FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Jewish Studies

College Arts and Letters

UUPC Approval 9-14-2026
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	JST 4510	***Current* Course Title**	Women and Judaism

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Change WAC/Gordon Rule status**

Add ☑ **Remove** ☐

Change General Education Requirements***

Add ☐ **Remove** ☐

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Writing Across Curriculum (College-Level Communication Skills, formerly Gordon Rule)
The first part of this course surveys the history of women in Judaism from Biblical times, considering social and religious factors. The second part covers women in Judaism in the 20th and 21st centuries, including both feminist theory and the different perspectives of many individual women.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Spring 2027	**Terminate course? Effective Term/Year for Termination:**	

Faculty Contact/Email/Phone Kris Lindbeck klindbec@fau.edu 561-859-9329

Approved by		***Date***
Department Chair	RSL	17 April 2026
College Curriculum Chair		08/30/2026
College Dean		08/31/2026
UUPC Chair	Korey Sorge	9-14-2026
Undergraduate Studies Dean	Dan Macroff	9-14-2026
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Women and Judaism

Spring 2027 Florida Atlantic University, JST 4510-001, CRN #

3 Credits; Wednesday 6:00-8:50 PM Over Zoom
Attendance Required

Dr. Kris Lindbeck, Culture and Society Building (Living Room Theaters) CU 240

Office hours: TBA

You can catch me for a few minutes after class, too, or make an appointment.

Email via Canvas or
(second choice) klindbec @fau.edu

Personal telephone: (561) 859-9329. Outside of office hours please text first
—see my instructions on the course main page.

Catalogue description

Writing Across Curriculum (College-Level Communication Skills, formerly Gordon Rule)
The first part of this course surveys the history of women in Judaism from Biblical times, considering social and religious factors. The second part covers women in Judaism in the 20th and 21st centuries, including both feminist theory and the different perspectives of many individual women.

Course Structure and Attendance

Attendance, discussion, and in-class writing are required for this course.

About one third of each class will consist of discussion, perhaps in small breakout groups over Zoom. In several class meetings, we will devote another 20-50 minutes of class time to doing and in-class writing of different kinds. I will record any short class lectures I give (please remind me!) and they will be available on Zoom > Cloud Recordings, open only to students.
I will not record the discussions, so if you miss them, you miss one of the most important part of the class.

Course Objectives

- This course will teach you to recognize and explain key terms and concepts related to Judaism as a developing set of beliefs and practices, as well as key concepts helpful for understanding women's roles in family and society.
- To grasp Jewish women's diverse experience in history and today through a variety of texts and videos, and express both your understanding and personal responses in study journals.
- And to reach a deeper understanding of one topic by researching and composing a paper on a subject of your choice relating to women in Judaism, finding, evaluating, and analyzing appropriate sources.
- Throughout the semester you will become aware and discuss in class that both "Judaism" and "Women" are not simple to define, and have meant, and still mean, different things to different people

About the Course

Who do you think of when you think of a Jewish woman? Queen Esther in the Bible? Barbara Streisand playing *Yentl*? A woman rabbi reading Torah? A rabbi's wife lighting Sabbath candles? An early labor organizer? A writer or a professor? A mother, a sister, or a friend? Jewish women are and have been many things and are certainly all of the above.

As we will see over the course of the semester, not only do Jewish women play many roles, but the categories of "women" and "Judaism" are not as simple as they appear. Are women simply people whose social experience and opportunities are different from men's to varying degrees in different societies? Are women shaped by that social experience to become different kinds of human beings from men? Or are women somehow intrinsically different? There is much controversy on these issues.

Judaism and Jewishness are also far from simple to define. Is Judaism primarily a set of religious texts, concepts, and laws evolved throughout the centuries? Or is Judaism the sum total of the beliefs and practices of actual Jewish people? Is Jewishness primarily a cultural matter, a matter of personal/political identification, or a religious or legal identity?

