



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 or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014 For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

- Checklists for general studies designations:**
Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

- A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
 - Criteria Checklist for the area
 - Course Catalog description
 - Course Syllabus
 - Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Cindy Baade Phone 5-7183

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

Department Chair/Director approval: (Required)

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

Chair/Director (Signature):

Arizona State University Criteria Checklist for
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.

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:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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. <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. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> 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". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: 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. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> 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". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	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. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> 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". </div> C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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. <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. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>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".</p> </div> <p>C-4</p>			

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.

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: At least 50% of the grade in the course should depend upon writing assignments.</p> <p>90% of the course grade is based upon writing assignments.</p>	<p>C-1</p> <p>45% Essay examination covering the lectures and required texts/readings for sessions 1-7.</p> <p>45% Essay examination covering lectures and required texts and readings for sessions 8-15.</p> <p>90% of grade is based upon writing assignments.</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 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.</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 two assignments, consisting of three researched essays, each.</p>	<p>C-3</p> <p>The course requires two writing assignments, consisting of three essays, each.</p> <p>The student must select three out of the five provided topics (per assignment), and compose an essay on each of their selected topics.</p> <p>The essays must be typed, double-spaced, and not to exceed 2,000 words each.</p> <p>For each assignment, the student is required to read, and cite, at least two of the recommended texts listed on the syllabus.</p>

4.	<p>Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will receive 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. 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.</p>	<p>C-4</p> <p>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.</p> <p>Feedback on the first assignment is provided before prior to assignment of the second writing assignment during week 14.</p> <p>Again, the student is allowed two weeks for reading, research and discussion before turning in the assignment in Week 16.</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

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 **C- 2; C-3**

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 **C- 2; C-3**

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 C-2

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
JEWISH PRACTISES		
1. 8/21	Introduction	--
2. 8/26, 8/28	Prayer and Ritual	Chapter 1
3. 9/2, 9/4	The Jewish Year	Chapter 2
4. 9/9, 9/11	Life Cycles	Chapter 3
5. 9/16, 9/18	Living a Jewish Life	Chapter 4
6. 9/23	Jewish Holidays	Appendix 4
	No Class 9/25 – Rosh HaShanah	
7. 9/30	Jewish Holidays	Appendix 4
10/2	Kashrut	Appendix 5
	Essay #1 assigned 45% of grade C-4	
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	

JST 210 / REL 210: Introduction to Judaism

Requirements and Grading **C- 1**

Grade Scale

45%	Essay examination covering the lectures and required texts/readings for sessions 1-7.	A	95-100
45%	Essay examination covering lectures and required texts and readings for sessions 8-15.	A-	89-94
10%	<u>The instructor's evaluation of the student's active participation in class discussions.</u>	B+	85-88
100%	TOTAL	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>

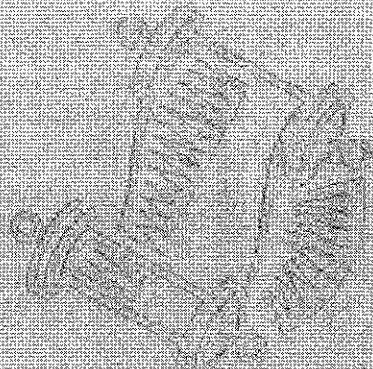
Plagiarism: Plagiarism is stealing. Whenever you borrow a phrase, sentence, paragraph—even an idea stated in your own words—from any outside source (news writing, magazine, TV show, book) without giving credit to that source, you have plagiarized. Plagiarism is cheating yourself and someone else. The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

CONTENTS

ACKNOWLEDGMENTS	xix
A NOTE TO THE READER	xxiii
INTRODUCTION	1
CHAPTER 1 <i>(1800 years) [22 June]</i> SERVICE OF THE HEART: PRAYER AND RITUAL	7
The Jewish Idea of Prayer 7	
The Names of God 8	
The Role of the <u>Rabbi</u> 15	
The Blessings of Daily Life 19	
An Assortment of Blessings 20	
The Daily Services 22	
Before the Morning Service 22	
<u>Tallit</u> and <u>Tzitzit</u> 23	
<u>Tefillin</u> 25	
<u>Shakharit</u> /The Morning Service 27	
The Basic Structure of the Service 27	
Covering the Head 28	
<u>Kaddish</u> 31	
The <u>Sh'ma</u> 33	
The <u>Amidah</u> 34	
<u>Minkhah</u> /The Afternoon Service 37	
<u>Ma'ariv</u> /The Evening Service 38	
The Shabbat Services 39	
<u>Kabbalat Shabbat</u> /Welcoming the Sabbath and <u>Ma'ariv</u> 39	
<u>Shakharit</u> / <u>Musaf</u> 41	
<u>Minkhah</u> and <u>Havdalah</u> 44	
Festival Services 44	
The <u>Synagogue</u> 46	

