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>Number</td>
<td></td>
<td>Title</td>
<td>Introduction to Judaism</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>Yes</td>
<td>REL 210</td>
<td></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-I.

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 5-7183
Mail code 4302 E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Matthew I. Garcia Date: 2/19/15
Chair/Director (Signature): [Signature]

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12, 5/14
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>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>Course Syllabus</td>
</tr>
</tbody>
</table>

#### 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. *In-class essay exams may not be used for [L] designation.*

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".

<table>
<thead>
<tr>
<th>CRITERION 2:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<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".

<table>
<thead>
<tr>
<th>CRITERION 3:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Course Syllabus</td>
</tr>
</tbody>
</table>

1. 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.

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".
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td>Course Syllabus</td>
</tr>
</tbody>
</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.*

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".
### Course Prefix | Number | Title | General Studies Designation
--- | --- | --- | ---
JST REL | 201 | 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.

<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>
</table>
| 1.                        | Criterion 1: At least 50% of the grade in the course should depend upon writing assignments.  
90% of the course grade is based upon writing assignments. | C-1  
45% Essay examination covering the lectures and required texts/readings for sessions 1-7.  
45% Essay examination covering lectures and required texts and readings for sessions 8-15.  
90% of grade is based upon writing assignments. |
| 2.                        | 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. | C-2  
The two writing assignments for this course are prompted by a selection of questions, based on course content. To receive a passing grade requires the evaluation and combination of factual information from materials presented in-class, as well as outside reading from recommended sources. |
| 3.                        | 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 two assignments, consisting of three researched essays, each. | C-3  
The course requires two writing assignments, consisting of three essays, each.  
The student must select three out of the five provided topics (per assignment), and compose an essay on each of their selected topics.  
The essays must be typed, double-spaced, and not to exceed 2,000 words each.  
For each assignment, the student is required to read, and cite, at least two of the recommended texts listed on the syllabus. |
<table>
<thead>
<tr>
<th>4.</th>
<th>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. Additionally, there is a span of a month between assignments to allow for the return of the first graded assignment, complete with appropriate feedback, before the student begins the next assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-4</td>
<td>The first group of essays is assigned during Week 7 of the course, and is due in Week 9. This provides the student with ample time for reading and research, and allows for consultation with the professor and writing center as needed. Feedback on the first assignment is provided before prior to assignment of the second writing assignment during week 14. Again, the student is allowed two weeks for reading, research and discussion before turning in the assignment in Week 16.</td>
</tr>
</tbody>
</table>
JST 210  Introduction to Judaism
Beliefs, ceremonies, festivals, and institutions of Judaism emphasizing the
contemporary era. Assumes no previous knowledge about Judaism.

Allow multiple enrollments: No
Repeateable for credit: No

Primary course component: Lecture
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
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:

- 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.

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.
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 canonical 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

Recommended Texts

Course Itinerary

<table>
<thead>
<tr>
<th>Week (Class Date)</th>
<th>Session Topic</th>
<th>Chapter assignments in Robinson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JEWISH PRACTICES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.  8/21</td>
<td>Introduction</td>
<td>--</td>
</tr>
<tr>
<td>2.  8/26, 8/28</td>
<td>Prayer and Ritual</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>3.  9/2, 9/4</td>
<td>The Jewish Year</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>4.  9/9, 9/11</td>
<td>Life Cycles</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>5.  9/16, 9/18</td>
<td>Living a Jewish Life</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>6.  9/23</td>
<td>Jewish Holidays</td>
<td>Appendix 4</td>
</tr>
<tr>
<td></td>
<td>No Class 9/25 — Rosh HaShanah</td>
<td></td>
</tr>
<tr>
<td>7.  9/30</td>
<td>Jewish Holidays</td>
<td>Appendix 4</td>
</tr>
<tr>
<td>10/2</td>
<td>Kashrut</td>
<td>Appendix 5</td>
</tr>
<tr>
<td></td>
<td>Essay #1 assigned 45% of grade</td>
<td>C-4</td>
</tr>
</tbody>
</table>

| **JEWISH BELIEFS** |                                |                                 |
| 8.  10/7          | Hebrew Scriptures              | Chapter 5                       |
|                   | **No Class 10/9 — Sukkot**    |                                 |
| 9.  10/14         | Hebrew Scriptures              | Chapter 5                       |
|                   | **Essay #1 due on October 14**|                                 |
|                   | **No Class — 10/16 — Sukkot** |                                 |
| 10. 10/21, 10/23  | Rabbinic Writings             | Chapter 6                       |
| 11. 10/28, 10/30  | Jewish Mysticism              | Chapter 7                       |
| 12. 11/4, 11/6    | Jewish Philosophy             | Chapter 8                       |
| 13. 11/13         | Jewish Documents              | Appendix 1                      |
|                   | **No Class — 11/11 — Veteran's Day** |                             |
| 14. 11/18, 11/20  | Jewish History                | Appendix 2                      |
|                   | Essay #2 assigned 45% of grade |                                 |
| 15. no class      | **No Class 11/25 — AAR Annual Meeting** |                             |
|                   | **No Class 11/27 — Thanksgiving Holiday** |                             |
| 16. 12/2          | Jewish Geography              | Appendix 3                      |
| 12/4              | Conclusion                    |                                 |
|                   | Essay #2 due on December 4    |                                 |
Requirements and Grading

45% Essay examination covering the lectures and required texts/reading for sessions 1-7.
45% Essay examination covering lectures and required texts and readings for sessions 8-15.
10% The instructor’s evaluation of the student’s active participation in class discussions.
100% TOTAL

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

Grade Scale

A 95-100
A- 89-94
B+ 85-88
B 81-84
B- 76-80
C+ 71-75
C 65-70
D 59-64
E 0-58

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.cias.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.
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