

Judaic and Near Eastern Studies Department

(curriculum mapping in progress)

Instructors are asked to identify which of the Learning Objectives are envisioned in each of the courses they intend to teach. If a course is designed to meet one or more of the department's Learning Objectives, these will be defined as either primary (P) or secondary (S) and as either introductory (I) or advanced (A). It is expected that the department as a whole will conduct discussions each semester to determine the continuing appropriateness of these definitions and the need for refinements and adjustments, especially when new emphases emerge at the individual course or programmatic level. Such determinations will require greater familiarity by each individual instructor with the curricular goals and learning objectives to which each course aspires.

P: primary objective addressed in class S: secondary objective addressed in class	I: taught at the introductory level A: taught at the advanced level							
	Judaic 101	Judaic 345 The Making of Modern Jewry	Judaic 350 Jewish Law and Society	Judaic 363 Religion and State	Judaic 365 Antisemitism in Historical Perspective	Judaic 366 Modern Israel: History, Society, Culture	Judaic 376 Post-Holocaust Thought	Judaic 383 Women, Gender, Judaism
Learning Objectives								
Students demonstrate knowledge of the historical, comparative, and multi-cultural context of Jewish civilization.	S, I	P, A	P, A	P, A	P, A	S, A	P, A	P, A
Students appreciate the diversity of Judaic cultures and ethnicities (including Sephardic, Mizrahi and Ashkenazic).	P, I	P, A	P, A	S, A	P, A	P, A	S, I	S, A
Students gain a critical understanding of gender, class, race, nation, diaspora, and identity.	P, I	S, A	S, A	P, A	P, A	P, A	P, A	P, A
Students are familiar with the broad currents of Jewish thought, including Jewish philosophy and religion; Biblical and rabbinic literature; Jewish law; Jewish secularism; classical texts.	P, I	P, A	P, A	P, A	S, I	S, A	P, A	P, A
Students communicate their own and others' viewpoints effectively through critical reading of primary and secondary sources.	P, I	P, A	P, A	P, A	P, A	P, A	P, A	P, A
Students are capable of (a) effective writing that combines theory and evidence, using primary and secondary sources; and (b) effective oral communication encompassing both informal and formal presentation skills.	P, I	P, A	P, A	P, A	P, A	P, A	S, I	S, I