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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Historical, Philosophical and Religious Studies</th>
<th>Department</th>
<th>Jewish Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>JST</td>
<td>Number</td>
<td>210</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>Yes</td>
<td>Title</td>
<td>Introduction to Judaism</td>
</tr>
<tr>
<td>If yes, please identify course(s)</td>
<td>REL 210</td>
<td>Units</td>
<td>3</td>
</tr>
</tbody>
</table>

Is this a shared course? No
If so, list all academic units offering this course

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 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 (SO/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: 57183
Mail code: 4302
E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Matthew J. Garcia
Date: 2/19/15
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
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.

**ASU - [L] CRITERIA**

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>CRITERION 1: 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. <em>In-class essay exams may not be used for [L] designation.</em></th>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course Syllabus</td>
</tr>
</tbody>
</table>

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. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-1".

**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

<table>
<thead>
<tr>
<th>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</th>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course Syllabus</td>
</tr>
</tbody>
</table>

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".

**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, 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.

<table>
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<tr>
<th>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, 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.</th>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Course Syllabus</td>
</tr>
</tbody>
</table>

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".
ASU - [L] CRITERIA

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<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</table>

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.*

Course Syllabus

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.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".

C-4
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>
<tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Criterion 1: At least 50% of the grade in the course should depend upon writing assignments. 80% of the course grade is based upon writing assignments.</td>
<td>C-1 80% of grade is based upon writing assignments: 60% of the total grade is based on three essay-writing assignments covering readings from required texts 20% Comparative book review/assessment and personal reflection</td>
</tr>
<tr>
<td>2.</td>
<td>Criterion 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection. Writing assignments in this class require consideration of in-class materials as well as independent reading and research.</td>
<td>C-2 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.</td>
</tr>
<tr>
<td>3.</td>
<td>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. This course requires a total of four essay writing assignments.</td>
<td>C-3 The course requires the completion of four writing assignments: 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. 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. 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...</td>
</tr>
</tbody>
</table>
the recommended readings is also encouraged. The essays must be typed; double-spaced; and not exceed 2,000 words each.

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.

| 4. | 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. The assignments in this course allow for sufficient time during the writing process to seek feedback and input from the instructor. | C-4 |
| Writing assignments are due during: |
| Week 4 |
| Week 9 |
| Week 14 |
| Week 16 |
| 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. Feedback on each of the first three assignments is provided prior to assignment of the next. |
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
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.
• 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! 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

Week 8: Kashrut: 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! C-4

UNIT III: JEWISH BELIEFS AND SEMINAL TEXTS

Week 10: Hebrew Scriptures
De Lange, *Introduction to Judaism*, 43-64.

Week 11: Rabbinic Writings

Week 12: The Jewish Mystical Tradition
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

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

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.
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
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of illustrations</td>
<td>x</td>
</tr>
<tr>
<td>List of tables</td>
<td>xi</td>
</tr>
<tr>
<td>Preface</td>
<td>xii</td>
</tr>
<tr>
<td>Preface to the second edition</td>
<td>xiv</td>
</tr>
<tr>
<td>Chronology</td>
<td>xv</td>
</tr>
<tr>
<td>Map of the Jewish world in 1930</td>
<td>xvii</td>
</tr>
<tr>
<td>Map of the Jewish world in the 2000s</td>
<td>xx</td>
</tr>
</tbody>
</table>

## 1 The Jews in the World

- Who are the Jews?                                                   | 1    |
- 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

