
Term Information

Effective Term Spring 2024

General Information

Course Bulletin Listing/Subject Area Jewish Studies
Fiscal Unit/Academic Org Near East S Asian Lang/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3636
Course Title Jewish Bodies: Health, Gender, & Sex
Transcript Abbreviation Jewish Bodies
Course Description This course examines how Jewish bodies have been defined, represented, transformed, and challenged from ancient times to the present day. We will explore how pre-modern thinkers conceived of healthy bodies and diseased bodies and contrast their understandings with contemporary approaches to health and well-being.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0206
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

Course Details

Course goals or learning objectives/outcomes

- Identify and analyze key concepts, texts, and visual media that establish and transform perceptions of Jewish bodies, health, gender, and sexuality from ancient times to the present.
- Compare how political, historical, social, medical, and cultural perspectives on Jewish bodies and other marginalized bodies impact the health and well-being of both Jewish and non-Jewish communities.
- Explain how discourses about and representations of bodies have political, social, and personal consequences, particularly on individual and collective well-being.
- Pursue individual research related to health and well-being and effectively present that research to peers.
- Reflect on how the study of Jewish bodies impacts their own perceptions and experiences of health and well-being.

Content Topic List

- Reflections on bodies, health, illness, ability and disability
 - Genetics and Jewish Bodies
 - The Body in Ancient Judaism
 - Male Bodies: Circumcision / Female Bodies: Menstruation and Purity
 - Jews and Sex
 - Sex and Love - LGBTQ+ Representations
 - Monstrous Bodies and Diseased Bodies
 - d/Disability
 - Jewish Noses
 - Stereotyped Bodies
- Yes

Sought Concurrence

Attachments

- GE forms - Jewish Bodies (1).pdf: GE Rationale
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)
- WGSS Concurrence.pdf: Concurrence
(Concurrence. Owner: Carmichael, Phoebe Cullen)
- Hebrew Major Curriculum Map.pdf: Curriculum Map
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)
- Jewish Bodies Syllabus 2023 (1).docx: Syllabus
(Syllabus. Owner: Carmichael, Phoebe Cullen)
- JS3636 Revisions 5:2:23.pdf: Revisions Cover Letter
(Cover Letter. Owner: Carmichael, Phoebe Cullen)

Comments

- Resubmitting based on panel feedback. *(by Carmichael, Phoebe Cullen on 05/02/2023 04:30 PM)*
- Please see Panel feedback email sent 04/27/2023. *(by Hilty, Michael on 04/27/2023 05:57 PM)*
- If this course will be able to count in one of your majors in NESAs (even as an elective), please upload updated curriculum map(s) *(by Vankeerbergen, Bernadette Chantal on 03/21/2023 10:53 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael, Phoebe Cullen	03/09/2023 02:56 PM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	03/09/2023 11:16 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/21/2023 10:53 PM	College Approval
Submitted	Carmichael, Phoebe Cullen	04/04/2023 11:11 AM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	04/04/2023 11:13 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/06/2023 11:37 AM	College Approval
Revision Requested	Hilty, Michael	04/27/2023 05:57 PM	ASCCAO Approval
Submitted	Carmichael, Phoebe Cullen	05/02/2023 04:30 PM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	05/02/2023 04:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/02/2023 04:46 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/02/2023 04:46 PM	ASCCAO Approval



May 2, 2023

Dear Professor Romero,

Please find attached a revised syllabus for the new course Jewish Studies 3636. I have addressed both contingencies on pages 3-7 in the syllabus, with new language that you can find in blue. I have provided additional information about the assignments and exams and clarified the attendance policy.

Thanks for your close review of this course! Please feel free to contact me if you have further questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Naomi Brenner".

Naomi Brenner

Associate Professor
Department of Near Eastern and South Asian Languages and Cultures
brenner.108@osu.edu



THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Jewish Studies 3636

Jewish Bodies: Health, Gender, & Sex

Instructor: Professor Naomi Brenner
Course website: carmen.osu.edu
Office Hours: TBD
Office: 315 Hagerty Hall, 1775 College Rd.
Email: brenner.108@osu.edu

Course meetings: TBD (2x/week)
Classroom: TBD
Course format: lecture with discussion
Contact hours: 3
Credit hours: 3

Course description

What does a “Jewish body” look like? Who defines which bodies are Jewish? How do representations of Jewish bodies change over time? Jews have often been characterized as “People of the Book,” a religious, ethnic, cultural group defined by its textual tradition and spirituality. However this approach obscures the centrality of issues relating to the body in defining and representing Jews and Jewish identity: masculinity, femininity, sex, genetics, disability, physical strength, disease, contagion, and persecution. The ways that Jews have defined themselves and the ways that they been defined by others is very much entangled with understandings of Jewish bodies and the health or illness of those bodies.

