



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

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

Academic Unit	<u>Historical, Philosophical and Religious Studies</u>	Department	<u>Jewish Studies</u>
Subject	<u>JST</u>	Number	<u>210</u>
		Title	<u>Introduction to Judaism</u>
		Units:	<u>3</u>
Is this a cross-listed course?	<u>Yes</u>		
If yes, please identify course(s)	<u>REL 210</u>		
Is this a shared course?	<u>No</u>	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](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	<u>Cindy Baade</u>	Phone	<u>5-7183</u>
Mail code	<u>4302</u>	E-mail:	<u>cynthia.baade@asu.edu</u>

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed):	<u>Matthew J. Garcia</u>	Date:	<u>2/18/15</u>
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.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
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 table 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 table 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 table 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 table of contents
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• 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.	

**Historical Awareness [H]**

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Course Prefix	Number	Title	General Studies Designation
JST REL	210	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 checksheet)	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>Weeks 8-14 include discussion of the history of the foundational writings and important movements and historical periods of Judaism.</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>Weeks 2; 4; 7; 8-14; 16 include history, how and why certain institutional elements have changed over time.</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>Weeks 2-7; 14 address the various practices and institutions of Judaism, and how they have changed over time, and are still changing.</p>

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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>Weeks 2-9; 13; 14; 16 incorporate these themes.</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

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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 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.

## Prerequisites

ENG 101, 105 or 107

## Student Learning Outcomes

Upon completion of this course, students will be able to C-1 C-2 C-3

- Broadly describe the contributions of Judaism and Jews to western civilization, global history, and diversity.
- Compare and contrast elements of the various forms of Judaism.
- Identify the foundational texts of the Jewish literary tradition, and describe their significance. C-4

## Course Policies

- Written projects will be take-home essays, requiring independent research, reading, and evaluation of information presented in class and from the recommended texts.
- 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.

## Assignments

### Writing Assignment #1

This assignment is worth 45% 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 two of the recommended texts for this assignment.

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?

### Writing Assignment #2

This assignment is worth 45% 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 recommended 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?

## JST 210 / REL 210: Introduction to Judaism

### Required Texts

Robinson, George. *Essential Judaism: A Complete Guide to Beliefs, Customs, and Rituals* (BS1225.82.R63 2006 NY: Schocken Books, 2006 ISBN: 0805241868)

### Recommended Texts

Ariel, David. *What Do Jews Believe?* (BM 565.A77, NY: Schocken Books, 1996, ISBN: 0805241191)

De Lange, Nicholas. *Introduction to Judaism* (BM 561.D378 2010, Cambridge: Cambridge University Press, 2010 ISBN: 0-521-46073-5)

Holtz, Barry. *Back to the Sources* (BM 496.5.B33 1984, NY: Summit Books, 2008, ISBN: 0-671-45467-6)

Samuelson, Norbert. *Jewish Philosophy, An Historical Introduction* (B154.S26 2013, NY: Continuum, 2013, ISBN: 0-8264-614Q-7)

