**JEWISH STUDIES (Div. II)**

*Chair, Professor* ALEXANDRA GARBARINI

**Advisory Committee:** Associate Professors: DEKEL*, S. FOX, GARBARINI. Assistant Professor: ISRAEL.

### THE PROGRAM IN JEWISH STUDIES

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

### CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course. Senior concentrators should consult with the chair about arrangements for a capstone course.

**Gateway Courses (can also count as core courses):**
- REL 201/COMP 201/JWST 201 The Hebrew Bible
- REL 203/JWST 101 Judaism: Before the Law

**Core Courses**
- ANTH 334/COMP 334/JWST 334/REL 334 Imagining Joseph
- COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
- HIST 230/JWST 230 Modern European Jewish History, 1789–1948
- HIST 338/JWST 338/REL 296 The History of the Holocaust
- HIST 433/JWST 433 The Justice of Violence? Histories of Terrorism in Europe
- HIST 434/JWST 434 The Meaning of Diaspora and the Jews of Europe
- HIST 480/ARAB 480 Interpretations of the Israeli Palestinian Conflict
- HIST 490T/JWST 490T Memory, History, and the Extermination of the Jews of Europe: Dangerous History
- REL 202/JWST 202/COMP 214 Moses: Stranger in a Strange Land
- REL 205/CLAS 205/COMP 217/JWST 205 Ancient Wisdom Literature
- REL 206/COMP 206/JWST 206 The Book of Job and Joban Literature
- REL 207/JWST 207/CLAS 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis
- REL 259/ENGL 259/JWST 259 Ethics of Jewish American Fiction
- REL 330/PSCI 375/JWST 492 Modern Jewish Political Theory

**Electives**

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In an elective course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

- HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
- HIST 129/WGSS 129 Blacks, Jews, and Women in the Age of the French Revolution
- HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/LEAD 207 The Modern Middle East
- HIST 226/REL 222 Europe From Reformation to Revolution: 1500–1815
- HIST 239 Germany in the Twentieth Century
- HIST 311/ARAB 311 The United States and the Middle East
- HIST 409/ARAB 409/GBST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East
- HIST 410/ARAB 410/JWST 410/REL 405 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East
- REL 212/HIST 324 The Development of Christianity: 30 600 C.E.

**Capstone Course**
- HIST 434/JWST 434 The Meaning of Diaspora and the Jews of Europe

### THE DEGREE WITH HONORS IN JEWISH STUDIES.

The degree with honors offers students the opportunity to undertake advanced research under the supervision of one or more of the faculty members in Jewish Studies. Students normally must have at least a 3.5 GPA in the concentration and secure a faculty sponsor to be eligible. In addition to completing the five courses required for the concentration, candidates must enroll in either JWST 493 and a Winter Study course or a Winter Study course and JWST 494 in their senior year, and prepare a substantial written thesis. Honors in Jewish Studies may be granted to concentrators after an approved candidate completes an honors thesis and is awarded an honors grade by her/his advisor and one other faculty reader. Students interested in becoming candidates for honors should consult with the program in the spring of the junior year.

**Croghan Professorship**

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity.
Overseas Studies

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University, Tel Aviv University, or the University of Haifa. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards up to two core requirements. You can find general study away guidelines for Jewish Studies here.

Funding

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman ’50, Samuel Bronfman II ’75, and Matthew Bronfman ’80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College’s formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener ’56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener ’56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

JWST 101(F) Judaism: Before The Law (D)
Crosslistings: REL 203/JWST 101
Secondary Crosslistings

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka's The Trial with his parable "Before The Law," Woody Allen's film Crimes and Misdemeanors, and ethnographic accounts of contemporary Jewish observance. All readings will be in translation.

