

Introduction to Judaism

Syllabus
Spring 2020
REL 2930 / JST 2930

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Office Hours: M/W/F 2:55–3:55 p.m. or by appointment

Time: M/W/F 1:55–2:45
Classroom: TUR L007

Course Description

This course offers a general academic introduction to Judaism as a religious tradition in its many historical and contemporary expressions. After preliminary classes introducing and defining the topic of study, the course will follow a roughly historical sequence from antiquity to the present, beginning with the Hebrew Bible and ancient Israel. Throughout the course, students will especially reflect on questions of identity and representation, such as: “What is Judaism?” and “How have Jewish communities variously defined Jewish identity in different social-historical and cultural contexts?” Specific areas of study will include: exile, Temple, Torah, early Jewish monotheism, apocalypticism, ancient Jewish sectarianism, the Dead Sea Scrolls, the origins of the synagogue, the Mishnah and Talmud, halakhah, midrash, gender and sexuality, medieval Jewish philosophy, poetry, and mysticism, the Haskalah, Jewish reform movements of the nineteenth and twentieth centuries CE, antisemitism, the Holocaust, and Zionism (among others). No prior background in the subject matter or academic study of Judaism is required or presupposed, nor is there a language requirement.

Course Objectives

In addition to acquiring a critical density of knowledge regarding course content (including such issues as the historical origins of Judaism, its religious commitments and practices, and some of Judaism’s most important intellectual, social, and political developments), this course aims to develop intellectual and professional skills of broader application that transcend the particular academic study of Judaism, such as:

- The intellectual skill of reading texts closely and thoughtfully
- Historical reasoning skills
- Analytical skills
- Problem-solving skills
- Reading and writing at an advanced level appropriate to a college or university setting
- The ability to participate in respectful and thoughtful dialogue
- The ability to reflect self-critically about one’s own culture and historical situatedness
- The ability to empathize with others and to be sensitive to differing perspectives
- The capacity to work collaboratively
- The theoretical knowledge and vocabulary needed to critically question and examine other bodies of knowledge

Course Textbooks

Michael L. Satlow, *Creating Judaism: History, Tradition, Practice*. New York, NY: Columbia University Press, 2006.

Eliezer Segal, *Introducing Judaism*. London: Routledge, 2009.

I also will provide electronic copies/scans of other required primary and secondary sources on Canvas (full bibliographical information is provided in the syllabus). These materials will be made available before the classes for which they are assigned, and students are expected to prepare each reading in advance of class. The course website may be accessed through <http://elearning.ufl.edu>.

Course Assignments and Grading

In order to achieve the goals listed in the Course Objectives section, students are to prepare for each class by thoughtfully reading and analyzing assigned readings. Students are expected to prepare primary/ancient and secondary/scholarly readings in advance of the class for which they are assigned. Besides lecture, a significant component of each class session includes student discussion based on the primary and secondary readings. Participation in class discussions is one crucial element of a student's grade.

(1) A **Preparation/Attendance/Participation grade** worth 20% of the final grade will be assigned based on each student's individual preparation, attendance, and personal participation in class. In assessing the Preparation/Attendance/Participation component of a student's overall grade, I will consider such factors as: class attendance and absences, preparation of assigned readings before the class for which they are assigned, tardiness, quantity and quality of participation in class discussion, and student focus and engagement (e.g., cell phones are not to be used in class, side discussions among students are not appropriate, frequently leaving and reentering the classroom should be avoided, etc.).

Attendance is mandatory and will be taken at the beginning of every class. If a student misses more than half the class, either because of arriving late or leaving early, the student will be counted as absent. I will automatically deduct three points per absence from the student's Preparation/Attendance/Participation grade, and one point for every time the student is tardy. If you expect to be absent from class for a pre-scheduled or University approved reason, please contact me beforehand as soon as possible. It is the student's responsibility to obtain notes or handouts from any classes s/he/they miss. For further information on UF's attendance policies, see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

(2) This class will have two exams, one **Midterm Exam** and one **Final Exam**, each worth 20% of the final grade (i.e., 40% total). For both the Midterm Exam and the Final Exam, students will be asked to respond to any two essay questions from a choice of four or five possible essay questions. The exams will cover material from the primary readings, scholarly readings, and class lectures and discussions. One week before each exam, I will provide online an extensive study guide with questions similar to the types of questions one should expect to find on the

exams. Exams will cover material up to and including the last class before the exam. The Final Exam will cover only the second half of the semester.

