



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit Historical, Philosophical and Religious Studies Department Jewish Studies

Subject JST Number 210 Title Introduction to Judaism Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s) REL 210

Is this a shared course? No If so, list all academic units offering this course _____
Course description: _____

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):

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.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	course syllabus and textbook tables of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	course syllabus and textbook tables of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	course syllabus and textbook tables of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	course syllabus and textbook tables of contents
		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.	

Course Prefix	Number	Title	General Studies Designation
JST / REL	201	Introduction to Judaism	H

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1.	<p>Criterion 1: History is a major focus of the course.</p> <p>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.</p>	<p>C-1</p> <p>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.</p> <p>All writing assignments require the consideration of Jewish traditions within a historical context.</p>
2.	<p>Criterion 2: The course examines and explains human development as a sequence of events influenced by a variety of factors.</p> <p>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.</p>	<p>C-2</p> <p>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.</p> <p>All writing assignments require the consideration of Judaism, and how its traditions and cultural aspects have been influenced by a variety of factors.</p>
3.	<p>Criterion 3: There is a disciplined systematic examination of human institutions as they change over time.</p> <p>Judaism is a way of life that is practiced 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.</p>	<p>C-3</p> <p>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.</p> <p>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.</p>

4.	<p>Criterion 4: The course examines the relationships among events, ideas and artifacts and the broad social, political, and economic context.</p> <p>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.</p>	<p>C-4</p> <p>Unit 1; Weeks 5-8, 10, 12, 14, 16 incorporate these themes.</p> <p>All writing assignments require consideration of social context, and the relationship between ideas and events.</p>
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JST 210 Introduction to Judaism

3 (L or HU) & H

Beliefs, ceremonies, festivals, and institutions of Judaism emphasizing the contemporary era. Assumes no previous knowledge about Judaism.

Allow multiple

Primary course

enrollments: No

component: Lecture

Repeatable for credit: No

Grading method: Student Option

Offered by: College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch

Credit is allowed for only JST 210 or REL 210

JST 210 / REL 210: Introduction to Judaism

Fall 2014 | T TH | 9-10:15 a.m. | West Hall 260

Instructor Norbert M. Samuelson
Contact (480) 650-8035
norbert.samuelson@asu.edu

Office Lattie F. Coor Hall, room 3360
Office Hours T/Th 11 a.m. - noon
Th 7:30-8:30 p.m.

Course Description **C-1** **C-2** **C-3** **C-4**

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, Babylonian, 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 **C-1** **C-2** **C-3**

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. **C-4**
- 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.

JST 210 / REL 210: Introduction to Judaism

Required Texts

De Lange, Nicholas. *An Introduction to Judaism*, 2nd. edition. Cambridge: Cambridge University Press, 2010 (ISBN 978-0-521-73504-9).

Robinson, George. *Essential Judaism: A Complete Guide to Beliefs, Customs, and Rituals* (ISBN: 0805241868)

Scheidlin, Raymond. *A Short History of the Jewish People: From Legendary Times to Modern Statehood*. New York: Macmillan, 1998 (ISBN 0028625862).

Recommended Readings

Cohn-Sherbok, Dan. *Judaism: History, Belief and Practice*. Milton Park, England: Routledge, 2003.

Ariel, David. *What Do Jews Believe?* New York: Schocken Books, 1996 (ISBN: 0805241191).

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 C-1 C-2 C-3 C-4

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

Scheidlin, *A Short History of the Jewish People*, pp. 1-49 .

Week 2: Israel in Antiquity: The Bible and Rabbinic Judaism

Scheidlin, *A Short History of the Jewish People*, pp. 49-70.

Week 3: Premodern Judaism: Jews in Medieval Islam and Christendom

Scheidlin, *A Short History of the Jewish People*, pp. 71-121.

Week 4: Modern Judaism: Jewish Diversity

Scheidlin, *A Short History of the Jewish People*, pp. 123-263.

Assignment # 1 is due!

UNIT II: JEWISH PRACTICES: THE RHYTHM OF JEWISH LIFE

Week 5: The Jewish Prayer: Communicating with God C-2 C-3 C-4

Robinson, *Essential Judaism*, Chapter 1, pp. 7-75.

Week 6: The Jewish Year: The Sanctification of Time C-3 C-4

Robinson, *Essential Judaism*, chapter 2, 76-137. Appendix 4

Week 7: Jewish Life Cycle Events: The Sanctification of the Family C-2 C-3 C-4

Robinson, *Essential Judaism*, Chapter 3, 138-194.

