



SWIG PROGRAM in  
JEWISH STUDIES  
and SOCIAL JUSTICE

**THRS 376**  
**JEWS, JUDAISMS, AND JEWISH IDENTITIES**  
*Fulfills Core D-2 Theology and Religious Studies*

**Aaron J. Hahn Tapper, Ph.D.**

**INTRODUCTION**

All of us identify with multiple groups of people. But what does it actually mean to identify with a group? How are these social identities constructed? Who is to say what is the “normal” way a member of a group should think, speak, or dress? Using the case example of the Jewish community—the diverse expressions of what it means to *be Jewish*—this course explores questions core to the notion of identity in an effort to deepen students’ understanding of their own identities. We will study both ancient and contemporary ideas of what it means to identify as a Jew, including an exploration of beliefs, doctrines, institutions, liturgies, practices, rituals, and cultural expressions of Judaism from the time of the Hebrew Bible through today. This will include contemporary movements and ideologies, such as Zionism (Jewish nationalism) and the Holocaust/*Shoah* (Jewish genocide). With the exception of the first and last few weeks of the semester, each class will take place off-campus at “Jewish” locations in San Francisco, such as synagogues, museums, kosher restaurants, and more.

## CORE D-2 THEOLOGY AND RELIGIOUS STUDIES

This course applies to the USF Core requirement as D2 - Theology & Religious Studies, and is one of two core courses necessary for the USF minor in Jewish Studies and Social Justice, the only minor of its kind in the United States. This course also applies toward the USF minor in Middle East Studies, as well as the minor and major in Theology & Religious Studies.

## CORE D-2 LEARNING OUTCOMES (LOs) AND COURSE-SPECIFIC LOs

After completing this course, students will have achieved the three learning outcomes of the College of Arts and Sciences Core Curriculum found under Core D-2 Ethics, also found [here](#). See very end of this syllabus for more detailed information.

## TEXTS/READINGS

There is one required texts for this course: Aaron J. Hahn Tapper, *Judaisms: A Twenty-first-century Introduction to Jews Jewish Identities*. This book is available for purchase in the USF bookstore, and, for much cheaper rates, from a number of online vendors.

## GRADING

**Overall approach.** I take students' course performance seriously. If you are concerned about your progress in this course at any time it is your responsibility to let me know so that we can address, and resolve, your concerns.

**Requirements.** Your final grade for this course will be calculated based on your performance in the following four areas: (1) Participation and Attendance, (2) Field Trip Papers, (3) Final Project, (4) Final Exam—each of which is worth 25% of your final grade. See end of this syllabus for more detailed information.

**Extra Credit.** During the semester, there will be a number of additional opportunities to conduct extra credit work. See end of this syllabus for more detailed information.

## ACADEMIC INTEGRITY

Plagiarism will not be tolerated. Plagiarism of any kind—such as taking another's words and/or ideas from a book, another student, or from the internet without full and complete citation—is unacceptable regardless of the circumstances. Assume you will receive a grade of an "F" if you are found to have plagiarized. Also assume that you will be expelled from the university. See end of this syllabus for more detailed information.

## APPOINTMENTS + SPECIAL NEEDS + COURSE FLEXIBILITY

**Appointments.** My regular office hours are INSERT. You can just drop in during this time; no appointment necessary. If you can't meet during this time, find me before/after class so that—in person—we can schedule another time to meet. I can always make time to meet with students! Please do not email me in order to schedule a time to meet outside of my regular office hours (it is simply too cumbersome to do so with up to 100 students/semester).

**Special Needs.** If you have any special needs as related to our course please let me know as soon as possible. This will ensure that I will be able to accommodate you to the utmost degree. If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact INSERT within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If determined eligible for reasonable accommodations, after meeting with your disability specialist, they will have your accommodation letter sent to your course professor.

**Course Flexibility.** This syllabus represents the intended course of study for the semester. It may be changed at my discretion at any time. If such a change occurs, you will always be given the same, or less, reading.

## **COUNSELING AND PSYCHOLOGICAL SERVICES + SEXUAL ASSAULT**

**Counseling and Psychological Services (CAPS).** USF's diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call INSERT for an initial consultation appointment. Having an emergency? Call the previous number and press 2.

