

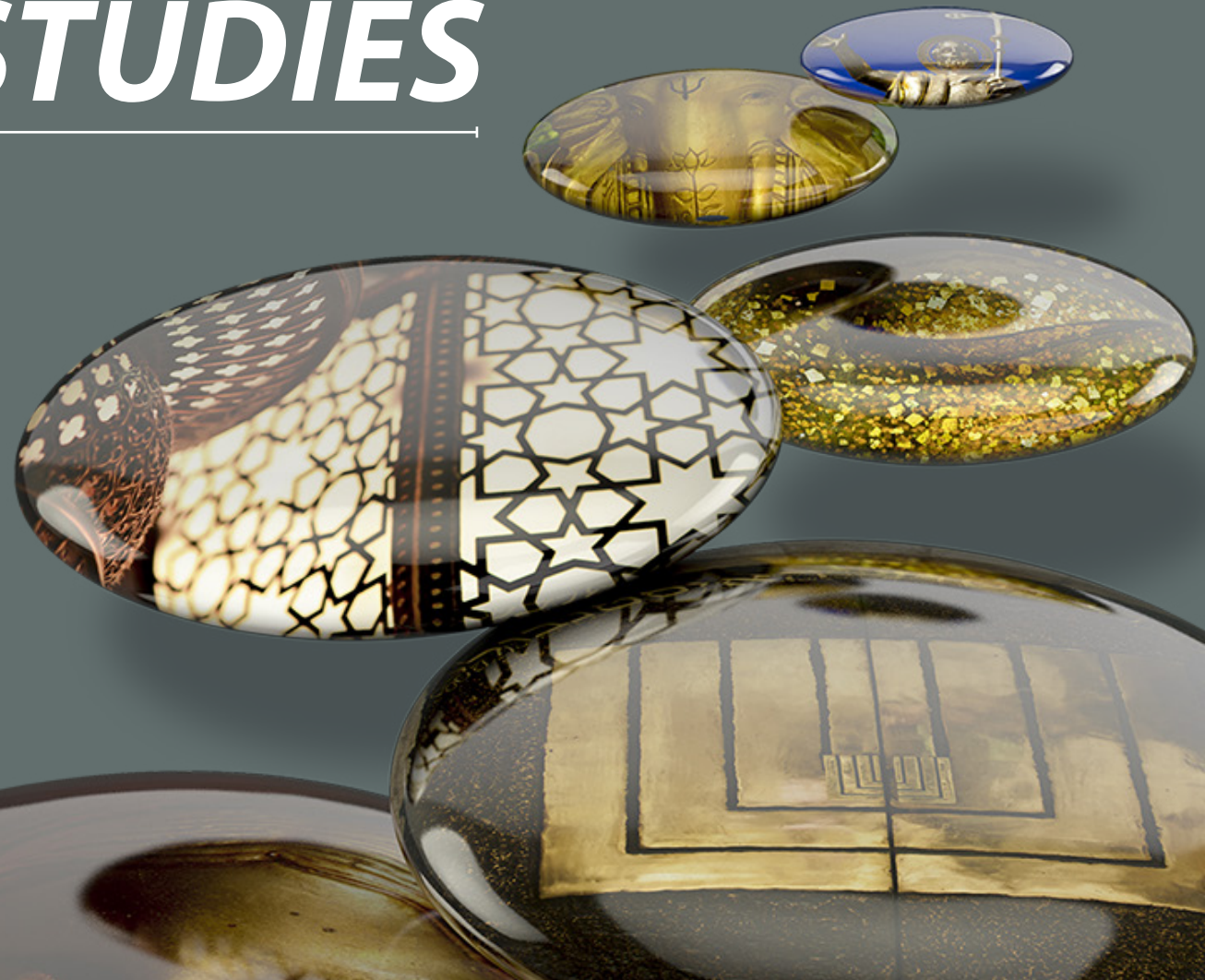
A LEVEL
Curriculum Planner

RELIGIOUS STUDIES

H173, H573
For first teaching in 2016

Developments in Jewish Thought (H573/05)

Version 1



AS and A LEVEL **RELIGIOUS STUDIES**

Developments in Jewish Thought

This curriculum plan is intended to provide support and guidance for teachers delivering Component 02 of OCR's AS and A Level in Religious Studies; Developments in Jewish Thought. It aims to address the content of this component in a way which makes it manageable for teachers and students, and provides details of useful resources, scholarly views, academic approaches and source of wisdom and authority.

The purpose of this course plan is to demonstrate how the specification might be translated into a teaching scheme. One of the first things which teachers are required to do with a new specification is to work out how much time to allocate to each part of the specification and to ensure that full specification coverage can be taught in a set time frame, given timetabling constraints. Whilst OCR's A Level in Religious Studies does not have stated 'Guided Learning Hours' in the specification, the generally recommended time for the study of an A Level is 360 hours across two years. We recognise that in reality some of these hours are lost to revision, mock exams, school events etc., and so we have designed this planner based on each of the three components of the A Level being taught in 100 hours overall (50 for the AS Level). This is in no way prescriptive or definitive; it is just one suggestion of how a teacher may plan the course.

This planner is intended to 'unpack' the specification content only. Teachers should build in revision, recap and assessment preparation as they deem necessary according to their context and learners. The weighting of hours allocated to content may also fluctuate from teacher to teacher and context to context, depending on the strengths of the teacher and their students. Please do adapt the amount of hours assigned to the various elements of material to suit both your needs and those of your learners.

The material for linear A Levels can be taught in a wide variety of ways, and how teachers approach this material will differ. If you are teaching a mixture of AS and A Level students in one class you will need to co-teach the two courses. Therefore you would be advised to teach the AS and A Level common content (indicated in this document by * next to the topics) in the first year, before moving onto the A Level only content in the second.

If you are not entering students for the AS Level, you are free to arrange the material as you wish. You may wish to complete the course one component at a time, or run them in parallel across the two years.

The following curriculum plan suggests an order of teaching based on the order of material in the specification; this is by no means the only way this material can be taught. It is important to note that this is only a proposed way through teaching the A Level. It isn't the intention to suggest that centres must follow this plan in order to be successful. This plan is intended to illustrate one way to deliver this component over a two year course. There are many possible approaches and centres are encouraged to reflect on good practice and develop their year plans and schemes of work in light of previous successful approaches, the resources available to them and of course their students' academic needs and abilities.

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
Judaism. GCSE Religious Studies. The Definitive Resource by Clive Lawton (published by The Board of Deputies of British Jews 2016) may be a useful source of intimal background reading if concepts have not been studied in depth at GCSE level.				
1. Foundations Jewish Oral and Written Law*	Introduction to Jewish oral and written sources	1	General Introduction to Jewish oral and written sources <ul style="list-style-type: none"> • Torah/Tenakh • Talmud • Mishnah • Midrash • Halakhah /aggada • Gemara • order of transmission of the oral tradition • revelation and authority. 	Cohn-Sherbok, D., (2003) <i>Judaism. History, Belief and Practice</i> , Routledge, Chapters 23 De Lange, N., (2000), <i>An Introduction to Judaism</i> , Cambridge University Press, Chapter 3 Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i> , Wadsworth Publishing Company, Chapters 12-13
	The Babylonian Talmud	2.5	The Babylonian Talmud <ul style="list-style-type: none"> • origins of the Babylonian Talmud • transmission of the Babylonian Talmud • further development of the key terms presented in the 'introduction to Jewish oral and written sources' in relation to the Babylonian Talmud • the importance of the oral and written Torah for Jewish belief and life today. The development of halakhah, including Shulkhan Arukh <ul style="list-style-type: none"> • definition of <i>halakhah</i> • dates and compilation of <i>Shulkhan Arukh</i> • <i>Orah Hayyim</i> (Path of Life) • <i>Yoreh Deah</i> (Teacher of Knowledge) • <i>Even ha-Ezer</i> (Stone of Help) • <i>Hoshen Mishpat</i> (Breastplate of Judgment) • spread of influence of work (i.e. Vilna Gaon) • diversity of approach in Orthodox and Progressive communities today to the <i>Shulkhan Arukh</i>. 	Cohn-Sherbok, D., (2003) <i>Judaism. History, Belief and Practice</i> , Routledge, Chapters 37 De Lange, N., (2000), <i>An Introduction to Judaism</i> , Cambridge University Press, Chapter 3 Hoffman, C.M. (2010) <i>Teach Yourself: Judaism</i> , Hodder Education, Chapter 6 Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i> , Wadsworth Publishing Company, Chapters 12-13 http://www.bbc.co.uk/religion/religions/judaism/texts/talmud.shtml