This course examines how Jewish bodies have been defined, represented, transformed, and challenged from ancient times to the present day. We will explore how pre-modern thinkers conceived of healthy bodies and diseased bodies and contrast their understandings with contemporary approaches to health and well-being. As we analyze historical and contemporary materials, we will investigate the power dynamics surrounding discourses about physical and psychological well-being, and examine how a variety of political, social, and cultural forces have shaped how both Jews and non-Jews conceive of healthy bodies. By looking closely at bodily practices that are seen as healthy and those that are seen diseased or disabled, we will reflect on how different societies and cultures construct ideas about health and well-being.

Over the course of the semester, this interdisciplinary course will draw on history, literature, film, visual art, medicine, gender studies, disability studies, and more as we explore Jewish bodies, health, illness, and their personal, political, social, and cultural implications. As we explore different perspectives, we will also reflect on how studying Jewish bodies can help us understand other bodies – both individuals and collective – that have been perceived as marginal and consider how scholarly perspectives and individual practices can promote physical and psychological well-being.

Course learning outcomes

By the end of this course, students should be able to:

1. Identify and analyze key concepts, texts, and visual media that establish and transform perceptions of Jewish bodies, health, gender, and sexuality from ancient times to the present.

2. Compare how political, historical, social, medical, and cultural perspectives on Jewish bodies and other marginalized bodies impact the health and well-being of both Jewish and non-Jewish communities.
3. Explain how discourses about and representations of bodies have political, social, and personal consequences, particularly on individual and collective well-being.
4. Pursue individual research related to health and well-being and effectively present that research to peers.
5. Reflect on how the study of Jewish bodies impacts their own perceptions and experiences of health and well-being.

GE Course Information

This course fulfills GE Themes: Health & Well-Being

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

Expected Learning Outcomes

Successful students will be able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2. Identify, reflect on, or apply strategies for promoting health and well-being.

How This Course Fulfills the Expected Learning Outcomes

This course explores how bodies have been marked as Jewish, and how those bodies have been perceived as healthy, diseased, or disabled from ancient times to the present. Students will examine different ideas about health and illness and will analyze how those ideas have impacted lived experiences and personal and communal well-being. Course materials incorporate a wide range of disciplinary perspectives, including history, literary studies film, visual art, medicine, gender studies, and disability studies to build an in-depth interdisciplinary approach to studying Jewish bodies. Students will work with a variety of different textual and visual primary sources to analyze how cultural, political, social, and scientific perspectives of Jewish bodies have changed. Throughout the semester, students will also reflect on how the study of Jewish bodies, particularly when it comes to religion, ethnicity, race, gender, and culture, impacts how they understand their own health and well-being. By the end of the semester, they will have learned a great deal about the changing ideas about and representations of Jewish bodies. They will also acquire scholarly tools and perspectives that enable them to critically examine how different bodies –

including their own – are shaped by historical forces, cultural representations, and changing discourses of health and disease, ability and disability.

Course materials

All readings, viewings, links, and resources for this will be available on the course website on Carmen or as e-books available through the OSU Libraries (with links on Carmen). Please let me know immediately if you have trouble accessing the course website.

Assignments will vary in length, depending on the topic. Be sure to start early with the assignments; if you leave everything to the night before, there will be too much to read and view.

Readings and viewings must be completed by the day that they are assigned.