Week 8: Kashrut: Sanctification of the Body C-2 C-3 C-4

Robinson, *Essential Judaism*, Chapter 4, pp. 195-256; Appendix 5

Week 9: The Jews Today C-1

Robinson, *Essential Judaism*, Appendix 2 & 3.

De Lange, *Introduction to Judaism*, 1-42.

Assignment # 2 is due!

UNIT III: JEWISH BELIEFS AND SEMINAL TEXTS

Week 10: Hebrew Scriptures C-1 C-2 C-4

Robinson, *Essential Judaism*, Chapter 5, 257-309.

De Lange, 43-64.

Week 11: Rabbinic Writings C-1 C-2

Robinson, *Essential Judaism*, Chapter 6, 310-359.

Week 12: The Jewish Mystical Tradition **C-1** **C-2**

Robinson, *Essential Judaism*, Chapter 7, 360-403.

Week 13: Jewish Philosophy

Robinson, *Essential Judaism*, Chapter 8, 404-457.

Week 14: Judaism Confronts Modernity **C-1** **C-4**

Robinson, *Essential Judaism*, Chapter 9, 458-504.

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? **C-4**

Final Class Discussion

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

Writing Assignments

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

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 **C-1** **C-2** **C-3** **C-4**

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.
4. How did Jewish life change in the modern period? Illustrate diversity in contemporary Judaism
5. What are the characteristics of Jewish dietary law, and how do food habits shape a Jewish way of living?

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

Baskin, Judith and Kenneth Seeskin (eds.). *The Cambridge Guide to Jewish History, Religion, and Culture*. Cambridge: Cambridge University Press, 2010.

Fine, Lawrence. *Judaism in Practice: From the Middle Ages through the Early Modern Period*. Princeton: Princeton University Press, 2001.

Efron, John, Steve Weitzman, Matthias Lehmann, and Joshua Holo. *The Jews: A History*. New York: Penguin, 2009.

Holtz, Barry. *Back to the Sources*. New York: Summit Books, 2008.

Samuelson, Norbert. *Jewish Philosophy: An Historical Introduction*. New York: Continuum, 2013.

Seltzer, Robert. *Jewish People, Jewish Thought: The Jewish Experience in History* New York: Macmillan, 1980.

Course Policies

Withdrawals and Incompletes: <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>

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>.

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. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

AN INTRODUCTION TO
JUDAISM

SECOND EDITION



NICHOLAS DE LANGE

Contents

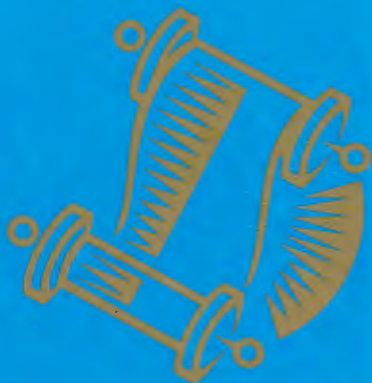
<i>List of illustrations</i>	page	x
<i>List of tables</i>		xi
<i>Preface</i>		xii
<i>Preface to the second edition</i>		xiv
<i>Chronology</i>		xv
<i>Map of the Jewish world in 1930</i>		xvii
<i>Map of the Jewish world in the 2000s</i>		xx
I THE JEWS IN THE WORLD		I
Who are the Jews?		I
Facts and figures		4
Natives or immigrants?		6
The Jews throughout the world		10
North America		10
Israel		14
The European Union		18
Former Soviet Bloc countries		21
Latin America		22
2 THE JEWISH PEOPLE AND ITS PAST		24
The Jewish nation		24
Enemies of the nation		31
Universalism		32
Assimilation		36
Individualism		38
Dispersion		39
Fragmentation		41
Genocide		41

