

## **History 2821F: Jewish History to 1492**

Instructor: Rabbi Catharine Clark, [cclar69@uwo.ca](mailto:cclar69@uwo.ca)

Wednesdays, 9:30-11:30 W112

Office Hours: Wednesdays, 11:30-12:30 (but not Oct. 11) at A212

### **Course Description:**

This course provides a critical survey of the social, economic, religious, and political experience of the Jewish people and their precursors from the biblical period until the Spanish Expulsion. The course will cover a wide variety of topics, but will focus on three principal themes: (1) how we know what we know about Jewish history; (2) the ways in which Jewish life was influenced by the cultures in which particular Jewish communities lived; and (3) the ways in which there is continuity and commonality among Jewish communities no matter the time and place of these communities.

### **Course Learning Objectives:**

Students who successfully complete this course will be able to:

- present and explain key developments in Jewish history and the larger contexts in which they took place;
- formulate clear and analytic arguments in written work based on primary and secondary sources.

### **Description of Class Methods**

Class methods will include lecture and class discussion. Students are expected to have completed the readings for each session before the session and to contribute to class discussion.

### **Required Text (for purchase at the bookstore):**

John Efron, et al, *The Jews: A History*, 2<sup>nd</sup> ed. (Boston: Pearson, 2014)

Other readings will be available on OWL or in the Tanakh (Jewish Bible), the first Jewish Publication Society version of which is available online at <http://www.breslov.com/bible/>.

### **Method of Evaluation/Assessment:**

Class Participation	5%
Primary Source Analysis #1 (1,300-1,600 words)	20%
Midterm Examination	25%
Primary Source Analysis #2 (1,300-1,600 words)	20%
Final Examination	30%

Grades will be based on participation (which necessarily includes attendance), two exams, and two papers designed to develop students' ability to analyze primary documents and integrate them into broader historical narratives. Students will choose a primary text from a list

provided. The primary text essay will be modelled on the kind of analysis done in class starting with the first session. The papers are due on the schedule set forth below.

Bring your textbook to class every session. Bring your other readings to the session for which they were assigned. When we discuss the time period of the primary source you analyzed, bring your completed paper to class, along with the key materials you researched for the paper.

Primary Source Analysis #1 is due Wednesday, October 4 at 9:00 am via OWL. The midterm examination will take place in class on Wednesday, October 25. Primary Source Analysis #2 is due Wednesday, November 8 at 9:00 am via OWL. The final examination will take place \_\_\_\_.

The Primary Source Analyses must be typed, double-spaced, using 1" margins, and 12-point font. Each paper must be between 1,300 and 1,600 words.

Exams will be taken as scheduled. Any exceptions will be pursuant to the Western Policy on Accommodation for Medical Illness.

	<b>Date</b>	<b>Topic and Readings</b>
1	Sept 13	<b>Origins to the Babylonian Exile, Part 1</b> Ben-Tor, <i>The Archaeology of Ancient Israel</i> , 7-9
2	Sept 20	<b>Origins to the Babylonian Exile, Part 2</b> Efron, Chapter 1 Bahat, <i>The Carta Jerusalem Atlas</i> , 22-33
3	Sept 27	<b>Exile and Return</b> Efron, Chapter 2 Book of Haggai (Tanakh)
4	Oct 4	<b>Judaism and Hellenism</b> Efron, Chapter 3  Primary Source Analysis #1 DUE at 9:00 am via OWL
	Oct 11	NO CLASS; NO OFFICE HOURS – Reading Week
5	Oct 18	<b>Jews under Roman Rule</b> Efron, Chapter 4 Brooten, <i>Women Leaders in the Ancient Synagogue: Inscriptural Evidence and Background Issues</i> , 5-33 (extra pages included in OWL document for those interested in further examination of source material)
6	Oct 25	MIDTERM EXAMINATION (1 <sup>st</sup> hour of session)

7	Nov 1	<b>The Babylonian Jewish Community &amp; the Talmud</b> Efron, Chapter 5 Secunda, <i>The Iranian Talmud: Reading the Bavli in Its Sassanian Context</i> , 34-50
8	Nov 8	<b>Jews in the Mediterranean World &amp; the Cairo Geniza, part 1</b> Efron, Chapter 6 Melammed, Renee Levine, "He Said, She Said: A Woman Teacher in Twelfth-Century Cairo," <i>AJS Review</i> 22/1 (1997), 19-35  Primary Source Analysis #2 DUE at 9:00 am via OWL
9	Nov 15	<b>Jews in the Mediterranean World &amp; the Cairo Geniza, part 2</b> Cohen, <i>Under Crescent &amp; Cross: The Jews in the Middle Ages</i> , 77-103
10	Nov 22	<b>Jewish Life and Death in Medieval Ashkenaz, part 1</b> Efron, Chapter 7 Cohen, <i>Under Crescent &amp; Cross: The Jews in the Middle Ages</i> , 121-128
11	Nov 29	<b>Jewish Life and Death in Medieval Ashkenaz, part 2</b>
12	Dec 6	<b>Expulsion</b> Efron, Chapter 8, only through page 216

## RULES AND REGULATIONS

The History Department has specified that:

- Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper submissions.
- Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
- Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
- In first and second year courses lateness will be penalized as follows:  
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.

5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

### **Guide to Footnotes and Bibliographies: Huron History Department**

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.<sup>1</sup>

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
  - The title of a book is underlined or written in *italics*.
  - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses ( ),
  - A fuller reference will include the publisher after the place of publication.
  - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

<sup>1</sup>J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

<sup>2</sup>Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

<sup>3</sup>Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. #, issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

## **Bibliography**

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



## **Appendix to Course Outlines**

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

#### **(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate

medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

**Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>