The Midterm Exam will be taken in class on Monday, February 24, and the Final Exam will be taken during the Final Exam Period on Thursday, April 30 from 3:00 p.m. – 5:00 p.m. I will provide free Blue Books to students for the Midterm and Final Exams. You are responsible for bringing your own pen or pencil and writing legibly.

(3) Together, four **Quizzes** will comprise 40% of the final grade (i.e., each quiz is worth 10% of your final overall grade). Quizzes will consist of short answer, matching, true and false, and/or fill-in-the-blank questions. Quiz 1 will take place in class on Wednesday, January 22, Quiz 2 on Monday, February 10, Quiz 3 on Wednesday, March 18, and Quiz 4 on Friday, April 3.

(4) **Bonus Point:** After assessing a student's overall grade based on the Midterm and Final Exams, Quizzes, and the Preparation/Attendance/Participation grade, I will add one point to each student's final overall grade. There will be no curve in the class, and I will not add more than one point to each student's final grade. Because of the addition of one point to each student's final overall grade, grades will not be rounded up or down (e.g., if you get an $88.9 + 1 = 89.9$, you will receive a B+ in the course; your grade will not be rounded up to a 90, i.e., an A-).

Assignment Weight:

	Assignment	Weight
1.	Midterm Exam	20%
2.	Four Quizzes	40%
3.	Final Exam	20%
5.	Preparation/Attendance/Participation	20%

Grading Scale:

A	93–100	B+	87–89.9	C+	77–79.9	D+	67–69.9	F	0–59
A-	90–92.9	B	83–86.9	C	73–76.9	D	63–66.9		
		B-	80–82.9	C-	70–72.9	D-	60–62.9		

Course Policies and Services

Classroom Etiquette:

Active participation is expected and required for success in this course. Students are expected to pay attention and be respectful of others. Apart from laptops, which may be used for the sole purpose of taking notes (gaming or watching videos is not acceptable), please turn off all electronic devices, including cell phones. Texting during class is not permitted. Failure to adhere to classroom etiquette will negatively affect one's Preparation/Attendance/Participation grade.

Gender-Inclusive Language:

Students should always use non-sexist, gender-inclusive language that respects and affirms the gender identities of all other participants in the course, including honoring others' names and pronouns. Additionally, one's written and oral communications should be as inclusive and expansive as possible with respect to sex, gender, race, ethnicity, age, and disability (e.g., "humanity" not "man"/"mankind," etc.).

Academic Integrity:

You are required to abide by the Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of a zero on the assignment. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Academic Accommodations:

UF offers support and reasonable accommodations for students who have a diagnosed disability through the Disability Resource Center (DRC). Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. I encourage you to contact me as soon as possible if you have a learning disability and are in need of help. I am happy to work with you, the Dean of Students Office, and the DRC to arrange for appropriate accommodations to assist you in achieving academic success.

For additional information, please see: <https://disability.ufl.edu/>.

UF's Writing Studio:

I especially encourage you to take advantage of UF's Writing Studio. For more information about UF's Writing Studio, located at 2215 Turlington Hall, or to book an appointment, please call (352) 846-1138 or visit <https://writing.ufl.edu/writing-studio/>.

Important Dates

Graded Work:

1. Quiz 1: Wednesday, January 22.
2. Quiz 2: Monday, February 10.
3. Midterm Exam: Monday, February 24.
4. Quiz 3: Wednesday, March 18.
5. Quiz 4: Friday, April 3.
6. Final Exam: Thursday, April 30 from 3:00 p.m. – 5:00 p.m.

Class Cancellations: The Center for Jewish Studies officially requests that all classes on days that are *yôm tôv* during the major Jewish holidays be canceled (see the Course Schedule below for

specific dates). Additionally, class will be canceled on Monday, January 27, and Wednesday, January 29.

Course Schedule

Unit 1—Before Judaism

Week 1

Monday, January 6: What is “Judaism”?

- Syllabus.
- Segal, *Introducing Judaism*, pp. ix–xiv.
- J. H. H. Weiler, “Discrimination and Identity in London: The Jewish Free School Case,” <https://jewishreviewofbooks.com/articles/97/discrimination-and-identity-in-london-the-jewish-free-school-case/>.

Wednesday, January 8: The Jewish Bible

- Segal, *Introducing Judaism*, 2–10.
- Brennan Breed, “How Was the Bible Written and Transmitted?” <http://www.bibleodyssey.org/en/tools/bible-basics/how-was-the-bible-written-and-transmitted>.

