CBM003 ADD/CHANGE FORM

Undergraduate Council
☐ New Course ☑ Course Change
Core Category: Lang/Phil/Culture Effective Fall 2014

Graduate/Professional Studies Council
☐ New Course ☐ Course Change
Effective Fall 2013

1. Department: RELS College: CLASS
2. Faculty Contact Person: Lynn Mitchell Telephone: 3-3213 Email: lemitchell@uh.edu
3. Course Information on New/Revised course:
   • Instructional Area / Course Number / Long Course Title:
     RELS / 2330 / Judaism
   • Instructional Area / Course Number / Short Course Title (30 characters max.)
     RELS / 2330 / JUDAISM
   • SCH: 3.00 Level: SO CIP Code: 38.0206.00 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? ☐ Yes ☑ No
   If Yes, please complete:
   • Instructional Area / Course Number / Long Course Title:
     ___ / ___ / ___
   • Course ID: ____ Effective Date (currently active row): ___
6. Authorized Degree Program(s): _____
   • Does this course affect major/minor requirements in the College/Department? ☐ Yes ☑ No
   • Does this course affect major/minor requirements in other Colleges/Departments? ☐ Yes ☑ No
   • Can the course be repeated for credit? ☐ Yes ☑ No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ... ) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
   RELS / 2330 / Judaism
   • Course ID: 45143 Effective Date (currently active row): 11/7/2012
9. Proposed Catalog Description: (If there are no prerequisites, type in "none").
   Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): Judaism from the post-biblical era to the present, including ancient, medieval, and rabbinic literature, philosophy, and mysticism; Jewish responses to modernity and the Holocaust; American and Israeli Judaism.
10. Dean’s Signature: ___________________________ Date: 3/8/12
    Print/Type Name: _____

- Created on 09/11/12 10:38 -
REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Comparative Cultural Studies/RELS
Person Making Request: Lynn Mitchell/  Telephone: 3-3213
                                            Email: lemitchell@uh.edu
Dean’s Signature: _______________ Date: Click here to enter text.

Course Number and Title: RELS 2330: Judaism
Please attach in separate documents:
  √ Completed CBM003 Add/Change Form with Catalog Description
  √ Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Upon completion of this course, and during this course through oral and written exercises, students will be able to: 1. Demonstrate an awareness of the scope and variety of historic forces that shaped the ongoing development of Judaism, as well as its beliefs and practices.
2. Appreciate the role that ritual, sacred literature and theology play as the lens through which the course will examine issues and trends in Jewish life.
3. Respond critically to the transition of Judaism from the pre-modern to post-modern periods, with particular attention paid to the relationship between God, Torah and (the people) Israel.
4. Understand and express two approaches to Judaism: A) That Judaism is a human creation which may be studied, analyzed, and interpreted according to the canons of normal scholarly disciplines, and B) That the examination of particular texts and beliefs will demand that the course consider Judaism as a Divine creation, so that we can understand the world view of the peoples and communities that created those same texts and beliefs.
5. Articulate their personal reactions to Jewish liturgy and worship, including reflections and observations comparing and contrasting Jewish worship with the students’ own religious experiences and faith traditions.
6. Express their critique of and personal reactions to a book of Jewish content of their choosing.
7. Follow, understand and explain the changes and developments that Judaism has experienced through time.
8. Realize that no one form of Judaism is better than or more authentic than any other form, and consequently understand, analyze and interpret the various structures that are known as Judaism without evaluating their legitimacy with regard to one another or determining which, if any, is true.

Component Area for which the course is being proposed (check one):

v.5/10/12
Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- Critical Thinking
- Communication Skills
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will demonstrate CORE competencies by producing the following work:
*Synagogue Attendance and Reflection Paper
Student will be required to attend two Shabbat (Sabbath) services at local synagogues, and compose an essay of about 1200 words both describing and contextualizing the experience.
*Book Review
Student will write a book-review of about 1800 words of a scholarly book on the History of Judaism; Jews; Jewish Culture, Society, or Literature to be chosen from a specific list to be distributed in class.

Letter grades for written work have the following meaning:
A Well written, accurate, intelligent, and creative contribution that not only integrates class discussions and the assigned reading, but also transcends that attribute with original thought, questions, conjecture and conclusions;
B Accurate and complete grasp of the material covered but without creative contribution;
C Adequate and correct, but not complete;
D Close, but not correct or adequate;
F Not even close.