3	JEWISH BOOKS	43
	The Bible	44
	The prayer book	52
	The Talmud	54
	The <i>Shulhan Arukh</i>	57
	The <i>Zohar</i>	60
	The <i>Guide of the Perplexed</i>	61
4	THE JEWISH RELIGION	65
	Traditional Judaism	65
	The modernist reform	69
	Radical alternatives	77
5	THE FAMILY	81
	The family as a unit	81
	The Jewish home: space	85
	The Jewish home: time	91
	Rites of passage	104
6	THE COMMUNITY	115
	The Jewish community and how it works	115
	The synagogue	121
	The worship of the synagogue	123
	Religious services	127
	The cycle of the year	136
	Moments of life	142
	Other communal institutions	145
7	GOD AND THE JEWISH PEOPLE	150
	The Jews and God	150
	Sources of Jewish theology	155
	The Bible	155
	Midrash and Haggadah	158
	The philosophers	160
	Mystical approaches	163
	The liturgy as a source of theology	167
	God in the twentieth century	170
	Hermann Cohen and his legacy	170
	American Jewish theology	174
	God and the Shoah	177
	New issues	180

8	OBJECTIVES	182
	Holiness	182
	Obedience	185
	Righteousness	189
	Faith	191
	Fear	192
	Love	193
	Bringing the Messiah	196
	Repairing the world	201
	Making peace	203
	After life	204
9	JUDAISM AND THE FUTURE	208
	External pressures	209
	Demographic trends	210
	Political aspects	212
	Social aspects	214
	Religious pluralism	215
	Inter-religious dialogue	217
	Theological developments	220
	<i>Glossary</i>	223
	<i>Further reading</i>	235
	<i>Index</i>	244

ESSENTIAL JUDAISM

A COMPLETE GUIDE TO
BELIEFS, CUSTOMS,
AND RITUALS



GEORGE ROBINSON

“An invaluable one-volume compendium.”
—Michael Harrington, *The Philadelphia Inquirer*

CONTENTS

ACKNOWLEDGMENTS	xix
A NOTE TO THE READER	xxiii
INTRODUCTION	1
CHAPTER 1 <i>(system) [22 June]</i> SERVICE OF THE HEART: PRAYER AND RITUAL	7
The Jewish Idea of Prayer	7
The Names of God	8
The Role of the <u>Rabbi</u>	15
The Blessings of Daily Life	19
An Assortment of Blessings	20
The Daily Services	22
Before the Morning Service	22
<u>Tallit</u> and <u>Tzitzit</u>	23
<u>Tefillin</u>	25
<u>Shakharit</u> /The Morning Service	27
The Basic Structure of the Service	27
Covering the Head	28
<u>Kaddish</u>	31
The <u>Sh'ma</u>	33
The <u>Amidah</u>	34
<u>Minkhah</u> /The Afternoon Service	37
<u>Ma'ariv</u> /The Evening Service	38
The Shabbat Services	39
<u>Kabbalat Shabbat</u> /Welcoming the Sabbath and <u>Ma'ariv</u>	39
<u>Shakharit</u> / <u>Musaf</u>	41
<u>Minkhah</u> and <u>Havdalah</u>	44
Festival Services	44
The Synagogue	46

Liturgical Music	47
Home Rituals	50
<i>1/10</i> — <u>Mezuzah</u>	51
The Evolution of the Prayer Book	53
The Rise of Denominations	55
Reform Judaism	55
Conservative Judaism	59
Reconstructionism	61
Modern Orthodox	63
<i>Ba'al Teshuvah</i>	64
<i>Havurah</i>	65
Jewish Renewal Movement	66
Gay and Lesbian Synagogues	66
Women's Prayer Groups	68
<u>Shul</u> Etiquette	69
The Chosen People?	73
CHAPTER 2 (267 terms) [62]	
REJOICE IN YOUR FESTIVALS: THE JEWISH YEAR	76
Sacred Time—The Jewish Calendar	76
Rosh Khodesh	77
The Jewish Calendar	78
The Festivals	80
Shabbat	81
The Thirty-nine Categories of Forbidden Work	82
Special Sabbaths	89
The High Holy Days	92
<u>Elul</u> , a Month of <i>Teshuvah</i>	92
Rosh Hashanah	93
Days of Repentance	95
Yom Kippur	97
<i>1/5</i> — <u>Sukkot</u>	101
The <u>Sukkah</u>	102
Building the <u>Sukkah</u>	103
The Four Species	105
Hoshanah Rabbah/The Great Hosannah	107