Since we will be reading essays and books by many people this semester, we will be using these questions to tie together our reading and discussion. We will see many visions of what it means to be a Jewish woman, those held by the authors we read and also those held by the people about whom they write. Over the course of the semester, I hope that you will come to understand these various visions and create or enhance your own.

Writing Across the Curriculum Designated Course

This is a writing-intensive course that satisfies the state's College-Level Communication Skills requirement (formerly Gordon Rule). You must take and pass two 1000-level WAC courses (ENC 1101 and 1102 or their equivalents) before you may take two additional required 2000-4000 level writing intensive courses. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University's WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions. For more information, visit www.fau.edu/wac.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

FREE writing support is offered for this course through the University Center for Excellence in Writing (UCEW) at the CTL. Visit https://www.fau.edu/ucew/ to learn more.

The work of the course

1.	An almost weekly study journal. Each entry will be 400-500 words and will be posted in Google Docs. 8 out of 10 for about 3 points each	25%
2.	In-class participation, including required pass/fail writing assignments in at least 10 out of our 14 classes. 2 points each.	20%
3.	Annotated bibliography and planned topic of your research paper	10%
4.	Meeting to discuss your bibliography	5%
5.	Draft thesis and rough outline of research paper	5%
6.	Research paper draft, about 2,000 words	10%
7.	Arranging Revision Coaching	5%
8.	Research Paper, about 2,200 words	20%

		100%

The **grading scale** will be A 94-100, A- 90-93, B+ 87-89, B 84-86, B- 80-83 etc

Descriptions of Assignments

1. **A study journal** of thoughts, questions and responses to my study questions (which I will provide at least a week in advance of each reading). You will have study questions for almost every week in the first half of the semester, and many weeks in the second half of the semester. For full credit, you will write at least 8 of the 10 possible journal entries, including the first, written in or just after the first class.
   In grading these, I will be looking for close reading of our assigned texts leading to good questions, and a strong personal perspective. I will write brief comments on each journal, and discuss the journals generally in class.
   Each entry (after the first) will be 400-500 words and will be posted in Google Docs no later than Tuesday before class (a bit more than 3% each, for 25% of course grade).
   There are ways to make up a skipped journal: please see Canvas instructions.

2. I**n-class participation, including required pass/fail writing assignments** in at least 10 out of our 14 classes. 20% of your grade.
   Earlier assignments will be mostly personal reflections on our course material, and later ones will include writing exercises geared to writing a successful academic essay. You will generally share what you write with another student, and, if you want, with the me and the class, bringing any questions that the assignment raised.
   You can make up unexcused absences only by meeting with me over Zoom and sending me the assigned in-class writing assignments within 2 weeks after the missed class

3. **Annotated bibliography and planned topic of your paper**: State your topic and write a draft bibliography for your paper, including 5-10 sources, at least 4 of them peer-reviewed. Also include brief excerpts (a sentence to a short paragraph) from 5 sources, followed by a sentence or two about their relevance to your topic.
   10% of course grade.
   For a grade of 10/10: The topic is specific enough, the sources are fully cited, and they and the excerpts are likely to lead to an effective paper with only a few additions or changes. I will grade them on a rubric, and give you detailed comments when we meet.

