

INTRODUCTION TO JEWISH CULTURE(S)

Spring 2017
Tu/Th 3:30-4:45 pm
Econ 117

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(and by appointment)

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(Photo: Justin Dawson for *The New York Times*)

This course explores the development and expressions of Jewish cultures across the chronological and geographical map of the Jewish people, with an emphasis on the variety of Jewish ethnicities and their cultural productions and changes, including such issues as sexuality and foodways. Sets the discussion in relevant contexts, and looks at cultural representations that include literary, religious, and visual texts.

This course satisfies Core curriculum requirement in the area of human diversity. All readings in English.

COURSE MATERIALS:

1. REQUIRED BOOKS

You need to bring a copy of each title with you to class when we discuss it. Please acquire only paper copies (paperback or hardcover) of these title rather than e-books.

Matti Friedman, [*The Aleppo Codex*](#)

Philip Roth, [*Portnoy's Complaint*](#)

2. REQUIRED PHOTOCOPIES OF READINGS

All other readings will be made available as PDFs in D2L.

You need to print out each assigned reading and have it with you in class. I understand that there is an expense involved in printing out paper copies, but this expense is minimal compared to the cost of producing a course pack. You may print these at home if you own a printer, or in the library.

If you do not own a printer and find that the 10 cents/page fee that the library charges too expensive, the easiest and cheapest option on campus is to print either at **InkSpot (at UMC 130C—in the food court)** or at **Imaging Services (Folsom Stadium 280, Gate 11)**. Either of these campus outlets have copies of readings for our course at **5 cents per page (or 9 cents per double-sided sheet)**.

At InkSpot or Imaging Services, you can print on demand, one reading at a time or several readings at a time. All you need to do is show up during business hours, say that this is for the class “JWST 2350 Introduction to Jewish Culture” and then ask for specific reading(s) you want printed by giving the last name of the author followed by 2017 (for example, “Biale2017” is how the copy shop will know to locate the first reading for this course).

There are relatively few pages assigned in any given week so the expense involved should be minimal.

Please hold on to the copies of all the readings until the end of the semester. At the end of the semester, if you do not wish to keep the paper copies, please be sure to recycle them.

3. FILMS

We are going to study several films during the semester. All of these films will be available via D2L, so you can stream them on your own computers or on any university computer (in the library, etc.) Unless otherwise indicated on the syllabus, you will need to watch these films at home before class.

4. A CLICKER

A Clicker, available from the CU Bookstore (it is the same clicker that you will use / have used for all other CU classes with clickers).

Important: new this year, you must register your clicker in order to use it.

1. Login to mycuinfo.colorado.edu
2. Click on the ↓Student tab.
3. Click on the ↓CUClicker Registration button.
4. You will be taken to the i>clicker registration page.
5. If not already filled out, enter your IdentiKey username where prompted for your student ID. Also enter your first and last name and your i>clicker's Remote ID where prompted. Finally, complete the Captcha image code.
6. After filling in all the information, click the ↓Register button.

SCHEDULE OF CLASSES

Note: you need to finish all readings and film screenings by the date listed on the schedule below. Specific assignments and the schedule of assignments are subject to change.

When something is not clear to you from the readings about some issue in Jewish history and/or Judaism as a religion, do some quick research on your questions. You should bookmark this site: www.myjewishlearning.com -- an excellent source for these types of things, this helpful reference site provides very short, well-written, and accessible articles by a range of experts. You should always research your questions on this site first. You may also want to bookmark contemporary journalistic publications such as *Tablet Magazine* (www.tabletmag.com) and *The Jewish Daily Forward* (www.forward.com) that have a lot of content on all manner of issues related to Jewish life, culture, etc. All three of these outlets also have presence on Facebook and Twitter

Tues 1/17 **Introduction to the course**

❖ **UNIT 1 – THE DIVERSITY OF THE JEWISH EXPERIENCE** ❖

In this part of the course, after posing initial questions about what sorts of things we might have in mind when we talk about “culture,” we consider two inter-related questions: a) what experiences, texts, and cultural phenomena could be looked at as the foundation of the Jewish experience across geographies and generations, from the mythical past to the present and b) how do these common cultural coordinates shape varied Jewish experiences among distinct geographic and cultural groups of Jews.