**Confidentiality, Mandatory Reporting, and Sexual Assault.** As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting; I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. To report any sexual misconduct, see multiple reporting options by visiting INSERT website. Students can also speak to someone confidentially, or report a sexual assault confidentially by contacting Counseling and Psychological Services at INSERT. To find out more about reporting a sexual assault at USF, visit USFs INSERT website at INSERT. For an off-campus resource, contact INSERT.

## COURSE CALENDAR

### WEEK I

January XX

#### Course Introduction

Review Syllabus

#### Required Readings (RR)

“Body Ritual Among the Nacirema” (Horace Minor)

“The Complexity of Identity—Who am I?” (Beverly Daniel Tatum)

**Required Reading (RR):** This means you are required to complete these readings for this particular day.

If it becomes clear that not enough students are properly preparing for class, we will have regularly scheduled quizzes on the assigned readings.

January XX

#### Social Identities

#### RR

“Introduction,” *Judaisms: A Twenty-First-Century Introduction to Jews and Jewish Identities*

### WEEK II

February X

#### Narratives

#### RR

“Narratives,” Ch. 1, *Judaisms*

Videos (Canvas)

February X

#### Narratives

**Assignment:** Complete this work *for* this day (or, in the case of CRPs, this Monday and Tuesday).

### WEEK III

February X

#### Sinai

#### Assignment

**Field Trip Paper (FTP) #1** - Congregation Emanu-El, 2 Lake St.

#### RR

“Sinai,” Ch. 2, *Judaisms*

Videos (Canvas)

February XX

#### Sinai

### WEEK IV

February XX

**NO CLASS [PRESIDENTS’ DAY]**

February XX

#### Zion

#### Assignment

**FTP #2** - Congregation Sherith Israel, 2266 California St.

#### RR

“Zion,” Ch. 3, *Judaisms*

Videos (Canvas)

**WEEK V**

**February XX**

**Messiahs**

RR

“Messiahs,” Ch. 4, *Judaisms*

Videos (Canvas)

**February XX**

**Messiahs**

**WEEK VI**

**March X**

**Laws**

Assignment

**FTP #3** - Congregation Adath Israel, 1851 Noriega St. or  
Congregation Chevra Thilim, 751 25<sup>th</sup> Ave.

RR

“Laws,” Ch. 5, *Judaisms*

Videos (Canvas)

**March X**

**Laws**

**WEEK VII**

**March X**

**Mysticisms**

RR

“Mysticisms,” Ch. 6, *Judaisms*

Videos (Canvas)

**March XX**

**Mysticisms**

**WEEK VIII**

**March XX-XX**

***NO CLASS [SPRING BREAK]***

**WEEK IX**

**March XX**

**Cultures**

Assignment

Extra Credit FTP - Contemporary Jewish Museum, 736 Mission St.

RR

“Cultures,” Ch. 7, *Judaisms*

Videos (Canvas)

**March XX**

**Cultures**

**WEEK X**

**March XX**

**Movements**

Assignment

**FTP #4** - Congregation Sha'ar Zahav, 290 Dolores St.

RR

“Movements,” Ch. 8, *Judaisms*

Videos (Canvas)

**March XX**

**Movements**

**WEEK XI**

**April X**

**Genocides**

Assignment

**FTP #5** - Interview

**Final Project Proposal**

RR

“Genocides,” Ch. 9, *Judaisms*

Videos (Canvas)

**April X**

**Genocides**

Guest Speaker (in-class)

TBD

**WEEK XII**

**April XX**

**Powers**

Assignment

**FTP #6** - Interview

RR

“Powers,” Ch. 10, *Judaisms*

Videos (Canvas)

**April XX**

**Powers**

Guest Speaker (in-class)

TBD

**WEEK XIII**

**April XX**

**Borders**

Assignment

Extra Credit FTP - Interview

RR

“Borders,” Ch. 11, *Judaisms*

Videos (Canvas)

**April XX**

**Borders**

**WEEK XIV**

**April XX**

**Futures**

Assignment

Extra Credit FTP – Interview

RR

“Futures,” Ch. 12, *Judaisms*

Videos (Canvas)

**April XX**

**Futures**

**WEEK XV**

**May X and X**

**Student Project Presentations**

**WEEK XVI**

**May XX**

**Conclusion**

RR

TBD

**FINAL EXAM**

**May XX**

**Final Exam**

INSERT

Same location as usual ☺

## GRADING REQUIREMENTS + EXTRA CREDIT - DETAILED

Your final grade for this course will be calculated based on your performance in the following four areas—(1) Participation and Attendance, (2) Critical Response Postings, (3) Final Project, (4) Final Exam—each of which is worth 25% of your final grade.



