

## JEWISH STUDIES (Div II)

Chair: Professor Edan Dekel

### Advisory Committee

- Edan Dekel, Chair and Professor of Classics, Chair of Jewish Studies Program; affiliated with: Religion Department
- Alexandra Garbarini, Professor of History
- Jeffrey I. Israel, Chair and Associate Professor of Religion

### 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 LEC The Hebrew Bible](#)

Taught by: [Edan Dekel](#)

[Catalog details](#)

[REL 203 / JWST 101\(F\) SEM Judaism: Before The Law](#)

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

#### Core Courses

[ANTH 334 / COMP 334 / JWST 334 / REL 334\(S\) SEM Imagining Joseph](#)

Taught by: [Peter Just](#)

[Catalog details](#)

[ARAB 363 / JWST 268 / REL 268 / COMP 363 SEM Where are all the Jews?](#)

Taught by: [Brahim El Guabli](#)

[Catalog details](#)

[HIST 230 / JWST 230\(F\) LEC Modern European Jewish History, 1789-1948](#)

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[HIST 338 / REL 296 / JWST 338 LEC The History of the Holocaust](#)

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[HIST 434 / REL 335 / JWST 434 SEM The Meaning of Diaspora and the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[HIST 490 / JWST 490\(S\) TUT Memory, History, and the Extermination of the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[REL 202 / JWST 202 / COMP 214 SEM Moses: Stranger in a Strange Land](#)

Taught by: [Edan Dekel](#)

[Catalog details](#)

[REL 205 / CLAS 205 / JWST 205 / COMP 217\(S\) SEM Ancient Wisdom Literature](#)

Taught by: [Edan Dekel](#)

[Catalog details](#)

[REL 206 / COMP 206 / JWST 206 SEM The Book of Job and Joban Literature](#)

Taught by: [Edan Dekel](#)  
[Catalog details](#)

[REL 207 / CLAS 207 / JWST 207 / COMP 250 SEM From Adam to Noah: Literary Imagination and the Primeval History in Genesis](#)

Taught by: [Edan Dekel](#)  
[Catalog details](#)

[REL 208 / COMP 207 / JWST 208 SEM Genesis: The Family Saga](#)

Taught by: [Edan Dekel](#)  
[Catalog details](#)

[REL 209 / JWST 209 SEM Jewish America](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)

[REL 222 / COMP 211 / JWST 222 SEM The Jewish Art of Interpretation](#)

Taught by: [Edan Dekel](#)  
[Catalog details](#)

[REL 249 / JWST 249\(S\) SEM Anti-Semitism](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)

[REL 259 / ENGL 259 / JWST 259 SEM Ethics of Jewish American Fiction](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)

[REL 330 / PSCI 375 / JWST 492 SEM Modern Jewish Political Theory](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)

## Elective Courses

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.

[CRHE 101\(F\) LEC Elementary Hebrew](#)

Taught by: Shaina Adams-El Guabli  
[Catalog details](#)

[CRHE 102\(S\) LEC Elementary Hebrew](#)

Taught by: Shaina Adams-El Guabli  
[Catalog details](#)

[HIST 111 / ARAB 111 / LEAD 150 SEM Movers and Shakers in the Middle East](#)

Taught by: [Magnús Bernhardsson](#)  
[Catalog details](#)

[HIST 207 / GBST 101 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardsson](#)  
[Catalog details](#)

[HIST 239\(F\) SEM Germany in the Twentieth Century](#)

Taught by: [Thomas Kohut](#)  
[Catalog details](#)

[HIST 409 / ARAB 409 / GBST 409 SEM Crescent, Cross, and Star. Religion and Politics in the Middle East](#)

Taught by: [Magnús Bernhardsson](#)  
[Catalog details](#)

[PSCI 339 / JWST 339\(F, S\) TUT Politics in Dark Times: Hannah Arendt](#)

Taught by: [Laura Ephraim](#)  
[Catalog details](#)

## Capstone Course

[HIST 434 / REL 335 / JWST 434 SEM The Meaning of Diaspora and the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)  
[Catalog details](#)

