

Course Syllabus

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Syllabus

JST3505: Introduction to Jewish Cultures

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General Information

Course Description and Purpose

The wide range of religious, literary, and political expression of Jews and Judaism throughout their history and all over the world provide excellent lenses through which we can examine Jewish cultural pluralism, on its own and as a foundation for further Jewish studies within a global, multicultural context.

This course departs from the typical introductory Jewish Studies course as traditionally conceived, which often focuses more narrowly on religious texts, practices, and identities without setting those cultural products within their broader cultural and global contexts.

This course seeks to expand that traditional framework by defining Jewish culture as pluralistic, from its very origins up to the present day, using a collection of practices and discourses that return the Jews themselves to the center of their own self-definition. The course proceeds chronologically, from the biblical origins of Jewish culture through its 20th-century reverberations in Europe, Israel, and America, focusing on the pluralism of Jewish cultures throughout this long history.

Course Objectives

Upon completion of this course, students will be able to:

- describe and summarize the basic chronology and wide range of the global Jewish experience;
- compare and contrast recurring tensions between Jewish national and Diaspora cultures; and
- analyze Jewish cultures in relation to majority cultures in the ancient and contemporary Middle East, Europe, and the Americas.

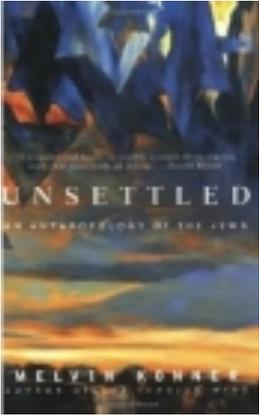
Before starting this course, please review the following pages:

- [Policies](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)

*The professor reserves the right to change or modify the syllabus at any time during the semester.

Textbook and Course Materials

Textbook 1



Unsettled: An Anthropology of the Jews

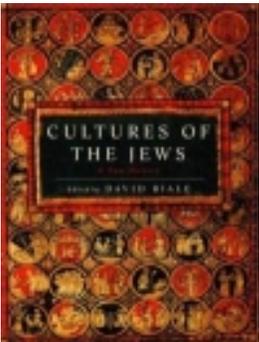
Melvin Konner
NY: Viking Compass, 2003
ISBN-13:978-0142196328

You may purchase your textbook online at the [FIU Bookstore](http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001) (<http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001>).

Cultures of the Jews: A New History

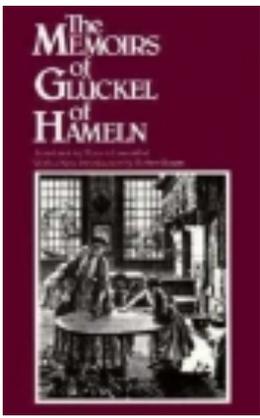
David Biale, ed.
NY: Schocken Books, 2002
ISBN-13: 978-0805241310

You may purchase your textbook online at the [FIU Bookstore](http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001) (<http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001>).



The Memoirs of Glückel of Hameln

trans. Marvin Lowenthal, introduction by Robert S. Rosen



NY: Schocken, 1977

ISBN-13: 978-0805205725

You may purchase your textbook online at the [FIU Bookstore](http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001) (<http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001>).

Expectations Of This Course

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:

- **Review the how to get started information** located in the course content;
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum;
- **Take the practice quiz** to ensure that your computer is compatible with Canvas;
- **Interact** online with instructor and peers;
- **Review** and follow the course calendar.



Course Detail

Course Communication

Communication in this course will take place via Canvas Inbox.

Check out the [Canvas Conversations Tutorial](https://vimeo.com/canvaslms/212en) (<https://vimeo.com/canvaslms/212en>) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

Discussions

Discussion Postings/Responses - 5 prompts, lowest grade will be dropped. 5% per prompt, totaling 20% of final grade

In this course, we will be discussing cultural change in the wide Jewish world over time and across different geographical regions. Periodic discussion assignments will assist students in communicating with fellow classmates and sharing and exchanging ideas about Jewish cultures and their conflicts and contradictions. Each discussion topic is open for two weeks: students must post initially by the end of the first week in each

period, allowing a second week for responses and additional posts.

