



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:** Literacy and Critical Inquiry-L

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](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto: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**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Course Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Course Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Course Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p>			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Course Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
JST / REL	210	Introduction to Judaism	L

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: At least 50% of the grade in the course should depend upon writing assignments.</p> <p>80% of the course grade is based upon writing assignments.</p>	<p>C-1</p> <p>80% of grade is based upon writing assignments:</p> <p>60% of the total grade is based on three essay-writing assignments covering readings from required texts</p> <p>20% Comparative book review/assessment and personal reflection</p>
2.	<p>Criterion 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p>Writing assignments in this class require consideration of in-class materials as well as independent reading and research.</p>	<p>C-2</p> <p>The four writing assignments for this course are prompted by a selection of questions, based on course content and assigned textual readings. To receive a passing grade requires the critical analysis, evaluation and combination of factual information from materials presented in-class, as well as outside reading from recommended sources.</p>
3.	<p>Criterion 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers... essays... that reflect critical inquiry and evaluation.</p> <p>This course requires a total of four essay writing assignments.</p>	<p>C-3</p> <p>The course requires the completion of four writing assignments:</p> <p>1) The student must select two of the three posed questions, and compose an essay, to answer each question, based on the assigned reading. Both essays must be typed; double-spaced; and not exceed 2,000 words each.</p> <p>2) The student must select three of the five posed questions, and compose an essay, to answer each question, based on the assigned reading. The student must cite, at minimum, all three of the required texts; use of the recommended reading is also encouraged. The essays must be typed; double-spaced; and not exceed 2,000 words each.</p> <p>3) The student must select three of the five posed questions, and compose an essay, to answer each question, based on the assigned reading. The student must cite, at minimum, two of the required texts; use of</p>

		<p>the recommended readings is also encouraged. The essays must be typed; double-spaced; and not exceed 2,000 words each.</p> <p>4) The student must compare and assess the course text books, answering all five posed questions in a single typed, double-spaced essay not to exceed 2,500 words.</p>
<p>4.</p>	<p>Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed.</p> <p>The assignments in this course allow for sufficient time during the writing process to seek feedback and input from the instructor.</p>	<p>C-4</p> <p>Writing assignments are due during:</p> <p>Week 4 Week 9 Week 14 Week 16</p> <p>This timing provides the student with ample time for reading and research, and allows time for consultation with the professor during office hours, and to visit the writing center as needed.</p> <p>Feedback on each of the first three assignments is provided prior to assignment of the next.</p>

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  
enrollments:** No

**Primary course  
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

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

<b>Instructor</b>	Norbert M. Samuelson	<b>Office</b>	Lattie F. Coor Hall, room 3360
<b>Contact</b>	(480) 650-8035 norbert.samuelson@asu.edu	<b>Office Hours</b>	T/Th 11 a.m. - noon Th 7:30-8:30 p.m.

## 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, 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

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. **C-2**
- 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

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### **Required Texts**

De Lange, Nicholas. *An Introduction to Judaism*, 2<sup>nd</sup>. 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** **C-2**

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** **C-1**

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?

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!** **C-4**

**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

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

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

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

Week 8: Kashrut: Sanctification of the Body

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

Week 9: The Jews Today

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

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

**Assignment # 2 is due!** **C-4**

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

Week 10: Hebrew Scriptures

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

De Lange, 43-64.

Week 11: Rabbinic Writings

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

Week 12: The Jewish Mystical Tradition

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

Week 13: Jewish Philosophy

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

Week 14: Judaism Confronts Modernity

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

**Assignment # 3 is due!** C-4

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.** C-4

### Writing Assignments

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

**This assignment is worth 20% of your grade.**

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-2 C-3

**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-2 C-3

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** C-2 C-3

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** C-2

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](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

## 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

AN INTRODUCTION TO  
**JUDAISM**

SECOND EDITION



NICHOLAS DE LANGE

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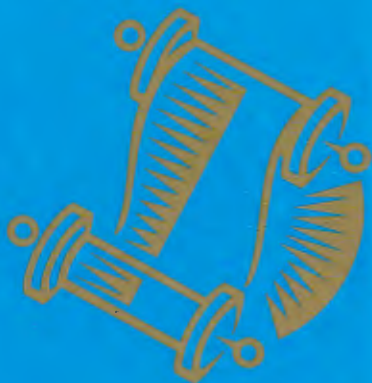


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# ESSENTIAL JUDAISM

A COMPLETE GUIDE TO  
BELIEFS, CUSTOMS,  
AND RITUALS



GEORGE ROBINSON

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

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A SHORT HISTORY

*of the*  
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FROM  
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*Raymond P. Scheindlin*

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