Thurs 1/19 **What We Talk About When We Talk About Culture**

- David Biale, “Toward a Cultural History of the Jews”
- Recommended (very highly recommended but not required): Clifford Geertz, “Thick Description: Toward an Interpretative Theory of Culture”
- Read the syllabus

Tues 1/24 **Origin Stories and National Narratives**

- Ilana Pardes, “Imagining the Birth of Ancient Israel: National Metaphors in the Bible”

Thurs 1/26 **Jews and Books (I): The Centrality of Texts in Jewish Cultures**

- Matti Friedman, *The Aleppo Codex* (pages xi - 110)

Tues 1/31 **Jews and Books (II): The Rabbis and the Reinvention of the Textual Tradition**

Guest class by Prof. Elias Sacks (Religious Studies, CU Boulder)

- Michael Satlow, “Rabbis” (from *Creating Judaism*)

Thurs 2/2 **Jews and Books (III): From Object to Mystery**

- Matti Friedman, *The Aleppo Codex* (pages 113-221)

Tues 2/7 **Jews and Books (IV): The Politics of Culture**

- Matti Friedman, *The Aleppo Codex* (pages 222-277)

- Thurs 2/9** **Constructing Cultural Heritage**
- Elif Batuman, “[Kafka’s Last Trial](#)”
 - Seth Wolitz, “The Americanization of Tevye or Boarding the Jewish ‘Mayflower’”
 - Watch at home: Excerpts from *Fiddler on the Roof* (web links to Youtube TBD)
- Tues 2/14** **“Yedid nefesh”: A Hebrew Poem in Its Diverse Musical Settings**
- Guest class by Prof. Yonatan Malin (School of Music, CU Boulder)**
- Galit Dardashti, “The Piyyut Craze; Popularization of Mizrahi Religious Songs in the Israeli Public Sphere.”
 - Listen at home: web links to music files TBD
- Thurs 2/16** **Jews of the Middle East: the Politics of Cultural Stereotypes**
- Watch at home: *Sallah Shabati* (available to stream through D2L)

❖ **UNIT 2 – EXHIBITING JEWS: TRADITIONS AND THE CONTEMPORARY WORLD** ❖

The approach for this part of the course, to which we’ll be introduced in the very first reading of this unit, is that of a museum. Namely, we’ll be thinking of different expressions of Jewish culture – in particular, those issues, objects, and customs that have their bases in the practice of Judaism as a religion – as artifacts in a living museum, to which our course offers a kind of a curated tour. At the end of this unit, you will be envisioning your own museum of Jewish culture, situated in the current year 2017, for which you will choose a couple of objects or issues and write short curatorial essays (as if you were writing a museum exhibit catalog for an actual museum). The issues you’ll be writing about are very new and contemporary, so you will be participating in the production of new knowledge about the continually evolving aspects of global Jewish cultures.

- Tues 2/21** **Exhibiting Jews**
- Barbara Kirschenblatt-Gimblett, “Exhibiting Jews” in *Destination Culture: Tourism, Museums, and Heritage*
- Thurs 2/23** **Music and Tradition**
- Watch at home: *The Jazz Singer*
 - “The Calendar and Festivals” in *Judaism: A Very Short Introduction*
- Tues 2/28** **Jewish Time**
- Abraham Joshua Heschel, “A Cathedral in Time”
 - Judith Shulevitz, *Sabbath World* (excerpt)
- Thurs 3/2** **No class: professor is away**
- Tues 3/7** **Folkways and Material Culture**
- Shalom Sabar, “Childbirth and Magic: Jewish Folklore and Material Culture”
 - Listen at home: “[Survey Says](#)” (on S. An-sky; this podcast is 27 minutes long)