Class Format: seminar
Requirements/Evaluation: class participation, three short papers, and a final longer paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options
Enrollment Limit: 30
Expected Class Size: 15
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
JWST Gateway Courses

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Jeffrey Israel

JWST 201 The Hebrew Bible
Crosslistings: REL 201/COMP 201/JWST 201
Secondary Crosslistings

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two to three longer papers
Prerequisites: none
Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors
Enrollment Limit: 40
Expected Class Size: 40
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements:
Division 2
Other Attributes:
ARAB Arabic Studies Electives
JWST Gateway Courses

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

JWST 202 Moses: Stranger in a Strange Land
Crosslistings: REL 202/JWST 202/COMP 214
Secondary Crosslistings

As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions,
literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. *All readings are in translation.*

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short written assignments, and two or three longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

**Distributional Requirements:**

- Division 2

**Other Attributes:**

- ARAB Arabic Studies Electives
- JWST Core Electives

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**JWST 205 Ancient Wisdom Literature**

**Crosslistings:** REL 205/CLAS 205/COMP 217/JWST 205

**Secondary Crosslistings**

**Course Description:**

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah,* ‘wisdom.’ Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible’s canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod’s *Works and Days,* Aesop’s fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin’s *Poor Richard’s Almanack.* *All readings are in translation.*

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP

**Distributional Requirements:**

- Division 2

**Other Attributes:**

- JWST Core Electives

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**JWST 206 The Book of Job and Joban Literature (W)**

**Crosslistings:** REL 206/COMP 206/JWST 206

**Secondary Crosslistings**

**Course Description:**

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man’s struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka’s *The Trial,* Archibald MacLeish’s *J.B.,* Robert Frost’s "Masque of Reason," Carl Jung’s *Answer to Job,* and William Blake’s *Illustrations to the Book of Job.* *All readings are in translation.*

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based on class participation, weekly short written assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

**Distributional Requirements:**

- Writing Intensive

**Other Attributes:**

- JWST Core Electives

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**JWST 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis**

**Crosslistings:** REL 207/COMP 250/JWST 207/CLAS 207

**Secondary Crosslistings**

**Course Description:**

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient
noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagination of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*

**Class Title:** JWST 230 (F) Modern European Jewish History, 1789-1948

**Division:** 2

**Distributional Requirements:**

**Expected Class Size:** 30

**Enrollment Limit:**

**Enrollment Preferences:**

**Expected Class Size:** 25

**Enrollment Limit:**

**Distribution Notes:**

**Prerequisites:**

**Requirements/Evaluation:**

**Other Attributes:**

**Class Format:** lecture/discussion

**Prerequisites:**

**Enrollment Preferences:**

**Expected Class Size:** 40

**Distribution Notes:**

**Prerequisites:**

**Enrollment Preferences:**

**Expected Class Size:** 25

**Distribution Notes:**

**Prerequisites:**

**Enrollment Preferences:**

**Expected Class Size:** 19

**Distribution Notes:**

**Prerequisites:**

**Requirements/Evaluation:**

**Extra Info:** core course for COMP

**Other Attributes:**

**Prerequisites:**

**Requirements/Evaluation:**

**Extra Info:** core course for COMP

**Extra Info:**

**Other Attributes:**

**Class Format:**

**Requirements/Evaluation:**

**Extra Info:**

**Extra Info:**

**Other Attributes:**
Crosslistings: HIST 230/JWST 230

Secondary Crosslisting

What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two papers, and a final exam

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 10-20

Distributional Requirements: Division 2

Other Attributes: HIST Group C Electives - Europe and Russia

JWST Core Electives

Fall 2015

LEC Section: 01 MWF 08:30 09:45 Instructor: Alexandra Garbarini

JWST 259(F) Ethics of Jewish American Fiction (W)

Crosslistings: REL 259/ENGL 259/JWST 259

Secondary Crosslisting

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism; we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Class Format: seminar

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors

Enrollment Limit: 19

Expected Class Size: 18

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement is registration is under ENGL