Communication Skills:

In the same required writing assignment as above, student will also demonstrate ability to communicate effectively through written form.
Empirical & Quantitative Skills:
Click here to enter text.

Teamwork:
Click here to enter text.

Social Responsibility:
In the same required writing assignment as above, student will also evaluate and explain issues of social responsibility as it concerns religion.

Personal Responsibility:
In the same required writing assignment as above, student will evaluate and explain issues of personal responsibility as it concerns religion.

Will the syllabus vary across multiple section of the course? □ Yes □ X No
If yes, list the assignments that will be constant across sections:
Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _

v.5/10/12
Course Description and Goals
This course will expose students to Jewish faith and practice, help students understand Jewish text from a Jewish perspective, give students an understanding of the various movements within American Judaism, provide a framework through which students can better understand contemporary Jewish issues including Zionism and Middle Eastern political issues, and engender a genuine appreciation for the Jewish people and culture.

Learning Outcomes
Upon completion of this course, and during this course through oral and written exercises, students will be able to:

1. Demonstrate an awareness of the scope and variety of historic forces that shaped the ongoing development of Judaism, as well as its beliefs and practices.
2. Appreciate the role that ritual, sacred literature and theology play as the lens through which the course will examine issues and trends in Jewish life.
3. Respond critically to the transition of Judaism from the pre-modern to post-modern periods, with particular attention paid to the relationship between God, Torah and (the people) Israel.
4. Understand and express two approaches to Judaism: A) That Judaism is a human creation which may be studied, analyzed, and interpreted according to the canons of normal scholarly disciplines, and B) That the examination of particular texts and beliefs will demand that the course consider Judaism as a Divine creation, so that we can understand the world view of the peoples and communities that created those same texts and beliefs.
5. Articulate their personal reactions to Jewish liturgy and worship, including reflections and observations comparing and contrasting Jewish worship with the students’ own religious experiences and faith traditions.
6. Express their critique of and personal reactions to a book of Jewish content of their choosing.
7. Follow, understand and explain the changes and developments that Judaism has experienced through time.
8. Realize that no one form of Judaism is better than or more authentic than any other form, and consequently understand, analyze and interpret the various structures that are known as Judaism without evaluating their legitimacy with regard to one another or determining which, if any, is true.

Required Texts
Take advantage of the Study Guide available on Blackboard Vista.
Class Packet – available online at Blackboard Vista
You may find a Tanakh (Hebrew Scriptures) helpful. (Christian Bibles number some verses differently.)

Rabbi Weiss’ Availability
Rabbi Weiss can be contacted via email, kweiss@uh.edu, or at 713-526-4918. He can meet with students after class sessions and by appointment.
Assignments and Grading

1. **Attendance, Participation & Article Presentation (10%)**. Students are expected to attend all classes and arrive on time. A student who misses more than three class sessions will see a detrimental impact upon his or her grade. You must have in class paper or electronic access to the Class Packet and the reading assignment on the date for which it is assigned, having read it and prepared to discuss it. Each student will present at least one article during the semester.

2. **Quizzes (15%)**. Students will take three quizzes of the terms in the “Glossary of Jewish Terms” which is available on Blackboard Vista. The September 20 quiz will cover all terms through “Jewish Worship.” The November 1 quiz will cover all terms through “Responsa.” The November 29 quiz will cover all terms in the Glossary.

3. **Synagogue Attendance and Reflection Paper (15%)** – Must be submitted to Blackboard Vista prior to the beginning of class on Thursday, October 18. You will be required to attend two Shabbat (Sabbath) services at local synagogues, and compose an essay of about 1200 words both describing and contextualizing your experience. Please plan ahead when scheduling your visits. A list of suggested synagogues and specific areas to be addressed in your essay is available on Blackboard Vista.

4. **Book Review (25%)** – Must be submitted to turnitin.com prior to the beginning of class on Thursday, November 15. You will write a book-review of about 1800 words of a scholarly book on the History of Judaism; Jews; Jewish Culture, Society, or Literature to be chosen from a specific list to be distributed in class. Rabbi Weiss must approve your book choice by Tuesday, September 6. The instructions concerning the book review are available on Blackboard Vista.

5. **Take-home Final Examination (35%)** – Must be submitted to Blackboard Vista by 8:00 am on Thursday, December 13.

All assignments must be completed to receive a passing grade for the course. Letter grades have the following meaning:

- **A** — Well written, accurate, intelligent, and creative contribution that not only integrates class discussions and the assigned reading, but also transcends that attribute with original thought, questions, conjecture and conclusions;
- **B** — Accurate and complete grasp of the material covered but without creative contribution;
- **C** — Adequate and correct, but not complete;
- **D** — Close, but not correct or adequate;
- **F** — Not even close.

