

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

### Specification Theme 1: Religious figures and sacred texts

- D) The structure and development of the Talmud and its importance within Judaism.

The differences between the Jerusalem and Babylonian Talmuds. The nature of the Mishnah: content, style and importance for study in Judaism. The nature of the Gemara: content, style and importance for study in Judaism.

### Guidance for Teaching:

This section considers the early development of Talmud, by considering both the Jerusalem and Babylonian Talmuds and their differences. Candidates will need an understanding of what the Talmud contains in terms of Mishnah and Gemara and a brief understanding of their defining content. A list of vast content is not required, rather a focus on the character of the content, or, style of writing. Finally, an overview of the relative style and importance each has within Judaism should be understood.

### Useful resources

#### Books:

Cohn-Sherbok, Dan (2003) - Judaism: History, Belief and Practice, Routledge, ISBN:0415236614  
De Lange, Nicholas (2009) - An Introduction to Judaism (Introduction to Religion), Cambridge University Press, ISBN:0521735041  
Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796  
Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals, Atria Books, ISBN:0671034812  
Satlow, (2006) Michael L. - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894

#### Digital:

- <https://www.myjewishlearning.com/article/tale-of-two-talmuds/>
- <http://www.jewishvirtuallibrary.org/the-oral-law-talmud-and-mishna>
- <http://www.jewishvirtuallibrary.org/mishnah>

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

### Specification Theme 1: Religious figures and sacred texts

#### E) Midrash in Judaism: the distinction between Halakhah and Aggadah.

The meaning and purpose of midrash. Midrashic method: peshat (plain, literal); remez (hint); derash (homily); sod (hidden). The Halakhah and the 613 mitzvot; Halakhah as the revealed will of God – Orthodox and Reform views. The purpose and role of Aggadah in midrash.

#### Guidance for Teaching:

The next section attempts to bring alive an understanding of the science of midrash and the different ways in which it works within Judaism. Candidates will be expected to explain the classic midrashic methodology (known from the acronym 'pardes'), and be able to demonstrate an awareness of how each of these principles are applied. Candidates will need to understand Halakhah with reference to mitzvot, the ideas of revealed will of God and be able to contrast the views of Orthodox and Reform Judaism. An awareness of what Aggadah is in terms of its purpose and role together with examples of how it works through midrash will also be required.

#### Useful resources

##### Books:

Cohn-Sherbok, Dan (2003) - Judaism: History, Belief and Practice, Routledge, ISBN:0415236614  
De Lange, Nicholas (2009) - An Introduction to Judaism (Introduction to Religion), Cambridge University Press, ISBN:0521735041  
Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796  
Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals, Atria Books, ISBN:0671034812  
Satlow, (2006) Michael L. - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894

##### Digital:

- <https://www.myjewishlearning.com/article/midrash-101/>
- <https://torah.org/series/midrash/>
- <http://www.jewishvirtuallibrary.org/halakha-aggadata-midrash>
- <http://www.jewishvirtuallibrary.org/aggadah-or-haggadah-jewish-virtual-library>

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

Specification Theme 1: Religious figures and sacred texts (part 2).

F) Rashi and Maimonides.

Rashi's importance in the history of Talmudic study. Rashi's approach to midrash: close reading, forensic exegesis and the goal of clarity through peshat (literal interpretation). Maimonides' significance in the history of Jewish studies. The approach taken by Maimonides to midrash: philosophy and reason. A comparison of the views of Rashi and Maimonides concerning an understanding of the creation text in Genesis 1.

