice - 1	Apprentice - 2	Proficient - 3	Distinguished - 4	Points/Comments
Wholly lacking.	Inaudible or too loud; too slow/fast; uninterested and used monotone; incorrectly pronounces terms	Some mumbling; uneven rate; little or no expression; student incorrectly pronounces words	Clear articulation but not as polished; pronounces words correctly	Poised, clear articulation; proper volume; steady rate; good posture/eye contact; enthusiasm; confidence; precise pronunciation	

Effective Communication (Communicate Orally: Eye Contact)

Unsatisfactory - 0	Novice - 1	Apprentice - 2	Proficient - 3	Distinguished - 4	Points/Comments
	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Maintains eye contact most of the time but frequently turns to notes	Student maintains eye contact with audience, seldom returning to notes	

Effective Communication (Communicate Orally: Body Language)

Unsatisfactory - 0	Novice - 1	Apprentice - 2	Proficient - 3	Distinguished - 4	Points/Comments
	No movement or descriptive gestures	Very little movement or descriptive gestures	Made movements or gestures that enhanced articulation	Movements seemed fluid and helped the audience visualize	

Effective Communication (Communicate Orally: Poise)

Unsatisfactory - 0	Novice - 1	Apprentice - 2	Proficient - 3	Distinguished - 4	Points/Comments
	Tension and nervousness is obvious; has trouble recovering from mistakes	Displays mild tension; has trouble recovering from mistakes	Makes minor mistakes, but quickly recovers from them; displays little or no tension	Student displays relaxed, self-confident nature about self, with no mistakes	

Effective Communication (Use of Electronic Media)

Unsatisfactory - 0	Novice - 1	Apprentice - 2	Proficient - 3	Distinguished - 4	Points/Comments
	Layout is cluttered, confusing and does not use spacing; graphics, sounds and/or animations are unrelated to content; four or more spelling errors and/or grammatical errors	Some structure, but appears cluttered or distracting; some of the graphics, sounds, and/or animations seem unrelated to topic; three misspellings and/or grammatical errors	Uses horizontal/vertical white space appropriately; graphics, sound and/or animation visually depict material/assist audience understanding; no more than two misspellings and/or grammatical errors	Layout is visually pleasing; graphics, sound and/or animation assist in presenting overall theme; no misspellings or grammatical errors	

Effective Communication (Quantitative Data)

Unsatisfactory - 0	Novice - 1	Apprentice - 2	Proficient - 3	Distinguished - 4	Points/Comments
	Communication of results is incomplete, unorganized and difficult to follow; Makes inferences inconsistent with simple displays of data or with its context	Communicates some important information; not organized well enough to support decision; Explains the inferences within a limited context	Communicates most of important information; shows support for decision; Explains the meaning of the data in everyday language; relates to the appropriate context	Communication of results is thorough; shows insights into how data predicted the outcome; Explains clearly the meaning of the data, and relates it to appropriate context	

Effective Communication (Organized)

Unsatisfactory - 0	Novice - 1	Apprentice - 2	Proficient - 3	Distinguished - 4	Points/Comments
	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which audience can follow	

Effective Communication (Content Knowledge)

Unsatisfactory - 0	Novice - 1	Apprentice - 2	Proficient - 3	Distinguished - 4	Points/Comments
	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with content, but fails to elaborate	Student demonstrates full knowledge (more than required) with explanations and elaboration	

Criteria for Evaluating Undergraduate Research Oral Presentations

	Well done (5)	Very Good (4) to Good (3)	Fair (2)	Poor (1)
Content	The content is clear and concise and deals with an important issue in the field of study and includes goals/motivating questions. Information is accurate.	The content provides persuasive information and is accurate.	The content is vague in conveying a point of view and does not create a strong sense of purpose	The content lacks a clear point of view
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all questions with explanations and elaboration.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.
Graphics (if used)	Student's graphics explain and reinforce screen text and presentation. Graphics are clear and easy to follow. No misspellings or grammatical errors	Student's graphics relate to text and presentation and are readable.	Student occasionally uses graphics that rarely support text and presentation.	Student uses superfluous graphics and graphics are difficult to read and understand.

MASTER CALENDAR

REL 223/#49767 & REL 347/#49771

TUESDAYS & THURSDAYS, 8:00-9:15 & 12:30-1:45

AUGUST

20 Thursday Introductions, Policies, Syllabus, etc.

25 Tuesday

27 Thursday

SEPTEMBER

1 Tuesday

3 Thursday

8 Tuesday

10 Thursday

15 Tuesday

17 Thursday

22 Tuesday

24 Thursday

29 Tuesday REL 223: RESPONSE PAPER #1 DUE!

OCTOBER

1 Thursday

5 Tuesday

6 Wednesday MIDTERM GRADE DUE FOR 100-200 LEVEL COURSES

8 Thursday REL 347: RESPONSE PAPER DUE!

13 Tuesday

15 Thursday

20 Tuesday REL 223: BOOK REVIEW #1 DUE!
22 Thursday NO CLASS; HOLOCAUST CONFERENCE @ MTSU, TN
27 Tuesday NO CLASS; HOLOCAUST CONFERENCE @ SETON HILL, PA
29 Thursday NO CLASS; MID-SEMESTER STUDY BREAK

