



Department of Philosophy and Religious Studies
Introduction to Judaism
RELG *330

Instructor: Alan W. Todd, Ph.D.
Office: AOC2, Room 337
Office Hours: W 9:00–1:00
E-mail: atodd1@coastal.edu

Day/Time: TBD
Location: TBD
Credits: 3.00

Course Description

This course introduces students to the social and religious history of Jews and Judaism. Students learn about the emergence of the foundational beliefs and practices of Judaism, how Jews have adapted these traditions differently through the ages, and the variegated expressions of Judaism present today. This course also engages students in experiential learning as they use modern research methods to document the contributions Jews have made to the history of Horry and Georgetown counties. - F, S

Course Objectives

In general, upon successful completion of this course, students can expect to:

1. Learn about the development of the foundational beliefs, practices, and traditions that has defined Judaism through the ages.
2. Gain knowledge of the core socio-historical events that shaped these basic Jewish beliefs, practices, and traditions.
3. Understand that Judaism has taken on numerous forms from antiquity to today.
4. Understand the challenges, tensions, and points of conflict *within* and between Jewish communities, as well as between Jewish communities and non-Jewish communities.
5. Employ modern historical research methods to document local Jewish history.

Student Learning Outcomes

Specifically, upon completion of this course students can expect to:

1. Demonstrate proficient knowledge of the core beliefs and practices of Judaism.
2. Describe and identify specific beliefs and practices associated with different Jewish communities and the time period in which they existed.
3. Identify the major events in Jewish history that shaped the core features of Judaism.
4. Critically evaluate the reason many Jewish practices and beliefs took the shape they did when they did.
5. Develop knowledge of Judaism through direct experiences of the history to our local Jewish communities.

Required Texts available at the CCU Campus Bookstore:

- Cohn-Sherbok, Dan. *Judaism: History, Belief and Practice*. New York: Routledge, 2003.

- Raphael, Marc Lee. *Judaism in America*. New York: Columbia University Press, 2003.
- Bible: any translation is fine. In fact, the more translations, the better!
- Other course readings will be available in pdf form and I will email them to you.

Course Requirements and Grading

Participation: Individual student participation and conduct in class will be evaluated on a class-by-class basis and recorded using a three-point scale: 1 (poor), 2 (average), and 3 (excellent). At the end of the semester, the points will be averaged. Rounded to the nearest whole point, students with a 3 for the semester will see their grade raised (e.g. B to B+), students with a 2 will see no change in their grade, and students with a 1 will see their grade reduced (e.g. B to C+).

Reflection Papers: Students will write three (3), 2-page reflection paper on topics specific to each section of the course. Each paper is worth 10 points. Topics for reflection will be provided a week in advance.

Exam 1: Worth 100 points. Questions are multiple choice, short answer, and essay. The exams are based on lectures, assigned **Readings**, and multimedia content.

Exam 2: The final exam is partly cumulative. A portion of the exam is based on material not yet covered by a previous exam. Worth 100 points. Questions are multiple choice, short answer and essay and based on lectures, assigned **Readings**, and multimedia content.

Mapping Jewish Horry and Georgetown Counties Project: Students will generate entries about Jewish associated sites on Clio, an educational website and mobile application that guides users to historical and cultural sites throughout the United States. Students in this course will research the history of the sites/communities (three different synagogues in Myrtle Beach, and Abram’s Retail Store in Downtown Conway), and gather oral histories about the people who established them. Each entry will include an overview of the site, a concise oral history of the people responsible for founding the site, as well as photographs from the past to the present. These entries will then be submitted to the Association of Jewish Studies, a professional organization that advances research and teaching in Jewish Studies, to help in their partnership with Clio to generate the AJS Jewish Walking Tours digital database.

Summary of Points:

Participation	N/A
Response Papers	30
Exam 1	100
Exam 2	100
Mapping	100
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TOTAL	330 TOTAL

A = 90 – 100%; B+ = 87 – 89%; B = 80 – 86%; C+ = 77 – 79%; C = 70 – 76%; D+ = 67 – 69%; D = 60 – 66%; F = below 60%

Online Information

ALL students in this class are REQUIRED to access the class website on Moodle. You will also need an e-mail address (a free account is available to all CCU students or through Gmail). If you do not have access to a computer or to the Internet where you live, *plan to make use of CCU computing facilities*. Please watch for **regular course announcements** on the course website.

Attendance, Make-ups:

Regular class attendance will be expected throughout the semester. A sign-in sheet will be circulated initially at the start of each class (replaced by instructor roll). If at any point a student misses 25% of class meetings (8 or more) he/she will receive an **F** as their final grade. This includes both excused and unexcused absences from class. If a student misses 3 or more classes it will result in a reduction of a letter grade for the course (e.g. B to C+). Missing 6 or more will result in a second penalty. To withdraw from the class, students must follow the prescribed CCU policies. If the student missed an assignment or exam and seeks a makeup, the student must provide the instructor with supporting evidence for an excused absence (e.g. doctor's note for an illness).