### Guidance for Teaching:

This final section within Theme 1 is a study of the roles of Rashi and Maimonides in Jewish textual studies. Candidates will need an understanding of Rashi's specific views on midrashic methodology and the importance he gives to peshat, but also expanding on what peshat actually means for Rashi. In studying Maimonides candidates will need an understanding of his specific rational, philosophical style of commentary in general exemplified in such works as *The Guide for the Perplexed*. As a basis for comparison the styles of Rashi and Maimonides should be considered with regards to the creation narrative in Genesis 1, but an extensive study is not required. A good point to consider, as an example, is the act of 'creation' itself through reference to Rashi's peshat of Genesis 1:1, one understanding of which proposes creation de novo (creation from pre-existing matter - see [www.sefaria.org](http://www.sefaria.org)) and that view of Maimonides in his writings that creation is ex nihilo (creation out of nothing).

### Useful resources

#### Books:

Robinson, George (2001) - *Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals*, Atria Books, ISBN:0671034812  
 Satlow, (2006) Michael L. - *Creating Judaism: History, Tradition, Practice*, Columbia University Press, ISBN:0231134894  
 Unterman, Alan (1999) - *The Jews, Their Religious Beliefs and Practices*, Sussex Academic Press ISBN:1898723419

#### Digital:

- <http://www.bible-researcher.com/rashi.html>
- <http://www.iep.utm.edu/maimonid/>
- [https://www.sefaria.org/Rashi\\_on\\_Exodus.23.19?lang=bi](https://www.sefaria.org/Rashi_on_Exodus.23.19?lang=bi)
- [https://www.sefaria.org/Rashi\\_on\\_Leviticus.24.20?lang=bi](https://www.sefaria.org/Rashi_on_Leviticus.24.20?lang=bi)
- <https://plato.stanford.edu/entries/maimonides/#Cre>
- <https://www.myjewishlearning.com/article/the-thirteen-principles-of-faith/>
- [https://www.sefaria.org/Rashi\\_on\\_Genesis.1.1?lang=en](https://www.sefaria.org/Rashi_on_Genesis.1.1?lang=en)
- <https://plato.stanford.edu/entries/maimonides/#Cre>
- <http://www.iep.utm.edu/maimonid/>
- <http://www.jewishmag.com/117mag/maimonidies/maimonidies.htm>

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

### Specification

Theme 3: Significant social and historical developments in religious thought.

- A) The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims – the challenge of secularisation.

The origins of Religious Zionism with reference to Amos 9:14-15 and “Zion theology” found in the Hebrew Bible. The rise of nationalism in response to anti-Semitism in the 19th century. Political Zionism and the developing idea of a national identity amongst Jews with reference to: the Dreyfus affair; the work of Theodor Herzl and the international Zionist movement; the First Zionist Conference in 1897 and the establishment of political and legal claims; revival of the Hebrew language in its modern spoken form. Labour Zionism and the development of kibbutz. The development of the Zionist Movement and the establishment of the secular state of Israel. Migration to Israel; the challenge of secularisation with reference to the specific response by Haredi Judaism.

### Guidance for Teaching:

This section allows centres to study the social and historical development of Zionism. Candidates will need an understanding of the scriptural foundation of Zionism with reference to Amos (9:14-15) and Zion theology. This then leads to studying how the Zionist movement began and progressed through to different notions of Zionism. This extends to a study of how the state of Israel was established and the migration of Jewish people towards it. Candidates will need an understanding of the challenges made to Zionism, in particular those within Haredi Judaism that reject totally secularisation and as a result the State of Israel. An understanding of the reasons for the rejection will be expected.

### Useful resources

#### Books:

- Cohn-Sherbok, Dan (2010) - Judaism Today (Religion Today), Continuum, ISBN:0826422314
- De Lange, Nicholas (2009) - An Introduction to Judaism (Introduction to Religion), Cambridge University Press, ISBN:0521735041
- Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796
- Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals, Atria Books, ISBN:0671034812
- Satlow, (2006) Michael L. - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894

Digital:

- [www.zionismontheweb.org](http://www.zionismontheweb.org)
- <https://www.britannica.com/biography/Theodor-Herzl#ref26673>
- <https://www.britannica.com/biography/Alfred-Dreyfus>
- <http://www.jewishvirtuallibrary.org/political-zionism>
- <http://www.jewishvirtuallibrary.org/first-zionist-congress-and-basel-program-1897>
- <https://www.youtube.com/watch?v=JLf3wREdcnA>.
- <http://www.jewishvirtuallibrary.org/eliezer-ben-yehuda-and-the-revival-of-hebrew>

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

### Specification

Theme 3: Significant social and historical developments in religious thought.