Grading and Course Requirements

Final grades will be calculated as follows:

Attendance, Participation & Preparation	15%
Journal	35%
Midterm	15%
Final	15%
Final Project	20%

Assignment information

Attendance, Participation & Preparation (15%)

- Attend class – make sure to sign the sign-in sheet each class session.
- Participation
 - This course revolves around class lectures and discussions, including significant material not necessarily included in the readings. Come to class prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not how much you know about the subject. Not everyone feels comfortable participating in class, which is why there are several different ways in which to participate:
 - Ask questions, volunteer ideas, participate in large and small group discussions during class.
 - Ask me questions or share ideas or interesting material relevant to the course outside of class, during office hours, or via email.
 - Please note: if you spend time on your computer, tablet, or phone during class for purposes not related to the class, you will receive a 0 on that session's participation grade. If you do so on a regular basis, then your final grade may be up to 10% lower than you might expect.
- Grading:
 - If you put up your hand regularly and speak in an informed and succinct way in class = 100
 - If you speak occasionally in class, but demonstrate in other ways (office hours, before and after class) that you are engaged with the material and asking good questions = 90
 - If you never raise your hand and I have to call on you to involve you, but you have things to say when I do that = 75

- If you never participate in class, have nothing informed to add when called on and do not have anything to contribute to group assignments and discussions = 0
- If you raise your hand a lot and talk a lot, but do not think before you speak, or prevent others from speaking or expressing their opinions = 70

Journal (35%)

- Each week, students will submit two short (250 word) responses to assigned readings and viewings. Responses are due online before each class session.
- This is your opportunity to question the materials that we will be reading and viewing and to analyze them.
- Each response will incorporate analysis of the material (reading and/or viewing) assigned for that session and personal reflections on health and wellness.
 - Each Tuesday [first session of the week], students will respond to questions about assigned reading/viewing on Carmen.
 - Each Thursday [second session of the week], students will submit a personal reflection on health and wellness, related to course topics. Questions to consider for these responses:
 - Can you relate to the lived experiences and/or concepts in this week's materials? Why or why not?
 - Does this material seem to reflect the particular experiences or ideas of a specific group (religion, ethnicity, race, geography, class)? Or do they seem universal in scale?
 - What lessons for health and well-being can you take from this week's topic?
 - The final journal for the semester will be a concluding commentary and reflection on journals from across the semester.
- More information about journals and sample journal entries will be provided on Carmen.
- Each journal will be graded according to a rubric posted on Carmen, on a five-point scale.
 - You can skip two journals without penalty.
 - Late journals are not accepted.
- Journals will be submitted electronically via the Carmen. Please note that I have enabled Turn-It-In, a program that checks the originality of papers. All written assignments will automatically be checked against the program's database.

Midterm (15%)

- A take-home midterm will be distributed on TBD. It will be due on Carmen on TBD.
- The midterm exam will consist of 6-8 short answer questions that focus on how key concepts from the first half of the semester shape our understanding of bodies, health, and well-being. Students will also reflect on how pre-modern topics do and do not resonate in the contemporary world.
- Students will have access to all course materials while they complete the midterm. They will be expected to respond to each question with a well-crafted paragraph (recommended length: 5-8 sentence) that demonstrates familiarity with course materials and concepts.
- The midterm must represent your own work and cannot be done in groups or with other people in the class. Please see the **Code of Student Conduct**: <http://studentlife.osu.edu/csc/>
- Any midterm with a grade lower than a B may be rewritten and resubmitted. The final grade will be an average of the grades on the original and revised papers.

Final (15%)

- There will be a cumulative final exam held in-person during the university scheduled exam time [day/time].

- The exam will focus on how key concepts relating to bodies, health and well-being that we have examined over the course of the semester are constructed and transformed in specific historical, social, and cultural contexts.
- The exam will include providing definitions for 8-10 key concepts (1-2 sentence responses) and an in-class essay question (choose one of two provided essay prompts). There will be time set aside to review for the final exam during class in Week 15.
- The final exam must represent your own work. Please see the **Code of Student Conduct**: <http://studentlife.osu.edu/csc/>

Final Project (20%)

