

NCSU, Department of Philosophy and Religious Studies, Spring 2020

## **REL 350**

### **Introduction to Judaism**

222 Daniels Hall/ Tuesdays & Thursdays 1:30-2:45 pm

Course Web Page on WolfWare in Moodle

#### **Instructor**

Dr. Verena Kasper-Marienberg, Assistant Professor of History

vikasper@ncsu.edu

Office: Withers Hall 474

+1 919 513 2221

Office Hours: Wednesdays 10-12 or by appointment. For an appointment outside of office hours, please email me 24 hours in advance or arrange an appointment after our scheduled class time.

#### **Course Prerequisites**

There are no prerequisites for this course.

#### **Course Description**

A survey of Jewish religious traditions from the bible through the present day. Evolution of major religious ideas through classical texts including Torah, Talmud, philosophical and mystical literature, and contemporary fiction.

Class time will be structured as a combination of instructor presentations and seminar-style in-depth sessions related to weekly readings of secondary literature and primary sources. Weekly reading assignments, writing responses, preparation of one study-session with a summary paper, and exams will constitute the main components for grading. Our understanding of Jewish religious traditions and cultures will be enriched by three out-of-class events: we will attend a Jewish Studies lecture at NCSU, we will watch a documentary, and we will visit the Judaica

collections at the North Carolina Museum of Art. All three events will be followed up by writing responses.

The instructor reserves the right to make changes to the syllabus, including topics, readings, etc., when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

## **GEP Humanities Objectives**

This course fulfills the NCSU GEP Humanities and Global Knowledge requirements.

GEP Objective 1: Engage the human experience through the interpretation of culture.

### Student Learning Outcome:

- Students will be able to narrate the major changes and continuities in Jewish history and religious culture from antiquity to the modern period.
- Students will explore in depth Jewish primary sources & artifacts.

Assessment: Weekly reading responses, student presentation, papers and exam questions

(Ex. exam question: Choose one Jewish life cycle ritual (for example circumcision, bar mitzvah) and describe at least 3 related customs that were discussed in class or your readings that were practiced in different time periods and geographic regions)

GEP Objective 2: Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

### Student Learning Outcome:

- Evaluate the kinds of oral, written and visual primary sources Jewish studies scholars rely upon to reconstruct Jewish history and cultures in different periods and places.
- Critique the persuasiveness of interpretations of past or current world events relating to Jewish history and culture.

Assessment: Weekly reading responses, student presentation, papers and exam questions

(Ex. response question: We read a Jewish and a non-Jewish account of the Rhineland massacres during the first crusade (1096 CE). Describe and try to explain the differences between the two accounts (noting for example dates, places, number of people killed, descriptions of violence, motifs, consequences, interpretation of the events etc.)

GEP Objective 3: Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Student Learning Outcome:

- Students will be able to articulate central questions in Jewish religious culture and history and make arguments in response to these questions from primary sources.
- Students will be able to identify and explain major events in Jewish history and ideas in Jewish religious traditions
- Students will produce an original academic argument grounded in primary source evidence and knowledge of academic literature that meets the standards of the Religious Studies discipline

Assessment: Weekly reading responses, student presentations, papers, and exam questions

(Ex. exam question: We have visited the Judaica department in the NC Art museum and saw examples of Jewish ritual objects as well as paintings of Jewish artists. In your museum response you should present arguments for and against the category of “Jewish art” in cultural institutions. What can be problematic about this term, why can it be useful? Bring your arguments with you to class for a class room debate.)

## **GEP Global Knowledge Objectives**

GEP Objective 1: Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Student Learning Outcome:

- Students will be able to Identify the major political, economic, social and cultural forces that have shaped Jewish history and cultures around the world, focusing on Europe, the Middle East, and Northern Africa
- Students will analyze a variety of primary sources and artifacts related to Jewish history and cultures in different periods and places
- Students will explore the diasporic experience of Jewish communities in a global perspective

Assessment: Weekly reading responses, student presentation, papers and exam questions

(Ex. essay question: Describe the influence of non-Jewish authorities on the communal leadership and administration of Jewish communities before modernity (before 1800). Choose three historic examples from different time periods and geographic areas we discussed in class and compare the differences of autonomy)