- Thurs 3/9** **Folklore and Modernity**
- Watch at home: *The Dybbuk* (available to stream on D2L)
 - N. Deutsch, “A Total Account: S. An-sky and the Jewish Ethnographic program”
- Tues 3/14** **Food and Culture**
- Sue Fishkoff, *Kosher Nation* (excerpts)
 - Marc Tracy, “[Chopsticks](#)”
 - Samantha Shapiro, “[Kosher Wars](#)” (*NYTimes Magazine*)
- Thurs 3/16** **Customs and their Discontents: The Case of Circumcision**
- Watch at home: *Quest for the Missing Piece* (available to stream on D2L)
 - Listen at home: Rebecca Steinfeld, “[Cutting Tradition](#)” (BBC podcast)
 - “Making a Jewish Home” in *Judaism: A Very Short Introduction*
- Tues 3/21** **Anti-Semitism, Old and New**
- Watch at home: *Gentleman’s Agreement* (available to stream on D2L)
- Thurs 3/23** **Representing the Holocaust**
- Cynthia Ozick, “Who Owns Anne Frank?”
- 3/28 & 3/30** **No class – enjoy spring break!**

❖ UNIT 3 –ARTISTIC EXPRESSIONS OF JEWISH CULTURES: FICTION, IMAGE, SCREEN ❖

In this part of the course, we think about cultural expression as artistic expression: here, we consider how certain Jewish experiences lend themselves to fiction (in the case of *Portnoy’s Complaint*), graphic novel and the cartoon strip (several examples, including work by contemporary graphic novelists and cartoonists Vanessa Davis, Anya Ulinich, and Liana Finck), contemporary TV series (*Transparent*, *Broad City*, *Crazy Ex-Girlfriend*). Most of our chosen cultural artifacts in this unit gravitates towards the humorous and the satirical – this, too, will be the subject of our discussions; most of the chosen examples in this unit consider questions of gender and sexuality. We will round off this unit and the course with a film by the Coen brothers, *A Serious Man*.

- Tues 4/4** **The Jewish Mother**
- Philip Roth, *Portnoy’s Complaint* (pages 3-51)
 - Joyce Antler, *You Never Call, You Never Write: A History of the Jewish Mother* (ch. 4)
 - Watch: “[Where Is the Bathroom?](#)” (from *Crazy Ex-Girlfriend*)
- Thurs 4/6** **Jewish Masculinity**
- Philip Roth, *Portnoy’s Complaint* (pages 51-107)
 - Sander Gilman, *The Jew’s Body* (excerpts)
- Tues 4/11** **Jews and Sex**
- Philip Roth, *Portnoy’s Complaint* (pages 107-165)
 - Wendy Love Anderson, “The Goy of Sex”

- Thurs 4/13** **Jews and Humor**
- Philip Roth, *Portnoy's Complaint* (pages 165-213)
 - Ruth Wisse, *No Joke: Making Jewish Humor* (ch 3)
- Tues 4/18** **A Portrait of the Artist as a Neurotic Jewish Man**
- Philip Roth, *Portnoy's Complaint* (pages 213-end of the book)
- Thurs 4/20** **Feminist Jewish Comedians**
- Paula Hyman, "The Sexual Politics of Jewish Identity"
 - Watch: *Broad City* (episode TBD)
- Tues 4/25** **The Making of a Jewish Woman**
- Anya Ulinich, *Lena Finkle's Magic Barrel* (excerpts)
 - Vanessa Davis, *Make me a Woman* (excerpts)
 - Riv-Ellen Prell, "Terrifying Tales of Jewish Womanhood"
- Thurs 4/27** **Queering Jewishness**
- David Shneer and Caryn Aviv, "Castro, Chelsea, and Tel Aviv: Queer Jews at Home" in *New Jews: The End of the Jewish Diaspora*
 - Watch: *Transparent* (episode TBD)
- Tues 5/2** **Who are the Jews and What is (are) Jewish Culture(s)?**
- Watch at home: *A Serious Man*
- Thurs 5/4** **Conclusions: What Does All This Mean—If Anything At All?**
- Continue discussing *A Serious Man* as a way to prepare for final exam

Schedule of take-home exams:

*** Note that you will generally have around ten days to complete these take-home exams from the moment they are assigned until their due date. Each exam will consist of two short essay questions, 800-1000 words each.