- Each student will choose a topic relating to Jewish bodies, health, and wellness for the final project. This project may relate to their area(s) of academic interest or out-of-classroom experiences. It will connect their topic of choosing to course materials and incorporate strategies for promoting health and well-being in some manner.
- Projects will include the following checkpoints:
 - Brief description of project topic – due Week 7
 - Description should be 100-200 words long
 - Annotated bibliography of sources – Week 9
 - At least 5 academic sources required. We will hold a research workshop at the Thompson Library during the first half of the semester to help find academic sources.
 - “Work-in-progress” workshop: bring polished abstract (250 words) and detailed outline of project to class – Week 11
 - Remember, your abstract must include a clear statement of the argument and implications of that argument.
 - Class presentations – weeks 13-15
 - Class presentations will be your opportunity to share your work with your classmates. Your presentation should be 5-7 minutes long and should reflect organization and preparation in the discussion of your topic and research.
- Final Projects will be due [last day of classes]. The final submission will include an accessible presentation of highlights of the project (video (6-8 minutes long), detailed poster, or online presentation (Spark pages or website), all incorporating images and text) as well as a written paper (850-1000 words) that discusses your research and findings.
- Project will be assessed based on the following criteria:
 - Timely submission of each Project checkpoint that follows guidelines on Carmen
 - Clear presentation and analysis of a topic related to Jewish bodies, health and wellness and related strategies for promoting health and well-being.
 - Incorporation of research, including at least 5 different academic sources and 1 source from the course syllabus (ie, reading assigned over the course of the semester)
 - Effective presentation of highlights of the project as video, poster, or online (Spark page or website)
- See Carmen for more details, resources, and a grading rubric.

Late assignments

Late Work: Late work will not be accepted without written documentation that attests to unavoidable circumstances (illness, family emergency, etc).

Grading scale

93–100: A
90–92: A-
87–89: B+
83–86: B
80–82: B-
77–79: C+
73–76: C
70–72: C-
67–69: D+
60–66: D
Below 60: E

Faculty feedback and response time

Please come talk to me over the course of the semester if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk. For quick questions or concerns, email (brenner.108@osu.edu) is the best way to reach me. I will do my best to respond within 24 hours on weekdays.

Discussion and communication guidelines

The following are my expectations of how we should communicate as a class. Above all, remember to be respectful and thoughtful.

Writing style: Remember to write using good grammar, correct spelling, and punctuation. Informality is okay to some extent but in general write as if you are writing an email to a professor. Be respectful.

Generosity and Respect: We will touch on controversial issues in this course. Please speak with respect and give your fellow students the benefit of the doubt during interactions in class. If something is said that makes you uncomfortable or offends you, please express your opinion in class, if you are comfortable doing so, or come and speak with me.

Class Policies

Absences: To do well in this class, you need to be present and awake. Since things come up (illness, family issues, other commitments), you may be absent two times without penalty. [After that absence, each addition unexcused absence will impact your Attendance, Participation & Preparation grade \(15% of overall grade. Please note the following:](#)

- Absences will be excused for illness, with a valid doctor's note or for other emergencies with appropriate documentation. Save your "free" absences for days when you're stressed about other courses, have car trouble, or might be traveling for fun or family events.
- After two absences, you must contact me if you believe an absence should be excused for things like illness or family emergencies. If circumstances beyond your control prevent you from attending class, contact me via email and request that the absence be excused. Please include any documentation you have (ie, doctor's note). Depending on what we're doing in class, I may ask you to submit a makeup-assignment.

- 2 late arrivals or early departures (**more than 10 minutes without explanation**) will count as an absence.
- Sleeping through class lectures, discussion or film screenings will be treated like late arrival/early departure, which means the 2 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including films, film clips, lectures, discussions and assignments. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need.

In Class: **Please do not use laptops, tablets or phones in class**, unless it is an active part of class activities (quizzes or group-work). I realize that some people like to take notes on the computer, but multiple studies have shown that laptops in a small class like this one are more disruptive and distracting than helpful. If you have special circumstances that make using a laptop necessary, please speak to me and we'll find a suitable arrangement. Using a phone in any way during class, and especially during film screenings, will result in an automatic 0 for that session's Participation grade. If you need to communicate with someone, step outside of the room for a minute and return when you're done.

Class Cancellations: If an emergency arises or if the weather conditions are dangerous and I need to cancel class, I will send an email to the class and post an announcement on Carmen. Please try to check your email before class in case anything comes up.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. Personal anecdotes tell us a lot and I am happy to have you share your experiences. Remember that personal experiences are not evidence for academic arguments and discussions. Also, keep in mind that Google isn't the best way to find information, especially in an academic context. Cite academic references as evidence for your arguments. For course material, list the title and page, for online sources, include a link.

Fairness and Honesty

I expect students to complete all assignments, projects and exams with fairness and honesty. Plagiarism – the representation of someone else's words or ideas as one's own – is a very serious offense and will be result in serious consequences. By plagiarism, I mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as copying response or cheating on exams. All suspected cases of plagiarism will be reported to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your journals and other writing assignments to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of OSU's Code of Conduct (plagiarism) as appropriate. Note that submitted papers become part of the OSU database.