### **(1) Participation (15%) and Attendance (10%)**

Participation (15%): You are strongly encouraged to challenge the theories and ideas we discuss this semester both during class discussions and in your written work, specifically as they succeed and/or fail when held up against practical implementation. Further, you will gain much more from this course if you engage perspectives different from your own and challenge your previously held convictions and/or assumptions as well as those you are learning about for the first time. In-class discussions are extremely important for the success of the course.

Active and informed participation is required of all students. This means that students enter the classroom prepared to discuss the readings, to engage guest speakers, and to discuss ideas with fellow students. If it becomes clear that not enough students are properly preparing for class, we will have regularly scheduled quizzes on the assigned readings. In addition:

- During class time, **cell phones must be off**.
- **Do not send text messages** or leave class in order to answer the phone (if you need to do this for an exceptional situation please tell me in advance).
- **If you want to use a laptop in class, you must get my official approval**. If given permission, you are required to sit in the front row of the classroom. Laptops are only to be used for taking notes. Using one's computer for emailing, playing computer games, and/or other non-class related tasks is/are not permitted. If students engage in such behavior they will not be allowed to bring their laptops and/or cellphones to class, and will be asked to leave. Further, such students' final grade will be penalized. There is a **"one strike" policy** with this such that if you are found to be using your laptop for anything other than taking notes—even once—you are not allowed to use your laptop in class for the remainder of the semester. *Please note that it is quite obvious when students are texting or using their smart phone and/or computer to look at things unrelated to a course.*

Attendance (10%): You are expected to regularly attend class; each class I take attendance. You are allowed one unexcused absence, one time to not show up to class without explaining the reasons for doing so. More than one unexcused absence will affect your grade negatively. I will deduct a minimum of .5/10 pts. for each absence. Absences may also affect one's eligibility to submit a final paper or give a final in-class presentation.

As for excused absences, these include (a) illness or personal crisis and (b) representing USF in intercollegiate competition (e.g., athletics, debate, etc.). For situation "a," it is your responsibility to contact me prior to class, or as soon as possible, and to provide documentation explaining your absence, such as an official note from a doctor, if necessary. Prolonged illness or a pattern of frequent absences will jeopardize your course standing. As for "b," in such situations students will be excused from classes on the hours or days such competition takes them away from class, are fully responsible for advising me regarding anticipated absences, and must arrange to complete course work for classes, assignments, and other aspects of the course that are missed well before the day one is absent (see USF General Catalog).



**(2) Field Trip Papers (25%)**. Over the course of the semester you have six field trips assignments that you need to complete outside of class, each of which directly relates to a particular unit/chapter we will be studying. For each field trip you must submit a field trip paper (FTP). Students who cannot complete this requirement should reconsider taking the course.



*Specific FTPs*

*FTP #1- Sinais*

Congregation Emanu-El, 2 Lake St. (see below for specifics).

*FTP #2 - Zions*

Congregation Sherith Israel, 2266 California St. (see below for specifics).

*FTP #3 - Laws*

Congregation Adath Israel, 1851 Noriega St. or Congregation Chevra Thilim, 751 25th St. (see below for specifics).

*Extra Credit FTP - Cultures*

Contemporary Jewish Museum, 736 Mission St. After 5pm on Thursdays entrance is \$5 with student ID. Write about the CJM, addressing your experience there through questions such as: How is this a Jewish museum? What communal narrative does this museum convey? In what ways?

*FTP #4 - Movements*

Congregation Sha'ar Zahav, 290 Dolores St. (see below for specifics).

