**Course number:** Hebr 231  
**Course name:** Introduction to Jewish Culture  
**Prerequisite:** None  
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

**Instructor:** Yael Beged-Dov  
**Email:** begeddoy@onid.orst.edu  
**Skype:** User name: yael97330

**Course description:**  
This course is an overview of Jewish culture from its origins to the present day. Students will compare and contrast the lifestyles, ideologies, religious and cultural practices of Jews living in Israel and the United States, two divergent cultures that developed from similar roots. (Taught in English)

**Bacc Core - Cultural Diversity Category:**  
Successful completion of this course partially fulfills a Baccalaureate Core of focusing on a broad subject area and time period and study from a historical perspective.  
Both the content and presentation of the course will emphasize the challenges and variety of approaches that Jews in US & Israel faced in adapting to their new or existing environments. We will discuss these in a manner that will encourage the students to consider and analyze alternatives and help them to understand the perspectives of people in a different time and place than themselves.

Jewish communities have developed ways to survive throughout their history through their traditions and by reinventing themselves within other cultures. We live in a global world where the social and economic change demands reinventions. The US consists of many minorities and the Jewish culture can provide some reflections on this issue.

**Bacc Core Learning Outcomes:**  
- Compare and contrast the roots and current culture of Israeli and American Jews  
- Explain factors that have helped to create the Israeli culture and the ways in which they are reflected in creative culture.

- Identify and analyze characteristics of a cultural tradition outside of European/American culture  
- Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts

**Course Specific Student Learning Outcomes:**  
- Compare and contrast the roots and current culture of Israeli and American Jews  
- Explain factors that have helped to create the Israeli culture and the ways in which they are reflected in creative culture.

- Identify the general causes of the differences in the culture of Israeli Jews and American Jews.  
- Examine the major periods, events, religious practices in Jewish history.  
- Discuss the secret of Jewish survival, and what is Jewish culture  
- Describe the demographic of Israel’s society.
**Assessment Linkages**  
(BC= the course outcomes, assessments and learning activities are specifically designed to address the Bacc Core Cultural Diversity Category)

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<th>Week #</th>
<th>Course Specific Outcome</th>
<th>Final Assessment</th>
<th>Learning Activities</th>
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| **Week 1** | Describe the demographic of Israel’s society. | * Collect and list the society make up in Israel and US.  
* compare and contrast the major branches of Judaism in the US and Israel | Introduce yourself to the class on the Discussion Board  
750-1000 Word Paper/Presentation in the form of a personalized Travel Itinerary due week 2 |
| **Week 2** | Discuss the secret of Jewish survival, and what is Jewish culture | *Discuss basic concepts about the Jewish people. Are Jews a race, culture, ethnic group, family?  
Are Jews disappearing or reinventing themselves? What is the secret of Jewish survival? | Assigned reading  
Group discussion board  
Documentary movie: The story of survival |
| **Week 3**  
**Week 4**  
**Week 5** | Examine the major periods, events, religious practices in Jewish history. | *Identify the major periods, events in Jewish history using a time line chart tool.  
*Complete term/definition matching  
*750/1000 Word paper/story/presentation: “You, back in time” | Complete a time line chart  
Terms/definition match  
Short paper/presentation due week 5 |

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| **Week 6**  
(BC) | Compare and contrast the roots and current culture of Israeli and American Jews | *Generalize and explain the cultural differences in the final paper | Assigned readings  
Class discussions  
Collect material for final paper |
| **Week 7**  
**Week 8**  
**Week 9**  
(BC) | Explain factors that have helped to create the Israeli culture and the ways in which they are reflected in creative culture. | *Explore, summarize and discuss the main influences on Israeli culture, then and now in the final paper: Provide cultural expression examples. | Assigned readings  
Class discussions  
Research  
Movies  
Music  
Collect material for the final paper |
| **Week 10**  
(BC) | Compare and contrast the roots and current culture of Israeli and American Jews | *A 5-8 pages final paper or presentation: Israel and the United States are two divergent cultures that developed from similar roots. | Assigned readings  
Class discussions  
Movies  
Music  
Research subject  
Final Paper due date… |
Learning Resources:

2. Divergent Jewish culture Israel and America by Moore and Troen. Yale University 2001
4. Documentary movies:
   1. "The Jewish People: A Story of Survival 2008 (Week 1)
   2. "They Came for Good": 1654-1820 , 1997 (Week 4)
   3. "THEY CAME FOR GOOD"; 1820-1880, 1997 (Week 4)
   4. [http://www.youtube.com/watch?v=5TnKVYM9EuK&feature=related](http://www.youtube.com/watch?v=5TnKVYM9EuK&feature=related)
5. Israeli Movies: Choose 1 of the following movies to reflect about “Jewish culture”.

Blackboard:

This course will be delivered via Blackboard, your online learning community, where you will access learning materials and the course syllabus; discuss issues; submit assignments.

Grades:

20% Discussion board/ reading reflections
2 Short paper 40%
1 Final exam 40%

Grading Scale:

A (94%--100%), A- (90%--93%), B+ (87%--89%), B (84%--86%), B- (80%--83%), C+ (77%--79%), C (74%--76%), C- (70%--73%), D+ (67%--69%), D (64%--66%), D- (60%--63%), F (0-59%)
Academic Dishonesty:

At Oregon State University, academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Academic dishonesty includes:

- **CHEATING** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.
- **FABRICATION** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.
- **ASSISTING** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).
- **TAMPERING** - altering or interfering with evaluation instruments and documents.
- **PLAGIARISM** - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own. Academic dishonesty cases are handled initially by the academic units (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under the rules.

Link to Statement of Expectations for Student Conduct
http://oregonstate.edu/admin/stucon/achon.htm

Diversity Statement:
Oregon State University strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Religious Holiday Statement
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please contact me immediately so that we can make alternative arrangements.

Statement Regarding Students with Disabilities:
"Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098."