Friday, January 10: Ancient Israel and Judah

- Segal, *Introducing Judaism*, 157–164.
- Daniel E. Fleming, *Israel’s Legacy in Judah’s Bible: History, Politics, and the Reinscribing of Tradition* (Cambridge: Cambridge University Press), 17–33.
- 1 Kgs 12:1–24; 16:8–28; 2 Kgs 11.

Week 2

Monday, January 13: Ancient Israelite and Judahite Religion

- Segal, *Introducing Judaism*, 130–134.
- Mark S. Smith, *The Memoirs of God: History, Memory, and the Experience of the Divine in Ancient Israel* (Minneapolis, MN: Fortress Press, 2004), 86–123.
- Exod 15:11; Deut 6:4; 32:8–9; Hab 3:3–15; Pss 29; 74:12–17; 82:1–8; Isa 44:6–8; 45:5, 14; 46:9.

Unit 2—From Ancient Israel to Early Judaism

Wednesday, January 15: Into Exile

- Eric M. Meyers (with Sean Burt), “Exile and Return: From the Babylonian Destruction to the Beginnings of Hellenism,” in *Ancient Israel: From Abraham to the Roman Destruction of the Temple* (ed. Hershel Shanks; 3rd ed.; Washington, D.C.: Biblical Archaeology Society/Prentice Hall, 2011), 209–218.
- 2 Kgs 17–25; Jer 29:1–14; Ezek 1–3; 8–11; Ps 137.

Friday, January 17: Return and Restoration

- Marc Z. Brettler, *How to Read the Jewish Bible* (Oxford: Oxford: 2007), 199–208.
- Mordechai Cogan (trans.), “Cyrus Cylinder,” *COS II*: 314–316.
- Isa 40; 44:24–48; 45:1–7; Ezra 1–6; Neh 1–2; 8–9.

Week 3

Monday, January 20: Martin Luther King, Jr. Day, No Class

Wednesday, January 22: Persian Period Yehud and the Diaspora

- Meyers (with Burt), “Exile and Return,” 218–235.
- Lawrence H. Schiffman, *Texts and Traditions: A Source Reader for the Study of Second Temple and Rabbinic Judaism* (Hoboken, NJ: Ktav, 1998), 73–79 (“Elephantine Passover Papyrus,” and “Elephantine Temple Papyrus”).

Quiz 1 in class.

Friday, January 24: Creating Judaism: Torah and Temple

- Satlow, *Creating Judaism*, 69–95.
- Hag 1–2; Zech 1, 8; Mal 2–3; Ezra 7–10; Neh 7–10.

Week 4

Monday, January 27: No Class

Wednesday, January 29: No Class

Unit 3—Judaism and Hellenism

Friday, January 31: Alexander the Great and Hellenistic Judea

- James C. VanderKam, *An Introduction to Early Judaism* (Grand Rapids, MI: Eerdmans, 2001), 11–31.
- 1 Macc 1–10, 13–14.

Week 5

Monday, February 3: Second Temple Jewish Literature

- Lawrence H. Schiffman, *From Text to Tradition: A History of Second Temple and Rabbinic Judaism* (Hoboken, NJ: Ktav, 1991), 120–138.
- Schiffman, *Texts and Traditions*, 342–352, 352–354 (“Jubilees,” and “Testament of Levi 1–13”).
- Tobit; Judith.

Wednesday, February 5: Hellenism and Jewish Identity

- Segal, *Introducing Judaism*, 17–20.
- Satlow, *Creating Judaism*, 96–114.
- 2 Macc 1–11.

Friday, February 7: Empire and Early Jewish Apocalypticism

- Segal, *Introducing Judaism*, 164–165.
- George W. E. Nickelsburg and James C. VanderKam, *I Enoch: A New Translation* (Minneapolis, MN: Fortress Press), 38–49.
- Dan 7; 12.

Week 6

Monday, February 10: Early Judaism: Ethnicity and/or Religion?

- Shaye J.D. Cohen, *The Beginnings of Jewishness* (Berkeley, CA: University of California Press, 1999), 69–106, 109–139.

Quiz 2 in class.