- B) The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims – the challenge of science.:

Diversity of responses within Judaism to the philosophical issues relating to both the nature of God and to the creation event with reference to bereshit (in the beginning); evolution and different Jewish understandings of the creation process; the debate about the age of the universe.

### Guidance for Teaching:

The next section focuses on the challenge to Judaism from scientific views on the origins of the universe. Depth of technical knowledge and understanding of the scientific theories is not required, just the basic principles behind them. The main focus should be on different Jewish understandings of creation (the origins of the universe and creation are used interchangeably here) and whether or not they are compatible with the scientific theories. Candidates will need an understanding of different aspects of creation such as the very beginning, the ideas of evolution and the age of the universe.

### Useful resources

#### Books:

Cohn-Sherbok, Dan (2003) - Judaism: History, Belief and Practice, Routledge, ISBN:0415236614

Epstein, Lawrence J. (2013) - The Basic Beliefs of Judaism: A Twenty-first-Century Guide To a Timeless Tradition, Jason Aronson, Inc., ISBN:0765709694

#### Digital:

- <https://www.myjewishlearning.com/article/jewish-science-101/>
- <https://www.myjewishlearning.com/article/creationism-evolution-in-jewish-thought/>
- <http://www.jewishvirtuallibrary.org/judaism-and-evolution>

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

Specification Theme 3: Significant social developments in religious thought.

- C) The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims – The development of Reform Judaism and Jewish attitudes to pluralism.

The role and legacy of the Pittsburgh Platform with reference to: attitudes towards liberationist thought (concern for the poor) and Tikkun Olam (repair of the world); attitudes towards other religions; the diversity of views in Reform and Orthodox Judaism towards interfaith dialogue.

### Guidance for Teaching:

This section involves a study of the development of Reform Judaism combined with the topic of pluralism and the attitudes within Judaism towards other faiths. This is not necessarily 'religious pluralism' with a consideration of truth values, although this will not be disregarded in answers, the focus here is much more on how Judaism interacts with other faiths, as well as the diversity of views from Reform and Orthodox Judaism. The focus for the study of Reform will be the Pittsburgh Platform in its historical context, but also a consideration of its importance today. Candidates will need an understanding of how it relates to liberationist thinking, specifically towards the poor (including Tikkun Olam), but also the implications of its teachings for inter faith dialogue.

### Useful resources

#### Books:

Close, Brian. E (1991) – Judaism, Hodder and Stoughton, ISBN:034054693X  
 Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796  
 Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals, Atria Books, ISBN:0671034812  
 Satlow, (2006) Michael L. - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894  
 Solomon, Norman (2014) - Judaism: A Very Short Introduction (Very Short Introductions), Oxford University Press, ISBN:0199687358

#### Digital:

<https://www.myjewishlearning.com/article/reform-judaism/>  
<https://www.myjewishlearning.com/article/rabbi-abraham-geiger/>  
[http://www.bbc.co.uk/religion/religions/judaism/subdivisions/reform\\_1.shtml](http://www.bbc.co.uk/religion/religions/judaism/subdivisions/reform_1.shtml)  
<http://www.jewishvirtuallibrary.org/the-pittsburgh-platform>  
<http://learningtogive.org/resources/tikkun-olam>  
<https://www.myjewishlearning.com/article/tikkun-olam-repairing-the-world/>  
<http://www.reformjudaism.org.uk/tikkun-olam/>  
<https://www.myjewishlearning.com/article/the-new-pittsburgh-platform-1999/>  
<http://www.iccj.org/>  
<http://cjcuc.org/>  
<http://www.kolhamevaser.com/2014/12/orthodox-perspectives-on-interfaith-dialogue-2/>

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

Specification Theme 3: Significant social developments in religious thought.