Writing Center: The Writing Center (<http://cstw.osu.edu/writingcenter>) is a great (free!) resource on campus for helping improve your writing skills and work on specific assignments. You can set up appointment or drop in at certain times for one-on-one help with your writing.

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system). If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Course schedule

This schedule may be modified over the course of the semester. Please make sure to check Carmen for texts, links to films and schedule updates. Remember, you must complete the reading and viewing assignments before class on the date they are assigned.

Date	Topic	Viewing/Reading	Due
Week 1	Well-Being, Then and Now?	Introductions Opening reflections on bodies, health, illness, ability and disability	In-class survey and self-assessment
	What are Jewish Bodies?	Barbara Kirschenblatt-Gimblett, "Bodies" pp. 172-182 Howard Eilberg-Schwartz, "The Problem of the Body for the People of the Book" pp. 17-38	Journal 1 What are different ways to identify Jewish bodies? How do those approaches compare with how you situate your own body in social, ethnic, racial, religious, and other contexts? How do perceptions of bodies affect the health and well-being of individual and collective bodies?
Week 2	Genetics and Jewish Bodies	Yulia Egorova, "'Jewish Genetics': DNA, culture, and historical narrative" pp. 353-364 Listen to " Origins of the Jews " <i>Adventures in Jewish Studies Podcast</i> Optional: Gil Atzmon et al. " Abraham's Children in the Genome Era "	Journal 2 What can genetics tell us about Jewish bodies, health, and disease? What are some of the limitations of genetic research when it comes to specific historical groups? Would you pursue genetic analysis for yourself? Why or why not?
		Noah Tamarkin, " Genetic Diaspora: Producing Knowledge of Genes and Jews in Rural South Africa "	Journal 3 Health & Wellbeing Reflection
Week 3	God's Body? The Body in Ancient Judaism	Elliot Wolfson, "Images of God's Feet" pp.143-181 Melvin Konner, "God's Body" 13-19	Journal 4 Does God have a body in ancient Judaism? Does God have a body in modern Judaism? How do these approaches to divine bodies compare with other ideas and beliefs you have been exposed to about religion and bodies?
		Melvin Konner, "Greeks and Jews," 35-47	Journal 5 Health & Wellbeing Reflection
Week 4	Male Bodies: Circumcision	Genesis 15, 17, 34 Susan Niditch, "Introduction to Ancient Judaism," in <i>Ancient Israelite Religion</i>	Journal 6 How is the practice of circumcision given religious, historical, and physical

			meaning in ancient Israel? Which of these meanings still resonate today? How have ritual practices like circumcision affected how people perceived Jewish bodies? How have such perceptions impacted the health and well-being of individuals and communities?
		Excerpts from <i>Dialogue of Justin, Philosopher and Martyr with Trypho, A Jew</i> Robin Judd, “ <u>The Child Was Circumcised</u> ”	Journal 7 Health & Wellbeing Reflection
Week 5	Female Bodies: Menstruation and Purity	Leviticus 12, 15 Charlotte Fonrobert, "The Hermeneutics of Colors and Stains: The Rabbinic Science of Women's Blood"	Journal 8 How is menstruation given religious, historical, and physical meaning in ancient Israel and in Judaism? Why do so many religious texts and authorities focus on this issue? Do these rituals seem to promote health and well-being? Why or why not?
		Elyse M. Goldstein, “ <u>Take Back the Waters</u> ” Danya Ruttenberg, “Blood Simple: Transgender Theory and the Mikveh”	Journal 9 Health & Wellbeing Reflection
Week 6	Jews and Sex	Daniel Boyarin, “The Great Fat Massacre: Sex, Death, and the Grotesque Body in the Talmud” pp. 69-100	Journal 10 Which ideas in Boyarin’s article do you think are most similar to contemporary ideas about sex? Which are most alien to contemporary society? What might “healthy” sex mean in this context?
		Solomon Ibn Saqel, "Asher in the Harem," in David Stern ed., <i>Rabbinic Fantasies</i> , pp. 253-67	Journal 11 Health & Wellbeing Reflection
Week 7	Sex and Love – GLBTQ+ Representations	Sholem Asch, selections from <i>God of Vengeance: A Drama in Three Acts</i> (1907)	Journal 12 What is represented as “healthy” sexuality in this play? Why do you think the play was controversial in its time? Do you think it would be controversial today? Why or why not? ** Project topics due**
		Paula Vogel, selections from <i>Indecent</i> (2015)	Journal 13 Health & Wellbeing Reflection

