**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 210a / 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 and Hugo Havranek  
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 248a / 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 267b, 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 305b / HEBR 188b / MMES 168b, Contemporary Israeli Society in Film  
Shiri Goren  
Examination of major themes in Israeli society through film, with emphasis on language study. Topics include migration, gender and sexuality, Jewish/Israeli identity, and private and collective memory. Readings in Hebrew and English provide a sociohistorical background and bases for class discussion. HEBR 140 or permission of instructor.  

* JDST 306b / MMES 157 / NELC 157, Israeli Narratives  
Shiri Goren  
This course looks at contemporary representations of social, political, and domestic space in Israel through cultural production such as literature, visual work, and art. It focuses on close reading of major Israeli works in translation with attention to how their themes and forms relate to the Israeli condition. Reading and viewing include: Amos Oz’s major novel A Tale of Love and Darkness, Anne Frank: The Graphic Diary, Maya Arad’s novella “The Hebrew Teacher,” TV show Arab Labor and writing by Yehudah Amichai, Etgar Keret, and Sayed
Hebrew or equivalent (placement test). to promote social interaction based on mutual respect and to focus on cultural and linguistic aspects of the material. Prerequisites: L4

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 310a / 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.

* JDST 320b / LITR 235b, Modern Jewish Poets  Peter Cole
This course introduces students to a diverse group of modern Jewish poets—from Gertrude Stein, Moyshe Leyb-Halpern, and Adrienne Rich to Muriel Rukeyser, Yehuda Amichai, Paul Celan, Edmond Jabès, Leonard Cohen, and others. Writing in English, Yiddish, German, Hebrew, and French, these poets gave seminal expression to Jewish life in a variety of modes and permutations, and in the process produced poems of lasting and universal value. The class explores work as art and considers pressing questions of cultural, historical, and political context. All readings are in English.

* JDST 320b / HEBR 162b / MMES 161b, Languages in Dialogue: Hebrew and Arabic  Peter Cole
Hebrew and Arabic are closely related as sister Semitic languages. They have a great degree of grammatical, morphological, and lexical similarity. Historically, Hebrew and Arabic have been in cultural contact, especially in medieval Spain, the Middle East, and North Africa—as evidenced by the Judeo-Arabic literature. In modern Israel, Arabic is the native tongue of about 20% of its population, yet lack of communication exists today between Hebrew speakers and Arabic speakers for mainly political reasons. This L5 advanced Hebrew class explores cultural and linguistic contacts between the two languages and relationships between the communities, including both Jewish and non-Jewish Arabic speakers and Hebrew speakers. Additionally, students benefit from regular meetings with a parallel L5 Arabic class which discusses similar topics. The shared meetings enable Hebrew learners and Arabic learners to participate together in one class, to promote social interaction based on mutual respect and to focus on cultural and linguistic aspects of the material. Prerequisites: L4 Hebrew or equivalent (placement test).

* JDST 330a / HIST 252a, Political History of European Jewry, 1589–1897  Staff
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.

* JDST 340a / PLSC 466a / RLST 324a, The Global Right: From the French Revolution to the American Insurrection  Elli Stern
This seminar explores the history of right-wing political thought from the late eighteenth century to the present, with an emphasis on the role played by religious and pagan traditions. This course seeks to answer the question, what constitutes the right? What are the central philosophical, religious, and pagan, principles of those groups associated with this designation? How have the core ideas of the right changed over time? We do this by examining primary tracts written by theologians, political philosophers, and social theorists as well as secondary literature written by scholars interrogating movements associated with the right in America, Europe, Middle East and Asia. Though touching on specific national political parties, institutions, and think tanks, its focus is on mapping the intellectual overlap and differences between various right-wing ideologies. While the course is limited to the modern period, it adopts a global perspective to better understand the full scope of right-wing politics.

* JDST 370a / HIST 226Ja / RLST 231a, Jews and Christians in the Formation of Europe, 500-1500  Ivan Marcus
Students study how Jews and Christians interacted on a daily basis as medieval Europe became more restrictive and antisemitic, a contributing factor to the Holocaust. In this writing seminar, students discuss a variety of primary sources in class#laws, stories, chronicles, images#while researching and writing their own seminar paper structured by sessions on topics, bibliographies, and outlines.

