

UC 11840 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

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

or
 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

RECEIVED OCT 12 2012

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): 1172012

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: 12/8/12
 Print/Type Name: _____

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):

Communication

Mathematics

Science

Language, Philosophy, & Culture

Creative Arts

Life & Physical Sciences

American History

Government/Political

Social & Behavioral Science

Component Area Option

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 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: _

J U D A I S M

Rabbi Kenny Weiss
713-526-4918
kweiss@uh.edu

Tuesday - Thursday, 8:30 – 10:00 a.m.
Farish Hall - Room 219

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

Satlow, Michael L. *Creating Judaism: History, Tradition, Practice*. Belmont: New York:Columbia, 2006.
Take advantage of the Study Guide available on Blackboard Vista.

Dosick, Wayne. *Living Judaism: The Complete Guide to Jewish Belief, Tradition, and Practice*. New York: HarperCollins, 1995.

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.

J U D A I S M

Class Schedule and Readings

Tuesday, August 28	Introduction
Thursday, August 30 Required Reading Article Presentation	Jewish Calendar and Shabbat Dosick 119-123 Thienhaus, Ole. "Jewish Time: Ancient Practice, Hellenistic and Modern Habits, Freud's Reclaiming." <i>Judaism</i> 48.4 (1999): 442-49.
Tuesday, September 4 Required Reading Article Presentation	Jewish Holidays Satlow 1-21; Dosick 123-138, 147-182, 195-199 Weiner, Hollace Ava. "The Mixers: The Role of Rabbis Deep in the Heart of Texas." <i>American Jewish History</i> 85:3 (September 1997): 289-332.
Thursday, September 6 Required Reading Article Presentation	Jewish Lifecycle: Birth – Coming of Age Dosick 285-295 Eisenberg Sasso, Sandy. "When Your Children Ask: A Jewish Theology of Childhood." <i>Conservative Judaism</i> 53.4 (Summer 2001): 9-18.
Tuesday, September 11 Required Reading Article Presentation	Jewish Life Cycle: Marriage, Death, & Conversion to Judaism Satlow 22-68; Dosick 295-322 Ellman, Barat. "Defining Community: Bar/Bat Mitzvah Ritual." <i>Conservative Judaism</i> 56.2 (Winter 2004): 32-46.
BOOK REVIEW SELECTION DUE AT THE BEGINNING OF CLASS	
Thursday, September 13 Required Reading Article Presentation	Jewish Worship Dosick 201-245 Jacobs, Jill and Guy Izhak Austrian, "The Choices of Marriage: One Couple's Attempt to Create an Egalitarian Jewish Wedding Ceremony with the Traditional Framework of <i>Kiddushin</i> ." <i>Conservative Judaism</i> 63.3 (Spring 2012): 32-41.
Tuesday, September 18	NO CLASS – Rosh Hashanah
Thursday, September 20 Required Reading Article Presentation	The Jewish Home Satlow 69-95; Dosick 247-284 Waskow, Arthur. "The Emergence of Eco-Judaism." <i>CCAR Journal</i> (Winter 2001): 27-37. <u>Quiz</u>
Tuesday, September 25 Required Reading Article Presentation	Sex and Sexuality Satlow 96-114 Levkovitz, Alon. "A Halachic Approach to Transgender." <i>CCAR Journal</i> (Fall 2005): 84-93.
Thursday, September 27 Required Reading	Formative Judaism Dosick 73-91

Article Presentation	Sandmel, David. "Jewish and Christian Understandings of Israel." <i>Judaism</i> 52.3-4 (2003): 131-39.
Tuesday, October 2	NO CLASS - Sukkot
Thursday, October 4 Required Reading	Rabbinic Jewish Thought Satlow 115-139; Dosick 7-54
Tuesday, October 9	NO CLASS – Simchat Torah
Thursday, October 11 Required Reading Article Presentation:	Mishnah Dosick 93-118 Kalmanofsky, Jeremy. "Amen and Amen: Blessings of a Heretic (Like Me)." <i>Judaism</i> 51:2 (Spring 2002): 175-193.
Tuesday, October 16 Required Reading Article Presentation:	Talmud Satlow 140-163 Salkin, Allen. "Where Have You Gone, Sandy Koufax?" <i>Heeb: The New Jew Review</i> 5 Winter 2004: 36-41.
Thursday, October 18 Article Presentation	Midrash Michael Peppard. "Reclaiming the Postmodern Jew." <i>Judaism</i> 51:4 (2002): 397-405.
	SYNAGOGUE ATTENDANCE AND REFLECTION PAPER DUE AT THE BEGINNING OF CLASS
Tuesday, October 23 Required Reading Article Presentation:	Medieval Judaism and Maimonides Satlow 164-186 Matt, Daniel. "Beyond the Personal God." <i>The Reconstructionist</i> 59.1 (Spring 1994): 38-47.
Thursday, October 25 Article Presentation:	Eastern Europe: Shtetl Judaism, Hasidim and Mitnagdim Shandler, Jeffery. "On the Frontiers of Ashkenaz: Translating into Yiddish, Then and Now." <i>Judaism</i> 54:1-2 (2005): 3-12.
Tuesday, October 30 Required Reading	Responsa Satlow 187-208
Thursday, November 1 Required Reading Article Presentation:	Enlightenment, Emancipation & the Rise of Secularism Quiz Eisner, Will. <i>The Plot: The Secret Story of the Protocols of the Elders of Zion</i> : New York:Norton, 2005. (Available on reserve) Cohen, Alfred. "Internet Commerce on Shabbat." <i>The Journal of Halacha and Contemporary Society</i> 50 (Fall 2005): 38-61.
Tuesday, November 6 Required Reading Article Presentation	The Movements Emerge Satlow 209-228 Saperstein, David. "The Use and Abuse of Jewish Tradition in Political Debate." <i>CCAR Journal</i> (Spring 2008): 13-33.
Thursday, November 8	American Judaism

- Article Presentation Sussman, Lance. "The Myth of the Trefa Banquet: American Culinary Culture and the Radicalization of Food Policy in American Reform Judaism." *The American Jewish Archives Journal* 57.1-2 (2005): 28-52.
- Tuesday, November 13** **Modern Jewish Thought**
Required Reading Satlow 229-249; Dosick 55-71
Article Presentation Sanger-Katz, Margot. "Blitzkrieg: The Department of Justice is still Storming the Country looking for geriatric ex-Nazis." *Legal Affairs* July-August 2004: 69-71.
- Thursday, November 15** **Shoah**
Guest Speaker Holocaust Survivor
BOOK REVIEW DUE AT THE BEGINNING OF CLASS
- Tuesday, November 20** **Zionism & Israel Today**
Required Reading Satlow 250-296; Dosick 323-355
Article Presentations: Stone, Ira. "From *Middot* to Mitzvot" and responses. *Conservative Judaism* 57:4 (Summer, 2005): 18-49.
- Thursday, November 22** **NO CLASS - Thanksgiving**
- Tuesday, November 27** **Contemporary Jewish Communities**
Article Presentation Mencher, Edythe Held. "Beyond Membership to True Belonging: Jewish Responses to an Unchanging Need for Deep Attachment and Meaning in an Ever-Changing World." *CCAR Journal* (Summer 2012): 81-94.
- Thursday, November 29** **Modern Hebrew Poetry** **Quiz**
Article Presentation Zollman, Joellyn. "The Gifts of the Jews: Ideology and Material Culture in the American Synagogue Gift Shop." *The American Jewish Archives Journal* 58.1-2 (2006): 50-77.
- 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