Discussion Rubric:

Discussion Rubric

Criteria	Failing (0 - 1 point)	Unsatisfactory (1 - 2 points)	Satisfactory (3 - 4 points)	Exemplary (5 points)
Quantity and Timeliness	Does not submit any posts or peer responses within the assigned time frame.	Does not submit at least one post within the first week or does not submit at least one peer response before the end of the session.	Submits at least one post within the first week, and at least one peer response before the end of the session.	Submits at least one post within the first week and at least one thoughtful peer response within the first week, with additional post or responses in the second week.
Spelling and Mechanics	Does not submit posts that are in complete sentences; posts are riddled with errors.	Posts/responses are grammatically incorrect and have more than two spelling errors	Posts/responses have one or more grammatically incorrect sentences or two spelling errors.	Posts and responses contain grammatically correct, complete sentences without any spelling errors.
Demonstrates knowledge and understanding of content within the context of the course	Posts/responses show no evidence of knowledge and understanding of course content within the context of the course.	Posts and responses show little evidence of knowledge and understanding of course content within the context of the course.	Posts and responses show satisfactory evidence of knowledge and understanding of course content within the context of the course.	Posts and responses show exemplary evidence of knowledge and understanding of course content within the context of the course.
Generates learning within the community	Posts or responses do not attempt to elicit responses from other learners	Posts do not attempt to elicit responses and reflections from other learners or responses do not build upon the ideas of other learners to take the discussion deeper.	Posts attempt to elicit responses and reflections from other learners and responses build somewhat upon the ideas of other learners to take the discussion deeper.	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.

Glossary Of Terms Identification Exercises

(10% for each exercise, totaling 30% of final grade)

This assignment tests student knowledge of essential terms and provides a vehicle to further student understanding of course materials.

Students are required to complete three term identification exercises. In each exercise 20 terms will be randomly drawn from the module glossaries that have been supplied for each module of the course: glossaries for modules 1-4, inclusive, apply to the first exercise, glossaries for modules 5-7, inclusive, apply to the second exercise, and glossaries for modules 8-10, inclusive, apply to the third exercise. In each case you will have 60 minutes to complete all 20 term identifications according to a specific format.

This exercise requires you to write **at least two sentences** for each answer: the first sentence will *define* the term, and the second will put the term in *context* and display your additional knowledge of the term. The first sentence you will provide will be drawn from the definition of the term that has been supplied to you in the module glossary; regularly studying each module's terms and their definitions will greatly assist you in preparing for this part of the exercise. The second sentence will require you to go back to your notes, to the textbooks, and/or to outside resources in order to display your knowledge of the term in context.

Each sentence in each answer is worth 0-2 points; each total answer will be worth up to 4 points, for a total of **80 points** for each exercise; partial credit will be awarded wherever possible.

Please refer to the following example as a model 4-point answer:

Example: *Definition:* Goy [term provided in module 1 glossary] literally means “nation” and is usually used to refer to a non-Jew [definition supplied in module 1 glossary]. *Context:* According to David Biale, the conceptual category “goy” developed alongside the category “Jew,” since Jewish identity cannot be separated from the power relations between Jews and their neighbors.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the [Practice Quiz](#) from each computer you will be using to take your graded quizzes and exams. Please review the [important information about quizzes](#) page.

Respondus Lockdown Browser will be required for these exercises, please review [How to take a Quiz or Exam with the Respondus Lockdown Browser](#) page.

Essays

Essay Rubric:

(Essay 1 and 2, 15% each; essay 3, 20%; totaling 50% of final grade)

Students will complete three essays in this course. Essays will provide opportunities for students to display knowledge about Jewish cultures in broader context, in dialogue with surrounding cultures.

Criteria	Unsatisfactory (0-2 points)	Limited (3-6 points)	Proficient (7-9 points)	Exemplary (10 points)
Structure/ Organization	Essay lacks structure/organization	The information appears to be disorganized or barely organized.	Information is organized with some or mostly well-constructed paragraphs and some overall structure.	Information is very organized with well-constructed paragraphs and overall structure.
Style & Mechanics	Numerous grammatical, spelling, and/or punctuation errors; poorly written.	Many grammatical, spelling, or punctuation errors; some awkward writing.	Few/almost no grammatical, spelling or punctuation errors; readable style.	No grammatical, spelling or punctuation errors; clear and compelling writing style.
Quality of Argument/ Fulfills Assignment	Essay has nothing to do with the assigned topic.	Essay has little to do with the assigned topic and/or relates somewhat to the assignment.	Essay relates to the assigned topic and/or fulfills most of the terms of the assignment.	Essay clearly relates to the assigned topic and fulfills the terms of the assignment.
Content/ Documentation	No evidence student has completed assigned readings and lectures.	Scant evidence student has completed assigned readings/lectures; many or some sources are not accurately documented.	Evidence student has completed assigned readings/lectures; many or most sources are accurately documented.	Exemplary evidence student has completed assigned readings/lectures; all sources are accurately documented in proper format.