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Perkei Avot chapter 1	2.5	<p>Introduction to Perkei Avot</p> <ul style="list-style-type: none"> • tractate of Mishnah • type of writing and key features of the text (<i>i.e. ethical principles</i>) • authority of oral transmission. <p>Primary Source Reading:</p> <ul style="list-style-type: none"> • Perkei Avot chapter 1. <p>Detailed thematic study of the set text</p> <ul style="list-style-type: none"> • nature and interpretation of Torah as shown through the text <ul style="list-style-type: none"> - <i>i.e. order of transmission of the Oral Tradition (Moses through to the Great Assembly)</i> - <i>i.e. sayings attributed to sages</i> - <i>i.e. the importance of Torah study</i> • relevance of text for Judaism today. <p>Detailed thematic study of the set text</p> <ul style="list-style-type: none"> • principles of law and ethical principles outlined within the text. • <i>i.e. kindness to others</i> • <i>i.e. respect for yourself</i> • <i>i.e. peace</i> • <i>i.e. to not judge others</i> • <i>i.e. to be fair</i> • <i>i.e. to act now</i> • <i>relevance of text for Judaism today.</i> 	Perkei Avot chapter 1

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Evaluation and issues related to Jewish oral and written tradition	1.5	<p>Issues for modern Judaism related to Jewish oral and written law</p> <ul style="list-style-type: none"> the authority of written texts as the word of G-d and challenges to this claim <ul style="list-style-type: none"> i.e. Biblical Criticism (<i>such as Form, Redaction, Reader response</i>) i.e. challenges from within Judaism to this claim i.e. propositional and non-propositional revelation the oral Torah as divine revelation and challenges to this claim (as above) diversity of approach in Orthodox and Progressive communities to oral and written law <ul style="list-style-type: none"> authority of texts texts as historical role of texts within everyday life. 	<p>Cohn-Sherbok, D., (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapter 37</p> <p>De Lange, N., (2000), <i>An Introduction to Judaism</i>, Cambridge University Press, Chapter 3</p> <p>Hoffman, C.M. (2010) <i>Teach Yourself: Judaism</i>, Hodder Education, Chapters 3, 4</p>
1. Foundations Covenant in the Torah*	The Abrahamic Covenant (Genesis 12:1–3, 7; 15:1–21; 17:1–21)	6	<p>Introduction to covenant</p> <ul style="list-style-type: none"> <i>Berit</i> types and forms of covenant covenant and Salvation History/Heilsgeschichte election and covenant G-d and covenant covenant and the people of Israel. <p>Introduction to Abraham</p> <ul style="list-style-type: none"> historical setting and context of Abraham as Patriarch importance of Abraham within Judaism. 	<p>Anderson, B. (1998: 4th Edition) <i>The Living world of the Old Testament</i>, Longman- various sections</p> <p>Berlin., A et al (eds) <i>The Jewish Study Bible</i> (2004), Oxford University Press</p> <p>Brooke, G.J., (ed), (2001), <i>Jewish Ways of Reading the Bible</i>, Journal of Semitic Studies Supplement</p> <p>Cohn-Sherbok, D., (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 66–67</p> <p>Drane, J., (1987) <i>Introducing the Old Testament</i> (Lion Publishing) – various sections</p> <p>Marguerat, D., Bourquin, Y., (1998), <i>How to Read Bible Stories</i> (SCM Press) Chapters 1, 2</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>Introduction to ways of reading/interpreting texts</p> <ul style="list-style-type: none"> • brief introduction to 'story' and 'discourse' and the different ways of reading texts • introduction to the types of approaches that can be used to read texts (selections may be made for example from aggadah, historical-critical, literary, reader response, social, post-structuralist, Form-critical, redaction criticism approaches) • how 'academic ways of reading texts' may compliment or contradict Orthodox and Progressive viewpoints. <p>Primary Source Reading:</p> <ul style="list-style-type: none"> • Genesis 12:1–3, 7 • Genesis 15:1–21 • Genesis 17:1–21 <ul style="list-style-type: none"> - Developments of covenant within the texts. <p>Detailed thematic study of the set text</p> <ul style="list-style-type: none"> • the theme of the Jews as a chosen people • the form of the covenant: <ul style="list-style-type: none"> - comparison to Ancient Near Eastern parity and suzerainty treaties - speakers - requirements - witnesses - curses - blessings • the sign of covenant <ul style="list-style-type: none"> - circumcision - 'cutting of the covenant' • Exegesis. Differing views within Judaism and wider scholarship to: <ul style="list-style-type: none"> - date - authorship - theological purpose of the text. 	

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	<p>The Mosaic Covenant (Exodus 19:1–20:20)</p>	2	<p>Introduction to Moses</p> <ul style="list-style-type: none"> • historical setting and context of Moses • importance of Moses within Judaism. <p>Primary Source Reading:</p> <ul style="list-style-type: none"> • Exodus 19:1-20:20 <ul style="list-style-type: none"> - development of covenant within the set text from the Abrahamic covenant - similarities and difference to the Abrahamic covenant. <p>Detailed thematic study of the set text</p> <ul style="list-style-type: none"> • the theme of land • the theme of the Jews as a chosen people • the theme of the law • the form of the covenant: <ul style="list-style-type: none"> - comparison to Ancient Near Eastern parity and suzerainty treaties - speakers - requirements - witnesses - curses - blessings. • the sign of the covenant: <ul style="list-style-type: none"> - sprinkling of blood - law. • Exegesis. Differing views within Judaism and wider scholarship to: <ul style="list-style-type: none"> - date - authorship - theological purpose of the text. 	<p>As above</p> <p>Any additional materials may also be used; the suggestions here are in the main, commonly available resources which can be used by students and teachers.</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Application of key themes	1	<p>Concluding discussion focusing on similarities, differences and synoptic links between the studied covenants including:</p> <ul style="list-style-type: none"> • how covenant is a particularly Jewish concept • how this concept has developed over the studied texts • how covenant shows a developing relationship between G-d and the Jews • how key themes within the covenant texts studied are central to Jewish thought • how contemporary scholarship views and understands the narrative text and the impact this may have, or not, on faith. 	As above
<p>2: Insight Maimonides:</p> <p>Jewish Theologian and Philosopher*</p>	<p>Maimonides' 13 Principles of Faith</p> <p>Introduction to Maimonides</p>	1	<p>Introduction to Maimonides</p> <ul style="list-style-type: none"> • brief overview of contextual background • short introduction to Maimonides as philosopher, ethicist and theologian • similarities, differences and influences of, and impact upon, other major philosophical thinkers (i.e. Aristotle, al-Farabi, Aquinas). <p>Reading of Maimonides' 13 Principles of Faith (Commentary on the Mishnah, Sanhedrin 10):</p> <ul style="list-style-type: none"> • introductory discussion of the wider themes which the 13 Principles of Faith address (conception of G-d, revelation and G-d's relationship with man) • how the 13 Principles were viewed by the contemporaries of Maimonides. 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapter 32.</p> <p>Jones, G., Hawards. J. Cardinal (2008), <i>An Introduction to Philosophy for AS Level</i>, Hodder Education, Chapter 2.</p> <p>Seeskin, K (ed.) (2005), <i>The Cambridge Companion to Maimonides</i>, Cambridge University Press: New York, Chapter 1.</p> <p>Stanford Encyclopaedia of Philosophy: https://plato.stanford.edu/entries/maimonides/#LifWor</p> <p>13 Principles in English/online i.e. https://en.wikisource.org/wiki/Maimonides_Introduction_to_Helek_Abelson</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	<p>Maimonides' 13 Principles of Faith.</p> <p>Principles 1–5 (Conception of G-d)</p>	3	<p>Principle/Article of Faith 1: Belief in the existence of G-d.</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Exodus 20:2</i>) • how this principle is developed in the thinking of Maimonides (<i>i.e. development of philosophical thought and language and similarities and differences to other major philosophical thinkers</i>) • how this principle is developed by living Judaism and by Orthodox and Progressive communities (<i>i.e. through belief, prayer, worship, lifestyle etc.</i>). <p>Principle/Article of Faith 2: Belief in G-d's unity.</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Deuteronomy 6:4</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities. <p>Principle/Article of Faith 3: Belief in G-d's incorporeality.</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Deuteronomy 4:15</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities. <p>Principle/Article of Faith 4: Belief in G-d's eternity.</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Deuteronomy 33:27</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities. 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 55-58, 60-61</p> <p>De Lange, N., (2000), <i>An Introduction to Judaism</i>, Cambridge University Press, Chapter 4 and pp.155-175.</p> <p>Jones, G, Hawards. J. Cardinal, (2008), <i>An Introduction to Philosophy for AS Level</i>, Hodder Education, Chapter 2.</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life</i> 4th Edition, Wadsworth Publishing Company, Chapters 14-15.</p> <p>Exodus 20:2</p> <p>Exodus 20:3-6</p> <p>Deuteronomy 6:4</p> <p>Deuteronomy 4:15</p> <p>Deuteronomy 33:27</p>