4. **Meeting to discuss your bibliography**: You will make an appointment to talk to me about your topic and bibliography and how to develop them into good paper. We will discuss your ideas for a thesis, and we may do some additional research together. This is only 5% of the course grade—but it is extremely important to the quality of your paper. It is pass/fail, based simply on showing up.
5. **Draft thesis and rough outline**. Take what you learned from writing your Annotated Bibliography and meeting with me and draft a preliminary thesis and rough outline, totaling about 1½-2 double spaced pages. Afterwards, come to class prepared to discuss your draft thesis and outline with another student, me, and the whole class. I will comment briefly in writing on your submission, perhaps suggesting a re-do or a one-on-one meeting before you start your draft. 5% of total grade.
6. **Draft of Research Paper.** A draft roughly of 2,000 words, double-spaced, with page numbers and your name and the date on the top left of the first page. I am looking for a clear topic of the appropriate size for this type of paper, a clear beginning, middle, and end, and coherent structure. 10% of course grade—see Canvas for detailed instructions. In addition to a grading rubric, I will circle minor errors, and note effective and ineffective passages, especially transitions and analysis of key points.
7. **Arranging Revision Coaching**. Schedule and attend a Zoom or in-person session with a writing coach at the University Center for Excellence in writing and write up what you learned, OR prompt a Gen AI program of your choice to help you revise your paper, *not re-write it for you* and bring your results, writing up what you learned.
   See full instructions and an extra credit opportunity on Canvas.
   5% and pass/fail if requirements are met. I will comment briefly on your submission, and at more length if I believe I can improve on the advice you received.
8. **Research Paper**. Write a coherent, supported analysis of the topic or issue you've chosen to explore. You may have a thesis in the sense of an argument for a particular view, but your thesis may also be a nuanced, non-obvious observation on your topic that you develop and illustrate in a logical order. The final version will be 2,200 words in length—or close—and no more than 3,000 words.
   20% of course grade—see Canvas for detailed instructions and grading rubric. I will comment on any issue the rubric does not cover well.

Texts for the course:

All texts for the course are freely available including

- Books and articles on our library website
- Encyclopedia and other scholarly articles on the open web
- Websites and videos
- Short PowerPoints or recorded lectures by me

Attendance Policy Honor Code, etc.

Attendance

Attending at least 12 out of 14 classes and in-class writing is 20% of your class grade. Absences will be excused only if

a. You notify me in advance by email of legitimate reasons to miss class, such as FAU activities. This includes observing or traveling for Passover or another holiday (but not Spring Break travel schedule!), or
b. You bring me hard copy proof of illness or other inability to attend.

Code of Academic Integrity Policy Statement

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

Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow *ideas, wording, or organization*—not just quotations—from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate or sloppy use and appropriation of another's work without identifying the source. Any student who fails to give full credit for ideas or materials taken from another has plagiarized, even if this is due to carelessness.
This includes your weekly journals—though your citation of assigned readings can be informal—and papers, which require formal citation of any sources you use. If in doubt, cite your source! **Any use of AI for an idea or specialized fact must be cited, unless you can verify it in a reliable source and cite that, which I recommend but do not require.** *I will clearly explain the citation requirements for each assignment that might use outside sources.*

My policies
If I believe you have plagiarized deliberately, you will flunk the assignment. If you do so more than once, whether I have a chance to warn you or discover it after the second or third instance, you may flunk the course and will be reported for plagiarism. If I believe you have plagiarized carelessly or unintentionally, I will take one or two letter grades off the assignment and discuss the issue with you to be sure you do not do it again. I am willing to hear your perspective, but my treatment of plagiarized work will be solely my decision.

Copying or getting information without citing from Chat GPT or a similar AI program without citing it is another form of academic dishonesty, although almost impossible to prove.
For your weekly journals, if you consider using AI to get ideas that you then add to and rewrite with your own perspective, I can tell you that using Wikipedia, a careful Google search—or an actual academic source—will all give you better results. But do cite or mention it if you use AI. The mere fact of using it will not lower your grade.
For the papers,** all words not in quotation marks must be your own**, and all quotations, ideas you learned while doing research, and specialized facts must be properly cited.

Policy on the Use of Generative AI

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

AI Flexible: *I strongly prefer you do not use AI for most assignments, and even when I allow it, I **never** require the use of AI.*

I realize, though, that some -- though far from all! -- serious students use AI to help, not substitute, for their work and thinking. If you are one of those, I require that you state what program you used, and how, for example, "I used Google AI Overview to look up technical terms" or "I used Chat GPT to draft an outline," or "I asked Grammarly correct my draft." In the last case, of the Grammarly re-write, I expect you to go over what it produced and edit it, ideally making it sound less fake. *In addition: Any quotations, specialized information, or unique ideas, derived from AI must be cited. We will go over how to do that in class.*