*FTP #5 - Genocides*

Interview an individual who identifies as a Jew, asking the interviewee about the individual's relationship to the Shoah (Holocaust). Make sure you select an appropriate individual. For example, if there is someone you know who is Jewish but does not express any connection to the Shoah this would not be a good person to interview. Note that even if the person identifying as a Jew doesn't have anyone in their family who was murdered in the Holocaust, it is likely that the individual still has strong feelings about the Shoah. (You should interview two different people for FTPs #5-6.)

*FTP #6 - Powers*

Interview an individual who identifies as a Jew, asking about the individual's relationship with the state of Israel. Make sure you select an appropriate individual. For example, if there is someone you know who is Jewish but does not express any connection to Israel (geographically, ideologically, theologically, etc.) this would not be a good person to interview. (You should interview two different people for FTPs #5-6.)

*Extra Credit FTP - Borders*

Interview an individual who identifies as one of the border communities discussed in chapter 11 - African Hebrew Israelites of Jerusalem, Kabbalah Center devotees, Karaites, Messianic Jews, or Samaritans. (Chances are you will only find someone in the San Francisco Bay Area who identifies as a Karaite Jew or a Messianic Jew. I can assist in helping you find someone in one of these groups.) Ask the individual what it means to be a Jew. Be sure to touch on some of the important issues raised in the chapter regarding being rejected by many "normative" Jews.

*Extra Credit FTP - Futures*

Interview an individual who identifies as a Jew and is either younger than 25 or older than 60. Ask the individual about the future of the Jewish community (e.g., over the next 50-100 years). Be sure to touch on some of the important issues raised in the chapter regarding Jewish physical, cultural, and existential survival.

### Specifics

Each of the six FTPs should be an analysis, not a summary. For example, students should not go to a synagogue (FTP #1-4) and describe the surroundings as they would a cafe. Rather, for FTPs #1-4, if you attend the celebration of a Jewish holiday (the weekly Sabbath or Shabbat is actually a weekly holiday in the Jewish tradition), describe the specifics of the event (i.e., who was there? what rituals did they do? who led each ritual? were the leaders wearing formal or informal clothing? what was the perceived gender of the service leader? what did you think about the rituals? were you welcomed as an ‘outsider’?). If you have a conversation with someone before a prayer service takes place, do not report discussing such irrelevant things such as the weather. Rather, focus on the surroundings/symbols in the building where the event took place and discuss how this reflects the ethos of the community. Your analysis should be scholarly and relate to the topics covered in lectures and course readings. A mere description of the surroundings and rituals without an analysis will be returned and will be considered incomplete work.

Think of yourself as an ethnographer, a scholar doing field work in the Jewish community in order to better understand them (and yourself). I strongly encourage you to read this article ([Links to an external site.](#)) before going to any of the four synagogues required.

In addition, for...

- FTP #1 - aside from the questions above, also analyze the way in which the sanctuary in Congregation Emanu-el—and many synagogues—is designed as if one is slowly ascending a mountain (i.e., Mount Sinai), with one needing to climb upward to the stage (or bimah), the physical Torah scroll metaphorically and perhaps literally representing the Torah received by Moses on Mount Sinai, an eternal light (neir amid) found hanging above the bimah, etc. How does this synagogue symbolize Sinai?
- FTP #2 - aside from the questions above, analyze the stained glass representation of Moses holding the Ten Commandments...at Yosemite National Park. How does this synagogue symbolize Zion?
- FTP #3 - aside from the questions above, analyze how different an Orthodox synagogue feels to a practitioner (or observer) as compared to a synagogue of a liberal denomination or movement.
- FTP #4 - aside from the questions above, analyze how different this synagogue is from the three previous ones you visited. In what ways?
- As for FTPs #5-6, prepare five to ten questions to ask the individual you are interviewing. Make sure to begin these two FTPs with a one paragraph (3-5 sentence) summary regarding the background of the individual being interviewed. Then write out each question in bold, followed by the individual’s answer for that question. Please end the paper with a one paragraph summary analyzing the interviewee’s responses. (Extra Credit FTPs on Borders and Futures should be done in a similar fashion.)

