**JUDAIC STUDIES (JDST)**

**JDST 110a / HUMS 133a / RLST 145a, The Bible**  
*Christine Hayes*  
The writings common to both Jewish and Christian scripture examined as diverse and often conflicting expressions of the religious life and thought of ancient Israel. The works' cultural and historical setting in the ancient Near East; the interpretive history of selected passages influential in Western culture. Introduction to a wide range of critical and literary approaches to biblical studies. Students view course lectures, which survey the entire Bible, on line; class time focuses on specific biblical passages and their subsequent interpretation in Jewish and Christian culture.  

**JDST 200a / ER&M 219a / HIST 219a / MMES 149a / RLST 148a, Jewish History and Thought to Early Modern Times**  
*Ivan Marcus*  
A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings. Counts toward either European or non-Western distributional credit within the History major, upon application to the director of undergraduate studies.  

* JDST 213a / HEBR 150a / MMES 150a, Advanced Modern Hebrew: Daily Life in Israel  
*Orit Yeret*  
An examination of major controversies in Israeli society. Readings include newspaper editorials and academic articles as well as documentary and historical material. Advanced grammatical structures are introduced and practiced. Conducted in Hebrew. Prerequisite: HEBR 140 or equivalent.  

* JDST 217a / GMAN 382a / PHIL 424a, Hegel's Phenomenology of Spirit  
*Paul Franks*  
A close reading of sections of one of the major works in post-Kantian philosophy. Themes include varieties of scepticism and responses to scepticism; the relationship of epistemology to questions concerning structures of social practices of reasoning; the historical character of reason; the relationship between natural processes and social developments; the intersubjectivity of consciousness; and the possibility of a philosophical critique of culture. Attention paid both to commentaries that focus on historical development and to approaches that view historical narratives as allegories whose deeper meaning may be formulated as a logical or semantic theory. Two previous philosophy courses, including some exposure to Kant and German Idealism, through either DRST 004 or PHIL 126 or PHIL 214 or PHIL 261. Students are particularly encouraged but not required to take PHIL 261 before taking this course.  

* JDST 293a / HIST 248Ja / RLST 214a, Introduction to Modern Jewish Thought  
*Elli Stern*  
An overview of Jewish philosophical trends, movements, and thinkers from the seventeenth century to the twenty-first. Topics include enlightenment, historicism, socialism, secularism, religious radicalism, and Zionism.  

* JDST 297b / RLST 192b, Religion, Ethnicity, and Identity in American Jewish History  
*Elli Stern*  
An exploration of how Jews in American negotiated, and renegotiated, religion and ethnicity to forge a hyphenated American identity. Topics include the impact of Protestant domination, immigrant experiences and legacies, the role of discrimination, and self-presentation and representation by others. Each term prospective junior History majors should apply for seminars for the following term using the online junior seminar preregistration site. Preregistration begins after midterm in the fall for seminars offered in the spring term, and after spring recess for seminars offered in the subsequent fall term. In September and in January, application for admission should be made directly to the instructors of the seminars, who will admit students to remaining vacancies in their seminars. Priority is given to applications from juniors, then seniors, majoring in History, but applications are also accepted from qualified sophomores and from students majoring in other disciplines or programs.  

* JDST 300b / HIST 267jb, The Holocaust in Contemporary Culture and Politics  
*Elli Stern*  
This course examines public debates and controversies over the appropriate response to the Holocaust over the past half century. We begin by looking at the context of the beginnings of Holocaust consciousness, paying special attention to the trial of Adolf Eichmann, the Six Day War in Israel, and the Civil Rights Movement. We explore the works of popular authors who attempted to draw particular or universal lessons from the history of the Holocaust, such as Hannah Arendt and Emil Fackenheim, as well as major representations of the Holocaust on TV and film, such as the NBC miniseries “Holocaust” and Claude Lanzmann’s documentary “Shoah.” We then move to a study of the controversies surrounding Holocaust education, including debates around the Holocaust museum in Washington, DC, the memorial to murdered Jews in Berlin, and Jewish tourist sites in post-communist Eastern Europe. The final part of the seminar is dedicated to the most recent scholarly arguments about the “uniqueness” of the Holocaust, the relationship of the Holocaust to other genocides and of Jews to other victims, and the parallels between contemporary and historic antisemitism.  