<u>Shemini Atzeret</u>	108
<u>Simkhat Torah</u>	109
<u>Hanukah</u>	111
Historical Roots	111
Home Observance	113
<u>Tu b'Shevat</u>	115
<u>Purim</u>	116
<u>Pesakh</u>	118
Exile and Home	118
The Bread of Affliction	119
The <u>Seder</u>	121
The Meaning of the <u>Seder</u>	122
The Four Questions	123
<u>Counting the Omer</u>	125
<u>Shavuot</u>	126
<u>Yom ha-Shoah</u> , <u>Yom ha-Atzma'ut</u> , <u>Yom ha-Zikaron</u> , and <u>Yom</u> <u>Yerushalayim</u>	128
<u>Minor Fast Days</u>	130
<u>Tisha b'Av</u>	131
Special Readings for the Festivals	133

CHAPTER 3 (208 terms) [8]
**BIRTH TO DEATH:
A JEWISH LIFE CYCLE**

138

Birth	139
Abortion	142
Adoption	143
<i>Mamzerut</i>	144
<i>Brit Milah</i>	145
<i>Brit Habat</i> —the Baby-Naming Ceremony	149
<i>1/10</i> — <i>Pidyon Ha-Ben</i>	151
Parent and Child	152
Jewish Education	154
<i>Bar/Bat Mitzvah</i>	157
Confirmation	159
Engagement and Marriage	160
The Jewish View of Marriage	160

The Ketubah 161
 Engagement 162
 Before the Ceremony 163
 The Wedding Ceremony 164
 Levirate Marriage 167
 Intermarriage 168
 Prohibited Marriages 169
 Divorce 170
 Conversion to Judaism 174
 The Noahide Laws 177
 Who Is a Jew? 177
 Should Judaism Proselytize? 179
 Leaving the Fold 180
 Illness 181
 Aging 182
 Ethical Wills 183
 Death and Mourning 184
 Defiance and Acceptance 184
 Dying 184
 Right to Die? Euthanasia and Assisted Suicide 185
 Preparations for Burial 187
 Burial 188
 Mourning 189
 Unveiling and Yahrzeit 191
 The Afterlife 192

CHAPTER 4 (21) FS (M. 259 - 260)

**613 WAYS:
 LIVING A JEWISH LIFE 195**

The Mitzvot 196
 Gematria: Making the Letters Add Up 197
 Pikuakh Nefesh: To Save a Life 200
 Who's Counting? 201
 2/3 _____ The 613 Mitzvot (According to Maimonides) 202
 Why Observe? 219
 Mind, Body, and Soul 223
Halakha: Mitzvot into Law 224

Joseph Caro and the Shulchan Arukh 227
 Opponents of Halakha 229
 The Sadducees and the Karaites 229
 Reform Judaism 230
 Conservative Judaism 232
 Reconstructionism 232
 Reactions Within Orthodoxy 233
 The Mitzvot in Daily Life 234
 Gemilut Khasadim/Acts of Lovingkindness 235
 The Evil Tongue: Lashon Hara 235
 Tzedakah/Doing Justice 236
 The Ladder of Charity 237
 Ethics and Justice 239
 Laws Governing Loans
 Capital Punishment
 "An Eye for an Eye"
 Tikkun Olam/Repairing the World 243
 Sexuality 244
 The Mikveh 246
 Kashrut/Dietary Laws 247
 Kosher and Treif 248
 Meat and Dairy 249
 Buying Kosher 251
 Kosher Wine 252
 Taking Khallah 254
 Match But Don't Mix: Sha'atnez 254

Conse - Mint Laws De
 4 coins 20 points each - 80% (open book)
 4 exons 20 points each - 80% (closed book)
 4 coins 20 points each - 80% (closed book)
 4 exons 20 points each - 12%

**CHAPTER 5 [27] 296
 IN THE BEGINNING:
 THE HEBREW BIBLE 257**

The Tanakh 257
 The Books of the Hebrew Bible 258
 The Apocrypha and Pseudepigrapha 259
 What Is in the Hebrew Bible? 260
 The Torah 264
 The Parashiyot and the Hafarot 265
 Genesis/Bereishit 268