It is impossible to prove the use of AI (unless you include bogus citations). But, if I am fairly certain you used it **without saying so**, I will give you a 70% for the assignment and will not comment on it. If I was wrong—or even if you did use AI—all you have to do is speak to me and tell me what you learned in writing the assignment to receive the grade the assignment is worth.
If you cannot speak to me one-on-one, I am open to assigning a make-up assignment if you want to increase your grade. Like making up a skipped journal, this must be done within two weeks. *We will discuss this in class.*

Counseling Center and Student Accessibility Services

Counseling Services – Crisis Line (561) 297-3540

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

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures**.**

Please let me know well ahead of time if you will need any help with notes or other special arrangements: I'm happy to give you any help needed to do a good job in my class.

Late Work, Extensions, and Incompletes:

Journals:

- Because you only need to complete eight out of ten, and because you will have a make-up assignment, any journal uploaded after 10:00 AM Wednesday morning will receive no more than 4 out of 5 points.
- I will generally not accept journals more than 12 hours late (Wednesday noon), unless you have an excused *emergency* absence for that week's class that also prevented you from writing the journal.
    - If so, get in touch with me ASAP about making up the assignment.

The Annotated Bibliography, draft of the research paper, and other individual assignments before the final draft of the research paper.

- I will grant **extensions** up to one week on request, IF YOU ASK FOR THEM EARLY - that means *at least* one class in advance.
- I am reluctant to grant longer extensions, but you can talk to me face-to-face if absolutely necessary – by the previous class at the latest.
- Late work late (without extensions or after extensions come due):
  1 day = one step down (e.g. B > B-); 2 days, one letter grade down; 3 days to one week, two letter grades down, **and I will not accept it after one week without a medical excuse.**

Final paper:

- The final research paper is due the day of the final for the course.
- Because final course grades are due only 5 days later, I cannot give long extensions on the paper. If you need one more day, speak to me as soon as possible. If you need more, ask me about getting a short **Incomplete** for the course.

Incompletes:

If you think you **might** need an incomplete, please speak to me at least two weeks before the end of the semester. According to FAU regulations, only those who have completed the bulk of the semester's work can receive an incomplete: In this course, that means at least 5 out of 8 Journals and at least 50% attendance.

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

Technical Requirements:

1. Journals and papers must be uploaded promptly to be counted as on time.
   Any papers or journals uploaded after early morning the next day
   will be counted one day late (or receive 4/5 for journals).

2. Annotated Bibliographies and papers must be in Adobe PDF format, double spaced and point 14, so I can download them and comment on my tablet.
   If I want to do this with some of your journals, I will set the upload format accordingly—otherwise you will be writing Journals in a text box or Google Docs.

3. If you email me a late paper or Journal, please use Canvas email (the "Inbox").
   Expect to hear from me in 2-3 days at most – usually on the same day.
   If you do not hear from me, I did not get your paper, and I will want you to forward your original attempt to send it from your sent mail folder.

I'll be happy to help with the technical details, but you are responsible for asking me.

In addition, please feel free to ask me if you have any simple questions about using the Canvas site. On Canvas, you will also see how to request help from FAU or Canvas professionals. *And last but not least:* A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Class Schedule:

If you are traveling out of town for Passover, please give me some sort of proof, such an e-ticket or note from family, for an excused absence.

Note: Do the readings *before* each class date given for them. Journals are always due on the Tuesday before our Wednesday class. They will be based on that week's reading, and/or on the reading and class discussion from the previous week.

1. 1/13 – Introduction to Women and Judaism.
   Introductions and in-class reading from the *Dirshuni* Israeli Women's Torah commentary on Eve as Adam's partner. Short lecture on women in the Bible.
   Written student information and survey and response to the first class which counts as your **first journal post** and also for attendance today.
   If you enroll after the first class, please watch the recorded lecture on Zoom and complete **the student information and survey** before our second class on 1/20 for journal and attendance credit.