[HIST 490 / JWST 490\(S\) TUT Memory, History, and the Extermination of the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)  
[Catalog details](#)

[REL 330 / PSCI 375 / JWST 492 SEM Modern Jewish Political Theory](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)

## **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.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Gateway course and Capstone course.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## **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**

**Cross-listings:** REL 203 JWST 101

### Secondary Cross-listing

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.*

**Requirements/Evaluation:** class participation, three short papers, and a final longer paper

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors and students who are considering these options

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 203 (D2) JWST 101 (D2)

**Attributes:** JLST Interdepartmental Electives JWST Gateway Courses

Fall 2021

SEM Section: 01 MR 1:10 pm - 2:25 pm Jeffrey I. Israel

### JWST 201 (F) The Hebrew Bible

**Cross-listings:** JWST 201 COMP 201 REL 201

### Secondary Cross-listing

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:** discussion

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

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Jewish Studies concentrators, Religion and Comparative Literature majors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 201 (D2) COMP 201 (D2) REL 201 (D2)

**Attributes:** JWST Gateway Courses

Not offered current academic year

## **JWST 202 (S) Moses: Stranger in a Strange Land**

**Cross-listings:** COMP 214 REL 202 JWST 202

### **Secondary Cross-listing**

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.*

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have already taken a course in biblical literature

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 214 (D2) REL 202 (D2) JWST 202 (D2)

**Attributes:** JWST Core Electives

**Not offered current academic year**

## **JWST 204 (F) Jesus and Judaism**

**Cross-listings:** JWST 204 REL 204

### **Secondary Cross-listing**

Was Jesus a Christian? Was he Jewish? And if Christianity's ostensible founder was Jewish, what does that mean for his Christianness? This course will explore Christian, Jewish, and secular depictions of Jesus' Jewishness to see what they reveal about the nature and history of the relationship between Christianity and Judaism. Broad in its historical scope, the course will include examinations of ancient Jewish messianic expectations, New Testament depictions of Jesus' Jewishness, covert references to Jesus in the Talmud, medieval debates between Jews and Christians, and modern scholarly "quests" for the historical Jesus. Was Jesus Jewish? How so and for whom?

**Requirements/Evaluation:** active preparation and participation, papers

**Prerequisites:** none

**Enrollment Limit:** 21

**Enrollment Preferences:** Religion Majors and Jewish Studies concentrators get preference

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 204 (D2) REL 204 (D2)

**Not offered current academic year**

## **JWST 205 (S) Ancient Wisdom Literature**

**Cross-listings:** JWST 205 REL 205 COMP 217 CLAS 205

### Secondary Cross-listing

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.*

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 205 (D2) REL 205 (D2) COMP 217 (D1) CLAS 205 (D1)

**Attributes:** JWST Core Electives

Spring 2022

SEM Section: 01 TR 9:55 am - 11:10 am Edan Dekel

### JWST 206 (S) The Book of Job and Joban Literature

**Cross-listings:** REL 206 JWST 206 COMP 206

### Secondary Cross-listing

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:** For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 206 (D2) JWST 206 (D2) COMP 206 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

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

**Cross-listings:** COMP 250 REL 207 JWST 207 CLAS 207

#### **Secondary Cross-listing**

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-imagining of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. *All readings are in translation.*

**Class Format:** For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Class participation and several writing assignments.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** If the class is overenrolled, preference will be given to students who have already taken a course in Biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 250 (D1) REL 207 (D2) JWST 207 (D2) CLAS 207 (D1)

**Attributes:** JWST Core Electives

Not offered current academic year

### **JWST 208 (S) Genesis: The Family Saga**

**Cross-listings:** COMP 207 REL 208 JWST 208

#### **Secondary Cross-listing**

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage, parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

**Requirements/Evaluation:** class participation, a series of short writing assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have already taken a course in Biblical literature

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 207 (D2) REL 208 (D2) JWST 208 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **JWST 209 (S) Jewish America**