Week 8	Monstrous Bodies	Maya Barzilai, "The Golem Condition" in <i>Golem: Modern Wars and Their Monsters</i> , pp. 1-26	Journal 14 What kind of body is the Golem? What can it do? What can it not do? What does it suggest about Jewish bodies and Jewish vulnerability?
		In-class: watch clips from <i>The Golem</i> (1915) and <i>The Golem</i> (2018)	Midterm Due
Week 9	d/Disability	Natan Meir, excerpts from <i>Stepchildren of the Shtetl: the destitute, disabled, and mad of Jewish Eastern Europe</i> Selections from S. Y. Abramowitz, <i>Fishke the Lame</i>	Journal 15 Why are there so many disabled bodies in Eastern European Jewish communities? Why are so many people experiencing disease or disability? What does this tell us about these communities and about ideas of ability and disability, inclusion and exclusion? **Annotated bibliography due**
		Watch "The Light Ahead" (1939) Link available on Carmen	Journal 16 Health & Wellbeing reflections
Week 10	Diseased Bodies	Melvin Konner, "Hath Not a Jew Eyes?" and "Race and Destiny" pp. 81-108 ** Please note that this week's reading has images and historical facts about genocide that may be disturbing to some. Please contact me if you'd like to talk more about these or would prefer an alternative assignment	Journal 17 How did certain understandings of Jewish bodies become the basis for persecution and genocide? Do you think that the 'othering' of these bodies was specific to Jews, or was an experience shared by other groups? Why was there such a systematic disregard for well-being?
		Nicole Ephgrave, "On Women's Bodies: Experiences of Dehumanization during the Holocaust" pp. 12-32 Selected poems and photographs: Paul Celan, Primo Levi, Avraham Sutzkever	Journal 18 Health & Wellbeing Reflections
Week 11	Muscle Jews	David Biale, "Zionism as an Erotic Revolution" pp. 283-307 Excerpts from films "This is the Land" (1935) and "The Mighty Atom" (Documentary, 2017)	Journal 19 What motivated the physical transformation of Jewish bodies in the early twentieth century? How were these physical transformations connected to ideas about well-being? How could Jews transform their bodies? Why would they want to?

			Project workshop: abstract and outline due
		Meira Wisse, introduction and Chapter 1 in <i>The Chosen Body: The Politics of the Body in Israeli Society</i>	Journal 20 Health & Wellbeing Reflection ** Project workshop continued
Week 12	Jewish Noses	Jay Geller, “(G)nos(e)ology” pp. 243-282 Sara Lipton, “ <u>The Invention of the Jewish Nose</u> ”	Journal 21 How did particular kinds of noses become associated with Jewish bodies? Why? Do these assumptions still have power today?
		Aline Kominsky Crumb, “Nose Job”	Journal 22 Health & Wellbeing Reflection
Week 13	Jewish Noses, Part II	Tahneer Oksman, <i>How Come Boys Get to Keep Their Noses</i> , read “How to Unaffiliate Jewishly” and Chapter 1, “My Independent Jewish Monster Temperament” Selections from Jewish comics	Journal 23 What marks a body as Jewish in the comics that you read for today? What marks a body as healthy? How do these visual choices affect our understanding of health and bodies more generally? ** Project Presentations begin**
		** session at the Comics Library, Sullivant Hall **	Journal 24 Health & Wellbeing Reflection
Week 14	Stereotyped Bodies	Riv-Ellen Prell, “Why Jewish Princesses Don’t Sweat” pp. 329-359	Journal 25 What is a Jewish Princess? What assumptions about the body does this concept rely upon? Can you think of examples from contemporary popular culture that are relevant to this concept?
		Watch excerpts from <i>Crazy Ex-Girlfriend</i> and <i>Broad City</i> . See details on Carmen.	Journal 26 Health & Wellbeing Reflection
Week 15		Liora Moriel, “Dana International: A Self-Made Jewish Diva” pp. 110-124	Final Journal: Reflection & Commentary
		TBD	** Final Project due**
		Final Exam: University Scheduled Period	

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	

Re: New Course Cross-list?