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			<p>Principle/Article of Faith 5: Belief in the worship alone of G-d.</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Exodus 20:3-6</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities. 	
	<p>Principles 6–9 (Revelation)</p>	<p>3</p>	<p>Principle/Article of Faith 6: Belief in prophecy</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Deuteronomy 18:18</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities (<i>i.e. through belief, prayer, worship, lifestyle etc.</i>). <p>Principle/Article of Faith 7: Belief in Moses as the greatest of the prophets</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Book of Exodus; Numbers 12:8</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities. <p>Principle/Article of Faith 8: Belief that the Torah was given by G-d to Moses.</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Exodus 20</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities. 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 26, 62, 63.</p> <p>Exodus</p> <p>Deuteronomy 13: 1</p> <p>Deuteronomy 18:18</p> <p>Numbers 12:8</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>Principle/Article of Faith 9: Belief that the Torah is immutable.</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Deuteronomy 13: 1</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities. 	
	<p>Principles 10–13 (G-d's relationship with man)</p>	<p>3</p>	<p>Principle/Article of Faith 10: Belief that G-d's knows the thoughts and deeds of man</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Psalm 33:15</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities (<i>i.e. through belief, prayer, worship, lifestyle etc.</i>). <p>Principle/Article of Faith 11: Belief that G-d rewards and punishes</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Exodus 32:32</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities. • how beliefs, teachings and ideas about the self, death and afterlife are shown within the thinking of Maimonides. 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 69-71</p> <p>De Lange, N., (2000), <i>An Introduction to Judaism</i>, Cambridge University Press, Chapter 8</p> <p>Exodus 32:32</p> <p>Jeremiah 23:5; 33:15</p> <p>Psalm 33:15</p>

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			<p>Principle/Article of Faith 12: Belief in the advent of the messiah</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism (<i>i.e. Jeremiah 23:5; 33:15</i>) • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities. • how beliefs, teachings and ideas about the self, death and afterlife are shown within the thinking of Maimonides. <p>Principle/Article of Faith 13: Belief in the resurrection of the dead</p> <ul style="list-style-type: none"> • how this principle is rooted in the history of Biblical Judaism • how this principle is developed in the thinking of Maimonides • how this principle is developed by living Judaism and by Orthodox and Progressive communities • how beliefs, teachings and ideas about the self, death and afterlife are shown within the thinking of Maimonides. 	

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
2: Insight Suffering and hope*	Suffering (a study of Job 1–4, 38 and 42)	4.5	<p>Introduction to concept of suffering</p> <ul style="list-style-type: none"> • <i>Theodicy</i> • sufferings of the nation of Israel/corporate suffering • individual suffering • suffering as punishment • underserved suffering • G-d and suffering. <p>Introduction to the Book of Job</p> <ul style="list-style-type: none"> • historical setting and context of Job • importance of Job within Judaism • Job as Wisdom Literature <ul style="list-style-type: none"> - definition of Wisdom literature - ways of reading Wisdom Literature - date - authorship - theological purpose. <p>Primary Source Reading:</p> <ul style="list-style-type: none"> • Job 1-4 • Job 38 • Job 42 	<p>Barton, J. and Bowden, J. (2004) <i>The Original Story. God, Israel and the World</i>, Chapters 2.5, 5</p> <p>Berlin, A et al (eds), <i>The Jewish Study Bible</i> (2004), Oxford University Press</p> <p>Soggin, A. (1999) <i>An Introduction to the History of Israel and Judah</i>, SCM, Chapters 1 and 10</p> <p>Job 1–4, 38 and 42</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>Detailed thematic study of the set texts</p> <p>Exploration of the following themes through a study of the set text including the responses of Job's 'friends' Eliphaz, Bildad and Zophar.</p> <ul style="list-style-type: none"> • apparent hiddenness of G-d • nature of evil and suffering presented within Job • concepts of morality presented within the book <ul style="list-style-type: none"> - suffering as punishment - undeserved suffering - individual suffering - propensity of wickedness - suffering of the righteous. • Exegesis. Differing views within Judaism and wider scholarship to: <ul style="list-style-type: none"> - date - authorship - theological purpose of the text - textual interpretation. 	
	Messianic Hope	3	<p>Introduction to concept of the messiah</p> <ul style="list-style-type: none"> • <i>Mashiah</i> • prophetic predictions • nature and role of messiah (for example, <i>Davidic line, human leader, military King etc.</i>) • possible conditions needed for the messiah (<i>i.e. ingathering of the exiles; restoration of courts of justice; end to evil; rewarding of the righteous; rebuilding of Jerusalem; restoration of the line of King David; restoration of Temple service</i>). • views of when the messiah will come • messianic hope and Olam Ha-Ba. 	<p>Berlin, A et al (eds), <i>The Jewish Study Bible</i> (2004), Oxford University Press</p> <p>Cohn-Sherbok, D. (1997) <i>The Jewish Messiah</i>, T and T Clark</p> <p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 70, 71</p>