**Cross-listings:** REL 209 JWST 209

#### **Secondary Cross-listing**

Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie*, *Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

**Requirements/Evaluation:** class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 209 (D2) JWST 209 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **JWST 217 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207 JWST 217 REL 239 ARAB 207 GBST 101 LEAD 207

#### **Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40



**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) ARAB 207 (D2) GBST 101 (D2) LEAD 207 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

### **JWST 219 (S) Judaism Under Ancient Greek and Roman Imperialisms**

**Cross-listings:** CLAS 219 REL 219 JWST 219

Secondary Cross-listing

How did ancient Greek and Roman empires shape the beginnings of Judaism? In this course, we will examine how Greek and Roman imperial systems of identity, ethnicity, law, religion, and knowledge affected Judaism as a religious and cultural system. We will pay particular attention to the ways that Jews/Judaeans responded to these imperial pressures, especially as those responses articulated "hybrid" versions of Judaism that were informed both by resistance to imperial centers as well as the sheer hegemony of those cultural systems. The course thus uses (and introduces students to) postcolonial theory to study the history of Judaism under Greek and Roman empires. Readings for this course will include a wide array of ancient Jewish works, such as the books of Maccabees, Flavius Josephus, Philo of Alexandria, the Dead Sea Scrolls, and the Mishnah. The course will also include select readings from early Christian texts and postcolonial theory.

**Requirements/Evaluation:** active participation and preparation, papers

**Prerequisites:** none

**Enrollment Limit:** 21

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, Classics majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 219 (D2) REL 219 (D2) JWST 219 (D2)

Not offered current academic year

### **JWST 222 (F) The Jewish Art of Interpretation**

**Cross-listings:** JWST 222 REL 222 COMP 211

Secondary Cross-listing

*Turn it and turn it, for everything is in it.* This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

**Requirements/Evaluation:** class participation, regular short written and oral assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 222 (D2) REL 222 (D2) COMP 211 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **JWST 230 (F) Modern European Jewish History, 1789-1948**

**Cross-listings:** HIST 230 JWST 230

Secondary Cross-listing

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 antisemitism, 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 fiction.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, two papers, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Jewish studies concentrators, first-years, sophomores

**Expected Class Size:** 10-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 230 (D2) JWST 230 (D2)

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

Fall 2021

LEC Section: 01 MWF 8:30 am - 9:45 am Alexandra Garbarini

### **JWST 249 (S) Anti-Semitism (DPE)**

**Cross-listings:** JWST 249 REL 249

Secondary Cross-listing

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin,

and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

**Requirements/Evaluation:** Three 5-7 page papers, class participation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 249 (D2) REL 249 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

**Attributes:** JWST Core Electives

Spring 2022

SEM Section: 01 TF 1:00 pm - 2:25 pm Jeffrey I. Israel

### **JWST 259 (S) Ethics of Jewish American Fiction**

**Cross-listings:** ENGL 259 JWST 259 REL 259

**Secondary Cross-listing**

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?

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 259 (D1) JWST 259 (D2) REL 259 (D2)

**Attributes:** JWST Core Electives

**Not offered current academic year**

### **JWST 268 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Class Format:** The course will be offered both in-person and remotely. Students enrolled remotely are required to watch the recorded videos of the in-person sessions in order to stay abreast of the discussions that take place in the classroom and enrich their engagement with the materials assigned in the course.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

**Not offered current academic year**

**JWST 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)**

**Cross-listings:** COMP 280 JWST 280 GERM 280

**Secondary Cross-listing**

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

**Requirements/Evaluation:** three 2-page critical responses, oral presentation, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** German and Comparative Literature majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

**Writing Skills Notes:** Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Not offered current academic year

### **JWST 289 (S) The Talmud on What it Means to be Human**

**Cross-listings:** REL 289 JWST 289

Secondary Cross-listing

The Talmud, a central text in Judaism, is one of the richest and most sophisticated works of literature and thought ever produced. In this course, students will be introduced to the challenges and thrills of reading the Talmud as they consider how the Talmud asks and answers the question of what it means to be human. We will be particularly interested in exploring how the Talmud theorizes and prescribes a certain type of bodily self in its rereading of the Biblical laws of purity and impurity. In addition to learning how to read the Talmud, therefore, students will also be introduced to burgeoning interdisciplinary questions regarding the self and its making.