All six FTPs should be between 300-500 words. Post each FTP to our course Canvas under “Assignments.” They will be marked out of 10 points. Your grade will drop one point for each day it is late (submissions received after the due date and time, even if the same day, will be considered late). Papers received more than ten days late will not be accepted. The grading rubric for FTPs can be found on Canvas.

To combat the inevitable bad USB drive, faulty printer, or confused computer, please complete your assignments well in advance so that these technological glitches do not negatively affect your grade.

### Final notes regarding FTPs #1-4

- Dress for these field trips (i.e., to synagogues) should be “modest” and “respectful.”
- Please do not take notes during these field trips as some people in these communities do not write on particular days of the week (such as the Sabbath) and some congregants get weirded out by people coming into their space and taking notes (i.e., think about if you saw someone

you had never seen before sitting in your place of worship, looking around, and taking notes). Do your best to remember what you see and experience and write down your thoughts after the field trip.

- Please note that Orthodox synagogues (FTP #3) have two seating areas for all attendees, one for “males” and one for “females.” All other synagogues on our list do not make this distinction. Women may feel uncomfortable being separated in this way.
- You cannot go to any other synagogue except those found on this list.



**(3) Final Project (25%)** About half way through the semester (see course syllabus), I will divide the class into groups of 2-4 students (group size is dependent on total class size). Each group will be assigned a particular topic related to our course material.

### Scholarly Project

Each group needs to develop a thesis argument. For example, if I gave you the topic gender at USF you could argue as follows: “Though women were able to enroll in the school’s evening programs in law and business as early as 1927, it was not until 1964 that the University of San Francisco became a fully coeducational institution of higher learning. This decision has strengthened the overall educational experience of all USF students.” Note that in making this argument one is not merely conducting research on USF’s history of enrollment vis-à-vis gender. Rather an argument is being made for which the author need to make a case. In other words, you are not merely summarizing a given topic but adding an idea to the collective canon of scholarship.

The argument also needs to be relevant to the overarching “Key Ideas” of the chapter, rather than a minor point found in that chapter’s text. For example, if assigned Ch. 1 - Narratives, you will build your thesis around one of the chapter’s “Key Ideas,” such as whether or not you agree with the statement that “Communities have dominant and subordinated narratives, stories that are *true*, but not necessarily *factual*.” You would not develop your thesis argument around something marginal, such as comedian Sarah Silverman’s Jewish identity (she is found in Image 0.4).

In addition, I want your project to explicitly address the connection between your thesis and your own identity (individual groups will address both students’ relevant social identities). For example, if assigned Ch. 2 - Sinais, you could build around the idea of the “word of God” in the Jewish context and how this relates to your own personal belief or not in God or God’s word (or how this idea is reflected in the religious tradition with which you identify). Or, for example, if assigned Ch. 3 - Zions, you could build around the idea of diaspora or exile, how you identify with a place where you don’t live, a place you feel exile from (identity via negation).

### Proposal

A few weeks after students are divided into groups and assigned particular topics, each group is required to submit a Final Project Proposal via Canvas. The proposal is a formal assignment, not an informal vague description. The proposal should have the following:

- a thesis paragraph (min. 4-5 sentences) the clearly explains the topic being explored and the argument being made.
- a clear description of how the group is going to spend their time during their in-class Final Project Presentation.
- a list of a minimum of five scholarly sources being relied upon for the project. Citations should follow one of the following systems: MLA, APA, or Chicago Manual Style (CMS). For more information, see document found on Canvas titled “MLA, APA, and CMS.pdf.”

The proposal will account for 10% of your grade for the Final Project. Late proposals will not be accepted.

### In-class Presentation

Presentations are your opportunity to share your research with your classmates. All presentations will be given the second-to-last week of class. Closer to the date I will assign an order for the presentations.

#### *Max. time*

You will have a maximum of 20 minutes for your presentation. Part of your grade is an evaluation of your time management (i.e., practice beforehand to ensure you use your time wisely). You should definitely practice your presentation at least once with a timer. Remember that in your professional life you will (almost) always have time limits in specific situations. Assuming we have time, at the end of each project we will have time for a few minutes of a Q&A, whose primary purpose is to create a space for learning more about each project.