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			<p>The messiah in the Hebrew Bible</p> <ul style="list-style-type: none"> textual study of passages which are considered within Judaism as those which are messianic in nature <ul style="list-style-type: none"> e.g. Micah 4 Exegesis. Differing views within Judaism and wider scholarship to understanding the passages chosen. <p>Messiah in the teachings of Maimonides</p> <p>(Refer back to and develop the teaching from 2: Insights, Maimonides, Principle of Faith: 12).</p>	
	Application of key themes	1.5	<p>Concluding discussion focusing on:</p> <ul style="list-style-type: none"> how faith and trust in G-d is required to deal with the presence of suffering in the world the messianic hope and how this answers, or not, the question of suffering the contrast between the way in which Messianic hope is understood and interpreted by Orthodox and Progressive Jewish groups today. 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 70, 71</p> <p>De Lange, N., (2000), <i>An Introduction to Judaism</i>, Cambridge University Press, pp.201-206.</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life</i> 4th Edition (Wadsworth Publishing Company), various sections</p>
3 Living: Halakhah*	Halakhah in relation to food.	3	<p>Kashrut (general)</p> <ul style="list-style-type: none"> scriptural origins (i.e. <i>Leviticus 11; Deuteronomy 14:3-21 [could study in addition Shulkhan Arukh]</i>) rationales for observance <ul style="list-style-type: none"> holiness (<i>Exodus 22:31, Leviticus 11:44-45, Deuteronomy 14:21</i>) self-discipline (i.e. <i>Maimonides: The Guide for the Perplexed</i>) mitzvot tradition special dietary rules at festivals i.e. Passover and hametz. 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 87</p> <p>De Lange, N., (2000), <i>An Introduction to Judaism</i>, Cambridge University Press, pp.89-91</p> <p>Hoffman, C.M. (2010) <i>Teach Yourself: Judaism</i>, Hodder Education, Chapter 6</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life</i> 4th Edition, Wadsworth Publishing Company, Chapters 18</p> <p>Exodus 22:31</p> <p>Exodus 23:19</p> <p>Leviticus 11:44-45</p> <p>Deuteronomy 14:21</p>

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			<p>Meat, Dairy, Parve</p> <ul style="list-style-type: none"> • origins of practice (<i>i.e. Exodus 23:19</i>). • explanation of practice: <ul style="list-style-type: none"> - as counter to pagan practice - i.e. Maimonides as easy to digestion - milk/meat representing life/death - as <i>hukim</i>. • development of practice including the 'kosher kitchen' <ul style="list-style-type: none"> - required characteristics of poultry, fish and meat - storage and preparation of milk and meat dishes - neutralization of utensils, food etc. when kosher and <i>terefah</i> come into contact - Kosher supervision agencies, <i>hechsher/hechsherim</i> - <i>Parve</i>. <p>Shehitah</p> <ul style="list-style-type: none"> • origins of practice (<i>i.e. Talmud, as G-d declared to Moses</i>) • procedure of, development of, and explanation of practice • prohibition of blood and kashering • <i>shohet</i> (slaughterer) • prohibition of <i>terefah</i> (<i>i.e. Exodus 22:31</i>). <p>Diversity of ethics and practice in the living community</p> <ul style="list-style-type: none"> • Orthodox approaches to, and justification of, halakhah in relation to food • Progressive approaches to, and justification of, halakhah in relation to food (<i>i.e. Reform position as declared at the Pittsburg Conference</i>) • relevance of halakhah in relation to food for the twenty-first century (<i>i.e. cost and availability, vegetarianism, separation of community etc.</i>). 	

