Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
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<tr>
<th>Academic Unit</th>
<th>Historical, Philosophical and Religious Studies</th>
<th>Department</th>
<th>Jewish Studies</th>
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<tr>
<td>Subject</td>
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<td>Number</td>
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<tr>
<td>Is this a cross-listed course?</td>
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<td>Title</td>
<td>Introduction to Judaism</td>
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<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td>If so, list all academic units offering this course</td>
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<td>Course description:</td>
<td>REL 210</td>
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Requested designation: Historical Awareness-H
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Catalog description
☒ Course Syllabus
☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name: Cindy Baade
Phone: 5-7183
Mail code: 4302
E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Matthew J. Garcia
Date: 2/18/15
Chair/Director (Signature): [Signature]

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tr>
<td>✗</td>
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<td>1. History is a major focus of the course.</td>
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<tr>
<td>✗</td>
<td>□</td>
<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors.</td>
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<tr>
<td>✗</td>
<td>□</td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
</tr>
<tr>
<td>✗</td>
<td>□</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
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The following are not acceptable:

- Courses in which there is only chronological organization.

- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.

- Courses whose subject areas merely occurred in the past.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
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<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1.</td>
<td>Criterion 1: History is a major focus of the course.</td>
<td>C-1 Unit 1 (Weeks 1-4); Weeks 9, 12 include discussion of Jewish history in the context of a global historical timeline and important movements and historical periods within Judaism. All writing assignments require the consideration of Jewish traditions within a historical context.</td>
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<tr>
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<td>To learn about Judaism, is to learn not only the religious and cultural aspects, but also the 2,500-year history, as the elements are intertwined.</td>
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<td>2.</td>
<td>Criterion 2: The course examines and explains human development as a sequence of events influenced by a variety of factors. By exploring the history of one group - the Jewish people - the course demonstrates how religion functions as a cultural institution that changes over time in a particular historical context.</td>
<td>C-2 Unit 1; Weeks 5, 7, 8, 10, 11, 12 include discussions of how and why certain institutional elements have changed over time, due to internal and external influences. All writing assignments require the consideration of Judaism, and how its traditions and cultural aspects have been influenced by a variety of factors.</td>
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<tr>
<td>3.</td>
<td>Criterion 3: There is a disciplined systematic examination of human institutions as they change over time. Judaism is a way of life that is practices in multiple social settings. The social institutions examined in this course include: the family, the synagogue, the court, the school, and diverse voluntary associations. The course pays attention to the rituals of life cycle events celebrated by Judaism from birth to death and account for their development over time.</td>
<td>C-3 Unit 1; Weeks 5-8 address the various practices and institutions of Judaism; how they have changed over time, and how they are still changing. All writing assignments require the consideration of how and why elements of the practices and institutions examined in this course may have changed and developed over time.</td>
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<td>Criterion 4: The course examines the relationships among events, ideas, and artifacts and the broad social, political, and economic context. The course explains the development of Jewish religious practices, rituals, and beliefs all of which responded to changes in social, economic, and political status of the Jews. Special attention is given to the role of jurists, philosophers, and mystics as well as to the interplay between religious and secular dimensions of Jewish life.</td>
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<td>C-4 Unit 1; Weeks 5-8, 10, 12, 14, 16 incorporate these themes. All writing assignments require consideration of social context, and the relationship between ideas and events.</td>
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<td>Allow multiple enrollments: No</td>
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<td>Credit is allowed for only JST 210 or REL 210</td>
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Course Description

This course is a general survey of Jewish beliefs, customs, rituals, and classic texts surveyed in a historical context, from antiquity, through the Middle Ages, to the present. The course presupposes no background in Judaism, but it does take for granted that the students have inherent interest in the subject matter and good academic work habits. The course presents Judaism as a religious tradition that has evolved over time in response to changing historical circumstances. Special attention will be given to the interaction of Jews with other civilizations (Sumerian, Bayblonian, Egyptian, Greek, Roman, Christian, and Muslim), the social institutions within which Jewish religious life takes place, and to the adaptation of Judaism to modernity.

PREREQUISITES

ENG 101, 105 or 107

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Identify the historical development of the Jewish religion.
- Broadly describe the contributions of Judaism and Jews to western civilization, global history, and diversity.
- Compare and contrast elements of the various forms of contemporary Judaism
- Become familiar with the main rituals and rhythm of Jewish religious life
- Identify the foundational texts of the Jewish literary tradition, and describe their significance.
- Understand the differences between religious and secular forms of Judaism

Evaluations Policies

- Class attendance is obligatory and will be taken into consideration in course evaluation.
- Written assignments require reading, processing and critical evaluation of information presented in class lectures and in the required and recommended readings.
- Class participation demonstrating that the student has read the material, is interested in it, and has good questions and ideas, is mandatory. Class discussion will be an important factor in evaluating your work.
**Required Texts**


**Recommended Readings**


**Requirements**
5 quizzes on required readings (10%)
3 written assignments (60%; each assignment is 20%)
1 Comparative Book Review of 2 required readings for the course (20%)
Attendance at Grossman Lectures of Jewish Thought (5%) – you must attend all four lectures
Class Participation (5%)

**Grading Scale**
A+: 95-100
A: 91-94
A-: 87-90
B+: 83-86
B: 78-82
B-: 74-77
C+: 69-73
C: 64-68
D: 60-63
E: under 60
**Course Outline**

**UNIT I: OVERVIEW OF JEWISH HISTORY**

Week 1: Introduction to the Course: Who are the Jews?  

