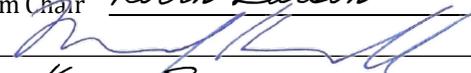


 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>2-23-26</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix Number</b>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>
<b>Credits</b> <i>(See <a href="#">Definition of a Credit Hour</a>)</i>	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b>  <b>Sat/UnSat</b>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i>	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>			
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b>  Yes                      No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .	
<b>Minimum qualifications to teach course</b>			
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b>		<b>Date</b>	
Department Chair <u></u>		<u>1/28/2026</u>	
College Curriculum Chair <u>Robin Larson</u>		<u>02-09-2026</u>	
College Dean <u></u>		<u>2/11/2026</u>	
UUPC Chair <u>Korey Serge</u>		<u>2-23-26</u>	
Undergraduate Studies Dean <u>Dan Meeroff</u>		<u>2-23-26</u>	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



**FLORIDA ATLANTIC UNIVERSITY**

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**JST 3004-001 15976**

**Introduction to Judaism**

**Date:** Tuesday & Thursday 2:00 PM - 3:20 PM

**Building:** Arts and Letters Boca **Room:** 242

**3 Credit(s)**

**Fall 2026 - 1 Full Term**

## Instructor Information

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Dr. Kris Lindbeck

**Email:** klindbec@fau.edu

**Office:** CU 245

**Office Hours:** Wednesdays 3:00 PM - 5:00 PM

## Course Description

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This course offers an introduction to Judaism as a religious tradition, cultural system, and historical civilization. Students will explore core beliefs, texts, rituals, and practices, including the Hebrew Bible, rabbinic literature, holidays, lifecycle events, ethics, and Jewish law. The course also examines the historical development of Judaism from antiquity to the modern period, with attention to diversity within Jewish communities across time and place. No prior knowledge of Judaism is required.

### Introduction

People of all backgrounds are welcome to this course. Studying Judaism in a university instead of—or in addition to—a religious setting brings rewards to both Jewish and non-Jewish students. Jewish students will learn new perspectives on Jewish history and practice and encounter Movements of Judaism other than their own. Non-Jewish students who associate biblical religion, or religion in America, with Christianity will encounter a different way of practicing monotheism which will complicate and enrich their prior assumptions, as well as being fascinating in its own right.

Students will learn, or come to better understand, that being Jewish involves not just adhering to a religion but also belonging to a people, a people that participates in a chain of Jewish knowledge, belief, sacred texts, and practice stretching from ancient times to the present. We will also explore Judaism and Jewish culture have had diverse manifestations around the world and throughout history, influenced by local non-Jewish cultures.

## Instructional Method

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### **Online, Synchronous**

Mandatory attendance is at the discretion of the instructor.

## Required Texts/Materials

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All required readings will be available on Canvas as links, Word files, PowerPoints, or PDFs.

Key sources will include:

- Louis Jacobs. 1995. *The Jewish Religion: A Companion*. Oxford University Press, 1995, available in our library on EBSCOhost.
- The Posen Library of Jewish Civilization
- The Jewish Women's Archive.

## Course Objectives/Student Learning Outcomes

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At the completion of this course, students will be able to:

- Identify major works of Jewish scripture and tradition and define key terms and concepts relating to Judaism.
- Explain basic aspects of Jewish life, including holidays, rituals, lifecycle events, and cultural practices.
- Appreciate the differences among Jewish denominations and geographic traditions.
- Explain the key events and unique characteristics of Jewish experience in America.
- Express their own views on the diverse ways in which Judaism approaches today's issues.

**And in addition**, students will:

- Be able to encounter unfamiliar terms, ideas, and data without becoming overwhelmed and become more proficient in looking up what they need to understand new facts and ideas and draw connections among them.

- Be better able to discover and evaluate information on the internet *and* in peer reviewed sources, to figure out authors’ perspectives and intentions, and to make good use of what they find.
- Become confident that they know how to avoid plagiarism and to effectively cite sources from encyclopedia articles to YouTube videos.