- 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 (26 terms) [62]**
**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 Rabbah/The Great Hosannah 107
- Shemini Atzeret 108
 Simkhat Torah 109
 Hanukah 111
 Historical Roots 111
 Home Observance 113
 Tu b'Shevat 115
 Purim 116
 Pesakh 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-Atzma'ut, Yom ha-Zikaron, and Yom
 Yerushalayim 128
 Minor Fast Days 130
 Tisha b'Av 131
 Special Readings for the Festivals 133
- CHAPTER 3 (28 terms) [87]**
**BIRTH TO DEATH:
 A JEWISH LIFE CYCLE**
- Birth 139
 Abortion 142
 Adoption 143
 — *Mamzerut* 144
Brit Milah 145
Brit Habat—the Baby-Naming Ceremony 149
 — *Pidyon Ha-Ben* 151
 Parent and Child 152
 Jewish Education 154
Bar/Bat Mitzvah 157
 Confirmation 159
 Engagement and Marriage 160
 The Jewish View of Marriage 160

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

CHAPTER 4 *ענין* *אש* (M. 259 - 260)
613 WAYS:
LIVING A JEWISH LIFE

The *Mitzvot* 196
Gematria: Making the Letters Add Up 197
Pikubbah-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
Halakhah: *Mitzvot* into Law 224

Joseph Caro and the *Shulkhan Arukh* 227
Opponents of *Halakhah* 229
The Sadducees and the Karaites 229
Reform Judaism 230
Conservative Judaism 232
Reconstructionism 232
Reactions Within Orthodoxy 233
The *Mitzvot* in Daily Life 234
Gemilut Khasadim/Acts of Lovingkindness 235
The Evil Tongue: *Lashon Hara* 235
Tzedakah/Doing Justice 236
The Ladder of Charity 237
Ethics and Justice 239
Laws Governing Loans
Capital Punishment
"An Eye for an Eye"
Tikkun Olam/Repairing the World 243
Sexuality 244
The *Mikveh* 246
Kashrut/Dietary Laws 247
Kosher and *Treif* 248
Meat and Dairy 249
Buying Kosher 251
Kosher Wine 252
Taking *Khallah* 254
Match But Don't Mix: *Shatnez* 254
4 *Eduyot* *Shabbat* *Shabbat* *Shabbat* *Shabbat*
4 *Eduyot* *Shabbat* *Shabbat* *Shabbat* *Shabbat*
Chai Purim - 127

CHAPTER 5 *ענין* *אש*
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 *Parashiyot* and the *Hafarat* 265
Genesis/*Bereishit* 268

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

Ten Sefirot Twice Over: Early Kabbalah and the Ashkenazi Hasidim 368
 Kabbalah in Spain 371
 Splendor: The Zohar 373
 The Tree of Life 375
 The Star of David 380
 The Lion Speaks: Lurianic Kabbalah 381
 The False Messiah: 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 עולמות המסתורין
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

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

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

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

4/3

APPENDIX 1	
SOME KEY DOCUMENTS OF CONTEMPORARY JEWISH BELIEF	505
Reform Judaism	505
The Pittsburgh Platform, 1885	505
The Columbus Platform, 1937	507
A Centenary Perspective, 1976	510
The Doral Country Club Resolution, 1997—100th Anniversary of the Zionist Movement	515
Conservative Judaism	516
On Changes in Judaism—Zecharias Frankel	516
The Ideal Conservative Jew: Eight Behavioral Expectations— Rabbi Jerome M. Epstein	521
Reconstructionism	528
Who Is a Reconstructionist Jew?	528
Orthodoxy	534
The Orthodox Jewish Congregational Union of America	534
Founding Program of Agudat Israel (May 1912)	535
Zionism	536
The Basel Program—Passed by the First Zionist Congress (1897)	536
The Balfour Declaration	537
Declaration of Israel's Independence, 1948	538
APPENDIX 2	
A TIME LINE OF MAJOR EVENTS	541
APPENDIX 3	
WHERE THE JEWS ARE TODAY	551
APPENDIX 4	
JEWISH HOLIDAYS, 1999–2006	556
APPENDIX 5	
HOW DO I KNOW IT'S KOSHER? AN ORTHODOX UNION KOSHER PRIMER	557
GLOSSARY	567
SOURCES AND RESOURCES: A BIBLIOGRAPHY	599
INDEX	619