RELI 396/HIST 313: Jewish Studies: Methods and Theories

Magda Teter, Allbritton 304, mteter@wesleyan.edu; ext. 5356; T-Th. 1:10-2:30
Office Hours: Wed. 10:00-12, Th. 2:30-4

Jewish studies is broad in terms of disciplinary approaches and diverse in the ways it conceives its subject matter. This course will focus on the historical roots of the discipline, current models that advance theories and methods of Jewish studies, and on how such studies are being differently forged and performed in different disciplines, including Jewish history, Jewish literary studies, anthropology, sociology, and religious studies. For each of these areas of study, the seminar will examine a classical seminal work as well as outstanding recent ones that are on the frontiers of knowledge. Talks by a number of invited guest speakers will be a required part of the seminar.

Required books:

Daniel Boyarin, CARNAL ISRAEL
Moshe Rosman, HOW JEWISH IS JEWISH HISTORY?
Michael Meyer, IDEAS OF JEWISH HISTORY
Israel Yuval, TWO NATIONS IN YOUR WOMB
Rachel Zerubavel, RECOVERED ROOTS
Jeremy Satlow, ORTHODOX BY DESIGN

Note that some additional readings are available on-line through Ereserves at the Library or through the MOODLE: moodle.wesleyan.edu

Schedule

1. Th. 01/26 Introduction

2. Tue. 01/31 Jewish Studies Today

   • Moshe Rosman, How Jewish Is Jewish History? 1-55

3. Th. 02/02 The Rise of Academic Study of Jews and Judaism I:

   • Schorsch "The Ethos of Modern Jewish Scholarship," in Schorsch From Text to Context, 158-176.
   • Schorsch "The Emergence of Historical Consciousness in Modern Judaism," 177-204.
4. Tue. 02/07 The Rise of Academic Study of Jews and Judaism II:

- **Michael A. Meyer** *Ideas of Jewish History*, 141-155, 161-186 (Wolf, Geiger, Jost)

5. Th. 02/09 Leopold Zunz, *Sufferings of the Jews during the Middle Ages* (On moodle).

6. Tue. 02/14 Heinrich Graetz I:

- **Schorsch**, Introduction to *The Structure of Jewish History* in *The Structure of Jewish History and Other Essays*, 1-62.
- **Graetz**, "The Structure of Jewish History" in Schorsch (ed.), *The Structure of Jewish History and Other Essays*, 63-125.

7. Th. 02/16 Heinrich Graetz II:

- **Graetz**, Introductions to Volume IV, V, and I (in this order)
- **Graetz**, "The Rejuvenation of the Jewish Race" in Schorsch (ed.), *The Structure of Jewish History and Other Essays*, 141-150
- **Graetz**, CHAPTER FROM HIS JEWISH HISTORY

8. Tue. 02/21 Simon Dubnow I:

- **R. Seltzer** "From Graetz to Dubnow: The Impact of the East European Milieu on the Writing of Jewish History" in *The Legacy of Jewish Migration: 1881 and its Impact* ed. D. Berger, pp.49-60;
- **Dubnow** "Autonomism: The Basis of the National Program," "On National Education," *FINAL PROJECT NEEDS TO BE APPROVED BY THE END OF THE WEEK*

9. Th. 02/23 Simon Dubnow I:

- **Dubnow** "Jewish History" (On MOODLE)
10. Tue. 02/28 Salo Baron:

- Baron "Introduction" to *Social and Religious History of the Jews* (the 1937 edition)
- Baron "Introduction" to *Social and Religious History of the Jews* (the 1952 edition)

- **FINAL PROJECT PROPOSAL AND BIBLIOGRAPHY DUE.**

11. Th. 03/01: Early Zionist Historiography:

- Meyer, *Ideas of Jewish History*, 273-316,

12. Tue. 03/06 Yizhak Baer:

- Israel Yuval, "Yizhak Baer and the Search for Authentic Judaism" in David Myers and David Ruderman (eds.) *The Jewish Past Revisited*, 77-87.
- **Yizhak Baer**, *Galut* (entire).
- **Baer**, "Introduction" to *A History of the Jews in Christian Spain*.

13. Th. 03/08: Jacob Katz:

- **Jacob Katz**, *Tradition and Crisis*, 3-62

**SPRING BREAK MARCH 9-26, 2011**

14. Tue. 03/27 New Approaches:

- **David Myers**, "Between Diaspora and Zion: History, Memory, and the Jerusalem Scholars" in David Myers and David Ruderman (eds.) *The Jewish Past Revisited*, 88-103.
- **Israel Yuval**, *Two Nations in Your Womb* (entire)

15. Th. 03/29 NO CLASS-WORK ON YOUR PROJECTS

**FRIDAY 03/30: OUTLINE OF THE FINAL PROJECT DUE**

16. Tue. 04/03: Zionist Historiography, History and Memory: Yael Zerubavel, *Recovered Roots*, Chapters 1-2, 4-5, 7-8, 10-11, Conclusion

17. Th. 04/05 Post-Zionism
• **Ella Shohat** "The Invention of the Mizrahim" *Journal of Palestinian Studies* 29 no. 1 (1999): 5-20;  

**Th. 04/05, 4:30 pm LECTURE by Joseph Siry**

18. **Tue. 04/10 Art and Architecture:**

   - Joseph Siry, *Beth Sholom Synagogue: Frank Lloyd Wright and modern religious architecture*, chapters 7-9

19. **Th. 04/12 RELIGIOUS STUDIES--THE TALMUD:**

   - **Gerson Cohen**, "The Talmudic Age" in *Great Ages and Ideas of the Jewish People.*  
   - **Daniel Boyarin**, *Carnal Israel*, 1-30.