   2nd Journal due in Google Docs by Tuesday 1/19, *What is new here for you and what is familiar? What concepts or terms are difficult? Since the Bible was written by men, what can its laws and narratives tell us about the actual lives of ancient Israelite women?*

Jewish Women in the Pre-Modern World

2. 1/20 – Readings for 2nd Journal and to discuss in class: 1 Samuel 25 Abigail and David on Canvas on in a Bible; "Women in the Bible--Four Lenses" on Canvas, and chapter 11, "The Bible and Women's Studies," pp. 159-167 in Frymer-Kensky, Tikva Simone. *Studies in Bible and Feminist Criticism*. 1st ed. Philadelphia, PA: Jewish Publication Society, 2006. *Project Muse.*

   3rd Journal due in Google Docs by Tuesday 1/26, study questions on Canvas.

3. 1/27 – Women in Mishnah, Midrash and Talmud:
   Mishnah Ketubot chapter 5:5-8, on Canvas.
   Midrash: "'They Let the Children Live': The Midwives at a Political Crossroads" by Inbar Raveh, *Nashim* on Canvas, pp. 11-13 – or all if you are interested.
   Talmud The Yalta and Beruria stories on Canvas (see link); Beruryah, by Tal Ilan *Jewish Women's Encyclopedia;* compare "Beruriah (2nd century)" by Nissan Mindel on *Chabad*; "At Dinner With Yalta: A Talmud Lesson," by Amy Scheinerman *Hadassah,* November 2019.

4th Journal due in Google Docs by Tuesday 2/2, study questions on Canvas.

4. 2/3 – Medieval Jewish Women. Reneé Levine Melammed. "He Said, She Said: A Woman Teacher in Twelfth-Century Cairo." *AJS (Association for Jewish Studies) Review* 22, no. 1 (1997): 19–35. http://www.jstor.org/stable/1486865. Readings from the *Shalvi/Hyman Jewish Women's Encyclopedia*: "Wuhsha the Broker," by Sara Reguer, and "Observance of Mitzvot: Custom and Halakhah," by Bitha Har-Shefi.

5th Journal due in Google Docs by Tuesday 2/9, study questions on Canvas.

5. 2/10 – Later European Jewish women. *Glikl: Memoirs 1691-1719,* available online in our library, introduction and chapters TBA. Small group discussion and in-class writing on a passage TBA.

The 6th Journal in Google Docs by Tuesday 2/16.

Three Pioneers

6. 2/17 –"Grace Aguilar June 2, 1816–September 16, 1847," by Michael Galchinsky in the *Shalvi/Hyman Jewish Women's Encyclopedia;* Short readings from her work: *Sabbath Thoughts and Sacred Communings,* pp. 1-12 the book = pp. 7-18 of the PDF available by clicking on the title page. In-class video Preview: Chapter 1 | Emma Goldman | American Experience | PBS.

7th Journal due in Google Docs by Tuesday 2/23, study questions on Canvas.

7. 2/24 – Emma Goldman, June 27, 1869–May 14, 1940, by Candace Falk in the *Shalvi/Hyman Jewish Women's Encyclopedia* and Emma Goldman and A Jewish Approach to Liberation, by Miriam Stodolsky in the *Jewish Women's Archive.* In our library (search author and title): Emma Goldman, *Marriage and Love,*. New York, Mother Earth Pub. Assoc., 1914.

8th Journal due in Google Docs by Tuesday 3/2, study questions on Canvas.

8. 3/3 T – From the *Shalvi/Hyman Jewish Women's Encyclopedia: "*Feminism in the United States" by Joyce Antler, and "Betty Friedan February 4, 1921–February 4, 2006" by Marion Kaplan. In class video: "Gloria Steinem on being sued by Playboy, the history of women's rights, mortality and more," a 2019 interview, uploaded 2024 by *Brief but Spectacular* on *YouTube* or TBA. **Discussion and free writing on term paper ideas (by you) and requirements for annotated bibliography (by me).**

3/6 – 3/13 SPRING BREAK

Jewish Feminism

9th Journal due in Google Docs by Tuesday 3/16. **For 1% extra credit also write your paper ideas**—at least 200 words—in your Journal document **by 3/17, our class after Spring break.**

9. 3/17 – "Jewish Feminism in the United States," by Paula E. Hyman, updated by Rachel Kranson by Marion Kaplan in the *Shalvi/Hyman Jewish Women's Encyclopedia.* Video in class: "And the Gates Opened: Women in the Rabbinate" (23 minutes). Discussion and in-class writing on paper ideas.