GEP Objective 2: Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Student Learning Outcome:

- Students will be able to describe the connections between current different Jewish denominations and religious movements and their historic predecessors in Europe
- Students will be able to reconstruct the exchange of ideas and knowledge in Jewish religious and cultural traditions between different regions of the world

Assessment: Weekly reading responses, student presentation, papers and exam questions

(Ex. response question: Describe at least six examples of ideas, people, and/or religious traditions that came from Europe to the US during the 19<sup>th</sup> century for one Jewish denomination of your choice (Orthodox, Conservative, Reform)

## Required Readings

We will work closely with the following books (available for purchase from the NCSU Bookstore):

1. Philip S. Alexander, ed., *Textual Sources for the Study of Judaism* (Chicago: Chicago UP, 1990).
2. Dan Cohn-Sherbok, *Judaism: History, Belief, and Practice* (New York: Routledge, 2017).
3. Raymond P. Scheindlin, *Short History of Jewish People* (Oxford: Oxford UP, 2000).

Other weekly readings and primary sources will be continuously posted on Moodle throughout the semester. Students are responsible for printing the materials and bringing them to class.

This class is taking part in NC State's All-In program. Course materials are delivered electronically on my Moodle site. This is the most cost-effective way to get the materials in this course. You have free access to materials through January 19th. You must purchase access during that time using the link on my Moodle page

to the bookstore's website. If you do not purchase access by January 19th, you will lose access to the course materials and will then have to acquire the materials through another source.

### **Course Requirements**

Class Participation	10%
Reading Responses	10%
Mid-Term Exam	15%
Event Responses	20%
Final Exam	20%
Presentation and Paper	25%

### **Attendance**

Students are expected to attend every class. Excused absences are permitted only for medical or family emergencies. Attendance will be taken into consideration in determining the final grade. For the NCSU attendance policies, see <http://policies.ncsu.edu/regulation/reg-02-20-03>

More than two unexcused absences will result in a reduction of one letter grade per absence from the final grade. More than five unexcused absences will result in failing this class. Attendance at the out-of-class events is required, but because these might be held outside scheduled class time, there will be an assigned alternative activity if a student is unable to attend.

### **Participation (10%)**

Students are expected to arrive in class having studied the material and be prepared to actively engage in class discussions. Students are responsible for printing and bringing printouts as requested by the instructor. No laptops or other electronic devices are allowed during class time unless agreed upon with the instructor.

If you have a particular problem with voluntary participation (social anxiety, etc.), or an especially difficult time dealing with being suddenly called upon, please advise the professor during the first two weeks. Your request will be fully honored, and, if appropriate, another method of personal evaluation, agreed upon by both you and the professor, might be put into place.

### Assessment of Class Participation:

You will be graded both on the frequency and the quality of your participation; attendance is clearly important for participation.

A Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.

B Student is usually prepared, responds when called on and volunteers on occasion.

C Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.

D Student is unprepared, inattentive, never volunteers, or comes to class late.

F Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

### **Reading Responses (10%)**

Each session, students are required to post a ½-1-page reading response on Moodle that will be visible to all class members. The response should point out specific points in the readings that were of special interest and questions that can be discussed during class time. Students can see responses of other class members only after they submitted their own response and are required to read through at least five postings of other students before class. Reading responses must be uploaded no later than 12pm on Tuesdays/Thursdays the day before the class related to the reading; no late ones will be accepted.

No letter grade will be given for reading assignments. They will receive a default 1 point for submission, 0 point in case of missed submission. The instructor will check the assignments regularly but not comment on each one. Cases of severe quality issues or repeatedly missed assignments will result in point reduction. Get in touch with the instructor **before** class time if you cannot make the online posting deadline for a certain session because of severe reasons.

### **Mid-Term Exam (15%)**

The mid-term exam will cover the topics of the first 4 units (readings and primary sources). In order to pass, it is crucial that students do their readings, take good notes during class, and read carefully through the instructor pdfs as well as the materials provided during class time.