**FRIDAY 04/13: DRAFT OF THE FINAL PROJECT DUE**

20. **Tue. 04/17 RELIGIOUS STUDIES--THE TALMUD:**

   - **Boyarin**, *Carnal Israel*, 31-166, 227-245.

21. **Th. 04/19: CLASS WITH ELISHA RUSS-FISHBANE, readings TBA**

   4:30 Required Lecture, Elisha Russ-Fishbane, TOPIC TBA

22. **Tue. 04/24: Project presentations**

23. **Th. 04/26 Jeremy Stolow, *Orthodox by Design***

24. **Tue. 05/01 Serious Man, class will start at 12:15. Lunch will be provided**

25. **Th. 05/03 AJS Symposium on Film, *AJS Review* 35 no. 2 (2011): 323-391**

   - **Jeffrey Schandler**, “Serious” Talk  
   - **Shai Ginsburg**, “The Physics of Being Jewish, or On Cats and Jews”  
   - **Ariella Lang**, “From Boys to Men: Gender Politics and Jewish Identity in a Serious Man

26. **Tue. 05/08 Jewish Studies: A Reassessment:**

• **Ra’anan Boustan, Oren Kosansky, and Marina Rustow**, “Anthropology, History, and the Remaking of Jewish Studies” in idem. *Jewish Studies at the Crossroads of Anthropology and History*

• **Harvey Goldberg**, “Toward an Integrative Approach in Jewish Studies: A View from Anthropology,” in *Jewish Studies at the Crossroads of Anthropology and History*

*05/09 FINAL ASSIGNMENT DUE BY 4 PM*
Students' Rights and Obligations, or the Requirements

*All work in the course is done under the Honor Code.* Cases will be brought to the Honor Board, should questions concerning potential or actual violation of the Honor Code arise

- Six 2-page response papers discussing the readings argument and approach
- A research project (proposal + bibliography; outline; draft; final version)
- Class attendance (3 unexcused absences allowed, 4+ will entail grade penalty);
- Excessive lateness (more than 15 minutes) and sleeping in class count as absence.
- Class participation: the success of this class depends on our mutual involvement and therefore your participation in class discussions is crucial: participation in class discussions (1-2 points per class), postings on discussion boards (1 point/per posting), reflections on each class (1 point/class).

**Students’ Rights:**

- To express their ideas freely, while being respectful to others.
- To meet with me during office hours to discuss issues related to the course or students’ performance in the classroom.
- To receive accommodation for their learning and other disabilities (see below)
- To make an appointment outside office hours ([via email](mailto:fgh@fhq.abc)).
- To know their grade at any give time during the semester.
- To give me feedback throughout the duration of the semester (in fact, you are encouraged to do so).

**Written assignments:**

- A writing fellow is available at the Writing Workshop, you can approach him/her on your own, or you may be referred to him/her, should the need arise.
- All written assignments are due on the day noted in the syllabus, posted through moodle. **No extensions will be given.** There will be a grade penalty for lateness (1 grade per day).
- Papers are graded based on: clarity of writing; evidence provided to support the claim; insight; argument; spelling and punctuation; proper use of sources (footnotes, proper acknowledgment of ideas and sources), proper formatting.
- Footnoting should follow the formats given in Mary Rampolla’s book Mary Lynn Rampolla *A Pocket Guide to Writing in History*, which is required for this class, and ENDNOTE program, Chicago 15th A format. **Improper**
footnoting will result in grade penalty and/or referring the case to the Honor Board, while improper formatting will result in grade penalty.

• **Plagiarism** is one of the most serious academic offenses a student can commit at Wesleyan.

• Instances of plagiarism:
  o submitting essays or portions of essays written by other people as one’s own;
  o failing to acknowledge, through footnotes and bibliographical entries, the source of ideas that are essentially not one’s own;
  o failing to indicate paraphrases or ideas or verbatim expressions not one’s own through proper use of quotations and footnotes;
  o submitting an essay written for one course to a second course without having sought prior permission from both instructors (self-plagiarism).

**Grading:**

• 2-page response papers (5% each = 30%)
• Research project (bibliography 5%; outline 5%; draft 20%; final paper 20% = 50%)
• Class participation: 20%.
• Bonus: 100% rate of attendance and postings; attendance to the Ring Family Film Festival
• Penalties: missing more than 3 classes, missing the assignment deadline.

**Policy on Religious Observance:**

The absence due to religious observance will not count toward your 3 unexcused absences.

If you need to miss a class due to religious observance, you are still *responsible* for the readings and should contact your class mates about the material we discussed during class. You are also welcome to meet with me to discuss the material.

**Accommodation for Disability:**

In accordance with the Americans with Disabilities Act, Wesleyan University has a policy of accommodating learning and other disabilities. If you identify as disabled, or are chronically ill, although the requirements of this course remain the same, you are eligible for accommodation and/or assistance. If you have not already registered with the university, please see Sarah Lazare, Associate Dean of Student Academic Resources before the end of drop-add (slazare@wesleyan.edu, x2332) and discuss assistance her office can provide. You should also talk to me so that we can make sure that your needs are accommodated.