### Course Itinerary

Week (Class Date)	Session Topic	Chapter assignments in Robinson
<b>JEWISH PRACTISES</b>		
1. 8/21	Introduction	--
2. 8/26, 8/28	Prayer and Ritual	Chapter 1 <span style="border: 1px solid black; padding: 2px;">C-2</span> <span style="border: 1px solid black; padding: 2px;">C-3</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
3. 9/2, 9/4	The Jewish Year	Chapter 2 <span style="border: 1px solid black; padding: 2px;">C-3</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
4. 9/9, 9/11	Life Cycles	Chapter 3 <span style="border: 1px solid black; padding: 2px;">C-2</span> <span style="border: 1px solid black; padding: 2px;">C-3</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
5. 9/16, 9/18	Living a Jewish Life	Chapter 4 <span style="border: 1px solid black; padding: 2px;">C-3</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
6. 9/23	Jewish Holidays	Appendix 4 <span style="border: 1px solid black; padding: 2px;">C-3</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
	<b>No Class 9/25 – Rosh HaShanah</b>	
7. 9/30	Jewish Holidays	Appendix 4 <span style="border: 1px solid black; padding: 2px;">C-3</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
10/2	Kashrut	Appendix 5 <span style="border: 1px solid black; padding: 2px;">C-2</span> <span style="border: 1px solid black; padding: 2px;">C-3</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
	<b>Essay #1 assigned 45% of grade</b>	
<b>JEWISH BELIEFS</b>		
8. 10/7	Hebrew Scriptures	Chapter 5 <span style="border: 1px solid black; padding: 2px;">C-1</span> <span style="border: 1px solid black; padding: 2px;">C-2</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
	<b>No Class 10/9 – Sukkot</b>	
9. 10/14	Hebrew Scriptures	Chapter 5 <span style="border: 1px solid black; padding: 2px;">C-1</span> <span style="border: 1px solid black; padding: 2px;">C-2</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
	<b>Essay #1 due on October 14</b>	
	<b>No Class – 10/16 – Sukkot</b>	
10. 10/21, 10/23	Rabbinic Writings	Chapter 6 <span style="border: 1px solid black; padding: 2px;">C-1</span> <span style="border: 1px solid black; padding: 2px;">C-2</span>
11. 10/28, 10/30	Jewish Mysticism	Chapter 7 <span style="border: 1px solid black; padding: 2px;">C-1</span> <span style="border: 1px solid black; padding: 2px;">C-2</span>
12. 11/4, 11/6	Jewish Philosophy	Chapter 8
13. 11/13	Jewish Documents	Appendix 1 <span style="border: 1px solid black; padding: 2px;">C-1</span> <span style="border: 1px solid black; padding: 2px;">C-2</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
	<b>No Class – 11/11 – Veteran’s Day</b>	
14. 11/18, 11/20	Jewish History	Appendix 2 <span style="border: 1px solid black; padding: 2px;">C-1</span> <span style="border: 1px solid black; padding: 2px;">C-2</span> <span style="border: 1px solid black; padding: 2px;">C-3</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
	<b>Essay #2 assigned 45% of grade</b>	
15. no class	<b>No Class 11/25 – AAR Annual Meeting</b>	
	<b>No Class 11/27 – Thanksgiving Holiday</b>	
16. 12/2	Jewish Geography	Appendix 3 <span style="border: 1px solid black; padding: 2px;">C-2</span> <span style="border: 1px solid black; padding: 2px;">C-4</span>
12/4	Conclusion	
	<b>Essay #2 due on December 14</b>	



## JST 210 / REL 210: Introduction to Judaism

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Requirements and Grading		Grade Scale
45%	<b>Essay examination</b> covering the lectures and required texts/readings for sessions 1-7.	A 95-100
45%	<b>Essay examination</b> covering lectures and required texts and readings for sessions 8-15.	A- 89-94
<u>10%</u>	<u>The instructor's evaluation of the student's active <b>participation</b> in class discussions.</u>	B+ 85-88
<b>100%</b>	<b>TOTAL</b>	B 81-84
		B- 76-80
		C+ 71-75
		C 65-70
		D 59-64
		E 0-58

Students are expected to have completed the required readings before the scheduled class session and to demonstrate in class their comprehension of the assignments.

**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>

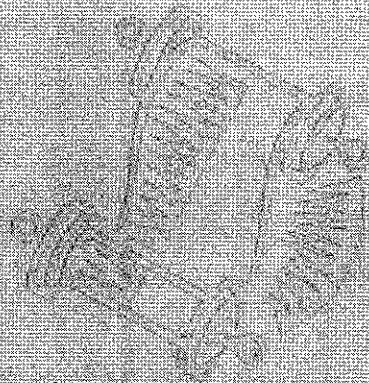
**Plagiarism:** Plagiarism is stealing. Whenever you borrow a phrase, sentence, paragraph—even an idea stated in your own words—from any outside source (news writing, magazine, TV show, book) without giving credit to that source, you have plagiarized. Plagiarism is cheating yourself and someone else. 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.

# 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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