#### *Presentation Medium*

The medium for this presentation must be (at least) one of the following: powerpoint presentation; music or spoken word, dance, or a video, which can depict dance, spoken word, short film, animation, or a documentary film. If you integrate a video, youtube clip, or something similar into your presentation it should not be longer than 45 seconds.

Remember to be creative. Think through what is the best, most interesting, and most informative way to communicate the ideas found in your research.

#### *Group Work*

As part of each in-class presentation, students need to submit a formal document explaining the specifics of what is group member did to contribute to the overall success of the group and project.

#### *Tech.*

If you are utilizing any tech. – computers, ppt, internet, etc. – you must bring your work on a USB drive (downloading it from an on-line source takes too long, even via email). Also make sure that your tech.-related needs are compatible with a MAC, the computer we have in the classroom. Don't plan on bringing your own computer in class. Assume there will be tech. difficulties. There always are!

#### *Grade*

Your grade for your Final project is 25% of your total grade for the course. So, it needs to be tight. The project is out of a total of 100 pts.

- 10 pts. – Proposal: see above.
- 25 pts – Creativity: Was the presentation engaging? Was it unique? Was it clear that detail and thought went into it?
- 25 pts. – Content: Did the presentation lay out the thesis in a clear manner? Did it address the thesis clearly? Did the data presented clearly support the thesis? Did the presentation reflect a thoughtful examination of the subject matter?
- 20 pts. – Formality and Technicality: Was the presentation well organized? Did the presenter/s stick to the allotted time that they were given? Did presenter/s contact me well in advance to ensure all technological needs would be met? Did presenter/s come to class early if they needed to download/upload something for their presentation?
- 20 pts. – Group work: How well did each student work with the others in their group? See “Group Work” above.

### Assistance

If you need assistance with the proposal, remember that we have a Learning and Writing Center on campus, which is “free” (with your tuition, of course!). It’s located in INSERT. Likewise, if you need assistance regarding giving an oral presentation, our Speaking Center is located in INSERT.

### Conducting Research

As provided by my colleague, Shaina Hammerman, Ph.D.:

**Research resources:** Plan ahead! Research materials take time to find and access.

Your primary resource is [Gleeson Library](#), USF’s physical and online library. Google, Google Scholar, and Google Books are great places to start, but they are most useful when used in conjunction with the library. When you find an article cited via Google Scholar or another source, turn back to Gleeson to see if you can access it via USF’s resources. In Gleeson, enter the journal title under “Journal Title” on the bar on the left, and go through the available resources.

If USF’s library does not own a book or article, you can access it via the library’s **Interlibrary Loan system (ILLiad)**. Given enough time, this amazing system will deliver a scanned PDF of any article or book chapter to you or deliver a book for you from another library to Gleeson.

You are strongly encouraged to use [JSTOR](#) and [Project Muse](#) to access scholarly articles. You can access these resources in person at the library or remotely.

**Caution:** Wikipedia and other encyclopedias are often good places to begin learning about a subject. However, they are *never* acceptable citations for a research project. Wikipedia and other encyclopedias are tertiary sources, containing summaries of primary and secondary sources. Follow those references to the original sources and read those. Use them to help you find other sources. Then cite the primary and secondary sources that are useful to you, *not* Wikipedia or other encyclopedias.



#### **(4) Final Exam (25%)**

This in-class examination will take place on INSERT in our regularly scheduled classroom. We will discuss the Final Exam in greater detail toward the end of the semester.



#### **Extra Credit**

During the semester, there will be a number of opportunities to conduct extra credit work. (A number of these opportunities can be found in our course syllabus.) Unless communicated otherwise, these assignments will entail attending a specific event and writing up a response to the event that addresses two questions:

1. What is the event’s thesis?
2. What is your opinion of this thesis and how the presenter succeeded or failed in presenting it?

These extra credit submissions should be posted to our Canvas “Assignments.” Usually these write-ups are due one week after the event itself.

Note that there is no precise quantifiable way that I integrate extra credit into your final grade. What I can tell you definitively, however, is that completing extra credit assignments will absolutely have a positive effect on your final grade.