### **Event Responses (20%)**

Our two out-of-class events (NC Art Museum visit, and the POLIN Museum documentary) will each be followed up by a written reflection (2-3 pages) to be posted on Moodle as an assigned response. Due dates are indicated on course schedule and on Moodle.

- The museum response should include the basic structure of the NC Art Museum Judaica exhibit, major points the guide pointed out in her/his tour, and a reflection on one object in the collection of your choice that you analyze in more detail. Bring a camera or a phone with a camera to make pictures of the object (no flash allowed).
- The movie response should cover the basic storyline of the documentary and two to three major points of the movie that you discuss in more detail in the context of our class readings and discussions.

Please note that the sessions in which we visit the museum might take slightly longer than 2:45 pm and that the movie screening is scheduled outside of class time. Check your schedule and let the instructor know before the second week of classes if you cannot make it to these events. The instructor will assign an alternative assignment for you. Students will be responsible for organizing their own transportation to the NC Art Museum. Please check the museum website (<http://ncartmuseum.org>) ahead of time for directions and parking information.

### **Final (20%)**

The final exam will be cumulative, covering the topics from all units (readings and primary sources). In order to pass, it is crucial that students do their readings, take good notes during class, and read carefully through the instructor's pdfs and materials provided during class time. We will have a Q&A in preparation for the final exam in our last session.

### **Presentation and Paper (25%)**

The presentation and paper will require the most time and preparation of all the class assignments. Therefore, they earn the highest weight among the grades. Each student will sign up for one of the units 4 to 8 and will develop a 20 minutes presentation for class based on a special primary source text, religious object, image, artifact, or religious ritual related to the thematic unit. Based on their presentation,

students will develop a 5-page research paper that puts their source into a historical and cultural context, argues for the significance of the source in Jewish history and religious culture, and includes a short bibliography (ca. five academic monographs or scientific articles) relevant to the topic of the paper.

All presenters should meet with the instructor at least three weeks before their presentation and should provide regular updates on their progress via email or Moodle. Presentations will be graded on the basis of presentation style, correctness and verification of information provided, the level of scholarly background given through readings, and creativity.

The research paper will be graded on the basis of correct citation, the use of sufficient scholarly literature, strong argumentation and in-depth analysis, and academic writing style. Students should meet with the instructor after their presentations to discuss their concrete paper topics.

The following format requirements are obligatory:

- Title page including title of paper, student contact and study information, name of course, semester, and instructor.
- Introduction, argumentation, conclusion, and bibliography.
- Bibliography differentiating between primary sources and secondary literature in alphabetic order of the authors' last names.
- References of any sources, quotes, information, and secondary literature summaries with exact page numbers (if applicable) in footnotes or endnotes.
- Referencing according to Chicago Manual of Style (see [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)).
- Double-spaced text 12pt font, single-spaced footnotes/endnotes 10pt font, 1 inch margins.

## Grading Scale

A+	97-100	B-	80-82.9	D	63-66.9
A	93-96.9	C+	77-79.9	D-	60-62.9
A-	90-92.9	C	73-76.9	F	0-59.9
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		

## Course Calendar

Units	Dates 2020	Topic and Readings
Intro	Tue, Jan 7	<ul style="list-style-type: none"> <li>• Intro</li> <li>• Syllabus</li> <li>• Sign-up for presentation (Units 4-8)</li> </ul> <p>Reading: <a href="http://writingcenter.unc.edu/handouts/religious-studies/">http://writingcenter.unc.edu/handouts/religious-studies/</a></p>
Unit 1	Thu, Jan 9 Tue, Jan 14 Thu, Jan 16 Tue, Jan 21	<p><b>Jewish Religious Life Cycle and Year</b></p> <p>Thu, Jan 9 &amp; Tue, Jan 14: <b>Jewish rites of passage</b> Readings: Ivan G. Marcus, <i>The Jewish Life Cycle. Rites of Passage from Biblical to Modern Times</i> (Seattle/London: Washington UP, 2004), 193-248.</p> <p>Thu, Jan 16 &amp; Tue, Jan 21: <b>Jewish holidays</b> Readings: Dan Cohn-Sherbok, <i>Judaism: History, Belief, and Practice</i> (New York: Routledge, 2017), 515-540.</p>