Exodus/ <i>Shemot</i>	271		
Leviticus/ <i>Vayikra</i>	273		
Numbers/ <i>Bamidbar</i>	274		
Deuteronomy/ <i>Devarim</i>	275		
Biblical Measurements	276		
Making the Text Sing: Cantillation	277		
Torah Comes First	278		
The <i>Nevi'im</i> /The Prophets	279		
Joshua	279		
Judges	280		
I and II Samuel	281		
I and II Kings	283		
Isaiah	284		
Jeremiah	285		
Ezekiel	286		
The Twelve Minor Prophets	286		
The Role of the Prophets	288		
The <i>Ketuvim</i> /The Writings	289		
<i>Tehillim</i> /The Psalms	289		
Reading the Psalms	290		
Proverbs	291		
Job	292		
<i>Shir ha-Shirim</i> /Song of Songs	292		
Ruth	293		
Lamentations	293		
<i>Kohelet</i> /Ecclesiastes	293		
Esther	294		
Daniel	294		
Ezra and Nehemiah	295		
I and II Chronicles	298		
Reading the Book	299		
Some Key Bible Commentators	300		
<i>Peshat</i>	303		
<i>Derash</i>	304		
<i>Remez</i>	305		
<i>Sod</i>	305		
Who Wrote the Hebrew Bible?	306		
J, E, P, D, H, R			
		CHAPTER 6 [16] 202 (pp. 325-328)	
		THE RABBIS SAID:	
		THE TALMUD AND OTHER	
		RABBINICAL WRITINGS	310
		Roots of Rabbinic Judaism	311
		From the Pairs to the <i>Tannaim</i>	313
		Thirteen Ways of Looking at the Torah	315
		"O You Scribes and Pharisees!"	319
		Tragedy, Dispersion, and the Writing of the <i>Mishnah</i>	322
		What Is in the <i>Mishnah</i> ?	324
		What's in the <i>Mishnah</i> and the <i>Talmud</i> : Primary Subject	
		Matter of the Tractates and Where They Appear	325
		How the <i>Mishnah</i> Works	329
		An Example from the <i>Mishnah</i>	331
		<i>Josefa</i> and <i>Baraita</i>	332
		<i>Gemara</i> : The Task Continues	333
		A Time Line of Talmudic Scholars	334
		<i>Yavneh</i> : The First Great Academy	337
		Some Key Figures in Rabbinic Judaism	339
		<i>Halakhah</i> and <i>Aggadah</i>	342
		How the <i>Gemara</i> Works	343
		Palestinian <i>Talmud</i> versus Babylonian <i>Talmud</i>	344
		The Later Commentators	346
		Proliferation and Persecution	348
		A Page of <i>Talmud</i>	350
		Modern Talmudic Scholarship	352
		How to Study <i>Talmud</i>	353
		<i>Daf Yomi</i>	354
		<i>Midrash</i>	355 (pp. 358)
		Some Important Midrashic Texts	357
		CHAPTER 7 [17] 205 (pp. 376)	
		JEWISH MYSTICISM:	
		EMANATIONS OF THE ETERNAL	360
		What Is <i>Mysticism</i> ?	360
		The <i>Chariot</i> and the <i>Chambers</i> : Ancient Jewish Mysticism	365
		The Mysteries of Creation: <i>Sefer Yetzirah</i>	366

- Ten Sefirot Twice Over: Early Kabbalah and the Ashkenazi Hasidim 368
 Kabbalah in Spain 371
 Splendor: The Zohar 373
 The Tree of Life 375
 The Star of David 380
 The Lion Speaks: Lurianic Kabbalah 381
 The False Messiah: Shabbateanism 384
 Hasidic Mysticism 388
 Some Other Key Figures in Jewish Mysticism 391
 Kabbalah in the Twentieth Century 392
 Rabbi Kook 393
 Gershom Scholem and the Study of Mysticism 395
 Zalman Schachter-Shalomi and the Jewish Renewal Movement 397
 Meditation 400
 The Lasting Influence of Jewish Mysticism 401
 How to Study Kabbalah 402

2/5 — **CHAPTER 8** *(12) 208 terms*
**THE PHILOSOPHERS:
 THE CONTINUING EVOLUTION
 OF JEWISH THOUGHT** 404

- Rabbis versus Philosophers 405
 Philo Judaeus (20 B.C.E.—50 C.E.) 406
 From the Writings of Philo 409
 Saadiah Gaon (882 C.E.—942 C.E.) 409
 From the Writings of Saadiah Gaon 414
 Maimonides (c. 1135 C.E.—1204 C.E.) 415 ** GERSHONIDES*
 13 Principles of the Jewish Faith 416
 From the Writings of Maimonides 420
 Judah HaLevi (1075 C.E.—1141 C.E.) 421 ** HASIDAI GERSHON*
 From the Writings of Judah HaLevi 423
 Baruch Spinoza (1632 C.E.—1677 C.E.) 424
 From the Writings of Baruch Spinoza 428
 Moses Mendelssohn (1729 C.E.—1786 C.E.) 428
 From the Writings of Moses Mendelssohn 432
 Franz Rosenzweig (1886 C.E.—1929 C.E.) 433