Week 2: Israel in Antiquity: The Bible and Rabbinic Judaism  
   Scheindlin, *A Short History of the Jewish People*, pp. 49-70.

Week 3: Premodern Judaism: Jews in Medieval Islam and Christendom  
   Scheindlin, *A Short History of the Jewish People*, pp. 71-121.

Week 4: Modern Judaism: Jewish Diversity  
   **Assignment # 1 is due!**

**UNIT II: JEWISH PRACTICES: THE RHYTHM OF JEWISH LIFE**

Week 5: The Jewish Prayer: Communicating with God  
   Robinson, *Essential Judaism*, Chapter 1, pp. 7-75.

Week 6: The Jewish Year: The Sanctification of Time  
   Appendix 4

Week 7: Jewish Life Cycle Events: The Sanctification of the Family  

Week 8: Kashruth: Sanctification of the Body  
   Robinson, *Essential Judaism*, Chapter 4, pp. 195-256;  
   Appendix 5

Week 9: The Jews Today  
   De Lange, *Introduction to Judaism*, 1-42.  
   **Assignment # 2 is due!**

**UNIT III: JEWISH BELIEFS AND SEMINAL TEXTS**

Week 10: Hebrew Scriptures  
   De Lange, 43-64.

Week 11: Rabbinic Writings  
Week 12: The Jewish Mystical Tradition


Week 13: Jewish Philosophy


Week 14: Judaism Confronts Modernity


Assignment # 3 is due!

Week 15: Religious and Secular Forms of Modern Judaism

Week # 16: Conclusion and Overview: Who Is a Jew? What Is Judaism?

Final Class Discussion

Assignment # 4 is due in my office during the time scheduled for the final exam.

**Writing Assignments**

**Assignment # 1**

On the basis of Scheindlin, *A Short History of the Jews*, address two of the following questions (2,000 words per essay)

1. Who were the rabbis and how did they transform the religion of ancient Israel?
2. Which factors contributed to continuity and cohesion of Jewish life over the centuries?
3. Why did modernity bring about diversity in Jewish religious life?

**Assignment # 2**

This assignment is worth 20% of your grade, and will serve as the midterm exam for this course. Select three of the following topics, and compose an essay (not to exceed 2,000 words each, typed, double-spaced) on each of the three topics. You must read, and cite, at least three of the required texts for the take-home exam.

1. How does the Jewish prayer book manifest the Jewish belief system?
2. What are the unique features of the Hebrew calendar?
3. Describe three major life-cycle events in traditional Jewish life, and explain how they reflect the communal dimension of Judaism.
5. What are the characteristics of Jewish dietary law, and how do food habits shape a Jewish way of living?
JST 210 / REL 210: Introduction to Judaism

Assignment #3  C-1  C-2  C-3  C-4

This assignment is worth 20% of your grade, and will serve as the final exam for this course. Select three of the following topics, and compose an essay (not to exceed 2,000 words each, typed, double-spaced) on each of the three topics. You must read, and cite, at least two of the required texts for this assignment.

1. How did the Hebrew Bible become a canonic text?
2. What were the major literary documents of the Rabbinic Movement?
3. When did Jewish Mysticism emerge, and what is unique about the mystical idea of God?
4. What was the major contribution of Jewish philosophy to Jewish culture in the Middle Ages and in modern times?
5. How did the writing of history generate Jewish secularism?

Assignment # 4: Assessment and Personal Reflections

This course introduced you to Judaism through major textbooks, Robinson, Essential Judaism, De Lange, Introduction to Judaism, and write a short essay (2,500 words) comparing and assessing these textbooks. Your essay should address the following questions:

1. What distinguishes each book?
2. How did the books differ in terms of organization of the information?
3. What were some of the main problems in each of the books?
4. Which book did you find most informative?
5. Which book enabled you to understand the Jewish experience?
6. Which books works best for college students? Why?

Additional Recommended Readings


Course Policies

Withdrawals and Incompletes: [http://www.asu.edu/aad/catalogs/general/ug-enrollment.html#grading-system](http://www.asu.edu/aad/catalogs/general/ug-enrollment.html#grading-system)

Academic Dishonesty: The School of Historical, Philosophical and Religious Studies abides by ASU’s “Student Academic Integrity Policy.” [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity)

Plagiarism: Plagiarism is stealing. Whenever you borrow a phrase, sentence, paragraph—even an idea stated in your own words—from any outside source (news writing, magazine, TV show, book) without giving credit to that source, you have plagiarized. Plagiarism is cheating yourself and someone else. The consequences are severe including failure for the assignment, probable failure for the course, disciplinary referral to the Dean and possible expulsion from the University. For more information, see the Writing Programs Guide at [http://english.clas.asu.edu/writingprograms](http://english.clas.asu.edu/writingprograms).

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.
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A Complete Guide to Beliefs, Customs, and Rituals

GEORGE ROBINSON

"An invaluable one-volume compendium."
—Michael Harrington, The Philadelphia Inquirer
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