Unit 4—Judaism in the Roman Period

Wednesday, February 12: The Roman Conquest of Judea

- Shaye J.D. Cohen, “Roman Domination: The Jewish Revolt and the Destruction of the Second Temple,” in *Ancient Israel: From Abraham to the Roman Destruction of the Temple* (ed. Hershel Shanks; 3rd ed.; Washington, D.C.: Biblical Archaeology Society/Prentice Hall, 2011), 287–323.
- Schiffman, *Texts and Traditions*, 372–373, 373–385 (“Josephus, *War* I, 160–79,” and “Josephus, *War* I, 199–358”).

Friday, February 14: Early Jewish Sectarianism: Pharisees, Sadducees, and Essenes

- VanderKam, *Introduction to Early Judaism*, 175–193.
- Schiffman, *Texts and Traditions*, 266–84 (“Babylonian Talmud Sotah 49b,” “Josephus, *Antiquities* XIII, 171–173,” “Josephus, *War* II, 119–166,” “Josephus, *Antiquities* XVIII, 11–17,” “Mishnah Yadayim 4:6–8,” “Mishnah Hagigah 2:7,” “Mishnah Sotah 3:4,” “Mishnah Eruvin 6:2,” “Mishnah Makkot 1:6,” “Mishnah Parah 3:7,” “Mishnah Niddah 4:2,” “Babylonian Talmud Qiddushin 66a,” “Josephus, *Antiquities* XVIII, 18–22,” “Josephus, *War* II, 119–161,” “Pliny, *Natural History* V, xv,” and “Philo, *Every Good Man Is Free* XII, 75–87”).

Week 7

Monday, February 17: Qumran and the Dead Sea Scrolls

- Eugene Ulrich, “Dead Sea Scrolls,” *Eerdmans Dictionary of the Bible* (ed. David Noel Freedman, Allen C. Myers, and Astrid B. Beck; Grand Rapids, MI: Eerdmans, 2000), 326–329.
- Schiffman, *Texts and Traditions*, 285–299, 354–367 (“*Rule of the Community* I–VII,” “*Damascus Document* I–XII,” and “Dead Sea Scrolls” documents).

Wednesday, February 19: Early Jewish Monotheism

- Larry W. Hurtado, “‘Ancient Jewish Monotheism’ in the Hellenistic and Roman Periods,” *Journal of Ancient Judaism* 4 (2013): 379–400.
- 1 Macc 1–2; 2 Macc 4.

Friday, February 21: The First and Second Jewish Wars/Revolts

- Segal, *Introducing Judaism*, 32–37.
- Schiffman, *Texts and Traditions*, 434–469 (“The Great Revolt” documents).

Week 8

Monday, February 24: Midterm Exam

Midterm Exam in class.

Unit 5—Post-Second Temple Judaism

Wednesday, February 26: Judaism and Christianity: The ‘Parting of the Ways’? (Part I)

- Segal, *Introducing Judaism*, 27–28.
- Annette Yoshiko Reed and Adam H. Becker, “Introduction: Traditional Models and New Directions,” in *The Ways That Never Parted: Jews and Christians in Late Antiquity and the Early Middle Ages* (Minneapolis, MN: Fortress Press, 2007), 1–24.

Friday, February 28: Judaism and Christianity: The ‘Parting of the Ways’? (Part II)

- Daniel Boyarin, “Semantic Differences; or, ‘Judaism’/‘Christianity’,” in *The Ways That Never Parted*, 65–85.
- Martin Goodman, “Modeling the ‘Parting of the Ways’,” in *The Ways That Never Parted*, 119–129.

Week 9

Monday, March 2: Spring Break, No Class

Wednesday, March 4: Spring Break, No Class

Friday, March 5: Spring Break, No Class

Week 10

Monday, March 9: Early Rabbinic Judaism

- Segal, *Introducing Judaism*, 34–38.
- Satlow, *Creating Judaism*, 115–139.
- Schiffman, *Texts and Traditions*, 503–517 (“Mishnah Ḥagigah 2:2–3, Tosefta Ḥagigah 2:8, 10,” “Josephus, *Antiquities* XIV, 168–184,” “Josephus, *Antiquities* XV, 2–3, 368–370,” “Tosefta Pesahim 4:13,” “Jerusalem Talmud Pesahim 6:1 (33a),” “Sifre Deuteronomy 113,” “Babylonian Talmud Shabbat 30b–31a,” “Josephus, *Life* 191–198,” “Josephus, *War* I, 110–112,” and “Josephus, *Antiquities* XIII, 297”).