## Faculty Rights and Responsibilities

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## Disability Policy

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## Course Evaluation Method

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### Work of the course

Attendance and participation (in-class breakout discussions, including discussion posts written in class).....	15%
Eight (out of nine) open-book reading quizzes.....	8%
Three timeline assignments .....	12%
Five discussions .....	30%
Annotated Bibliography and Paper Plan .....	10%

Discussion of Annotated Bibliography with instructor.....	5%
Research Paper .....	20%
—————	
Total.....	100%

**The grading scale:**

A 94-100, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, etc

**Assignment Descriptions**

1. Attendance includes being more or less on time and having your camera on whenever possible. At least once a week, you will participate in an in-class breakout discussion, including a discussion post written with your group in class. Both discussion and post will be graded mostly for participation. This is a key part of the course. You will be assigned a stable study group in the second week of class and work with them through the semester. 15% of your grade.
2. Eight (out of nine) open book reading quizzes: These short multiple answer quizzes will be due the night before the second class of the week, and they will cover both the reading and/or lecture of the first class, and the reading for the second class which you usually discuss in study groups then next day. 8% of your grade.
3. Three timeline assignments: Part of understanding anything is knowing something about its history. These assignments will help you keep that straight. 12% of your grade.
4. Five discussions, for 30% of your grade. Most of these discussions will encourage or require you to follow up on topics in the module that interest you. There are two parts to each Discussion Board assignment:
  - Your original post (250-300 words).
  - Your response to another student’s post (150-200 words).

The Discussion Board is designed to help you interact with your fellow students, and learn from them, as well as from me.

  - I expect that each post will be carefully thought out, well organized, and nearly free of grammatical/spelling errors.
  - You **MUST** cite any resource you use—for a quotation, paraphrase, or an idea— outside of our assigned texts, and our texts should be named when

not obvious. (I will teach citation and expect improvement over the course of the semester).

5. Annotated Bibliography and Paper Plan, This will include descriptions of your planned sources and short excerpts from four of them, as well as a detailed description of your topic and/or a rough outline. Instructions will be posted on Canvas early in the semester. 10% of your grade.
6. Discussion of Annotated Bibliography with instructor: After I comment briefly on your bibliography, we will meet to discuss it, so you can write the best paper possible. 5% of your grade.
7. Research Paper: A 1,750-2,000-word paper (8-10 pages in pt. 14) on any topic related to the class. Full instructions will be posted on Canvas.

## Code of Academic Integrity

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

## Attendance Policy Statement

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Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

## Religious Accommodation Policy Statement

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## Time Commitment Per Credit Hour

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## Course Grading Scale

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Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

## Grade Appeal Process

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

# Policy on Make-up Tests, Late work, and Incompletes

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## **Late Work Policy:**

Almost all assignments must be completed for a passing grade. Please consult the instructions or rubric for each assignment to understand how late work is graded and consult the Course Calendar for deadlines. In case of illness or other legitimate unforeseen circumstances, participants can submit documentation to submit work past the due date for full credit

## **Incompletes:**

If you think you might need an incomplete, please speak to me during Reading Days at the latest. According to FAU rules, you must have successfully completed most coursework in order to receive an incomplete. For this class, that means reasonably regular attendance and having completed at least two-thirds of the coursework with grades of B or above, or all of the coursework before the Bibliography for the research paper with a grade of C or above.

I know people can have bad semesters for reasons beyond their control, such as illness in the family. I am willing to be flexible about some of these rules if you come talk to me as soon as you fall behind.

# Policy on the Recording of Lectures

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

# Artificial Intelligence Preamble

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FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

## AI Language Specific To This Course

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**AI Policy: The use of AI is prohibited in this class.**

I have designed this class not only to teach a subject, but to teach critical thinking, in the sense of finding, evaluating, and synthesizing sources, an important part of college education. Even moderate use of AI interferes with learning to learn to think by doing research, reading, and writing, because it irons out the frustration of building "mental muscles." It's like using an electric scooter in a long-distance running class!