Unit 2	Thu, Jan 23 Tue, Jan 28 Thu, Jan 30 Tue, Feb 4	<p><b>Jewish History</b></p> <p>Thu, Jan 23: <b>Antiquity</b> Readings: Raymond P. Scheindlin, <i>Short History of Jewish People</i> (Oxford: Oxford UP, 2000), ch. 1-3.</p> <p>Tue, Jan 28: <b>Middle Ages</b> Readings: Scheindlin, <i>Short History of Jewish People</i>, ch. 4, 5.</p> <p>Thu, Jan 30: <b>Early Modern Period</b> Readings: Scheindlin, <i>Short History of Jewish People</i>, ch. 6, 7.</p> <p>Tue, Feb 4: <b>Modernity</b> Readings: Scheindlin, <i>Short History of Jewish People</i>, ch. 8, 9.</p>
Unit 3	Thu, Feb 6 Tue, Feb 11	<p><b>Jewish Rituals and Practices</b></p> <p>Thu, Feb 6: <b>Community and Family</b> Readings: 1. Jacob Katz, <i>Tradition and Crisis. Jewish Society at the End of the Middle Ages</i> (New York: Schocken, 1993), 65-94. 2. Judith R. Baskin, "Jewish Private Life: Gender, Marriage, and the Lives of Women," in <i>The Cambridge Guide to Jewish History, Religion, and Culture</i>, ed. Judith R. Baskin, Kenneth Seeskin (Cambridge: Cambridge UP, 2010), 357-380.</p> <p>Tue, Feb 11: <b>Holidays and Kashrut</b> Readings: Michael L. Satlow, <i>Creating Judaism. History, Tradition, Practice</i> (New York: Columbia UP, 2006), 164-186.</p>
<p style="text-align: center;">Mon, Feb 10</p> <p style="text-align: center;"><b>Movie screening "Raise the Roof" 5-7.30 pm</b></p> <p style="text-align: center;">👉 Event response (movie) due Mon Feb 17, 12pm</p>		

Unit 4	Thu, Feb 13 Tue, Feb 18	<p><b>Jewish Spaces</b></p> <p>Thu, Feb 13: <b>Jewish spaces: Synagogue architecture</b> Readings:</p> <ol style="list-style-type: none"> <li>1. Carol Herselle Krinsky, <i>Synagogues in Europe: Architecture, History, Meaning</i> (Mineola: Dover 1985): 5-34.</li> <li>2. Lee Shai Weissbach, "The Architecture of the Bimah in American Synagogues: Framing the Ritual," <i>American Jewish History</i>, 91,1 (2003): 29-51.</li> </ol> <p>Tue, Feb 18: <b>Jewish spaces: from cemeteries, mikvaot, eruvs to klezmer</b> Readings:</p> <ol style="list-style-type: none"> <li>1. Charlotte E. Fonrobert, "The Political Symbolism of the Eruv," <i>Jewish Social Studies</i> 11,3 (2005): 9-35.</li> <li>2. Debra Kaplan and Verena Kasper-Marienberg, "Nourishing a Community: Food, Hospitality and Jewish Communal Spaces in Early Modern Frankfurt," <i>forthcoming</i></li> </ol>
Unit 5	Thu, Feb 20 Tue, Feb 25 Thu, Feb 27 Tue, Mar 3	<p><b>Jewish Texts and Authors</b></p> <p>Thu, Feb 20: <b>Hebrew Bible, Midrash and Talmud</b> Readings: TBA</p> <p>Tue, Feb 25: <b>Jewish medieval philosophy, chronicles, and legal compendia</b> Readings:</p> <ol style="list-style-type: none"> <li>1. Elliot N. Dorff, "Halakhah," in <i>The Cambridge Dictionary of Judaism and Jewish Culture</i>, ed. Judith Baskin (Cambridge: Cambridge UP, 2011), 212, 213.</li> <li>2. Steven Harvey, "Science and Mathematics: Middle Ages and Early Modern Period," in <i>The Cambridge Dictionary of Judaism and Jewish Culture</i>, ed. Judith Baskin (Cambridge: Cambridge UP, 2011), 537-539.</li> </ol> <p>Thu, Feb 27: <b>Early modern Jewish literature and Gender</b> Readings:</p> <ol style="list-style-type: none"> <li>1. Natalie Zemon-Davis, <i>Women on the Margins. Three Seventeenth Century-Lives</i> (Cambridge: Harvard UP, 1995), 5-62, 220-259.</li> <li>2. Jacob Elbaum and Chava Turniansky, "Tsene-rene,"</li> </ol>