Late Policy

- Discussion postings and comments are expected to be regular and ongoing; each discussion prompt encourages students to focus on a particular issue; grading is based on the quantity and timeliness of posts and comments (plus other criteria) from when the discussion opens until it closes—a two-week period, during which students are expected to participate several times in the discussion forum (NOTE: two of the discussion periods extend into the time frame for the next module topic). Students must post initially by the end of the first week in each period, allowing a second week for responses and additional posts. Students failing to post and/or reply during any discussion period will receive a 0 for that discussion.
- Term Identification Exercises close at 11:59 pm on the indicated date; no late submissions will be accepted and students will receive a grade of 0 for any missed assignments, aside from documented cases of medical or family emergency.
- Essays are due by 11:59 pm on the date indicated but will be accepted late: late essays will be penalized **one half letter grade**(five points) for each day late, or part thereof, up to a maximum 30 point

deduction, except in documented cases of medical or family emergency.

Plagiarism Policy

PLAGIARISM and any and all forms of academic dishonesty will *not* be tolerated. Plagiarism is stealing someone else's words or original ideas. Plagiarism occurs in two forms: (1) uncredited quotations (including words copied from elsewhere but not bracketed by quotation marks and quotations without proper citations and documentation) and (2) uncredited paraphrases. In both cases, to avoid plagiarism, students must properly cite the source material. Only commonly known facts and concepts, general material learned in the course of research and study, and students' original ideas do not require citation. Students found violating standards will fail the course and will be reported directly to the Office of Academic Affairs. For useful guidelines, go to the [Plagiarism Prevention](https://library.fiu.edu/friendly.php?s=plagiarism) (<https://library.fiu.edu/friendly.php?s=plagiarism>) section on the FIU Library's.

Turn-around Time

- Except in cases of emergency and Jewish holidays, the professor will reply to student emails within 48 hours during the week and 72 hours over the weekend (emails sent between 5 pm Friday and 12:01 am Monday).
- Except in cases of emergency and Jewish holidays, the professor will grade student assignments within 7 days of their due date.

Grading

Grading table

Course Requirements	Number of Items	Weight
Discussions	5	20%
Term Identification Exercises	3	30%
Essays Essay 1 and 2 - 15%, Essay 3 - 30%	3	50%
Total	11	100%

Grade and Letter Range

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	93 and above	B	83 - 87	C	70 - 76
A-	90 - 92	B-	80 - 82	D	60 - 69
B+	88 - 89	C+	77 - 79	F	below 60





Access your [Course Calendar](#) for course topics and assignments.



Course Summary:

Date	Details	
Sun Jan 20, 2019	 Discussion 1: Israelite National Identity https://fiu.instructure.com/courses/34940/assignments/341160	due by 11:59pm
Sun Jan 27, 2019	 Essay Assignment 1 https://fiu.instructure.com/courses/34940/assignments/301822	due by 11:59pm
Sun Feb 3, 2019	 Glossary of Terms Identification Exercise 1 - Requires Respondus LockDown Browser https://fiu.instructure.com/courses/34940/assignments/302055	due by 11:59pm
Sun Feb 17, 2019	 Discussion 2: Jewish Life under Islam and Christianity https://fiu.instructure.com/courses/34940/assignments/341450	due by 11:59pm
Sun Mar 3, 2019	 Discussion 3: Jewish Mystical and Folk Practices https://fiu.instructure.com/courses/34940/assignments/341465	due by 11:59pm
Sun Mar 10, 2019	 Glossary of Terms Identification Exercise 2 - Requires Respondus LockDown Browser https://fiu.instructure.com/courses/34940/assignments/302043	due by 11:59pm
	 Essay Assignment 2 https://fiu.instructure.com/courses/34940/assignments/302011	due by 11:59pm
Sun Mar 31, 2019	 Discussion 4: Modernity and Jewish Culture https://fiu.instructure.com/courses/34940/assignments/341466	due by 11:59pm
	 Discussion 5: Non-Ashkenazi Jews https://fiu.instructure.com/courses/34940/assignments/341467	due by 11:59pm

Sun Apr 14, 2019

 [Glossary of Terms Identification Exercise 3- Requires Respondus LockDown Browser](https://fiu.instructure.com/courses/34940/assignments/302107)
(<https://fiu.instructure.com/courses/34940/assignments/302107>)

due by 11:59pm

Sat Apr 27, 2019

 [Essay Assignment 3](https://fiu.instructure.com/courses/34940/assignments/302207)
(<https://fiu.instructure.com/courses/34940/assignments/302207>)

due by 11:59pm