- Rosenzweig and Buber Translate Torah 436
 From the Writings of Franz Rosenzweig 440
 Martin Buber (1878 C.E.—1965 C.E.) 440
 From the Writings of Martin Buber 445
 Abraham Joshua Heschel (1907 C.E.—1972 C.E.) 446
 From the Writings of Abraham Joshua Heschel 449
 Joseph Soloveitchik (1903 C.E.—1993 C.E.) 449
 From the Writings of Joseph Soloveitchik 453
 Emmanuel Levinas (1906 C.E.—1995 C.E.) 453
 From the Writings of Emmanuel Levinas 456

**CHAPTER 9
 BEYOND THE RABBIS:
 HOW JUDAISM GOT
 WHERE IT IS TODAY** 458

- The Jews in the East 460
 Sworn Enemies: Hasidim and Mitnagdim 461
 “Why Do They Dress Like That?” 467
 Enlightenment and Emancipation 467
 The Jewish Question 470
 Sworn Enemies: Reform and Orthodox 473
 Sworn Enemies: The Rabbis and the *Haskalah* 475
 Yiddish: The “Mother Tongue” 477
 Ladino 480
 The Zionists 480
 Eliezer Ben-Yehuda 481
 Herzl and His Successors 483
 The Evolution of Anti-Semitism 489
 Sifting Through the Ashes 492
 Exiles’ Return 495
 Feminism Remakes Jewish Theology 498
 The Temptations of Assimilation 501

APPENDIX 1
SOME KEY DOCUMENTS OF
CONTEMPORARY JEWISH BELIEF 505

- Reform Judaism 505
 The Pittsburgh Platform, 1885 505
 The Columbus Platform, 1937 507
 A Centenary Perspective, 1976 510
 The Doral Country Club Resolution, 1997—100th
 Anniversary of the Zionist Movement 515
 Conservative Judaism 516
 On Changes in Judaism—Zecharias Frankel 516
 The Ideal Conservative Jew: Eight Behavioral Expectations—
 Rabbi Jerome M. Epstein 521
 Reconstructionism 528
 Who Is a Reconstructionist Jew? 528
 Orthodoxy 534
 The Orthodox Jewish Congregational Union of America 534
 Founding Program of Agudat Israel (May 1912) 535
 Zionism 536
 The Basel Program—Passed by the First Zionist Congress
 (1897) 536
 The Balfour Declaration 537
 Declaration of Israel's Independence, 1948 538

APPENDIX 2
A TIME LINE OF MAJOR EVENTS 541

APPENDIX 3
WHERE THE JEWS ARE TODAY 551

APPENDIX 4
JEWISH HOLIDAYS, 1999–2006 556

APPENDIX 5
HOW DO I KNOW IT'S KOSHER?
AN ORTHODOX UNION KOSHER PRIMER 557

GLOSSARY 567

SOURCES AND RESOURCES:
A BIBLIOGRAPHY 599

INDEX 619

A SHORT HISTORY

of the
**Jewish
people**



FROM
LEGENDARY
TIMES TO
MODERN
STATEHOOD

Raymond P. Scheindlin

Contents

Acknowledgments vii

Introduction viii

ONE

Israelite Origins and Kingdom (*Before 1220 B.C.E. to 587 B.C.E.*)

1

TWO

Judea and the Origins of the Diaspora (*587 B.C.E. to 70 C.E.*)

25

THREE

Roman Palestine and Sassanid Babylonia (*70 C.E. to 632*)

51

FOUR

The Jews in the Islamic World: From the Rise of Islam
to the End of the Middle Ages (*632 to 1500*)

71

FIVE

The Jews of Medieval Christian Europe (*Ninth century to 1500*)
97

SIX

The Jews in the Ottoman Empire and the Middle East (*1453 to 1948*)
123

SEVEN

The Jews of Western Europe (*1500 to 1900*)
149

EIGHT

The Jews of Eastern Europe and the United States (*1770 to 1940*)
173

NINE

The Holocaust
199

TEN

Zionism and the Origins of the State of Israel
217

ELEVEN

The Jewish People after 1948
235

Afterword: The Outlook for the Jews 261

Bibliography 264

Index 270