

Date: Aug. 2025

Syllabus - Teaching Program for the Course

**Foundations of Judaism**

**Dr. Chani Tannenbaum|** **Department Name**05-453-80

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| **Course Type:** | Lecture |
| **Scope of credits:** | 1 |
| **Year of study:** | 2025-2026 |
| **Semester:** | Fall |
| **Day & Time:** | Thursday 10:30-11:45 |
| **Reception Time:** | Upon appointment |
| **Lecturer Email:** | DrcTann@gmail.com |
| **Moodle Site:** | \_\_\_ |

**Course description and learning goals**

**Course Abstract**

This introductory course explores the fundamental questions and concepts that have shaped Jewish philosophy throughout history. Students will engage with key philosophical ideas and arguments, examining topics such as existence of God, knowledge of written and oral Torah, morality, and the human condition. Through critical reading, discussion, and writing, students will develop the ability to think philosophically and apply philosophical methods to their lives.

**Learning objectives**

**Understand Core Philosophical Concepts**: Identify and explain key concepts, theories, and arguments in the history of Jewish philosophy.

**Knowledge**

Familiarity with facts, content, concepts, issues, and key ideas in the domain. It is recommended to use application verbs (write, analyze, establish, plan, collect – not: understand). Examples:

1. Learners will read and critically analyze primary Jewish philosophical texts, recognizing central arguments and evaluating their strengths and weaknesses.
2. Learners will define fundamental Jewish philosophical terms (free will, divine providence)

**Skills**

The learners will apply logical reasoning and critical thinking skills to philosophical problems and everyday situations. They will analyze sources and evaluate the ramifications.

The learners will participate in thoughtful and respectful discussions, considering diverse perspectives and counterarguments.

**Values (if applicable)**

The learners will relate philosophical theories and ideas to current social, ethical, and political issues, demonstrating the relevance of Judaism to modern life.

The learners will examine and articulate their own beliefs and values in light of philosophical inquiry, fostering self-awareness and intellectual and spiritual growth.

**Active learning –** **lessons plan:**

You can plan an active learning process for the entire course or listfor each active learning activity lesson in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson No. | Topic | Active learning | Required reading | Assessment |
| 1 | What is Judaism | Discussions | Source sheets | Answering one thought question to be turned in. |
| 2 | Jewish concept of God | Discussions | Source sheets | Answering one thought question to be turned in. |
| 3 | Written Torah | Discussions | Source sheets | Answering one thought question to be turned in. |
| 4 | Oral Torah | Discussions | Source sheets | Answering one thought question to be turned in. |
| 5 | Free will | Discussions | Source sheets | Answering one thought question to be turned in. |
| 6 | Divine providence | Discussions | Source sheets | Answering one thought question to be turned in. |
| 7 | Worldly pleasures | Discussions | Source sheets | Answering one thought question to be turned in. |
| 8 | Reward and Punishment | Discussions | Source sheets | Answering one thought question to be turned in. |
| 9 | Chosen people | Discussions | Source sheets | Answering one thought question to be turned in. |
| 10 | Mitzvot | Discussions | Source sheets | Answering one thought question to be turned in. |
| 11 | Being like God | Discussions | Source sheets | Answering one thought question to be turned in. |
| 12 | Science and creation | Discussions | Source sheets | Answering one thought question to be turned in. |
| 13 |  |  |  |  |
| 14 |  |  |  |  |

(In a course that lasts a whole year, the additional sessions should be added)

\* There may be changes in the syllabus depending on learning progress and effectiveness

**Final grade**

Active participation in class- Answering one thought question to be turned in.25%

Project 25%

Final 50%

|  |  |
| --- | --- |
| Description of the learning product | Weight in the final score |
| Answering one thought question to be turned in. | Will account for 25% of the final grade |
| Midterm project | 25% |
| Final | 50% |
|  |  |

**Course** requirements

* **Assignments** – assigned to the student as part of the course, such as: exercises, written work, reports, presentations.
* **Attendance** – if there is a requirement – it must be explicitly stated and defined. Usually 80-85% attendance is required. In laboratories, workshops, etc., higher attendance may be required.

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 **Prerequisites**

This course is designed for students with no prior background or knowledge in Jewish philosophy, aiming to provide a solid foundation for further philosophical study and to cultivate skills that are valuable across various disciplines and professions.

The only prerequisite is the desire to learn.