**Requirements/Evaluation:** 1-2 page weekly papers, final essay, participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Religion majors, Jewish Studies students

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 289 (D2) JWST 289 (D2)

Not offered current academic year

### **JWST 334 (S) Imagining Joseph**

**Cross-listings:** REL 334 JWST 334 COMP 334 ANTH 334

Secondary Cross-listing

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.

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** based on responses to a questionnaire

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 334 (D2) JWST 334 (D2) COMP 334 (D1) ANTH 334 (D2)

**Attributes:** JWST Core Electives

Spring 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

### **JWST 338 (F) The History of the Holocaust**

**Cross-listings:** HIST 338 JWST 338 REL 296

#### **Secondary Cross-listing**

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:** class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

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

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 338 (D2) JWST 338 (D2) REL 296 (D2)

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

**Not offered current academic year**

### **JWST 339 (F)(S) Politics in Dark Times: Hannah Arendt (WS)**

**Cross-listings:** PSCI 339 JWST 339

#### **Secondary Cross-listing**

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through--and reflected deeply on--two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the

Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

**Requirements/Evaluation:** five 5-page papers; five 2-page responses; participation

**Prerequisites:** a prior course in political theory, philosophy, or critical theory, or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Theory concentrators, Political Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 339 (D2) JWST 339 (D2)

**Writing Skills Notes:** You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** JWST Elective Courses PHIL Related Courses PSCI Political Theory Courses

Fall 2021

TUT Section: T1 Cancelled

Spring 2022

TUT Section: T1 TBA Laura D. Ephraim

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

**Cross-listings:** REL 335 HIST 434 JWST 434

#### **Secondary Cross-listing**

Dispersion, exile, migration, statelessness are all aspects of diaspora. 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, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

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

**Prerequisites:** none



**Enrollment Limit:** 15

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

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 335 (D2) HIST 434 (D2) JWST 434 (D2)

**Writing Skills Notes:** Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Not offered current academic year

**JWST 490 (S) Memory, History, and the Extermination of the Jews of Europe (WS)**

**Cross-listings:** HIST 490 JWST 490

Secondary Cross-listing

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has become a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? 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? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many 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 has relevance for considering 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; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written paper on the issues raised in the tutorial to cap off the semester's work.

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 490 (D2) JWST 490 (D2)

**Writing Skills Notes:** Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2022

TUT Section: T1 TBA Alexandra Garbarini



## **JWST 492 (S) Modern Jewish Political Theory**

**Cross-listings:** JWST 492 PSCI 375 REL 330

### **Secondary Cross-listing**

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.

**Requirements/Evaluation:** six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; 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 Limit:** 19

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

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 492 (D2) PSCI 375 (D2) REL 330 (D2)

**Attributes:** JWST Capstone Course JWST Core Electives

**Not offered current academic year**

## **JWST 493 (F) Senior Thesis: Jewish Studies**

Jewish Studies thesis.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2021

HON Section: 01 TBA Edan Dekel

## **JWST 494 (S) Senior Thesis: Jewish Studies**

Jewish Studies thesis.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2022

HON Section: 01 TBA Edan Dekel

## **JWST 497 (F) Independent Study: Jewish Studies**

Jewish Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2021

IND Section: 01 TBA Edan Dekel

**JWST 498 (S) Independent Study: Jewish Studies**

Jewish Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2022

IND Section: 01 TBA Edan Dekel

**Winter Study -----**

**JWST 31 (W) Senior Thesis: Jewish Studies**

Jewish Studies senior thesis.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2022

HON Section: 01 TBA Edan Dekel

**JWST 99 (W) Independent Study: Jewish Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2022

IND Section: 01 TBA Edan Dekel