NOVEMBER

2 Monday REGISTRATION FOR SPRING 2016 BEGINS
3 Tuesday REL 223: RESPONSE PAPER #2 DUE!
5 Thursday
10 Tuesday
12 Thursday
17 Tuesday
19 Thursday REL 223: BOOK REVIEW #2 DUE!
24 Tuesday LAST DAY FOR ALL TESTS, ETC.
26 Thursday NO CLASS; THANKSGIVING

DECEMBER

1 Tuesday REL 223: RESEARCH PAPER/CREATIVE PROJECT DUE!
3 Thursday REL 347: RESEARCH PAPER/CREATIVE PROJECT DUE!
7-11 Mon-Fri FINAL EXAMS
7 Monday REL 223: 11:30-2:00
8 Tuesday REL 347: 11:30-2:00
12 Saturday COMMENCEMENT
15 Tuesday FINAL GRADES DUE!

REL 347: JEWISH-CHRISTIAN RELATIONS

FALL 2015

KESSLER	NAME	BECKER, REED	NAME	CHEETHAM, PRATT, THOMAS	NAME
Introduction		Introduction		Introduction	
Chapter 1		Fredriksen		Cheetham	
Chapter 2		Boyarin		Long	
Chapter 3		Kraft		Kessler	
Chapter 4		Jacobs		Harris	
Chapter 5		Goodman		Schmidt- Leukel	
Chapter 6		Frankfurter		Thomas	
Chapter 7		Gibson		Wingate	
Chapter 8		Tropper		Moyaert	
Chapter 9		Reed		Phan & Tan	
Chapter 10		Salvesen		Pratt	
		Ben Ezra		Halafoff	
		Koltun- Fromm		Adams	
		Boustan		Aguilar	
		Cameron		Cornille	
		Gager		Vishanoff	
		Becker		Weller	
				Cheetham, Pratt, Thomas	Dr. J.

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Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.	/4
Quality of Information	Includes the answers to the questions which generated this paper, of which answers are thoroughly described throughout the course of the paper.	Includes almost all of the answers to all of the questions, which generated this paper and which are thoroughly described throughout the course of the paper.	Includes the answers to a few of the questions, of which the answers lack sufficient description.	Information has little or nothing to do with the research questions.	/4
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	/4
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	/4
Connection	Does an excellent job of describing the structure's past and present significance.	Does a good job of describing the structure's past and present significance.	Struggles to describe either the structure's past or present day significance.	Fails to describe the past or present day significance of the structure.	/4
Resources	Six different sources are referenced at the end of the research paper.	Five different sources are referenced at the end of the research paper.	Four different sources are referenced at the end of the research paper.	Less than four different sources are referenced at the end of the research paper.	/5

TOTAL POINTS

_____/25

Author's Name _____

Writing Rubric
Title of Piece _____

	1 Does Not Meet	2 Partially Meets	3 Does Not Fully Meet	4 Meets	5 More Than Meets	6 Exceeds
CONTENT / IDEAS	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY / WORD CHOICE	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
VOICE	Writer's voice/ point of view shows no sense of audience.	Writer's voice/ point of view shows little sense of audience.	Writer's voice/ point of view shows that sense of audience is vague.	Writer uses voice/point of view. Writes with the understanding of a specific audience.	Writer has strong voice/ point of view. Writing engages the audience.	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.
SENTENCE FLUENCY	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple compound, and complex, sentences.	Frequent and varied sentence structure.	Consistent variety of sentence structure throughout.
CONVENTIONS	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.

REL 347

Jewish-Christian Relations

Spiral-Bound Volumes

"One Fourth of Americans Believe that Jews Were Responsible for the Death of Christ," ADL Survey, 2013

***Apostolic Exhortation, Evangelii Gaudium* of the Holy Father Francis to the Bishops, Clergy, Consecrated Persons and the Lay Faithful on the Proclamation of the Gospel in Today's World, 2013**

***How a Jew Came to Know and Put His Trust in the Lord Jesus Christ*, Tom Cantor, 2007**

***Instrumentum Laboris: The New Evangelization for the Transmission of the Christian Faith*, Synod of Bishops, XIII Ordinary General Assembly, Vatican City, 2012**

***Jewish-Christian Dialogue Today*, Yehudah Mirsky, *Jewish Ideas Daily*, 2011**

***Jewish-Christian Dialogue*, Spring Hill College Theology Library**

***Media Reference Guide*, 8th Edition**

***Rabbi Joseph Soloveitchik on Interreligious Dialogue: Forty Years Later*, Boston College, 2003**

***The Jewish People and Their Sacred Scriptures in the Christian Bible*, The Pontifical Biblical Commission**