- The Jewish nation                                                   | 24   |
- Enemies of the nation                                               | 31   |
  - Universalism                                                       | 32   |
  - Assimilation                                                       | 36   |
  - Individualism                                                      | 38   |
  - Dispersion                                                         | 39   |
  - Fragmentation                                                      | 41   |
  - Genocide                                                           | 41   |
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>JEWISH BOOKS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Bible</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>The prayer book</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>The Talmud</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>The Shulhan Arukh</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>The Zohar</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>The Guide of the Perplexed</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>4</td>
<td>THE JEWISH RELIGION</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Traditional Judaism</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>The modernist reform</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Radical alternatives</td>
<td>77</td>
</tr>
<tr>
<td>5</td>
<td>THE FAMILY</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>The family as a unit</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>The Jewish home: space</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>The Jewish home: time</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Rites of passage</td>
<td>104</td>
</tr>
<tr>
<td>6</td>
<td>THE COMMUNITY</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>The Jewish community and how it works</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>The synagogue</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>The worship of the synagogue</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Religious services</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>The cycle of the year</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Moments of life</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>Other communal institutions</td>
<td>145</td>
</tr>
<tr>
<td>7</td>
<td>GOD AND THE JEWISH PEOPLE</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>The Jews and God</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Sources of Jewish theology</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>The Bible</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>Midrash and Haggadah</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td>The philosophers</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Mystical approaches</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td>The liturgy as a source of theology</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td>God in the twentieth century</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>Hermann Cohen and his legacy</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>American Jewish theology</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>God and the Shoah</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td>New issues</td>
<td>180</td>
</tr>
<tr>
<td>8</td>
<td>OBJECTIVES</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>Holiness</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>Obedience</td>
<td>183</td>
</tr>
<tr>
<td></td>
<td>Righteousness</td>
<td>189</td>
</tr>
<tr>
<td></td>
<td>Faith</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>Fear</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Love</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Bringing the Messiah</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td>Repairing the world</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>Making peace</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>After life</td>
<td>204</td>
</tr>
<tr>
<td>9</td>
<td>JUDAISM AND THE FUTURE</td>
<td>208</td>
</tr>
<tr>
<td></td>
<td>External pressures</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>Demographic trends</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>Political aspects</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>Social aspects</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td>Religious pluralism</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>Inter-religious dialogue</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td>Theological developments</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Glossary</td>
<td>223</td>
</tr>
<tr>
<td></td>
<td>Further reading</td>
<td>235</td>
</tr>
<tr>
<td></td>
<td>Index</td>
<td>244</td>
</tr>
</tbody>
</table>
ESSENTIAL JUDAISM

A Complete Guide to Beliefs, Customs, and Rituals

GEORGE ROBINSON

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

## ACKNOWLEDGMENTS

## A NOTE TO THE READER

## INTRODUCTION

### CHAPTER 1

**SERVICE OF THE HEART:**

**PRAYER AND RITUAL**

- The Jewish Idea of Prayer 7
- The Names of God 8
- The Role of the Rabbi 15
- The Blessings of Daily Life 19
  - An Assortment of Blessings 20
- The Daily Services 22
  - Before the Morning Service 22
  - T'fillin and T'zikrit 23
  - T'fillin 25
- Shabbat/The Morning Service 27
  - The Basic Structure of the Service 27
  - Covering the Head 28
  - Kaddish 31
  - The Sh'na 33
  - The Amidah 34
- Mirkhah/The Afternoon Service 37
- Ma'ariv/The Evening Service 38
- The Shabbat Services 39
  - Kabbalat Shabbat/Welcoming the Sabbath and Ma'ariv 39
  - Shabbat/Musaf 41
  - Mirkhah and Havdalah 44
- Festival Services 44
- The Synagogue 46
Contents

Liturgical Music 47
Home Rituals 50
Mezuzah 51
The Evolution of the Prayer Book 53
The Rise of Denominations 55
Reform Judaism 55
Conservative Judaism 59
Reconstructionism 61
Modern Orthodox 63
Ba’al Teshuvah 64
Havurah 65
Jewish Renewal Movement 66
Gay and Lesbian Synagogues 66
Women’s Prayer Groups 68
Shul Etiquette 69
The Chosen People? 73

CHAPTER 2 (א ו תועות) (א כל)
REJOICE IN YOUR FESTIVALS:
THE JEWISH YEAR

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
Elul, a Month of Teshuvah 92
Rosh Hashanah 93
Days of Repentance 95
Yom Kippur 97
Sukkot 101
The Sukkah 102
Building the Sukkah 103
The Four Species 105
Hoshanah Rabba / The Great Hosannah 107

CHAPTER 3 (ט ג תועות) (ט כל)
BIRTH TO DEATH:
A JEWISH LIFE CYCLE

Birth 139
Abortion 142
Adoption 143
Mamzerut 144
Brit Milah 145
Brit Hadat—the Baby-Naming Ceremony 149
Piyut Ha-Ten 151
Parent and Child 152
Jewish Education 154
Bar / Bat Mitzvah 157
Confirmation 159
Engagement and Marriage 160
The Jewish View of Marriage 160