- D) The relationship between religion and society: religion, equality and discrimination – Jewish family life, including diversity of views within Judaism about gender equality.

The role of the family and the Jewish home as foundational for Jewish principles. The changing role of men and women in Judaism with reference to family life. The role and status of women in Judaism with reference to feminism: debates about agunah (chained); debates about minyan; the contributions of Judith Plaskow and Margaret Wenig to Jewish feminism.

### Guidance for Teaching:

This section examines how the family and the Jewish home are foundational for Jewish principles. How the roles of men and women may be changing in Judaism should be considered; in particular, this is best exemplified by examples from within different Jewish communities, for example Hasidic and Reform, or, through contrasting traditional with more progressive views. The idea of 'feminism' in Judaism may be explored through the debates concerning agunah and minyan and the implications of these teachings for women. The examples of feminists given in the specification reflect Judith Plaskow's experience of minyan that inspired her to write the first Jewish book of feminist theology and Margaret Wenig's fight for equality between sexes and in terms of sexuality. Other examples may be freely used, but are not expected.

### Useful resources

#### Books:

Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796  
 Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals, Atria Books, ISBN:0671034812  
 Satlow, (2006) Michael L. - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894  
 Solomon, Norman (2014) - Judaism: A Very Short Introduction (Very Short Introductions), Oxford University Press, ISBN:0199687358

#### Digital:

[www.jwa.org](http://www.jwa.org)  
<https://www.myjewishlearning.com/the-torch/there-are-no-chained-men/>  
<https://www.myjewishlearning.com/article/jewish-feminist-thought/>  
<https://jwa.org/encyclopedia/article/plaskow-judith>  
[www.thejcc.com](http://www.thejcc.com) Search for articles on agunah and partnership minyami, etc.

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

Specification Theme 3: Significant social developments in religious thought.

E) Judaism and migration: the challenges of being a religious and ethnic minority in Britain with reference to key features of aspects of Jewish life.

An examination of the problems created by segregation and assimilation for Jewish communities and individuals living in Britain today with a focus on: kashrut (purity); dress; practice of religion and education. The role of the Jewish Leadership Council.

### Guidance for Teaching:

The next section considers the issue of migration and how a change in environment or culture affects the Jewish way of life, both for the community and for the individual. The challenges of segregation and assimilation arise and various examples of change or continuity can be drawn from the areas specified: food, dress, religious practice and education. The role of the Jewish Leadership Council is useful to study in relation to how it deals with these challenges.

### Useful resources

#### Books:

Dosick, Wayne (1998) - Living Judaism: The Complete Guide to Jewish Belief, Tradition and Practice, HarperOne, ISBN:0060621796  
 Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals, Atria Books, ISBN:0671034812

#### Digital:

Institute for Jewish Policy research [www.jpr.org.uk](http://www.jpr.org.uk) Use search term 'Census 2011' for relevant articles relating to migration.

Various articles on kashrut, dress, practice of religion and education can be found on [www.myjewishlearning.com](http://www.myjewishlearning.com) and [www.reformjudaism.org.uk](http://www.reformjudaism.org.uk)

[http://www.walesonline.co.uk/news/wales-news/what-life-like-jewish-people-12619621#ICID=sharebar\\_twitter](http://www.walesonline.co.uk/news/wales-news/what-life-like-jewish-people-12619621#ICID=sharebar_twitter)

<http://www.telegraph.co.uk/news/religion/8326339/Inside-the-private-world-of-Londons-ultra-Orthodox-Jews.html>

<http://www.hineni.org.uk/>

<http://www.walesartsreview.org/jewish-culture-in-wales-today/>

<https://www.bod.org.uk/wp-content/uploads/2015/09/Employers-Guide-to-Judaism2.pdf>

[www.kdhs.org.uk](http://www.kdhs.org.uk)

[www.jfs.brent.sch.uk](http://www.jfs.brent.sch.uk)

[www.jcoss.org](http://www.jcoss.org)

<http://www.thejlc.org/>

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

### Specification

Theme 3: Significant social and historical developments in religious thought.