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: JWST Core Electives

Fall 2015

SEM Section: 11 TR 11:20 12:35 Instructor: Jeffrey Israel

JWST 334(S) Imagining Joseph (W)

Crosslistings: ANTH 334/COMP 334/JWST 334/REL 334

Secondary Crosslisting

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Preferences: based on responses to a questionnaire

Enrollment Limit: 12

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: JWST Core Electives

Spring 2016
JWST 338 The History of the Holocaust
Crosslistings: HIST 338/JWST 338/REL 296
Secondary Crosslisting
In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Class Format: mostly discussion
Requirements/Evaluation: evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6-8 pages)
Prerequisites: none; open to first-year students with instructors permission
Enrollment Preferences: History majors and Jewish Studies concentrators
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
JWST Core Electives
Not Offered Academic Year 2016
LEC Instructor: Alexandra Garbarini

JWST 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W)
Crosslistings: RUSS 343/COMP 343/JWST 343/GBST 343
Secondary Crosslisting
Known alternatively as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self-definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non-party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.

Class Format: seminar
Requirements/Evaluation: active class participation, frequent short writing assignments, a final project, and an oral presentation
Prerequisites: none
Enrollment Preferences: Russian and Comparative Literature majors, Jewish Studies and Global Studies concentrators
Enrollment Limit: 12
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or GBST
Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive
Other Attributes:
GBST Russian + Eurasian Studies Electives
Not Offered Academic Year 2016
SEM Instructor: Janneke van de Stadt

JWST 352 Writing after the Disaster: The Literature of Exile
Crosslistings: COMP 352/JWST 352/RLSP 352
Secondary Crosslisting
This course will consider different kinds of works (poetry, memoirs, fiction, essay) written by authors forced to live in exile as a consequence of political and/or religious persecution. Our point of departure will be the paradigmatic expulsion and subsequent diaspora of the Jews of Spain and Portugal. Most assignments, however, will be drawn from twentieth century texts written during, or in the wake of, the massive destruction and displacements brought about by the Spanish Civil War and World War II. How is the life lost portrayed? How are the concepts of home and the past intertwined? What kind of life or literature are possible for the deracinated survivor? We will discuss the role of writing and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Nuñez de Reinoso, León, Cernuda, Semprún, Benjamin, Nancy, and Blanchot.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper
Prerequisites: COMP 111 or an equivalent ENGL course
Enrollment Preferences: Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements:
Division 1
Other Attributes:
GBST Borders, Exiles + Diaspora Studies Electives
JWST Core Electives
JWST 410  Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W)

**Crosslistings:** HIST 410/ARAB 410/JWST 410/REL 405

**Secondary Crosslisting**

What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address the use and abuse of ancient history and archaeology in the modern Middle East. The first part will focus on some of the primary ancient texts, with special focus on Ferdowsi’s epic Shahnâmeh (Book of Kings); we will compare its themes and world view with those of the Icelandic sagas that share many similarities with the Iranian canon. In the second part of the course we will explore how ancient history, archaeology, and epic texts helped forge national identities in the modern Middle East. Our primary attention will be Iran and its relationship with the Shahnâmeh. But we will also consider the relationship of Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its Pharaonic past, the obsession with pre-Islamic history in modern Turkey, and the relationship between archaeological artifacts and ancient Mesopotamian history and 20th century Iraqi politics. Because of its comparative focus, this course is part of the Exploring Diversity Initiative.