*** There will be multiple ways in which the structure of the course will help you prepare for these exams:

- During the classes between when the assignments are posted and when the exams are due, we will model exam questions based on class material even more explicitly than during our regular class meetings;
- In the time between when the assignments are posted and when the exams are due, the TA and the professor one-on-one sessions with each student, by sign-up, during which we'll brainstorm some ideas.
- While you should work on your exams independently, you are welcome to make use of CU Boulder's Writing Center <http://www.colorado.edu/pwr/writingcenter.html>. They can help you with any issues you might have related to writing and organizing your ideas in essay form.

Exam #1 – due Friday, February 17 at 5 PM (exam will be posted on Tuesday, Feb 7)

Exam #2 – due Friday, March 23 at 5 PM (exam will be posted on Tuesday, March 14)

Exam #3 – due on the date of the final exam as set by the Registrar (TBA); exam posted on Thursday, April 25

COURSE POLICIES

- **No laptops or tablets are permitted in class.** We meet for only 75 minutes twice a week so this is the time for us to take a break from email, social media, shopping for shoes—or whatever else you are inevitably going to start doing when there is a screen between you and the rest of your colleagues in the class. Some of you may be strong-willed to resist such wireless urges and might find this strict policy unnecessary. However, most of us (including your professor) have trouble tuning out the Internet’s invasiveness. So, the policy applies to us all to ensure a distraction-free classroom in which we will be attentive to each other’s ideas.

There are multiple studies available now on the negative effects of laptops and tablets in the classroom; for example, check out “A Case for Banning Laptops in the Classroom” from *The New Yorker*—this article is particularly compelling because it’s written by a professor of—of all things—Computer Science: <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>.

In the past, some students complained about being distracted by their classmates’ Internet activity during the class. If you have a laptop or a tablet open, people sitting near you or behind you see that screen, too.

Note: Any student who has a specific need for a computer during class (such as a need for documented learning accommodation or style that may require the use of specific software) should speak with the professor about their particular circumstances so that appropriate arrangements could be made.

- **Bring a regular paper notebook to class.** As is the case with the research on the negative effects of laptops in the classroom, there is now good research on how taking notes by hand on paper is far more effective than turning yourself into a transcription machine writing down every word that the professor says without processing what’s being said as much as you do when you take notes on paper. For example, take a look at this: <http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>

More on taking notes: there will be no tests, quizzes, or exams for which you would need to take any specific notes. Our class will run as a discussion so the best use of your efforts in class is to pay attention to the discussion and to participate along with your classmates. At the end of each which, I generally write very detailed emails to the class that can be used instead of or to supplant your own notes: in these emails, I will generally summarize some of the highlights from our discussions for the week. So, if you’d rather not write in class if you can’t take notes on the computer, you might find it acceptable not to take notes or take only very minimal notes.

- **No cell phones / smart phones / texting / use of wireless messaging services of any kind in class.** Please silence and put away your phones and any other mobile devices during class—your phones need to be in the “silent” (not “vibrate”) mode and stored safely out of sight so that they will not disturb you (and others) if someone tries to reach you during class.

Please do not text during class. If you choose to do so (even surreptitiously under your desk), I’ll politely ask you to leave class for the day, and you will be marked absent for the entire class.

Note: if, in exceptional circumstances (e.g. childcare arrangements, taking care of a relative who is ill), you expect an important phone call during class and need to have your phone available, please speak to the professor before the beginning of class so we can make arrangements for you to sit near the door in case you need to answer a call.