		<p>in <i>Yivo Encyclopedia of Jews in Eastern Europe</i>, URL: <a href="http://www.yivoencyclopedia.org/article.aspx/Tsene-rene">http://www.yivoencyclopedia.org/article.aspx/Tsene-rene</a></p> <p>Tue, Mar 3: <b>Jewish popular literature in modernity</b> Readings:</p> <ol style="list-style-type: none"> <li>1. Joel Berkowitz, "Theater, Yiddish," in <i>The Cambridge Dictionary of Judaism and Jewish Culture</i>, ed Judith Baskin (Cambridge: Cambridge UP, 2011), 600, 601.</li> <li>2. Justin J. Lewis, <i>Imagining Holiness: Classic Hasidic Tales in Modern Times</i> (Montreal: McGill UP, 2009), 35-46.</li> </ol>
<b>☛ Thu, Mar 5, Midterm</b>		
<i>Mon, Mar 9 – Fri, Mar 13 No classes (Spring break)</i>		
Unit 6	Tue, Mar 17 Thu, Mar 19	<p><b>Jewish Art and Material Culture</b></p> <p>Tue, Mar 17: <b>What makes art Jewish?</b> Readings:</p> <ol style="list-style-type: none"> <li>1. Harold Rosenberg, "Is there a Jewish Art?" <i>Commentary</i> 42 (1966): 57.</li> <li>2. Nadine Epstein, "What makes art Jewish?" <i>Moment</i> 40.2 (2015): 44-57.</li> <li>3. Richard Schneider, "The Jew under Glass: The Problem of being an Exhibition Object," <i>European Judaism</i> 36,2 (2003): 26-33.</li> </ol> <p>Thu, Mar 19: <b>NC Art Museum Visit, Judaica Collection</b> ☛ Event response (museum) due Mon, Mar 30, 12 pm</p>
	Tue, Mar 24 Thu, Mar 26	<p><i>No in-class meetings</i></p> <p>☛ Take-home-assignments: Museum response &amp; Presentation paper</p>
Unit 7	Tue, Mar 31 Thu, Apr 2	<p><b>Jewish Memory</b></p> <p>Thu, Mar 31: <b>Jewish Archives and Historiography</b> Readings:</p> <ol style="list-style-type: none"> <li>1. Malachi Beit-Arié, "Genizot: depositories of consumed books as disposing procedure in Jewish society," <i>Scriptorium-Persée</i> 50, 2 (1996): 407-414.</li> </ol>

		<p>2. Hayim Yerushalmi, <i>Zakhor: Jewish History and Jewish Memory</i>, repr. of 1982 (Washington: Washington UP, 2003), 81-103.</p> <p>Tue, Apr 2: <b>Jewish Museums and Memorialization</b> Readings: TBA</p>
Unit 8	<p>Tue, Apr 7 Thu, Apr 9 Tue, Apr 14 Thu, Apr 16 Tue, Apr 21</p>	<p><b>Jewish Denominational Traditions</b></p> <p>Tue, Apr 7 <b>Reform &amp; Reconstructionist Movements</b> Readings: Dana Evan Kaplan, "Contemporary Forms of Judaism," in <i>The Cambridge Dictionary of Judaism and Jewish Culture</i>, ed Judith Baskin (Cambridge: Cambridge UP, 2011), 445-464.</p> <p>Thu, Apr 9 <b>Conservative Movements</b> Readings: Ayala Emmet, "A Ritual Garment, the Synagogue, and Gender Questions," <i>Material Religion</i> 3,1 (2007): 76-87.</p> <p>Tue, Apr 14 <b>Orthodox Movements</b> Readings: Shira Wolosky, "Foucault and Jewish Feminism: The Mehitzah as Dividing Practice," <i>Nashim: A Journal of Jewish Women's Studies &amp; Gender Issues</i> 17 (2009): 3-32, 317.</p> <p>Thu, Apr 16 <b>Ultra-Orthodox/ Haredi Movements</b> Readings: David Lehmann and Batia Siebzehner, "Power, Boundaries, and Institutions: Marriage in Ultra-Orthodox Judaism," <i>European Journal of Sociology</i> 50,2 (2009): 273-308.</p> <p>Tue, Apr 21 <b>Jewish Law &amp; Ultra-Orthodoxy</b> Readings: BBC "Jewish Law" documentary, part 1-3, available through NCSU library streaming service</p>
	Thu, Apr 23	Q&A final exam
<p>Tue, May 5, 2020 1-4pm 👉 <b>Final Exam</b></p>		