#### F) Holocaust theology

Key theological responses to the Holocaust with reference to: the meaning of Richard Rubenstein's "death of God"; Elie Wiesel's "The Trial of God"; Ignaz Maybaum's view of Israel as the "suffering servant" and the Holocaust as "vicarious atonement"; Eliezer Berkovitz and "the hiding of the divine face" and free will; Emil Fackenheim's proposal of the Holocaust as a new revelation experience of God by way of a 614th commandment.

### Guidance for Teaching:

The final section of this theme is a study of Holocaust theology. Candidates will need an understanding of what Holocaust theology is and this can be achieved by examining the theological responses from key theologians during last century listed in the specification. All the views represented in the Specification are well established and aim to produce a truly representative range of the different responses available.

### Useful resources

#### Books:

Cohn-Sherbok, Dan (2002) - Holocaust Theology: A Reader, NYU Press  
ISBN:0814716202

Cohn-Sherbok, Dan (1996) - God and the Holocaust, Gracewing, ISBN:0852443412

#### Digital:

- [www.theholocaustexplained.org](http://www.theholocaustexplained.org)
- [www.remember.org](http://www.remember.org)
- [www.het.org.uk](http://www.het.org.uk)

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

Specification Theme 4: Religious practices that shape religious identity.

D) Beliefs and practices distinctive of Hasidic Judaism.

Rabbi Yisrael ben Eliezer (aka Baal Shem Tov) and the opposition of the Mitnagdim; adoption of new prayer rite; modified liturgy; influence of the rebbe; miraculous healing; charismatic approach to worship; life of piety; emphasis on worship rather than traditional study.

### Guidance for Teaching:

This section is devoted to a brief overview of Hasidism with an emphasis on what makes Hasidism distinctive. One of the ways to approach study would be through a brief historical overview of its development to begin with. Candidates will then be able to tease out the beliefs and practices identified in the specification in relation to the challenges and opposition Hasidism faced in the early years of its development. Studying Hasidic forms of worship and views about the role of study will help make sense of particular aspects of this distinctiveness as outlined in the specification.

### Useful resources

#### Books:

Cohn-Sherbok, Dan (2003) - Judaism: History, Belief and Practice, Routledge, ISBN:0415236614  
 De Lange, Nicholas (2009) - An Introduction to Judaism (Introduction to Religion), Cambridge University Press, ISBN:0521735041  
 Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals, Atria Books, ISBN:0671034812  
 Satlow, (2006) Michael L. - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894

#### Digital:

- [http://www.newworldencyclopedia.org/entry/Hasidism#Liturgy and prayer](http://www.newworldencyclopedia.org/entry/Hasidism#Liturgy_and_prayer)
- [http://www.hasidicstories.com/Stories/The Baal Shem Tov/know.html](http://www.hasidicstories.com/Stories/The_Baal_Shem_Tov/know.html)
- <http://www.jewishvirtuallibrary.org/jsource/biography/baal.html>
- [http://www.hasidicstories.com/Stories/The Baal Shem Tov/know.html](http://www.hasidicstories.com/Stories/The_Baal_Shem_Tov/know.html)
- [http://www.newworldencyclopedia.org/entry/Hasidism#Liturgy and prayer](http://www.newworldencyclopedia.org/entry/Hasidism#Liturgy_and_prayer)
- <https://www.myjewishlearning.com/article/hasidic-prayer/>
- <https://www.myjewishlearning.com/article/zaddik/>

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

Specification Theme 4: Religious practices that shape religious identity.