Shemini Atzeret 108
Sukkot/Teran 109
Hanukkah 111
Historical Roots 111
Home Observance 113
Tu b’Shevat 115
Purim 116
Pesah 118
Exile and Home 118
The Bread of Affliction 119
The Seder 121
The Meaning of the Seder 122
The Four Questions 123
Counting the Omer 125
Shavuot 126
Yom ha-Shoah, Yom ha-Atama’ut, Yom ha-Zikaron, and Yom Yerushalayim 128
Minor Fast Days 130
Tisha b’Av 131
Special Readings for the Festivals 133
Contents

CHAPTER 4 613 WAYS: LIVING A JEWISH LIFE

The Mitzvot 196
Genevitz: Making the Letters Add Up 197
Pikash Nefesh: To Save a Life 200
Who’s Counting? 201
The 613 Mitzvot (According to Maimonides) 202
Why Observe? 219
Mind, Body, and Soul 223
Halakah: Mitzvot into Law 224

CHAPTER 5 IN THE BEGINNING: THE HEBREW BIBLE

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 Tanakh and the Hagiagot 265
Genesis/Beerishit 268
Exodus/Shemot 271
Leviticus/Vayikra 273
Numbers/Bamidbar 274
Deuteronomy/Deravim 275
Biblical Measurements 276
Making the Text Sing: Cantillation 277

Torah Comes First 278
The Nevi'im/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 Ketuvim/The Writings 289
Tehillim/The Psalms 289
Reading the Psalms 290
Proverbs 291
Job 292
Shir ha-Shirim/Song of Songs 292
Ruth 293
Lamentations 293
Kohelet/Ecclesiastes 293
Esther 294
Daniel 294
Ezra and Nehemiah 295
I and II Chronicles 298
Reading the Book 299

Some Key Bible Commentators 300
Peshat 303
Dagash 304
Remez 305
Soal 305
Who Wrote the Hebrew Bible? 306

CHAPTER 6 \((4) \text{ 204} \text{ (4.375-728)}
THE RABBIS SAID:
THE TALMUD AND OTHER RABBINICAL WRITINGS 310

Roots of Rabbinic Judaism 311
From the Pairs to the Tanaim 313
Thirteen Ways of Looking at the Torah 315
"O You Scribes and Pharisees!" 319
Tragedy, Dispersion, and the Writing of the Mishnah 322
What Is in the Mishnah? 324
What's in the Mishnah and the Talmud: Primary Subject
Matter of the Tractates and Where They Appear 325
How the Mishnah Works 329
An Example from the Mishnah 331
Tosefta and Baraita 332
Gemara: The Task Continues 333
A Time Line of Talmudic Scholars 334
Yavneh: The First Great Academy 337
Some Key Figures in Rabbinic Judaism 339
Halakhah and Aggadah 342
How the Gemara Works 343
Palestinian Talmud versus Babylonian Talmud 344
The Later Commentators 346
Proliferation and Persecution 348
A Page of Talmud 350
Modern Talmudic Scholarship 352
How to Study Talmud 353
Da'Lifni 354
Midrash 355 (Pt. 356)
Some Important Midrashic Texts 357

CHAPTER 7 \((5) \text{ 205} \text{ (4.396)}
JEWISH MYSTICISM:
EMANATIONS OF THE ETERNAL 360

What Is Mysticism? 360
The Charlot and the Chambers: Ancient Jewish Mysticism 365
The Mysteries of Creation: Safar Yetereah 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: Turanian Kabbalah 381
The False Messiah: Sabbateanism 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

CHAPTER 8

THE PHILOSOPHERS:
THE CONTINUING EVOLUTION OF JEWISH THOUGHT

Rabbi 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
13 Principles of the Jewish Faith 416
From the Writings of Maimonides 420
Judah Halevi (1075 C.E.–1141 C.E.) 421
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

CHAPTER 9

BEYOND THE RABBIS:
HOW JUDAISM GOT WHERE IT IS TODAY

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
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 Agudah 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
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