Carmichael, Phoebe <carmichael.96@osu.edu>

Wed 3/8/2023 12:38 PM

To: Stotlar, Jackson <stotlar.1@osu.edu>

Okay great, thank you so much!

All the best,
Phoebe

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Phoebe Carmichael

Academic Program Coordinator

The Ohio State University

College of Arts and Sciences

Near Eastern and South Asian Languages and Cultures

300F Hagerty Hall, 1775 College Rd. S, Columbus, OH 43210

(614) 247-7739 Office

carmichael.96@osu.edu

(she/her/hers)

From: Stotlar, Jackson <stotlar.1@osu.edu>

Sent: Wednesday, March 8, 2023 11:52 AM

To: Carmichael, Phoebe <carmichael.96@osu.edu>

Subject: RE: New Course Cross-list?

Hi Phoebe,

There is one you can use, but just as easy to save a PDF version of this email thread and attach it as proof of concurrence when you submit the course in the curriculum system!

Best,
Jackson

From: Carmichael, Phoebe <carmichael.96@osu.edu>

Sent: Wednesday, March 8, 2023 11:26 AM

To: Stotlar, Jackson <stotlar.1@osu.edu>

Subject: Re: New Course Cross-list?

Hi Jackson,

This is excellent news! Just one quick question- are there any official forms that I need to include for concurrence when I submit to curriculum?

Many thanks,
Phoebe

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Phoebe Carmichael

Academic Program Coordinator

The Ohio State University

College of Arts and Sciences

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(614) 247-7739 Office
carmichael.96@osu.edu
(she/her/hers)

From: Stotlar, Jackson <stotlar.1@osu.edu>
Sent: Tuesday, March 7, 2023 12:39 PM
To: Carmichael, Phoebe <carmichael.96@osu.edu>
Subject: RE: New Course Cross-list?

Hi Phoebe,

Writing to share the exciting news that after review from the chair of undergrad studies, WGSS both grants full (and excited!) concurrence for this course and will add this course to our approved-related category. As such, WGSS students will be able to take this course as an elective towards the WGSS major and minor should they so choose. Let me know if you need anything else from us at this time!

Best,
Jackson

From: Carmichael, Phoebe <carmichael.96@osu.edu>
Sent: Friday, March 3, 2023 12:51 PM
To: Stotlar, Jackson <stotlar.1@osu.edu>
Subject: Re: New Course Cross-list?

Awesome! Thanks, Jackson. Looking forward to hearing from you next week.

Phoebe

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Phoebe Carmichael

Academic Program Coordinator

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From: Stotlar, Jackson <stotlar.1@osu.edu>
Sent: Friday, March 3, 2023 12:47 PM
To: Carmichael, Phoebe <carmichael.96@osu.edu>
Subject: Re: New Course Cross-list?

Hi Phoebe,

Great to hear from you! While this course is absolutely in our wheelhouse, cross listing is kind of a mess at OSU and we've shied away from cross listing any courses that cannot be taught by current core faculty in WGSS. At the moment, we don't have anyone who could teach this course.

However, we will need to provide concurrence for this to go thru and would probably love to have it count as an approved-related course. I have a meeting with our DUGS on Tuesday morning. Let me run it by her and see if it can be that simple or if she wants the whole committee to take a peek at it. In any case I should have more info for you by next week and can definitely meet the two week turn around.

Thanks and stay dry today!

Best,
Jackson

From: Carmichael, Phoebe <carmichael.96@osu.edu>
Sent: Friday, March 3, 2023 11:15:16 AM
To: Stotlar, Jackson <stotlar.1@osu.edu>
Subject: New Course Cross-list?

Hi Jackson,

I hope you're doing well! One of our faculty members is developing a new course, Jewshst 3636: *Jewish Bodies: Health, Gender, & Sex*. Given the course content, I wanted to see if we could cross-list with WGSS.

I've attached the syllabus and GE form here, so if you could take a look and let me know what you think, that would be most excellent.

Also- we want to get this submitted within the next two weeks; would that be enough time for your end to approve or would you need more time?

Many thanks and happy curriculuming,
Phoebe

--

Phoebe Carmichael

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