Students with Disabilities:

As a higher education institution, Coastal Carolina University wants to see each student become successful and be given equal opportunity to achieve his/her fullest potential. Keeping this in mind, any student who needs further assistance due to a disability—physical, learning or psychological—will be provided with the means necessary to achieve his/her goals. For further information, please contact Accessibility and Disability Services at 843-349-2503 or <http://www.coastal.edu/disabilityservices/>. The office is in 106 Kearns Hall, and the email contact is disability@coastal.edu.

Academic Honesty:

All CCU students are expected to adhere to the Student Code of Conduct Integrity Statement: *Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and reporting the inappropriate action of others and are committed to creating an atmosphere of mutual respect and trust.*

Violations of the Student Code of Conduct will not be tolerated. Any such violations will be dealt with in strict accordance to Coastal Carolina University guidelines. The student will be responsible for familiarizing himself/herself with this policy, which is located in the CCU Student Handbook under the Code of Student Conduct Section. Cheating will result in immediate failure of the course.

Format of Course:

The format of the course necessitates that **all readings are to be completed prior to the class listed**. All readings are to be **completed prior to the class listed** because the readings have been carefully selected to stimulate dialogue between your classmates and me on that day. Classes *will not* be lecture-based. Not only do I not particularly enjoy the sound of my voice, the nature of the material covered in *this* class requires that we engage with one another by sharing our thoughts and questions derived from our readings. In the process, we will *respectfully* critique (if possible)

the ideas proffered by me and your classmates, while allowing ourselves to reflect on our own (pre)conceived notions that rest at the foundation of our statements made during class and (possibly) questioned by others.

Class Conduct:

Students are expected to maintain a *respectful* and productive atmosphere in this class. Students should not be disruptive (i.e., talk to their neighbors; use cell phones). ***You should turn off/silence all cell phones when entering class. The use of computers is NOT allowed while in class (unless I state otherwise). Arrive on time.*** Any students who are late repeatedly will be asked to meet with me. You are asked to remain in your seats until I dismiss the class. If a student has to be late or leave class early on any given date, he/she should inform me before we meet that day. ***I am committed to helping each student do his or her best.*** Therefore, if you anticipate problems or you begin having problems during the course, ***please*** contact me as soon as possible. If you cannot come to office hours, please e-mail me.

Schedule of Classes and Readings:

Class	Topic	Primary Source Reading	Secondary Source Reading
An Overview of the History of Jews and Judaism			
1	Setting the Stage – Modernity vs. Tradition?		Raphael, 1-12
2	Where does “tradition” come from? Part 1: Covenant and Revelation from Ancient Israel to the Second Temple Period	In Bible – Genesis 17; Exodus 19-20; 2 Samuel 7; Deuteronomy 6-7	Raphael, 13-21 (skip “Jewish Law”) Lawrence Schiffman, <i>From Text to Tradition</i> , 17-27 (pdf)
3	Where does “tradition” come from? Part 2: The Rise of the Rabbis and Rabbinic Literature	Sources from the Mishnah and Talmud (in Cohn-Sherbok, 118, 119, 126, 131)	Raphael, 19-20 (“Jewish Law”) Cohn-Sherbok, 115-117, 123-124, 129-131, 133-135

4	American Judaism 1: Reform Judaism	Sources in Cohn-Sherbok: -Israel Jacobson (263) -Isaac Mayer Wise (266) -Pittsburgh Platform (267) - Abraham Geiger (271)	Raphael, 39-56, 64-67 (top), 150-160 Cohn-Sherbok, 259-262, 269-271
5	American Judaism 3: Conservative and Reconstructionist Judaism	Sources in Cohn-Sherbok: - Zacharias Frankel (266) - Mordechai Kaplan (334) Selections from “Emet v’Emnuah” (pdf)	Raphael, 60-64, 68-69, 140-144, 165-169
6	American Judaism 2: Modern Orthodoxy	Cohn-Sherbok: - Orthodox Critique (264) - Samson Raphael Hirsch (264, 265)	Raphael, 56-60, 67-68, 160-165
7	American Judaism 4: Ultra Orthodoxy	Sources in Cohn-Sherbok: -Baal Shem Tov (236-237) -Tzaddik (238-239)	Cohn-Sherbok, 233-236 Raphael, 24-26, 144-146
8	The Promised Land, Zionism and the State of Israel	Sources in Cohn-Sherbok: -Theodor Herzl (280-281) -Zionist Congress (282) -Balfour Declaration (318) -Declaration of the State of Israel (319)	Cohn-Sherbok, 432-434, 278-280, 312-318 Raphael, 129-134
9	EXAM 1		
Beliefs			
10	Focus on God: A closer look at monotheism	- In Bible - Genesis 1-3, 6- 8 - Flood Narrative in <i>Gilgamesh</i> (pdf)	Cohn-Sherbok, 9-10, 14-16
11	Focus on God: Jewish Theology	Sources in Cohn-Sherbok: -Maimonides’ 13 Articles of Faith (183) - Post Holocaust Theology (Richard Rubenstein, 355; Bernard Maza, 381; Steven Jacobs, 382)	Cohn-Sherbok, 365-368, 377-380, 383-386 Raphael, 26-27