Writing assignments will be returned with the instructor’s comments and critique with regard to content and style.

All written work must be submitted to Blackboard Vista prior to the beginning of class on the day that the assignment is due. Failure to submit a writing assignment on time will result in the loss of 1/2 grade for each class period the assignment is late.

**Some thoughts about writing**
The written assignments in this course ask for your personal reflections and require you to present your own thoughts and opinions. Nonetheless, your papers (and your grade) will greatly benefit from a thorough demonstration that you have not only completed the reading and attended class sessions, but also, that you can apply that knowledge to your paper. You should use brief notes and in-line bibliographic citations in the body of your paper to support its content. Please do not pad your papers with quotations; please do not quote Rabbi Weiss in your papers.

Please do not cite web pages because they do not operate under the usual controls and reviews that are the norm for academic print media. There are only two exceptions to this:
a. Documents that have appeared in print, but are only accessible over the web may be used if you provide both the print citation and the URL where you found the material.
b. Statistical information pertinent to specific organizations or to their areas of expertise, provided that the information comes from the web page of the organization itself.

Do not cite original languages, such as Hebrew, if you do not know the language yourself.

Biblical citations, whether parenthetical or in the body of a sentence, should use a 3-5 letter abbreviation for the book in question (thus "Gen" for Genesis, but "Ruth" for Ruth), followed by a space, the chapter number, a colon, and the verse numbers. Consecutive verses are indicated with a hyphen or dash, non-consecutive verses with commas. Thus: "Gen 6:20" or "Ruth 12:2-4, 10-15." Separate non-consecutive citations should be separated with semi-colons. Thus: "Gen 6:20; 13:34-35; Ruth 4:15." When referring to an entire biblical book do not use abbreviations.

When you refer to human beings attempt to do so in such a way that both genders are grammatically indicated. "They" is increasingly an acceptable singular neuter pronoun; "s/he" is acceptable as well. Do not use "Man" or "Mankind" to denote the human race. However, when the reality to which you are referring is exclusive, by all means reflect that in your language.

Avoid pious usages, if it is at all possible to do so in good conscience; an instructor should not force you to write "God" if anything other than "G-d" offends your sensibilities. The language of your written work should not impose your own religious beliefs upon the reader, and references in the first-person plural to religious or other ideological commitments - such as "what we believe" or "our Lord" - are unacceptable. However, you should feel free to include your beliefs in an academically appropriate manner when an assignment asks for your own opinion or reflection on a topic or material.

**Students with Disabilities**
Students who anticipate problems with fulfilling course requirements because of the way they see, hear, read, or get around campus should advise me within the first two weeks of class. Special arrangements will be made in cooperation with staff at the Center for Students with Disabilities.
# JUDAISM

## Class Schedule and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Article Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 28</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, September 18</td>
<td>NO CLASS – Rosh Hashanah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, September 27</td>
<td>Formative Judaism</td>
<td>Dosick 73-91</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Tuesday, October 2</td>
<td>NO CLASS - Sukkot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, October 4</td>
<td>Rabbinic Jewish Thought</td>
<td>Satlow 115-139; Dosick 7-54</td>
<td></td>
</tr>
<tr>
<td>Tuesday, October 9</td>
<td>NO CLASS – Simchat Torah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, October 30</td>
<td>Responsa</td>
<td>Satlow 187-208</td>
<td></td>
</tr>
<tr>
<td>Thursday, November 8</td>
<td>American Judaism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tuesday, November 13
Required Reading | Modern Jewish Thought
Article Presentation | Satlow 229-249; Dosick 55-71

Thursday, November 15
Guest Speaker | Shoah
BOOK REVIEW DUE AT THE BEGINNING OF CLASS

Tuesday, November 20
Required Reading | Zionism & Israel Today
Article Presentations: | Satlow 250-296; Dosick 323-355

Thursday, November 22
NO CLASS - Thanksgiving

Tuesday, November 27
Article Presentation | Contemporary Jewish Communities

Thursday, November 29
Article Presentation | Modern Hebrew Poetry

Tuesday, December 4
Jews in Film

Thursday, December 6
Conclusion
FINAL EXAMINATION WILL BE DISTRIBUTED DURING CLASS

Thursday, December 13
FINAL EXAMINATION DUE BY 8:00 AM