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Halakhah in relation to business Ethics	1.5	<p>Loans</p> <ul style="list-style-type: none"> • origins and development of thought <ul style="list-style-type: none"> - Exodus 22:24 - Deuteronomy 23:20-21 - Leviticus 25:35-37 • charging of interest • Usury as practice. <p>Deception</p> <ul style="list-style-type: none"> • verbal deception <ul style="list-style-type: none"> - Leviticus 25:17 - Talmudic/Mishnah developments. • monetary deception <ul style="list-style-type: none"> - Leviticus 25: 14 - Talmudic/Mishnah developments. • accuracy in weights/measures <ul style="list-style-type: none"> - Leviticus 19:35-36 - Talmudic/Mishnah developments. • contemporary applications <ul style="list-style-type: none"> - treatment of workers - Whistleblowing - working 'well'. <p>Diversity of ethics and practice in the living community</p> <ul style="list-style-type: none"> • Orthodox approaches to, and justification of, halakhah in relation to business ethics • Progressive approaches to, and justification of, halakhah in relation to business ethics • relevance of halakhah in relation to business for the twenty-first century (<i>i.e. global business ethics, Fair Trade, contemporary applications</i>). 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapter 89</p> <p>https://www.bod.org.uk/wp-content/uploads/2015/09/Employers-Guide-to-Judaism2.pdf</p> <p>Exodus 22:24</p> <p>Leviticus 19:35-36</p> <p>Leviticus 25:14</p> <p>Leviticus 25:17</p> <p>Leviticus 25:35-37</p> <p>Deuteronomy 23:20-21</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Halakhah in relation to sex	3	<p>Sex as mitzvot</p> <ul style="list-style-type: none"> scriptural origins (<i>i.e. Genesis 2:18; 2:24, Yevamot 62b</i>) sex within marriage and marriage as <i>Kiddushin</i> sex for procreation and differing views within Judaism on sex for procreation sex as an act of pleasure and views on contemporary issues related to sex as an act of pleasure such as contraception, sex outside of marriage, sex following a divorce etc. <p>Niddah</p> <ul style="list-style-type: none"> scriptural origins (<i>i.e. Leviticus 15:19-24; 18:19; 20:18</i>) and development in Babylonia Talmud tractate on Purities observance of, and views on, the practice in Orthodox and Progressive Judaism <i>Niddah</i> as holiness contemporary views on <i>Niddah</i>. <p>Mikveh</p> <ul style="list-style-type: none"> origins of practice for women after menstruation, before marriage and after childbirth <i>Mikveh</i> and <i>Niddah</i> observance of, and views on, the practice in Orthodox and Progressive Judaism contemporary views on, and issues surrounding the use of <i>mikveh</i>. 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 52 and 54.</p> <p>De Lange, N., (2000), <i>An Introduction to Judaism</i>, Cambridge University Press, Chapter 5.</p> <p>Plaskow, J (1990), <i>Standing Again at Sinai. Judaism from a Feminist Perspective</i> Harper Collins, Chapter 5</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life</i> 4th Edition, Wadsworth Publishing Company, Chapters 21</p> <p>Wilcockson. M., (2010), <i>Social Ethics (Access To Religion and Philosophy)</i>, Chapter 3</p> <p>Genesis 2:18</p> <p>Genesis 2:24</p> <p>Leviticus 15:19-24</p> <p>Leviticus 18:19</p> <p>Leviticus 20:18</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>'Prohibited' sexual acts or relations</p> <ul style="list-style-type: none"> • acts and relations that could be considered controversial or prohibited for example: <ul style="list-style-type: none"> - LGBTQ - same-sex relationships - same-sex marriage - masturbation - sex outside of marriage - contemporary issues related to sex (<i>i.e. pornography, rape, abortion, casual sex, sexting</i>). • scriptural origins for such relationships (<i>i.e. Leviticus 18:22; Leviticus 20:13</i>) • views on these issues within Orthodox and Progressive Judaism • similarities and differences in views within Judaism to other major world religions and/or ethical/contemporary views • relevance of halakhah in relation to sex for the twenty-first century. 	
<p>3 Living: Conversion*</p>	<p>The process of conversion to Judaism as outlined within the Shulkhan Arukh</p>	<p>1.5</p>	<p>Conversion Introduction</p> <ul style="list-style-type: none"> • definitions of conversion • biblical origins • Talmudic and Midrashic references • reasons for conversion. <p>Primary Source Reading:</p> <ul style="list-style-type: none"> • <i>268, Yoreh Deah, Shulkhan Arukh</i> • circumcision <ul style="list-style-type: none"> - questions to proselyte - mikveh - the differences and similarities between the male and female conversion processes. 	<p><i>268 Yoreh Deah in the Shulkhan Arukh</i> in English <i>i.e.</i> https://en.wikisource.org/wiki/Translation:Shulchan_Arukh/Yoreh_Deah</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	<p>The process of conversion to Judaism – responses within modern Judaism</p>	4	<p>Conversion and halakhah</p> <ul style="list-style-type: none"> • role of Bet Din • Halakhic understandings of conversion. <p>Development of practice of conversion</p> <p>Circumcision</p> <ul style="list-style-type: none"> • Orthodox approaches to, and practice of, conversion and circumcision • Progressive viewpoints on conversion and circumcision. <p>Religious Instruction prior to conversion</p> <ul style="list-style-type: none"> • Orthodox approaches to, and practices of, conversion as a legal rite of passage • Progressive approaches to religious instruction (<i>i.e. interview with Rabbi, reaching a required knowledge base on Judaism</i>) • the role of the community of believers. <p>Mikveh and ritual immersion</p> <ul style="list-style-type: none"> • <i>Tevilah</i> • Orthodox approaches and legal rite of passage • Progressive approaches • the role of the community of believers. <p>Male and female conversion processes</p> <ul style="list-style-type: none"> • differences and similarities • Orthodox and Progressive approaches. <p>How conversion for a proselyte will shape and express religious identity</p> <ul style="list-style-type: none"> • validity of conversion/ halakhic understandings • Orthodox approaches and legal rite of passage • Progressive approaches • the role of the community of believers • Judaism as a non-missionary religion. 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge Chapter 54, Chapter 90</p> <p>Hoffman, C.M. (2010) <i>Teach Yourself: Judaism</i>, Hodder Education, pp.128-130</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life</i> 4th Edition, Wadsworth Publishing Company, pp.21-22, pp.189-190, pp.381-382</p> <p>268 <i>Yoreh Deah in the Shulkhan Arukh</i> in English <i>i.e.</i> https://en.wikisource.org/wiki/Translation:Shulchan_Aruch/Yoreh_Deah</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Responses within modern Judaism to conversion	2	<p>Matrilineality</p> <ul style="list-style-type: none"> • origins of Matrilineality • development of thought in Orthodox and Progressive Judaism. <p>Patrilineal descent and 'Jewishness'</p> <ul style="list-style-type: none"> • origins of viewpoint • how this develops the notion of conversion • Orthodox and Progressive responses to patrilineal descent. <p>Questions surrounding religious identity and validity of descent.</p> <ul style="list-style-type: none"> • contemporary views on the issue • intermarriage • <i>Bet Din</i> and laws of status. 	<p>Cohn-Sherbok, D. (2003) <i>Judaism. History, Belief and Practice</i>, Routledge, Chapter 90</p> <p>Epstein, L. (1994) <i>Conversion to Judaism: A Guidebook</i> (Jason Aronson), Chapters 4, 5 and 7</p> <p>Hoffman, C.M. (2010) <i>Teach Yourself: Judaism</i>, Hodder Education, pp.128-130.</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, pp. 21-22, pp.189-190, pp.381-382</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
4. Development of the Jewish Haskalah and Jewish Emancipation	The origins of Haskalah	3	<p>Introduction to Moses Mendelssohn</p> <ul style="list-style-type: none"> • brief overview of contextual background • short introduction to Maimonides as philosopher and theologian • brief discussion of the similarities, differences and influences of, and impact upon, other major philosophical thinkers. <p>Moses Mendelssohn and the Existence of G-d</p> <ul style="list-style-type: none"> • principle of Sufficient reason • natural Theology/ revealed Law • truth and reason • defence of the Jewish religion • modernisation of Jewish life i.e. translation, the Biur • the extent to which Mendelssohn and the Haskalah transformed Jewish life and thought. 	<p>Sorkin, D. (2004) <i>Moses Mendelsohn and the Religious Enlightenment</i>, Halban Publishers, Part One</p> <p>Kessler, E. (2010) <i>An Introduction to Jewish-Christian Relations</i> (Introduction to Religion), Cambridge University Press, Chapter 6</p> <p>Stanford Encyclopaedia of Philosophy http://plato.stanford.edu/entries/mendelssohn/</p>
	The development of Haskalah	2	<p>Haskalah</p> <ul style="list-style-type: none"> • origins of ideological movement • call for reform. <p>Maskilim</p> <ul style="list-style-type: none"> • advocates of Haskalah • call for acquisition and transmission of knowledge through reason • key figures and activities • the creation of secular Jewish culture. <p>Emphasis on Jewish history and Jewish identity rather than religion</p> <ul style="list-style-type: none"> • Judaism as a rational religion • freedom of consciousness • development of Judaism as an identity and the rise of secular ideas. 	<p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 41-44</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, Chapter 6</p> <p>De Lange, N., and Freud-Kandel, M., (2005), <i>Modern Judaism. An Oxford Guide</i>, Oxford University press, New York, Chapters 1-2.</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Emancipation (Jews as citizens)	4	<p>The civil liberties and development of European Jewish-Christian relations that came with emancipation:</p> <p>The impact of emancipation on Jewish communities</p> <ul style="list-style-type: none"> • what is emancipation? • equal rights as citizens • freedoms and restrictions. <p>The development of Jewish self-consciousness</p> <p>The development of Reform and Progressive Judaism</p> <ul style="list-style-type: none"> • key figures in the rise of different branches of Judaism such as Israel Jacobson, Abraham Geiger, Samuel Hirsch and the impact these had, or not, on the rise of Progressive and Reform movements • roots and development of Reform Judaism and Progressive Judaism • developments in worship, belief and culture • the development of pluralism and diversity within Judaism. <p>The challenge posed by the development of science and rational thought:</p> <ul style="list-style-type: none"> • for the existence of G-d • the Jewish way of life. <p>Jewish Haskalah in the context of European Christian enlightenment</p> <ul style="list-style-type: none"> • similarities and differences • challenges this brought to faith and belief in existence of G-d. 	<p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 41-44</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i> (Wadsworth Publishing Company), Chapter 6</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
4. Development Zionism	Political Zionism (Theodor Herzl)	2.5	<p>Introduction to Herzl and Zionism</p> <ul style="list-style-type: none"> • brief overview of contextual background <i>e.g. Dreyfus affair, Pale of Settlement</i> • brief overview of Herzl • brief discussion of the emerging Zionist thought from which Herzl drew • can Zionism be defined? <p>Key moments in the life and work of Herzl:</p> <p>World Zionist organisation</p> <ul style="list-style-type: none"> • 1897 Congress (Basle) • key messages from the Congress (Herzl) and the impact of these on the modern World Zionist organisation • continuation of World Zionist organisation. <p>Philosophy for a homeland</p> <ul style="list-style-type: none"> • emancipation of Jews as illusion • re-establishment of a Jewish homeland in Palestine • support and opposition. <p>Diplomatic negotiations</p> <ul style="list-style-type: none"> • negotiations with Kaiser Wilhelm II • negotiations with Chamberlain. <p>Visit to the 'Holy land'</p> <ul style="list-style-type: none"> • 1898 – meeting with Kaiser Wilhelm II and others • diplomatic negotiations • impact on Zionist thought. <p>Uganda programme</p> <ul style="list-style-type: none"> • contextual background to proposal – persecution, Pale of Settlement • temporary asylum • opposition and schism. 	<p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 47–48</p> <p>Kessler, E. (2010) <i>An Introduction to Jewish-Christian Relations (Introduction to Religion)</i>, Cambridge University Press, Chapter 8</p> <p>C.M. Hoffman (2010), <i>Teach Yourself: Judaism</i>, Hodder Education, Chapter 17</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, Chapter 8</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Cultural Zionism (Asher Ginzberg/ Ahad Ha'am)	1.5	<p>Introduction to Cultural Zionism</p> <ul style="list-style-type: none"> • brief overview of Ginzberg • brief discussion of the emerging Zionist thought from which Cultural Zionism drew. <p>Key moments in the life and work of Ginzberg:</p> <p>Visits to the 'Holy Land'</p> <ul style="list-style-type: none"> • observations on life in 'Holy Land' • diaspora • key messages from his writings • reaction to the 1897 Basel Zionist Congress calling for a Jewish national homeland. <p>The call for the establishment of a permanent and authoritative centre for Jewish value, spirit and ethics</p> <ul style="list-style-type: none"> • establishment of Jewish settlements in Palestine • nationalism in the Jewish Diaspora • reviving Hebrew and Jewish culture <ul style="list-style-type: none"> - regeneration of the Hebrew language - impact of thought. <p>Similarities and differences to Herzl</p>	<p>Kessler, E. (2010) <i>An Introduction to Jewish-Christian Relations (Introduction to Religion)</i>, Cambridge University Press, Chapter 8</p> <p>C.M. Hoffman (2010), <i>Teach Yourself: Judaism</i>, Hodder Education, Chapter 17</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, Chapter 8</p>
	Modern Zionism	4	<p>Development of different Zionist movements and schools of thought;</p> <ul style="list-style-type: none"> • i.e. Revisionist <ul style="list-style-type: none"> - ideology - key figures and names - views on Land of Israel • i.e. Labour <ul style="list-style-type: none"> - ideology - key figures and names - views on Land of Israel • i.e. Liberal <ul style="list-style-type: none"> - ideology - key figures and names - views on Land of Israel. 	<p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 48- 51.</p> <p>C.M. Hoffman (2010), <i>Teach Yourself: Judaism</i>, Hodder Education, Chapter 17</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, Chapter 8</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>Orthodox and Progressive Jewish responses to Zionism</p> <ul style="list-style-type: none"> • Orthodox responses which support/reject Zionism • Progressive responses which support/reject Zionism. <p>Jewish opposition to Zionism</p> <ul style="list-style-type: none"> • e.g. Satmar • i.e. Haredi • i.e. Neturei Karta. <p>Non-Jewish support for, and opposition to, Zionism</p> <ul style="list-style-type: none"> • rationale for opposition e.g. land, 1948, Palestinian treatment etc. • support for Zionism within different religious groups and rationale for this. <p>How the continuing conflicts within, and towards, the Zionist movements have impacted upon Jewish identity and societal relations</p> <ul style="list-style-type: none"> • e.g. Balfour Declaration • e.g. Palestine Mandate • e.g. Zionism as 'racist' • e.g. boycotts. <p>Evaluative discussion</p> <ul style="list-style-type: none"> • has Zionism has done more damage than good? <ul style="list-style-type: none"> - e.g. to whom? - e.g. to the Land? - e.g. to political and diplomatic relations? • is Zionism a 'solution' to anti-Semitism? • is anti-Zionism merely anti-Semitism? 	