- **Bring copies of readings to class.** You need to always have paper copies of whichever reading we are discussing with you in class (whether books or short stories). With articles (all of which are posted as PDFs in D2L), you need to print out each assigned item and have it with you in class. See under “Required photocopied readings” on p. 2 of the syllabus for details on inexpensive printing.
- **Office hours.** Both the professor and the teaching assistant hold regular office hours, noted at the top of this syllabus, in their respective office (also noted at the top of this syllabus). Office hours is the time for you to come ask any questions you have about the course, or just to stop by to chat. Students are always encouraged to come speak to their instructors, so please do so. Both the professor and the teaching assistant can also be available outside their office hours, by appointment; you need to write to them in advance to arrange the time if their regular office hours don’t work for you.
- **Communication with the teaching staff.** We communicate by email outside of class, so please feel free to contact us by email (noted at the top of the syllabus) if you have questions. Do not expect that your email gets an immediate reply—be prepared to wait 24 hours to get a reply, so be sure to ask your questions in a timely manner if you anticipate needing a reply by a certain date.
- **Etiquette in email /addressing professors.** As a rule of thumb, it’s best to use appropriate and professional language in your email with your professors. Phrases like “hey there” are not appropriate or professional. Best to begin your emails with “Dear Prof. [insert last name].”

Unless otherwise instructed by individual faculty members, you should generally refer to your professors at the university as Prof. or Dr. followed by their last name. Choosing an appropriate salutation for your professor is not simply a matter of formality, but relates to the assumptions of gender identity, marital status, and sexual orientation that many other salutations may make. Studies have shown that precisely due to such implicit cultural assumptions and, frequently, biases female faculty and faculty of color do not always get the same kind of respect and recognition in academia as white male faculty. Using Prof. or Dr. (as opposed to Ms., Mrs., Miss., or Mr. or “Hey”) is one small step towards mitigating such biases.

ASSESSMENT AND GRADING

Your final grade (out of the max. total of 100 points) will be calculated the following way:

- | | |
|--|-----------|
| 1. Class participation (active participation in class discussions; regular attendance) | 15 points |
| 2. In-class quizzes (every class, one point per class) | 25 points |
| 3. Three take-home exams | 60 points |

What does each of these components mean?

- **CLASS PARTICIPATION.** Critical comprehension of all assigned readings and knowledgeable engagement in class discussions are essential. Because class discussions will revolve around the readings and films we study, you will be expected to come to class having completed all the homework assignments for each class. You must prepare for each class in order to participate effectively.

You will get full credit by being a well-prepared, conscientious, regular, and helpful contributor to class discussions, who consistently raises points that help push the discussion forward and remains open and

receptive to other students' contributions. This includes participating in clicker questions, raising your hand when the class is asked a question, and participating actively in group and partner activities.

NOTE: simply raising your hand frequently just to speak without meaningfully contributing to the class discussion is not going to get you full participation credit. Other students will probably quickly notice your behavior if you end up as someone who is hogging time for the sake of hogging time. Active participation also means attentive listening and pushing the discussion forward.

Students with occasional but not regular participation will get partial credit. Students with no meaningful participation will get no credit. Students who are disrespectful to others in class discussions will have points deducted from this part of the grade.

ATTENDANCE, of course, is part of the picture when it comes to class participation. You cannot meaningfully participate if you are not regularly attending class. You may miss 2 classes without penalty and without any explanation that you need to provide for these absences (note, however, that you will not be able to make up the in-class quizzes for the classes you miss). For absences #3, 4, and 5 you will have 3 points deducted from your participation grade for each absence. When you miss your 6th class, I will deduct another 6 points from your participation grade (in effect, your entire participation grade will go down to 0 points at your 6th absence). If you miss more than 6 classes (three weeks' worth of class), you will fail the course no matter how well you do on any other assignment.

It is important to arrive in class on time. Usually, professors deduct attendance points for arriving to class late. I am not planning to do this; however, keep in mind that there will be quizzes in every class session and if you are late, you may end up missing a quiz that you won't be able to make up. You also need to stay in class until the end of the class period, unless you need to leave for an emergency or if you fall ill; unless clear arrangements are made, you'll be marked absent if you leave before the end of class.

Note: besides negative implications on your participation grade, the damage from your absences to your final grade will be compounded by the fact that you will miss points on in-class quizzes on the days you miss or on the days when you are late.

Many of you commute, hold jobs in addition to your studies, are involved in sports or other extracurricular activities, and/or have family responsibilities that demand your attention. To be a participant of the university's educational programs, however, you are expected to arrange your schedule such that you can attend classes and complete all assignments. Except in situations spelled out by the university (which include religious holidays, some athletic commitments, and illness which is documented with a doctor's note), absences beyond your 2 "freebies" will detract from your grade. Please be in contact with the professor and/or the teaching assistant as early as possible if regular attendance problems arise due to extended illness or for some other reason.