10. 3/24 – **Annotated bibliography and description of term paper due.** In-class reading and discussion of Judith Plaskow. "Standing Again at Sinai: Jewish Memory from a Feminist Perspective." *Tikkun*, Summer 2016, 39-40, originally published 1986. *Proquest*; In class video: "Jewish Feminist Theology: Professor Judith Plaskow interviewed by Rabbi Dr. Shmuly Yanklowitz," uploaded in 2020 Valley Beit Midrash on YouTube.

Friday 3/26: Last day to drop the class with a "W."

10th Journal due in Google Docs by Tuesday 3/30, study questions on Canvas.

11. 3/31 – **We will meet to discuss your Annotated Bibliography this Week.**
"Are Egalitarian Jewish Weddings Possible?" by Heidi Gralla on *My Jewish Learning* originally published in *Lilith Magazine* and another short reading TBA.
In-class discussion and writing exercise on refining your paper topic and developing a thesis.

12. 4/7 – **Upload your draft thesis and rough outline** in Google Docs before class on Wednesday and come prepared to discuss it. The discussion of your draft thesis and any revision you make in class will count as your in-class writing for today. We will also think about at the what and why of Jewish wedding videos.
Possible one-on-one meetings with students in the second half of class.

Women Practicing Judaism

13. 4/14 – **Draft of Research Paper Due, with extensions possible until 4/21.**
In-class reading of Sered, Susan Starr, and Harvey E Goldberg. "Religious Roles of Elderly Women." In *The Life of Judaism*, 2:41–50. Berkeley: University of California Press, 2019. https://doi.org/10.1525/9780520935723-005.
Videos in class: Debbie Friedman - Mi Shebeirach (2001), uploaded by rememberingdebbie on *YouTube.* Debbie Friedman - My Music My Story Part 1 from the Jewish TV Network *YouTube*. Judith Plaskow: "Submitting to the Great Aleinu," uploaded by B'nei Jeshurun on *YouTube.*

14. 4/21 – This week make appointments with University Center for Excellence in Writing (or make an appointment with yourself to spend time figuring out prompts) for **Arranging Revision Coaching and Describing what You Learned**. Your write up of your coaching experience is due on the last day of class, 4/26, and the extra credit component is due on 4/28.
In class readings on Women and Passover: Miriam the Prophetess and oranges at the Seder, readings on Canvas. Video: Debbie Friedman - Miriam's Song-Not By Might (2001) uploaded by rememberingdebbie on *YouTube.*

Wednesday 4/28, during Reading Days:

The <u>makeup journal</u> on the readings for 4/14 and/or 4/21 is due today.

The date of the (non-existent) final.

Research papers due, with extra credit 5-10-minute paper presentations.

Support Services and Online Resources

Office of Information Technology Online Help Desk	https://helpdesk.fau.edu/TDClient/Home/
CLASS Tips for eLearning Success	http://www.fau.edu/class/esuccess/keys-to-success.php
Online Learning Frequently Asked Questions	http://www.fau.edu/class/esuccess/faq.php
FAU Libraries	http://www.fau.edu/library/
Student Accessibility Services	http://fau.edu/sas/
Counseling and Psychological Services	https://www.fau.edu/counseling/
Math Learning Center	http://www.math.fau.edu/mlc/
Office of Undergraduate Research and Inquiry	http://www.fau.edu/ouri/
Office of International Programs & Study Abroad	http://www.fau.edu/goabroad/
Academic Advising Services	http://www.fau.edu/uas/index.php