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5. Society State of Israel and the Biblical Promised Land	The significance of the concept of the Land of Israel for Judaism	3	<p>The historical and covenantal context as the 'Promised Land' (to be briefly discussed only)</p> <ul style="list-style-type: none"> • Abrahamic Covenant • Mosaic Covenant • conquest and settlement • Davidic Covenant • Divided Monarchy (Israel and Judah). <p>The historical exile of Israel to Babylon in the sixth century BCE and the return to the Promised Land (to be briefly discussed only)</p> <ul style="list-style-type: none"> • Assyria and Babylonian Powers • Jewish Prophetic messages of the time • return and restoration. <p>The dispersion of the Jewish people between 70 CE and 1948 (to be briefly discussed only)</p> <ul style="list-style-type: none"> • Judaism under Hellenism • diaspora • Key moments connected to the Land i.e. Islamic rule, Zionism etc. <p>Zionism and the 'Land'</p> <ul style="list-style-type: none"> • political Zionism • cultural Zionism • other views and positions studied in Section 4. Developments: Zionism <p>Concepts related to the Land</p> <ul style="list-style-type: none"> • stewardship <ul style="list-style-type: none"> - present day environmental concerns arising out of rapid population growth, rapid industrialization, increased affluence within the present day State of Israel • shemittah • the Year of Jubilees • the establishment of kibbutzim. 	<p>Barton, J. and Bowden, J. (2004), <i>The Original Story. God, Israel and the World</i>, Darton, Longman & Todd Ltd, Chapter 5</p> <p>Gilbert, M. (1999) <i>Israel: A History</i>, Black Swan, Chapters 7–15</p> <p>Hoffman, C.M. (2010) <i>Teach Yourself: Judaism</i>, Hodder Education, Chapter 17</p> <p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 2, 4, 6-14, 47, 67</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	The State of Israel	3	<p>The creation and development of modern Israel: 1945–1948:</p> <ul style="list-style-type: none"> • historical context setting <ul style="list-style-type: none"> - British Mandate - Balfour Declaration • Jewish-British conflict in Palestine <ul style="list-style-type: none"> - Stern Gang, Haganah, Menachem Begin, King David Hotel, etc. • UN plan for partition. <p>1948:</p> <ul style="list-style-type: none"> • declaration of the State of Israel – Ben-Gurion • Scroll of Independence <ul style="list-style-type: none"> - Forming of a Government - Continued conflict • the following migration of Jews into the State • Zionism. <p>Conflict (each to be discussed with some brevity)</p> <ul style="list-style-type: none"> • Six Day War • Yom Kippur War • Palestinian intifada • recent conflict and political tensions • the impact of the conflicts on the Land, Judaism and wider inter-country politics. 	<p>Gilbert, M. (1999) <i>Israel: A History</i>, Black Swan, Chapters 7–15</p> <p>Hoffman, C.M. (2010) <i>Teach Yourself: Judaism</i>, Hodder Education, Chapter 17</p> <p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapter 51</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, Chapter 8</p>
	Differences between the Promised Land and the State of Israel	1	<p>Differences in the boundaries of the land</p> <ul style="list-style-type: none"> • is the current State of Israel the ‘Promised Land’? <p>Religious and political responses to the present day State of Israel:</p> <ul style="list-style-type: none"> • Neturei Karta • Gush Emunim • Orthodox and Progressive views. 	<p>Hoffman, C.M. (2010) <i>Teach Yourself: Judaism</i>, Hodder Education, Chapter 17</p> <p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 51</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, Chapter 8</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Topic Evaluation	1	<p>Evaluative discussion:</p> <p>How and why has the Land been a central tenant of Jewish thought from Biblical times onwards?</p> <ul style="list-style-type: none"> can this be challenged when Biblical Texts are read through critical analysis and not as 'history'? <p>Tensions surrounding the establishment of a Jewish homeland</p> <ul style="list-style-type: none"> Zionism? different viewpoints within Judaism, and within wider society, towards the importance and significance of the Land? <p>The claims of Israelis' and Palestinians' regarding both the Land and the creation of a Jewish State</p>	
5. Society Rethinking Women: Jewish Feminism	An introduction to Jewish Feminism	2	<p>Introduction to feminism and the rationale behind the development of Jewish feminism and Jewish feminist theology</p> <ul style="list-style-type: none"> brief introduction to the broader ideology and movement of feminism contextual understanding as to why feminism has arisen in Judaism key figures in Jewish feminist theology in 20th century <ul style="list-style-type: none"> key figures in Jewish religious 'feminism' in 20th century key Jewish women in religious roles. <p>Orthodox and Progressive responses to feminism and women in leading roles in Judaism</p> <ul style="list-style-type: none"> exemption from positive time-based mitzvot and how this may be understood re. feminism women reading the Torah women as <i>sofrot</i> women in religious roles <ul style="list-style-type: none"> e.g. Regina Jonas e.g. Deborah Waxman e.g. Laura Janner-Klausner. 	<p>Jewish Women's Archive (www.jwa.org)</p> <p>Hoffman, C.M. (2010) <i>Teach Yourself: Judaism</i>, Hodder Education, Chapters 5 and 9</p> <p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 53 and 84</p> <p>Plaskow, J. <i>Standing Again at Sinai. Judaism from a Feminist Perspective</i>, Intro</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, Chapter 21-22.</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>The responses, and tensions, within Judaism to:</p> <ul style="list-style-type: none"> • changing views of gender • Jewish forms of feminism • secular forms of feminism. 	
	<p>Rethinking women within Torah. A study with reference to J. Plaskow.</p>	3	<p>Introduction to Judith Plaskow</p> <ul style="list-style-type: none"> • brief overview of contextual and academic background from which Plaskow emerged • brief overview of Plaskow as a thinker and feminist • the impact of Plaskow's thought on Jewish and secular society. <p>Reading of Primary source material:</p> <ul style="list-style-type: none"> • Plaskow, J. Standing Again at Sinai. Judaism from a Feminist Perspective, Chapter 2 <p>Discussion of key themes that emerge from Plaskow's writing:</p> <p>The discussion surrounding Sinai and the covenant and reshaping Jewish memory (Torah) to reclaim the Torah for women</p> <ul style="list-style-type: none"> • Sinai experience and 'profound injustice' of Torah <ul style="list-style-type: none"> - Give us our History <ul style="list-style-type: none"> o significance of memory o redefining the past • History, Historiography and Torah <ul style="list-style-type: none"> - Plaskow's understanding of Torah - recovering Torah and recovering women's history • Feminist Historiography and the recovery of women's history <ul style="list-style-type: none"> - examples from biblical texts reconstructing women including the views of other scholars (e.g. Meyers, Teubal, Brooten). 	<p>Plaskow, J. <i>Standing Again at Sinai. Judaism from a Feminist Perspective</i>, Intro, chapter 1 and chapter 2</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>Orthodox and Progressive responses to 'rethinking' women in Torah</p> <ul style="list-style-type: none"> Orthodox responses to Plaskow's reading of Torah Progressive responses to Plaskow's reading of Torah how Plaskow's approach may echo critical approaches to reading Torah e.g. Literary Criticism, and how Orthodox and Progressive Judaism may respond to these ways of reading Torah. 	
	<p>Rethinking women in marriage. A study with reference to R. Adler.</p>	3	<p>Introduction to Rachel Adler</p> <ul style="list-style-type: none"> brief overview of contextual and academic background from which Adler emerged brief overview of Adler as a thinker and feminist the impact of Adler's thought on Jewish and secular society. <p>Reading of Primary source material:</p> <ul style="list-style-type: none"> <i>Adler, R. Engendering Judaism. An Inclusive Theology and Ethics, Chapter 5 (selected sections may be read and the rest can be paraphrased for differentiation purposes).</i> <p>Discussion of key themes that emerge from Adler's writing:</p> <p>The nature of traditional Jewish marriage</p> <ul style="list-style-type: none"> biblical notion of marriage marriage in the Mishnah marriage in current times. <p>Brief discussion of the Jewish wedding Ceremony</p> <ul style="list-style-type: none"> <i>Sheva Berakhot.</i> <p>Case for altering Kiddushin</p> <ul style="list-style-type: none"> Agunah notion of acquisition. 	<p>Adler, R. <i>Engendering Judaism. An Inclusive Theology and Ethics</i>, Chapter 5</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>Adler's Lovers Covenant or Brit Ahuvim.</p> <ul style="list-style-type: none"> • rethinking marriage as partnership • dissolving the Brit Ahuvim • the <i>Get</i> and Adler's response to the <i>Get</i> • the reconstruction and reconfiguration of the marriage tradition. <p>Orthodox and Progressive responses to 'rethinking' women in marriage</p> <ul style="list-style-type: none"> • Orthodox responses to Adler's thinking • Progressive responses to Adler's thinking • how Adler's approach may echo some secular approaches to relationships, and how Orthodox and Progressive Judaism may respond to this. 	
<p>6. Challenges Post- Holocaust Theology</p>	<p>Introduction to Post-Holocaust Theology</p>		<p>The origins and scale of the twentieth-century Holocaust (areas to be covered briefly as background only)</p> <ul style="list-style-type: none"> • 'Shoah' • pre-war Jewish Life • 1933 and Rise of Hitler • Nuremberg Laws • ghettos • deportations • concentration and death camps • genocide of Judaism • post-war Judaism. <p>Post-Holocaust Theology</p> <ul style="list-style-type: none"> • rise of Post-Holocaust Theology in Judaism and in other religions • introduction to the key figures to be studied. 	<p>www.het.org.uk</p> <p>www.hmd.org.uk</p> <p>www.Holocausteducation.org.uk</p> <p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 46, 49-50.</p> <p>Cohn-Sherbok, D., (1989) <i>God and the Holocaust</i>, Gracewing; Cromwell Press, Chapter 1.</p> <p>Hoffman, C.M. (2010), <i>Teach Yourself: Judaism</i>, Hodder Education, Chapter 16</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, Chapter 9</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	The Refutation or 'Death' of G-d (Richard Rubenstein)	1.5	<p>Richard Rubenstein</p> <ul style="list-style-type: none"> brief overview of contextual and academic background from which Rubenstein emerged Rubenstein and the Holocaust. <p>If appropriate and suitable, reading of a selection of primary source material by Rubenstein e.g.</p> <ul style="list-style-type: none"> Rubenstein, R. <i>After Auschwitz: History, Theology, and Contemporary Judaism</i>. <p>Explanatory reading:</p> <ul style="list-style-type: none"> Cohn-Sherbok, D., (1989) <i>God and the Holocaust</i> (Gracewing; Cromwell Press), chapter 7. <p>Key concepts in Rubenstein's thinking:</p> <ul style="list-style-type: none"> G-d and the death camps doubt of G-d G-d as the Ultimate Nothing/Nothingness and G-d human evil. 	<p>Rubenstein, R. <i>After Auschwitz: History, Theology, and Contemporary Judaism</i></p> <p>Cohn-Sherbok, D., (1989) <i>God and the Holocaust, Gracewing; Cromwell Press, Chapter 7</i></p>
	The 614th Commandment (Emile Fackenheim)	1.5	<p>Emile Fackenheim</p> <ul style="list-style-type: none"> brief overview of contextual and academic background from which Fackenheim emerged Fackenheim and the Holocaust. <p>If appropriate and suitable, reading of a selection of primary source material by Fackenheim e.g.</p> <ul style="list-style-type: none"> Fackenheim, E., <i>The Jewish return into history</i>. <p>Explanatory reading:</p> <ul style="list-style-type: none"> Cohn-Sherbok, D., (1989) <i>God and the Holocaust</i> (Gracewing; Cromwell Press), chapter 4. <p>Key concepts in Fackenheim's thinking:</p> <ul style="list-style-type: none"> religious duty Jews forbidden to hand Hitler a posthumous victory commanding voice of Auschwitz mending the world. 	<p>Fackenheim, E. <i>The Jewish return into history</i></p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Churban (Ignaz Maybaum)	1.5	<p>Ignaz Maybaum</p> <ul style="list-style-type: none"> brief overview of contextual and academic background from which Maybaum emerged Maybaum and the Holocaust. <p>If appropriate and suitable, reading of a selection of primary source material by Maybaum e.g.</p> <ul style="list-style-type: none"> Maybaum, I. <i>The Face of God after Auschwitz</i>. <p>Explanatory reading:</p> <ul style="list-style-type: none"> Cohn-Sherbok, D., (1989) <i>God and the Holocaust</i> (Gracewing; Cromwell Press), chapter 3. <p>Key concepts in Maybaum's thinking:</p> <ul style="list-style-type: none"> role of Hitler Holocaust and sacrifice G-d's providential plan remnant Holocaust as Churban. 	<p>Maybaum, I. <i>The Face of God after Auschwitz</i></p> <p>Cohn-Sherbok, D., (1989) <i>God and the Holocaust</i>, Gracewing; Cromwell Press, Chapter 3</p>
	Hidden G-d (Hester Panim) (Eliezer Berkovitz)	1.5	<p>Eliezer Berkovitz</p> <ul style="list-style-type: none"> brief overview of contextual and academic background from which Berkovitz emerged Berkovitz and the Holocaust. <p>If appropriate and suitable, reading of a selection of primary source material by Berkovitz e.g.</p> <ul style="list-style-type: none"> Berkovitz, E. <i>Faith after the Holocaust</i>. <p>Explanatory reading:</p> <ul style="list-style-type: none"> Cohn-Sherbok, D., (1989) <i>God and the Holocaust</i> (Gracewing; Cromwell Press), chapter 5. <p>Key concepts in Berkovitz's thinking:</p> <ul style="list-style-type: none"> free will hidden G-d (Hester Panim) Holocaust as a human and historical event 'Job' and the modern Jew. 	<p>Berkovitz, E. <i>Faith after the Holocaust</i></p> <p>Cohn-Sherbok, D., (1989) <i>God and the Holocaust</i>, Gracewing; Cromwell Press, Chapter 5</p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	Topic Evaluation	2	<p>Comparison of the ways in which the listed scholars addressed the issues raised by the Holocaust</p> <ul style="list-style-type: none"> • understanding of G-d • understanding of man. <p>The challenges posed by the Holocaust for the traditional view of the G-d of classical theism</p> <ul style="list-style-type: none"> • G-d as omnipotent and omniscient • G-d as omnibenevolent • G-d and Freewill etc. <p>The philosophical and ethical consequences of the Holocaust for understanding the role of G-d and man in the world</p> <ul style="list-style-type: none"> • free will • role of man • evil • human nature etc. <p>The physical consequences on world Jewry of the Holocaust and the increase of anti-Semitism post-Holocaust</p> <p>Orthodox and Progressive responses to the Holocaust</p>	<p>Cohn-Sherbok, D., (1989) <i>God and the Holocaust</i>, Gracewing; Cromwell Press, Chapter 10</p> <p>Cohn-Sherbok, D. (1992) <i>Holocaust Theology: A Reader</i>, NYU Press, Parts I and III</p> <p>Cohn-Sherbok, D. (2003), <i>Judaism. History, Belief and Practice</i>, Routledge, Chapters 49–50</p> <p>Hoffman, C.M. (2010), <i>Teach Yourself: Judaism</i>, Hodder Education, Chapter 16</p> <p>Trepp, L., (2000) <i>Judaism. Development and Life 4th Edition</i>, Wadsworth Publishing Company, Chapter 9</p>
6. Challenges Chagall: art as resistance	Life of Chagall	1	<p>Chagall</p> <ul style="list-style-type: none"> • brief introduction to the pre-war Jewish life of Chagall • art education of Chagall. <p>The Nazi campaign against 'art'</p> <ul style="list-style-type: none"> • classification of degenerate 'art' and fate of those classed as degenerate artists • Chagall as a degenerate artist • the Entartete Kunst exhibit (1937) • the escape of Chagall from the Nazi regime • the role of art as a form of Jewish resistance during the Nazi regime and in the post-war period <ul style="list-style-type: none"> - Jewish art produced during the war period - Jewish art in the Ghettos and camps - children's art i.e. Terezin. 	<p>Commentaries on the prescribed works from Polonsky, G. (2001) <i>Chagall</i>, Phaidon Press</p> <p>Wilson, J. (2009) <i>Marc Chagall (Jewish Encounters Series)</i>, Schocken</p> <p>Peters, O. (2014) <i>Degenerate Art: The Attack on Modern Art in Nazi Germany 1937</i>, Prestel Publishing, Pages 16–35 and 106–135</p> <p>www.het.org.uk – <i>Teaching the Holocaust Through Art</i></p>