For absences to be excused, they must be documented. If you find yourself in a complicated or ongoing personal situation (family death or illness, personal injury or illness, situation of abuse, trauma), please contact the **Student of Concern Team at the Office of the Dean of Students**. In addition to providing you confidential support, they will generally also contact your professors to inform them of (and excuse) your absences without revealing any of the confidential information about your case.

Call them at 303-492-7348 and/or email at SOCT@colorado.edu. You can also drop by the **Students of Concern Team** office at C4C, Suite S430. This is a free and confidential resource available to you as a CU Boulder student – please take advantage of it in appropriate situations.

If you are uncomfortable with contacting this office directly and would like your professor to refer you to them, please let me know (you do not need to disclose any details of personal nature to me if you do not wish to do so – I can refer you simply by your request, and SOCT will contact you.)

For absences that you believe can be excused under the university policy:

- 1) Document this absence (letter from doctor or coach, etc.), and upload an image of the document, along with a description in the text section about what class dates it covers, to the D2L folder called “Documentation of absences.” Do not give the professor or the TA pieces of paper in class (we may lose them). Only properly documented absences can be considered excused absences. If you have a flu or a headache for which you do not see a doctor, or if, say, your dog has a nasty bathroom incident while you are the only one of your roommates at home (this happened to one of my students once, apparently)—you have two classes you can miss for any reason, so save these de-facto excused absences for such occasions, should they arise.
- 2) Only after you have done this, email the professor and/or the TA to let them know you uploaded a document excusing your absence.
- 3) Please retain all paper documentation of your absences in case we need to check it later on.

For all absences:

- 1) Do not write to ask if you missed anything (because, of course, you did miss a class’s worth of material if you weren’t in class.) Contact a classmate to discuss the details of what you missed.
 - 2) Regardless of reason for absence, you are responsible for all class material.
- **IN-CLASS QUIZZES.** These will take place during every class session. Each quiz will be worth 1 point (for the total of 25 points of the final grade).

The purpose of these quizzes is to ensure that you *attentively* read all of the assigned texts and that you *attentively* watch all of the assigned films on time, and that you don’t fall behind, and are prepared to participate in class.

These quizzes will be very short, and they will be tabulated with the help of Clickers. You need to have your Clicker with you in every class. Make sure your Clicker has batteries that work, and always carry spare batteries with you.

Most quizzes will contain two multiple-choice questions, each worth half a point for the total of one point per quiz. Occasionally, quizzes may be only one question or, on some occasions and depending on some assignments, three or four questions.

If you arrive in class late or step outside during the class, you may end up missing a quiz. You cannot make up in-class quizzes you miss. In case of a documented excused absence, please speak to the professor about possibilities of making alternative arrangements.

As a matter of policy, the lowest two grades on your quizzes will be dropped (these may include the quizzes you miss.) You can also have additional lowest quizzes dropped if you attend extra credit events, to be announced in class.

- **TAKE-HOME EXAMS.** There will be three of them during the course of the semester. Each exam will be worth 20% of the final grade; each will contain two questions, which you will need to answer in very short (800-1000 words) essays. These are open-books take-home exams. You will generally have between one week and ten days to complete each exam from the moment the exam is posted until the exam is due. This is an extremely generous amount of time to complete such assignments—you should use this time wisely and produce the best work possible.

We will be modeling various exam questions in class throughout the semester so by the time you write the exam, you will know exactly what kind of thinking the exam expects you to showcase. So, back to that participation and attendance policy: the learning of different critical ways of thinking that we'll be working on in class is not something you can make up, so do your best to avoid missing classes.

Your final grade will be calculated by adding together all the points you have gotten on your participation, quizzes, and take-home exams:

A (94-100); A- (90-93.9); B+ (86-89.9), B (83-85.9), B- (80-82.9); C+ (76-79.9); C (73-75.9); C- (70-72.9); D+ (66-69.9); D (63-65.9); D- (60-62.9), F, 59.9 or lower.

