

COR 200 Intro to Jewish Thought
Monday/Wednesday/Thursday
Time: 17:00 – 17:50
3 credits

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AJU Mission Statement

Learning and Scholarship: We believe in the principle of Torah – learning as an intellectual and inspirational endeavor – that embraces both academic scholarship and the efforts of all Jews to explore their shared heritage through the formal and informal study of Judaism and the other great civilizations of the world.

Culture: We acknowledge that Judaism is a flourishing civilization with a culture that is fundamental to modern Jewish identity. We strive to advance that culture by encouraging artistic endeavor in all of its many forms.

Ethics: We recognize that ethics is the language of Judaism and its most important link to the world at large.

Leadership: We understand that the future of Jewish life depends on the careful preparation of dedicated and impassioned individuals who are called to leadership.

Peoplehood: We are a pluralistic institution that embraces diversity within Judaism and values the contributions of all groups to the growth of Jewish Civilization.

Students with Disabilities

American Jewish University is committed to assisting our students with documented disabilities to have a successful career at AJU. Contact the Office of Student Affairs to request accommodations and begin the documentation process. (See Enhancing Accessibility and/or AJU website for complete policy.)

Standards of Academic Integrity

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators. Under the Honor Code, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. Academic Dishonesty includes, but is not limited, to the following definitions:

A. Examination Behavior: Unless expressly permitted by the instructor, the use of external assistance during an exam shall be considered academically dishonest. Inappropriate exam behavior includes but is not limited to: (1) communicating with anyone in any way during an exam, (2) copying material from another student's exam, (3) allowing a student to copy from one's exam, (4) using unauthorized notes, calculators, or other sources of unauthorized assistance.

B. Fabrication: Any intentional falsification, invention of data, or citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to: (1) inventing or altering data for a laboratory experiment or field project, (2) padding a bibliography of a term paper or research paper with sources one did not utilize, (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

C. Plagiarism: Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

- (1) Direct Quotation: Any use of direct quotation must be acknowledged by footnote citation and by either quotation marks or proper indentation and spacing.
- (2) Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

D. Other Types of Academic Dishonesty: Other forms of academic dishonesty include, but are not limited to:

- (1) Submitting a paper written by or obtained from another person.
- (2) Using a paper or essay in more than one class without the instructors' expressed permission.
- (3) Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.
- (4) Altering academic records outside of official institutional procedures.
- (5) Using another person to complete academic assignments such as homework, take-home exams or using another person posing as oneself to take classroom examinations.

From the Bible to Post-Zionism: An Introduction to Jewish Studies

An introduction to the intellectual traditions of classical Judaism, examining the successive traditions, continuities and changes in Jewish society, institutions, concepts and traditions through the ages. The course will survey the theological and institutional structures of Judaism as they

developed through history. Judaism will be portrayed in all of its facets: historical, national, literary, theological and cultural.

Requirements: The concern of the course is the acquisition of a basic background. The academic requirements are two exams and a final, a writing assignment, class attendance and participation. The writing assignment, due after the Thanksgiving break, will be an analysis and response to a full-length scholarly book from the Ostrow library or to be purchased, as cleared with the instructor. Internet sources are not admissible.

Required Texts

Barry Holtz, Back to the Sources

Paul Mendes Flohr, Jehudah Reinharz, The Jew in the Modern World

The Artscroll Prayerbook, S'fard

Raymond Scheindlin, A Short History of the Jewish People

Syllabus

What is Judaism? The Structure of Jewish History –The Component Elements of the Tanakh

The Idea of God

Holtz pp. 31–82, Scheindlin pp. 1–24

Biblical Prophecy

Holtz pp. 83–104, Scheindlin pp. 25–50

Genres of Literature in the Writings

Holtz pp. 105–128

The Second Temple Period

Holtz pp. 129–150, Scheindlin pp. 51–70

Talmud and Midrash

Holtz pp. 150–176

Hellenistic Judaism and the Christian Heresy

Holtz pp. 177–212

Jewish Rationalism, from Sa'adiah to Ha-Levy

Holtz pp. 261–304, Scheindlin pp. 71–96

Rashi, the Tosafists and Hasidut Ashkenaz

Holtz pp. 213–260

Maimonides

Seltzer, pp. 373–422, Scheindlin pp. 97–122

Kabbalah

Holtz pp. 305–360

The Synagogue: Liturgy and Prayer.

The Artscroll Prayerbook, Holtz pp. 403–430

The Legal Codes and the Halakhic Process

Seltzer, pp. 451–467

MIDTERM

Messianism and Heresy

Scheindlin pp. 123–148

Hasidism

The Haskalah in the West, Spinoza and Mendelssohn

Scheindlin pp. 149–172, Mendes-Flohr, pp. 57–80, 178–211.

The Haskalah in the East

Scheindlin pp. 174–198, Mendes-Flohr, pp. 250–253, 375–400

Zionism: Political and Socialist,

Mendes-Flohr, pp. 532–580,

Zionism: Revisionist and Religious

Mendes-Flohr, 603–617,

Yiddish Culture, Bundism and the Ellis Island Generation

Mendes-Flohr, pp. 400–4523

The Holocaust as Trope

Scheindlin pp. 199–216; Mendes-Flohr, pp. 636–701

Gender

selection, Suzannah Heschel “On Being a Jewish Feminist”

Post Zionism and neo-Conservatism

Mendes-Flohr, pp. 622–636

The Future of American Judaism

Mendes-Flohr, pp. 422–553