Wednesday, March 11: Rabbinic Literature: Mishnah, Talmud, and Midrash

- Segal, *Introducing Judaism*, 38–49.
- Satlow, *Creating Judaism*, 140–163.
- Schiffman, *Texts and Traditions*, 531–547 (“*Sifra*,” “Mishnah Bava Qamma 6:4–5,” *Mekhilta of Rabbi Ishmael*, Nezeqin 14,” “Babylonian Talmud Ḥagigah 14a,”

“Jerusalem Talmud Hagigah 1:8 (76a),” “Jerusalem Talmud Horayot 3:5 (48c),” Jerusalem Talmud Sheqalim 5:1 (48c),” *Iggeret Rav Sherira Gaon* 3,” “Mishnah Shabbat 23:1–2,” “Mishnah Bava Me’zia 1:2–4,” “Mishnah Rosh ha-Shanah 1:1–9,” “Jerusalem Talmud Horayot 3:5 (48c)”.

Friday, March 13: Halakhah (Part I)

- Segal, *Introducing Judaism*, 265–268.
- Satlow, *Creating Judaism*, 164–170, 182–183.

Week 11

Monday, March 16: Halakhah (Part II)

- Segal, *Introducing Judaism*, 277–278.
- Satlow, *Creating Judaism*, 171–175.

Wednesday, March 18: Prayer and Liturgy

- Segal, *Introducing Judaism*, 252–265.
- Satlow, *Creating Judaism*, 170–171.

Quiz 3 in class.

Friday, March 20: Festivals and Life Cycle

- Segal, *Introducing Judaism*, 274–290, 293–301.
- Satlow, *Creating Judaism*, 175–186.

Week 12

Monday, March 23: Temple and Synagogue

- Segal, *Introducing Judaism*, 240–249.
- Seth Schwartz, “Origin and Diffusion of the Synagogue,” in *Imperialism and Jewish Society: 200 B.C.E. to 640 C.E.* (Princeton, NJ: Princeton University Press, 2009), 215–239.

Unit 6—Medieval Judaism

Wednesday, March 25: Judaism under Islam (Part I)

- Segal, *Introducing Judaism*, 53–61.
- Satlow, *Creating Judaism*, 187–208.

Friday, March 27: Judaism under Islam (Part II)

- Segal, *Introducing Judaism*, 63–76.
- Satlow, *Creating Judaism*, 209–228.

Week 13

Monday, March 30: Jews in Christian Europe (Part I)

- Segal, *Introducing Judaism*, 79–97, 166, 182–188.
- Satlow, *Creating Judaism*, 229–241.

Wednesday, April 1: Jews in Christian Europe (Part II)

- Segal, *Introducing Judaism*, 134–143, 152–153.
- Satlow, *Creating Judaism*, 241–249.

Unit 7—Judaism and Modernity

Friday, April 3: Western Europe: Enlightenment and Reform (Part I)

- Segal, *Introducing Judaism*, 101–113.
- Satlow, *Creating Judaism*, 27–57.

Quiz 4 in class.

Week 14

Monday, April 6: Western Europe: Enlightenment and Reform (Part II)

- Satlow, *Creating Judaism*, 250–274.

Wednesday, April 8: Judaism and Modernity (Part I)

- Segal, *Introducing Judaism*, 147–154, 176–180.
- Raymond P. Scheindlin, *A Short History of the Jewish People: From Legendary Times to Modern Statehood* (New York, NY: Oxford University Press, 1998), 149–172.

Friday, April 10: Pesach, No Class

Week 15

Monday, April 13: Judaism and Modernity (Part II)

- Segal, *Introducing Judaism*, 193–217, 234–38.
- Scheindlin, *Short History of the Jewish People*, 173–198.

Wednesday, April 15: Pesach, No Class

Friday, April 17: Eastern Europe: The Shtetl, Socialism, and Zionism

- Segal, *Introducing Judaism*, 134–143, 152–153.
- Satlow, *Creating Judaism*, 57–68, 270–287.

Week 16

Monday, April 20: The Holocaust

- Segal, *Introducing Judaism*, 225–228.
- Scheindlin, *Short History of the Jewish People*, 198–215.

Course Evaluations: <https://evaluations.ufl.edu>.

Wednesday, April 22: Contemporary Judaism

- Segal, *Introducing Judaism*, 113–124, 167–172.
- Satlow, *Creating Judaism*, 1–27, 288–296.

Friday, April 24: No Class or Office Hours, Official University Reading Day

Week 17

Thursday, April 30: Final Exam

Final Exam from 3:00 p.m. – 5:00 p.m.