## Counseling and Psychological Services (CAPS) Center

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## Student Support Services and Online Resources

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)

- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)

### **The Center for Teaching and Learning (CTL)**

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at [www.fau.edu/ctl](http://www.fau.edu/ctl).

- FREE writing support is offered for this course through the **University Center for Excellence in Writing (UCEW)** at the CTL. Visit [fau.edu/ucew](http://fau.edu/ucew) to learn more.
- FREE speaking and presentation support is offered for this course through the **Speaking Center**. Visit [fau.edu/speakingcenter](http://fau.edu/speakingcenter) to learn more.
- FREE eTutoring and eSuccess coaching is available for students taking online courses. Visit [fau.edu/esuccess](http://fau.edu/esuccess) to learn more.

## Course Topical Outline

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**All readings are to be done before class unless otherwise stated.**

### MODULE 1: INTRODUCTION, Week of January 10<sup>th</sup>

1. Monotheism and Biblical roots.
  - a. Introduction to monotheism and covenant; [The creation story](#) according to Jewish thought, with a modern take added by YouTuber Miriam Anzovin.
  - b. The Jewish view of God. Isaiah Chapter 40; Louis Jacobs *The Jewish Religion* (TJR), "God." In-class reading of Isaiah 40.

### MODULE 2: THE TORAH—WRITTEN AND ORAL: January 17<sup>th</sup> -30<sup>th</sup>

2. The Jewish Bible, what is in it, how is written, how is it read?
  - a. The contents and writing of the Jewish Bible. Readings: TJR "Bible" and ["The Torah is Greater than the Sum of Its Parts"](#) by Prof. Rabbi Dalia Marx on TheTorah.com.  
**QUIZ 1, before next class.**
  - b. Lecture: Is Judaism a religion or a people? Yes.  
Reading the Torah in synagogues and temples today, including Bar/Bat Mitzvah celebrations. We will watch and discuss videos, and read the

prayers associated with the Torah reading.

3. The Oral Torah **First Discussion 1/27-1/31**

- a. Origins of the Sages/Rabbis. Readings: TJR : "Torah."; Telushkin, from *Jewish Literacy* "[The Oral Law: Talmud & Mishnah](#)," reprinted by the *Jewish Virtual Library* – read for history and basic content – don't try to memorize terms. Short excerpt from Steven Fraade on the Oral Torah.  
**QUIZ 2**, before next class.
- b. The Talmud: Babylonian Talmud Berakhot (Benedictions), 3a and 54b-55a.

MODULE 3: SHABBAT, PRAYER, AND HOLIDAYS, January 31st – February 13th

4. Shabbat

- a. Shabbat In tradition and faith; TJR : "Sabbath" reading Jewish women on candle lighting taken from "Observance of Mitzvot: Custom and Halakhah" by Bitha Har-Shefi.  
**QUIZ 3** before next class.
- b. In practice and In different Movements of Judaism. In-class reading of Rabbi Abraham Heschel on the Sabbath.

5. Prayer & Holidays, **Second Discussion, Feb. 10<sup>th</sup> – 14<sup>th</sup>**

- a. Prayer in synagogues Readings: The Shema; The Amidah Prayer and commentary in [Sefaria](#), and reading and discussion of it in class. **QUIZ 4** before next class.
- b. Introduction to Jewish Holidays: Readings on MyJewishLearning.com introducing the holidays.

MODULE 4: LIFE CYCLE, February 14th – 27th

6. Jewish weddings and marriage and pre-modern Jewish women

- a. Jewish weddings and marriage. Readings: "[The Seven Blessings \(Sheva Brachot\) for a Jewish Wedding](#)" and "[Tenaim: The Conditions of Marriage](#)" by Anita Diamant from her book [The New Jewish Wedding](#), both on My Jewish Learning.  
**QUIZ 5** before next class.
- b. Reading: My PowerPoint, and Proverbs 31:10-31, "The Woman of Valor" "[How To Read Eshet Hayil](#)" by Dr. Wendy Zierler, excerpted with permission from JOFA, The Jewish Orthodox Feminist Alliance, on My Jewish Learning. In class: discussion of "The Woman of Valor" in light of Zieler's article.