* JDST 316b / ENGL 456b / HUMS 427b / LITR 348b, The Practice of Literary Translation  
*Peter Cole*  
This course combines a seminar on the history and theory of translation (Tuesdays) with a hands-on workshop (Thursdays). The readings lead us through a series of case studies comparing, on the one hand, multiple translations of given literary works and, on the other, classic statements about translation — by translators themselves and prominent theorists. We consider both poetry and prose from the Bible, selections from Chinese, Greek, and Latin verse, classical Arabic and Persian literature, prose by Cervantes, Borges, and others, and modern European poetry (including Pushkin, Baudelaire, and Rilke). Students are expected to prepare short class presentations, participate in a weekly workshop, try their hand at a series of translation exercises, and undertake an intensive, semester-long translation project. Proficiency in a foreign language is required.
* JDST 319a / HEBR 162a / MMES 161a, Israel in Ideology and Practice  Dina Roginsky
An advanced Hebrew class focusing on changing ideology and politics in Israel. Topics include right and left wing political discourse, elections, State-Religion dynamics, the Jewish-Arab divide, and demographic changes. Materials include newspapers, publications, online resources, speeches of different political and religious groups, and contemporary and archival footage. Comparisons to American political and ideological discourse. Prerequisite: HEBR 140 or permission of instructor.  L5 RP

JDST 340a / HIST 252a, Political History of European Jewry, 1589–1897  David Sorkin
The reshaping of political principles that governed Jewish life in the European diaspora during the modern period. The Jews’ internal traditions of political self-understanding and behavior; the changing political status of Jews in Europe; Jewish political participation in European society.  HU

* JDST 343a / ENGL 483a / HUMS 428a / LITR 305a, Advanced Literary Translation  Robyn Creswell
A sequel to LITR 348, The Practice of Literary Translation. Students apply to this workshop with a project in mind that they have been developing, either on their own or for a senior thesis, and they present this work during the class on a regular basis. Practical translation is supplemented by readings in the history of translation practice and theory, and by the reflections of practitioners on their art. These readings are selected jointly by the instructor and members of the class. Topics include the history of literary translation – Western and Eastern; comparative approaches to translating a single work; the political dimension of translation; and translation in the context of religion and theology. Class time is divided into student presentations of short passages of their own work, including related key readings; background readings in the history of the field; and close examination of relevant translations by accomplished translators. Students receive intensive scrutiny by the group and instructor. Prerequisite: LITR 348.

* JDST 400b / RLST 408b, Interpreting the Bible in Antiquity: Case Studies  Christine Hayes
Examines the rich and polyphonic tradition of interpretation of two biblical narratives that were classical loci of Jewish-Christian polemic. Beginning with inner-bible exegesis, and continuing with ancient translations, Second Temple and Hellenistic period literature, early Christian sources, and finally classical rabbinic texts, this course explores the interpretative techniques and rhetorical strategies of ancient readers (especially midrash and allegory) and considers the way sacred texts have been employed to stake out competing intellectual and cultural claims. Prerequisite: reading proficiency in Hebrew.  HU

* JDST 421a / HEBR 170a / MMES 365a, Contemporary Israeli Art (1948 until today)  Orit Yeret
An advanced level Modern Hebrew course which focuses on contemporary Israeli art, from 1948 until today. The course aims to expand student’s knowledge of the Hebrew language and refine their writing, reading, speaking, and listening skills through the exposure to authentic materials in the field of the visual arts. Students engage with diverse Israeli visual art productions – such as: paintings, drawings, sculpture, photography, new media etc. – and employ critical thinking to discuss and analyze a variety of art pieces. Prerequisite: Completion of L4 (Modern Hebrew) or a placement exam.  L5 RP

JDST 835a / HEBR 519a, Israel in Ideology and Practice  Dina Roginsky
An advanced Hebrew class that focuses on changing ideology and politics in Israel. Topics include right- and left-wing political discourse, elections, state-religion dynamics, the Jewish-Arab divide, and demographic changes. Materials include newspapers, publications, online resources, speeches of different political and religious groups, and contemporary and archival footage. Also, this course draws comparisons to American political and ideological discourse. Prerequisite: HEBR 502 or equivalent.

JDST 846a / HIST 598a / RLST 771a, Jewish Emancipation in the Twentieth Century  David Sorkin
Conventional wisdom has it that the process of ”Jewish emancipation,” or the acquisition of citizenship and equality, culminated with the Russian Revolution of 1917 or the minority rights treaties of the early 1920s. In fact, emancipation did not cease. In the 1930s and 1940s right-wing, fascist, and Nazi governments across Europe abrogated Jews’ citizenship. Postwar governments restored citizenship, sometimes reluctantly, sometimes belatedly, sometimes inconsistently. The controversies over reparations and the restoration of property that continue today belong to this process as well. The establishment of Israel with its own specific concept of citizenship was yet another aspect. Finally, the laws that prohibited discrimination in schools, housing, employment, and secondary associations in the 1950s–1970s were an installment in creating equality for Jews in the United States. This seminar casts its nets broadly to study the extant scholarship on ”Jewish emancipation” in the twentieth century.