## Policies

### **1) Electronic Devices**

Until further notice, electronic devices are not permitted in the classroom.

### **2) Late Written Work and Incompletes**

During the semester, if a student requires additional time for a written assignment due to documented medical or family emergency reasons, an extension may be negotiated with the instructor before the due date. At the end of the semester, students who have incomplete work may fail in the course, unless they work out a plan-of-action with the professor for finishing incomplete work.

### **3) Academic Integrity**

It is the understanding and expectation of the instructor that submission or posting of any written assignment means that the student neither gave nor received unauthorized aid. The University policy on academic integrity can be found in the Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-1>

### **4) Students with disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919- 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01).

### **5) Personal information**

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact the instructor if you wish to be referred to using a name and/or pronoun other than what is listed in the student directory.

Students may be required to disclose personally identifiable information to other students in the course via electronic tools like email or web postings when relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

### **6) Diversity and Learning**

This course strives to be an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. Expressions or actions that disparage a person's gender identity and expression, race, ethnicity, disability, culture, religion, sexual orientation or age will not be tolerated at any time.

### **7) Student Ombuds**

The Student Ombuds is a confidential resource (to the extent allowable by law), that provides a sounding board to discuss concerns related to your university experience - be they academic, personal or interpersonal, if it is important to you, it is an issue you can discuss with the Ombuds. The Student Ombuds provides information, discusses university policies and procedures, and helps students navigate their time at NC State. You can learn more about Student Ombuds Services and schedule an appointment by visiting [ombuds.ncsu.edu/](https://ombuds.ncsu.edu/)

### **8) Food & Housing Insecurity**

Any student who faces challenges securing food and/or housing or has other financial challenges and believes this may affect their performance in this course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can learn more about the Pack Essentials program and available resources by visiting <https://dasa.ncsu.edu/pack-essentials/>

**9) Counseling Center**

The Counseling Center counsels NC State students experiencing personal, academic or vocational problems. Walk-in appointments available.

<http://healthcenter.ncsu.edu/counseling-center/>

**10) Career Counseling for CHASS Majors**

The University Career Center (919-515-2396) includes services exclusively for CHASS majors. Sara Concini [sara\\_concini@ncsu.edu](mailto:sara_concini@ncsu.edu) (serving last name initials A-H) and Woody Catoe [woody\\_catoe@ncsu.edu](mailto:woody_catoe@ncsu.edu) (I-Z) are your career development contacts. Appointments can be made online or you may call the center at 919-515-2396 for assistance. Check out the extensive web site at [www.ncsu.edu/career](http://www.ncsu.edu/career). Be sure to sign up for ePack to learn about internships, jobs, and career events and to use the online appointment service. The center is located in 2100 Pullen Hall, with parking available in the Dan Allen deck.

**11) Writing & Speaking Center**

Writing is a complex skill that requires long practice and training. The mission of the writing center "is to support NC State undergraduate students who are working to improve their writing and speaking skills. Many visit Writing and Speaking Tutorial Services during their first-year composition courses. Others discover us while preparing work for other courses. Still others present themselves with proposals, presentations, grants, research papers, reports, articles, application essays, resumes, or business letters."

Visit them on the web at: [http://www.ncsu.edu/tutorial\\_center/writespeak](http://www.ncsu.edu/tutorial_center/writespeak)