7. Birth and Death, **Third Discussion, Feb. 24<sup>h</sup>-28<sup>th</sup>**

- a. Circumcision, and baby naming. Readings from Jacobs TJR, *My Jewish Learning*, and for baby naming, the *Jewish Women's Archive*.  
**QUIZ 6** before next class.
- b. Funerals, mourning and the kaddish, with various readings, including and "Shiva, the First Seven Days of Mourning" By Rabbi Joseph Telushkin from *Jewish Literacy*, and the text of the kaddish and commentary by rabbis.

#### MODULE 5: JEWISH COMMUNITIES, February 28th – March 20th

##### 8. Ashkenazi & Sephardi

- a. Jewish Europe in the Nineteenth Century. Readings: Book Excerpt from *My Jewish Learning*: "[Samson Raphael Hirsch: The Father of Neo-Orthodoxy](#)," Louis Jacobs (also from TJR) and "Abraham Geiger" in the *Encyclopaedia Judaica*, online in our library.  
**QUIZ 7** before next class.
- b. Sephardic and "Mizrahi" Jewish communities from the 19<sup>th</sup> century to the present. Readings from "[Jews of the Middle East and North Africa: Empire, Colonialism, and Identity](#)" and from "[Rethinking Jewish Diversity: Sephardic, Mizrahi, and Ashkenazi Identities](#)" at the Posen Library of Jewish Civilization.

##### 9. Jews in America, **Fourth Discussion, March 17<sup>th</sup>– 21<sup>st</sup>**

- a. Readings and from "[Who Is American? Citizenship, Law, and Jewish History in the United States](#)" at the Posen Library.
- b. Readings from "[Who Is American? Citizenship, Law, and Jewish History in the United States](#)" at the Posen Library. **Second Timeline Assignment due at the end of this Module, Sunday 3/21.**

#### MODULE 6:, JEWISH MOVEMENTS AND MORE, March 21st-April 3rd

##### 10. Movements of Judaism

- a. Movements of Judaism in America. Reading from Louis Jacobs TJR, and websites of different Movements, short reading from Aaron J. Hahn Tapper: "Who is Jewish?"  
**QUIZ 8** before next class.
- b. Jewish Renewal and Chabad. Reading: "Rabbi Zalman Schachter-Shalomi's Hasidic Harvest," by Rabbi *Or N. Rose*, 2025, *Shofar*.

##### 11. The Jewish Future, **Fifth Discussion, March 24<sup>th</sup>-April 4<sup>th</sup>**

- a. Women and Judaism today. Readings TBA.  
**QUIZ 9** before next class.
- b. Arguments and Visions. Readings TBA applicable the world right now.

## MODULE 7: PASSOVER AS A WINDOW INTO ANCIENT AND CONTEMPORARY JUDAISM, April 4<sup>th</sup> – 26<sup>th</sup>

### 12. Origins and history.

- a. In-class reading of the Talmud and Mishnah on Passover (no homework)  
**Annotated Bibliography and Paper Plan, April 6<sup>th</sup>**

- b. Readings from [Passover across Jewish Time and Space](#), at the Pozner Library;  
In-class reading of the Haggadah.

### 13. The Passover Seder and Haggadah Today

#### **This week we will meet to discuss your paper plan (5% of class grade)**

- a. Readings from [Passover across Jewish Time and Space](#), at the Pozner Library.
- b. In-class reading comparing passage(s) in a traditional and modern Haggadah. **Third Timeline Assignment due Sunday 4/18**

### 14. Wrap up and Model Seder

- a. Wrap up and informal presentations for extra credit.
- b. Model Seder (for those attending class during Passover).

**Research paper due during Exam Week, May 4<sup>th</sup>.**

## Title IX Statement

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In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.