### **ACADEMIC INTEGRITY**

**What is Plagiarism?** (1) Using someone else’s words or ideas without proper documentation. This includes turning in an entire paper that someone else wrote or any portion of someone else’s paper, even a single sentence or a part of a sentence. (2) You cannot cut and paste a section from someone else’s work and change some of the words without a citation. This is not “paraphrasing” but plagiarism. (3) Copying a portion of your text from another source without proper acknowledgement of the source, including any

internet source. (4) Borrowing another person's ideas (even if you do not use the exact words) without documenting the source. (5) Turning in a paper written by another person, including essays available on the internet and from other students' papers. (6) When in doubt, cite your source of information. In academia, it is virtually impossible to overcite!!! For more information on proper ways to write citations—whether following MLA, APA, or Chicago Manual Style (CMS)—see document on Canvas, under “Files,” called “MLA, APA, and CMS.”

**What are the consequences?** Engaging in this behavior can lead to failing an assignment, a course, or even suspension and/or expulsion from USF. Suspected cheating and plagiarism will be referred to the USF Committee on Student Academic Honesty. The formal USF Student Academic Honesty Policy and Procedures can be found online [here](#) (scroll down on page). As stated on this website, by enrolling in a USF course you have pledged to “demonstrate the core values of the University of San Francisco by upholding the standards of honesty, integrity, excellence in [your] academic work, and respect for others in [your] educational experiences, including supporting USF's mission.”

**What if I'm Not Entirely Sure What Plagiarism is?** If you have any doubts or questions about whether or not you are engaging in plagiarism, please consult with me.



## CORE D-2 THEOLOGY AND RELIGIOUS STUDIES LEARNING OUTCOMES (LOs), COURSE SPECIFIC LOs, AND ASSESSMENT OF LOs

<b>Core D-2 Learning Outcomes</b> [General – College Curriculum]	<b>Relevant Course Learning Outcomes</b> [Specific – how this course addresses these LOs]	<b>Assessment</b> [How these LOs will be assessed]
<p>◆ <i>Human Dimensions of Religion, Theology, and Spirituality.</i> Understand their own spirituality and recognize how religion, theology, and spirituality underlie and correlate with a broad range of human experience.</p>	<ol style="list-style-type: none"> <li>1. Understand the role religion, theology, and spirituality plays—and does not play—in the lives of twenty-first-century Jews, especially those residing in the United States, and recognize how these elements play out—or not—in students' lives.</li> <li>2. Understand the vast manifestations of Jewish identities (i.e., culturally, ethnically, historically, nationally, politically, racially, religiously, etc.), and recognize how this broad spectrum plays out—or not—in terms of the communities students identify with, religious or not.</li> <li>3. An understanding of specific ways Jews perform their religious identities in terms of synagogue-based practices, and recognizing how these performances are correlate with and do not correlate with those in their own communities, religious or not.</li> </ol>	<ul style="list-style-type: none"> <li>• Regular classroom discussions</li> <li>• Field Trip Papers</li> <li>• Final Project (especially)</li> <li>• Final Exam</li> </ul>
<p>◆ <i>Religious Diversity.</i> Understand, differentiate, and appreciate various religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths. This understanding will entail the creedal vision, moral teachings, historical context, social expression, and key rites and symbols of these faith traditions.</p>	<ol style="list-style-type: none"> <li>1. Understand, differentiate, and appreciate the Jewish tradition, including multiple ways Jews identify or perform their Jewish identities (i.e., culturally, ethnically, historically, nationally, politically, racially, religiously, etc.).</li> </ol>	<ul style="list-style-type: none"> <li>• Regular classroom discussions</li> <li>• Field Trip Papers</li> <li>• Final Project</li> <li>• Final Exam</li> </ul>
<p>◆ <i>Social Justice.</i> Investigate and discuss how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.</p>	<ol style="list-style-type: none"> <li>1. Investigate and discuss how Jewish traditions work effectively for social justice.</li> <li>2. Understand, differentiate, and appreciate the tension between universalism and particularism within Jewish communities.</li> </ol>	<ul style="list-style-type: none"> <li>• Regular classroom discussions</li> <li>• Field Trip Papers</li> <li>• Final Project</li> <li>• Final Exam</li> </ul>