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
	<p>The art of Chagall as a depiction of Jewish life, Jewish persecution and Jewish resistance. <i>The Fiddler (1913)</i></p>	1.5	<p>Analysis of the painting:</p> <p>What are the symbols and metaphors alluding to the Jewish world of those living within the Pale of Settlement?</p> <ul style="list-style-type: none"> • Jewish-Christian relations <ul style="list-style-type: none"> - communities living together in peace or tension prior to the Pogroms - diversity of Religion. • Shtetl life <ul style="list-style-type: none"> - Shtetl live in comparison to other European Jewry - language, religion, life in the Shtetl - Fiddler at the cross points of life. - Hasidic Judaism - Hasidism and Shtetl life - Hasidim in Eastern Europe. • Role of music <ul style="list-style-type: none"> - in worship, culture and religious life. <p>Wider contextual discussion</p> <ul style="list-style-type: none"> • what was pre-war Jewish life like for those that lived within the Pale of Settlement? • diversity of Jewish Life • Hasidism. 	<p>https://www.facinghistory.org/resource-library/image/fiddler-1912-marc-chagall</p> <p>Discussion points from earlier sections of the specification:</p> <ul style="list-style-type: none"> • Hasidism, Jewry in Eastern Europe, Pre-war Jewish Life etc.
	<p>The art of Chagall as a depiction of Jewish life, Jewish persecution and Jewish resistance. <i>The Praying Jew (The Rabbi of Vitebsk) (1914)</i></p>	1.5	<p>Analysis of the painting:</p> <p>What are the symbols and metaphors alluding to the ritual of prayer within Judaism?</p> <ul style="list-style-type: none"> • Tallit <ul style="list-style-type: none"> - origins of use of Tallit - sources for use of Tallit - use of Tallit in prayer and ritual etc. • Tefillin <ul style="list-style-type: none"> - origins of use of Tallit - sources for use of Tallit - use of Tallit in prayer and ritual etc. 	