* 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.

* JDST 401b / HEBR 169b / LING 169b / MMES 162b, Languages in Dialogue: Hebrew and Arabic  Dina Roginsky
Hebrew and Arabic are closely related as sister Semitic languages. They have a great degree of grammatical, morphological, and lexical similarity. Historically, Hebrew and Arabic have been in cultural contact, especially in medieval Spain, the Middle East, and North Africa—as evidenced by the Judeo-Arabic literature. In modern Israel, Arabic is the native tongue of about 20% of its population, yet lack of communication exists today between Hebrew speakers and Arabic speakers for mainly political reasons. This L5 advanced Hebrew class explores cultural and linguistic contacts between the two languages and relationships between the communities, including both Jewish and non-Jewish Arabic speakers and Hebrew speakers. Additionally, students benefit from regular meetings with a parallel L5 Arabic class which discusses similar topics. The shared meetings enable Hebrew learners and Arabic learners to participate together in one class, to promote social interaction based on mutual respect and to focus on cultural and linguistic aspects of the material. Prerequisites: L4 Hebrew or equivalent (placement test).
* JDST 417b / HEBR 164b / MMES 167b, Biblical to Modern Hebrew for Reading Knowledge  Dina Roginsky
Instruction in the linguistic needs of students who have reading knowledge of Biblical Hebrew but cannot read or converse in Modern Hebrew. Concentration on reading comprehension of Modern Hebrew for research purposes, particularly scholarly texts tailored to students’ areas of interest. Two years of Biblical or Modern Hebrew studies, or permission of the instructor.  RP

* 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 674b / HEBR 578b, Languages in Dialogue: Hebrew and Arabic  Dina Roginsky
Hebrew and Arabic are closely related as sister Semitic languages. They have a great degree of grammatical, morphological, and lexical similarity. Historically, Arabic and Hebrew have been in cultural contact in various places and in different aspects. This advanced Hebrew language class explores linguistic similarities between the two languages as well as cultural comparisons of the communities, built on mutual respect. Students benefit from a section in which they gain a basic exposure to Arabic, based on its linguistic similarity to Hebrew. Conducted in Hebrew. Prerequisite: HEBR 503, or placement test, or permission of the instructor.

JDST 695b / HEBR 563b, From Biblical to Modern Hebrew  Dina Roginsky
This course aims to support students who have reading knowledge of Biblical Hebrew but cannot read or converse in Modern Hebrew. The course concentrates on reading and aims at enabling students to use Modern Hebrew for research purposes. The texts chosen are tailored to students’ particular areas of interest. Prerequisite: two years of Biblical or Modern Hebrew studies, or permission of the instructor. Conducted in English.

JDST 761a / HIST 596a / MDVL 596a / RLST 773a, 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.

JDST 806a / HIST 603a / MDVL 603a / RLST 616a, Jews and Christians in the Formation of Europe, 500–1500  Ivan Marcus
This seminar explores how medieval Jews and Christians interacted as religious societies between 500 and 1500.

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 Nineteenth Century  David Sorkin
A study of the various forms of emancipation politics in the nineteenth century. Conventional historiography has identified Haskalah (Jewish Enlightenment) and religious reform as the predominant forms of emancipation politics. This course explores neglected forms of emancipation politics including: the citizen intercessor, lawyers using law, organized community politics, cooperation with the state, opposition to the state, horizontal alliances, public protests, private diplomacy, etc.

JDST 857a / CPLT 924a, Modernism and Avant-Garde in Hebrew Poetry: Poetics and Theory  Hannan Hever
Modernism in Hebrew poetry: close readings of the poetry of Nathan Alterman, Lea Goldberg, Nathan Zach, Yona Volakh, Avot Yeshurun. Prerequisites: a high level of reading Hebrew texts in poetry and criticism, and permission of the instructor.