You are encouraged to speak with the professor and/or the teaching assistant about these requirements if they are not clear. Please communicate with your instructors clearly if you are having any particular problems with the course or if a simple change could go a long way. Email is the best way of doing so. We are more than willing to work with you should you find yourself in exceptional circumstances, if you take the initiative to be in touch when appropriate. We are much less flexible when we hear about various issues of questions you face at the last minute or after the fact. Both the professor and the teaching assistant will hold regular office hours but we could also be able to meet with you at other times.

GUEST LECTURES

There will be two or three guest lectures during our usual class time by faculty members in the University of Colorado's Program in Jewish Studies and, depending on their schedule, by visiting scholars. Each lecture is noted on the syllabus. These lectures are an essential part of your learning experience as they will introduce you to central concepts of this course. Same attendance rules apply to these guest lectures as to our usual classes; each presenter will assign readings prior to class and there will be quizzes on those dates, as during any other class session.

EXTRA CREDIT OPPORTUNITIES

There will be extra credit opportunities throughout the semester, which will involve attending public lectures and events hosted by the Program in Jewish Studies and other relevant programs at the university. These will be announced in class and you are also welcome to monitor the calendar of events

on the Program in Jewish Studies [web page](#); follow the Program in Jewish Studies account on Twitter @JewishStudiesCU and [Facebook](#). Extra credit will generally be worth a replacement of your lowest quiz grade(s)—including missed quizzes—a quiz’s worth of full credit for each extra credit event. The professor will announce relevant details for each extra credit opportunity; if you have an extra credit event in mind that the professor does not announce, please let them know in advance so this event could be considered. If an extra event is announced but gets canceled due to weather or any other reason, you cannot receive credit for that event since you won’t have attended it.

LATE WORK

Late work will not be accepted except in cases of extenuating circumstances. We will *never* accept late work in the case of personal computer failure or travel delays (an exception being if the campus network goes down). This means you should have your work automatically backed up (check out programs like Dropbox, iCloud, Carbonite; Dropbox, for example, allows for 2GB of storage free of charge) and know where campus or public library computers are located in the event that you do not have access to your own computer. It also means that if you are travelling just before a deadline, you should submit your work *before* you leave (travel delays are very common). Pay attention to deadlines and *do not* assume that a late submission (even if it is only a little late) will be accepted.

***** A note on the process of reading for class *****

You will find it enormously helpful for your performance in class discussions, on in-class quizzes, and on take-home exams if you take good notes on what you read. I suggest that you take notes two ways: a) mark up the photocopies of short stories or pages of books and b) take actual notes on the texts you are reading in your notebook or on the computer (if you take notes on your computer, make sure you print out your notes and bring them to class because you can’t use computers or other electronic devices in class itself.) You don’t want your notes to be exhaustive and take up many pages—sparse and more precise notes are much easier to navigate when you need to use them than lengthy notes. When you are marking up a text, you might in particular pay attention to specific quotations that give you access to something important in the text; in your notes you may want to write down an attempt at close reading such quotations.

The reading assignments themselves are, on the whole, quite reasonable in length. There are some weeks in which you’ll be asked to read as little as 15-20 pages, though on average it will be about 50-60 pages per week (which means that there will be a couple of weeks with over 100 pages per week, though the weeks with more reading will generally contain lighter reading). You should read carefully. This means both doing your best to understand the text and doing your best to look up what you don’t understand. If you come across terms you don’t know, I expect you do to your homework and know what you’re reading (hint: just google what you don’t know!)

CU BOULDER UNIVERSITY-WIDE POLICIES

Disability Policy

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

Academic Integrity and the Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at

<http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

Appropriate learning environment

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

See policies at: www.colorado.edu/policies/classbehavior.html and also www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at

Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a potential class conflict because of religious observance, you must inform me of that conflict within three weeks of the start of classes. See policy details at

http://www.colorado.edu/policies/fac_relig.html.
<http://hr.colorado.edu/dh/>