E) Philosophical understandings of the nature of God and religious experience found in Kabbalah.

Esotericism: meditation, visual aids, art and magic. Role of the Zohar. The focus on the experience of God and trying to penetrate God's essence: En Sof (infinite); Sefirot (emanations); Devekut (clinging on); and Tikkun (repair).

### Guidance for Teaching:

One of the main developments in terms of philosophy within Judaism is the emergence of Kabbalah and this section examines the ideas about God and religious experience through a study of specific beliefs and practices associated with Kabbalah. Each belief or practice listed in the specification, such as esotericism; the Zohar; and, the teachings related to En Sof and Sefirot, should be explained in relation to the nature of God or religious experience.

### Useful resources

#### Books:

Dan, Joseph (2007) - Kabbalah: A Very Short Introduction (Very Short Introductions), Oxford University Press, ISBN:0195327055  
Robinson, George (2001) - Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals: A Complete Guide to Beliefs, Customs and Rituals, Atria Books, ISBN:0671034812  
Satlow, Michael L. (2006) - Creating Judaism: History, Tradition, Practice, Columbia University Press, ISBN:0231134894

#### Digital:

- <https://kavvanah.wordpress.com/2017/02/06/adam-afterman-interview-mystical-union-in-judaism/>
- <https://www.myjewishlearning.com/article/mitzvot-jewish-mystics/>
- <https://www.myjewishlearning.com/article/the-zohar/>
- <http://www.jewishencyclopedia.com/articles/15278-zohar>
- [www.jewishvirtuallibrary.org/devekut](http://www.jewishvirtuallibrary.org/devekut)

## Eduqas Component 1: A Study of Religion - Option C: A Study of Judaism

Specification Theme 4: Religious practices that shape religious identity.

- F) Ethical debate within Judaism about embryo research, including arguments posed by scholars from within and outside the Jewish tradition.

Jewish contributions to the debate about embryo research with particular reference to: the relationship between stem-cell research and pikuach nefesh (the sanctity of life); somatic cell nuclear transfer (SCNT); pre-implantation embryo research; a comparison of the views proposed by Rabbi J. David Bleich and Rabbi Moshe David Tendler; the views and work of Professor Clare Blackburn.

### Guidance for Teaching:

The last section involves a study of the ethical debates surrounding embryo research, in particular, an understanding of the specific practices listed in the specification (stem-cell, somatic cell nuclear transfer and pre-implantation embryo research). Depth of scientific technical knowledge and minute understanding of the scientific procedures is not required, just the basic principles behind them. The contrasting views of two influential individual scholars in Judaism on embryo research can be seen from the views of Rabbi J. David Bleich and Rabbi Moshe David Tendler. Professor Clare Blackburn is a scholar from outside the Jewish tradition who presents an alternative appraisal of the appropriateness of embryo research for the world today.

### Useful resources

#### Books:

Online resources are the best way to source information for this part of the specification - please see below:

#### Digital:

<https://www.hfea.gov.uk>  
<http://www.crm.ed.ac.uk/>  
<http://nuffieldbioethics.org/>  
<https://www.myjewishlearning.com/article/jewish-views-on-stem-cell-research/>  
<http://www.jlaw.com/Articles/stemcellres.html>  
[https://www.rabbinicalassembly.org/sites/default/files/public/halakhah/teshuvot/19912000/dorff\\_stemcell.pdf](https://www.rabbinicalassembly.org/sites/default/files/public/halakhah/teshuvot/19912000/dorff_stemcell.pdf)  
<https://urj.org/what-we-believe/resolutions/resolution-stem-cell-research>  
<http://www.cats-foundation.org/tay-sachs-sandhoff-disease/>  
<https://www.ntsad.org/>  
<http://www.crm.ed.ac.uk/projects/thymistem>  
<https://www.mrc.ac.uk/successes/mrc-success-stories-2013-14-a-review-of-the-year/research-for-health/>