12	Jewish Mysticism and Spirituality	Sources in Cohn-Sherbok: - <i>Bereshit Rabbah</i> on Genesis 3 (196) -Talmud, <i>Kiddushin</i> 71a (197) -Azeriel of Gerona (207) -Zohar (208)	Cohn-Sherbok, 194-195, 205-207 Raphael, 116-120
13	Jewish Values and Ethics 1	“The Ethical Will of Eleazar of Mainz” in <i>The Way of Torah</i> by Jacob Neusner, 87-90 (pdf)	Cohn-Sherbok, 564-567 Jewish Values list (pdf)
14	Jewish Values and Ethics 2	- Rabbinic sources on Euthanasia (pdf) -Vanessa Ochs, “Ten Jewish Sensibilities” (pdf)	Elliot Dorff, “A Methodology for Jewish Medical Ethics,” in <i>Contemporary Jewish Ethics and Morality</i> , ed. Elliot Dorff and Louis Newman, 161-173 (pdf)
15	Gender in Judaism	In Bible: Judges 4 Rabbinic Sources on Beruria (pdf) Blu Greenberg, “Can a Mild-Mannered Yeshiva Girl Find Happiness Among the Feminists?” in <i>On Women and Judaism</i> , 21-38 (pdf)	Raphael, 70-72

16	Who is a Jew?	<p>In Bible: Ezra 9-10 Ruth</p> <p>Source in Cohn-Sherbok: -Reform Movement's Resolution on Patrilineal Descent (325) David Klinghoffer, <i>The Lord Will Gather Me In: My Journey to Jewish Orthodoxy</i>, 7-13, 177-187</p>	<p>Raphael, 108-112, 120-121</p> <p>Cohn-Sherbok, 336-338, 572-575</p>
Jewish Practices			
17	Places of Worship: From Temple to Synagogue	<p>In Bible – skim 1 Kings 6-8</p> <p>Sharon Strassfeld and Michael Strassfeld, eds., <i>The Second Jewish Catalog: Sources and Resources</i>, “The Geography of the Synagogue, 264–269 (pdf)</p>	<p>Cohn-Sherbok, 483-485 Raphael, 97-108</p>
18	Forms of Worship: From Sacrifice to Prayer and the Table	<p>In Bible: -Skim Leviticus 1-7 -Daniel 6 Sources from Prayer book (pdf)</p> <p>In Bible - Leviticus 11</p> <p>Source in Cohn-Sherbok: Shulkhan Aruk Dietary Laws (556-557)</p>	<p>Cohn-Sherbok, 438-440, 488-491</p> <p>Raphael, 21-24</p> <p>David Kraemer, “‘Bugs in the System’ (The Kashrut Wars),” 147-172 (pdf)</p>

19	Shabbat and High Holy Days	<p>In Bible – reread Genesis 1-2</p> <p>Abraham Joshua Heschel, <i>The Sabbath</i>, 12-33 (pdf)</p> <p>In Bible: – Exodus 6-14 – 1 Maccabees 1-4 (in some Bibles)</p> <p>-Ron Wolfson, “Confronting the December Dilemmas.” In <i>Introduction to Judaism</i>, 42-50 (pdf)</p>	<p>Cohn-Sherbok, 494-500</p> <p>Raphael, 34-35</p> <p>Cohn-Sherbok, 507-509 (top), 515-517, 420-422,</p>
20	Coming of Age, Death, Marriage	<p>In Bible: Reread Genesis 17 Ecclesiastes 7:1-</p> <p>Source in Cohn-Sherbok -Kaddish (492)</p> <p>Midrash Kohelet Rabba 7 (pdf)</p> <p>In Bible: Genesis 24 and 29; Song of Songs 1</p> <p>“Rabbis and Wives: Love, Babylonian</p>	
21	Exam 2		

22	Introduction to Oral History	Guest Speaker: Rabbi Avi from Temple Emanu-El	
23	Introduction to <i>Clio</i>	Meet at Kimbel Library Computer Lab 103	
24	Student Research Day	Meet at Conway Library	We will meet at Conway Library then go next door to Horry County Museum
25	Student Research Day	Scheduled Meetings with Me	Scheduled Meetings with Me
26	Student Research Day	Scheduled Meetings with Me	Scheduled Meetings with Me
27	Student Research Day	Scheduled Meetings with Me	Scheduled Meetings with Me
28	Discussions of <i>Clio</i> Entries		
29	Discussions of <i>Clio</i> Entries		
30 (Finals)	Entries for <i>Clio</i> Due		