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>What the painting can tell us about Pre-war Jewish life in Vitebsk?</p> <p>Wider contextual discussion</p> <ul style="list-style-type: none"> • what was pre-war Jewish life like for those that lived within the Pale of Settlement? • diversity of Jewish Life • prayer and worship. 	
	<p>The art of Chagall as a depiction of Jewish life, Jewish persecution and Jewish resistance. <i>Solitude (1933)</i></p>	1.5	<p>Analysis of the painting:</p> <p>What are the symbols and metaphors alluding to destruction and sacrifice in Jewish history, including:</p> <ul style="list-style-type: none"> • context of the rise of Anti-Semitism and the historical context which the painting arose from • the rise of Nazism and the Nazi Party and the impact of this on Jewish life • sacrifice (white heifer) • Shtetl life (violin) • eternal hope (angel) • destruction (smoke) • Jewish man with Torah scrolls. <p>Wider contextual discussion</p> <ul style="list-style-type: none"> • what Jewish life like for those that lived during the rise of the Nazi Party? • the feeling of Jewish alienation. 	<p>Discussion points from earlier sections of the specification: Jewry in Eastern Europe, Pre-war Jewish Life, worship etc.</p>
	<p>The art of Chagall as a depiction of Jewish life, Jewish persecution and Jewish resistance. <i>White Crucifixion (1938)</i></p>	1.5	<p>Analysis of the painting:</p> <p>What are the symbols and metaphors alluding to Jewish persecution, including:</p> <ul style="list-style-type: none"> • Jewish identity of Jesus (for example loincloth as tallit) • devastation of pogroms • anti-Jewish violence and persecution of Jews i.e. village is pillaged, figures escaping Torah, synagogue in flames (contextual links to persecution such as Kristallnacht can be made). 	

Topic	Content Point	Approx. Hours of teaching	Suggested Teaching and Learning	Suggested resources, scholarly views, academic approaches and sources of wisdom and authority
			<p>Wider contextual discussion</p> <ul style="list-style-type: none"> • what Jewish life like for those that lived during the rise of the Nazi Party? • Jewish Persecution • persecution and suffering of European Jews. 	
	Topic Evaluation and conclusion	1	<p>Concluding Discussion:</p> <p>What is resistance?</p> <ul style="list-style-type: none"> • Jewish resistance – physical, spiritual, art as a form of resistance • Chagall after the Holocaust and how his works depict Jewish life pre, during and post-war. <p>The art of Chagall as an act of resistance to:</p> <ul style="list-style-type: none"> • Jewish life in the Pale of Settlement • destruction and persecution of Jews under the Nazi regime • classification as a degenerate artist. 	<p>https://www.ushmm.org/wlc/en/article.php?ModuleId=10005213</p>



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