**Class Format:** seminar

**Requirements/Evaluation:** a final, 25-page research paper on the relationship between ancient history and a modern Middle Eastern country, shorter papers, and group work

**Prerequisites:** previous upper division work in HIST or courses on the Middle East

**Enrollment Preferences:** History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies

**Enrollment Limit: 15**

**Expected Class Size: 15**

**Distributional Requirements:** meets Division 2 requirement if registration is under ARAB

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- Writing Intensive

**Other Attributes:**
- HIST Group E Electives - Middle East
- HIST Group P Electives - Premodern
- JWST Elective Courses

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JWST 433  The Justice of Violence? Histories of Terrorism in Europe

**Crosslistings:** HIST 433/JWST 433

**Secondary Crosslisting**

The word “terrorism” entered the English language in 1795, an import from France that referred to the use of violence and intimidation by the ruling party during one phase of the French Revolution. Over the ensuing two centuries, terrorism has come to refer to the employment of violence, not only as a means of governing, but also and more often as a means of undermining the authority of those in power. This seminar examines a series of episodes of terrorism in Europe from the “Terror” of the French Revolution to the late twentieth century. It also explores various interpretations of the legitimacy and ethics of political violence and the phenomenon of terrorism in different historical contexts. In addition to common readings, students will conduct independent research on some aspect of the history of terrorism that will culminate in a 20-page paper.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper

**Prerequisites:** none

**Enrollment Preferences:** History majors

**Enrollment Limit: 15**

**Expected Class Size: 15**

**Distributional Requirements:**
- Division 2

**Other Attributes:**
- HIST Group C Electives - Europe and Russia
- JLST Interdepartmental Electives
- JWST Core Electives

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JWST 434(S)  The Meaning of Diaspora and the Jews of Europe

**Crosslistings:** HIST 434/JWST 434

**Secondary Crosslisting**

Dispersion, exile, migration, statelessness are all aspects of diaspora. And in the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, this seminar examines various interpretations of Jews' diasporic existence from the nineteenth century to the present, both as a cultural practice and a form of group identity from which political claims have been made. We will test the proposition that “The Modern Age is the Jewish Age,” that is, that the meaning of diaspora in modern Jewish history has direct relevance to students of human identity not just of Jewishness. Throughout the second half of the semester, students will conduct independent archival research on some aspect of the history of the Jewish diaspora that will culminate in a 20-page paper. The seminar will continue to meet weekly as a research colloquium, to provide a forum for students to present their research and drafts in progress and provide feedback on fellow students' work.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Enrollment Limit: 15**

**Expected Class Size: 15**

**Distributional Requirements:**
- Division 2

**Other Attributes:**
The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the “bystanders” as compared to the “perpetrators”? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations’ pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies’ efforts to confront their own traumatic pasts.

Class Format: tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

Requirements/Evaluation: every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week

Extra Info: additional requirements on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work

Prerequisites: permission of instructor

Enrollment Preferences: History majors and Jewish Studies concentrators

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
HIST Group C Electives - Europe and Russia
JWST Core Electives

Not Offered Academic Year 2016

TUT Instructor: Alexandra Garbarini

JWST 492 Modern Jewish Political Theory (W)

Crosslistings: REL 330/PSCI 375/JWST 492 Secondary Crosslistings

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of “Jews” and “Judaism” in these arguments. And we will ask persistently: what constitutes a “Jewish justification” for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Class Format: seminar

Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;

Extra Info: a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

Prerequisites: none

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

Enrollment Limit: 19

Expected Class Size: 18

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
JWST Core Electives

Not Offered Academic Year 2016

SEM Instructor: Jeffrey Israel

JWST 493(F) Senior Thesis: Jewish Studies

Class Format: thesis

Distributional Requirements:
Division 2

Fall 2015

HON Section: 01 TBA Instructor: Alexandra Garbarini

JWST 494(S) Senior Thesis: Jewish Studies
Class Format: thesis
Distributional Requirements:
Division 2

Spring 2016
HON Section: 01 TBA  Instructor: Alexandra Garbarini

JWST 497(F) Independent Study: Jewish Studies
Class Format: independent study
Distributional Requirements:
Division 2

Fall 2015
IND Section: 01 TBA  Instructor: Alexandra Garbarini

JWST 498(S) Independent Study: Jewish Studies
Class Format: Independent study
Distributional Requirements:
Division 2

Spring 2016
IND Section: 01 TBA  Instructor: Alexandra Garbarini