Fall 2012 JEWISH STUDIES COURSE DESCRIPTIONS

**Note: Listed at the end of the course titles are letters and symbols which represent Arts and Sciences breadth and distribution requirements. These are subject to change. Please verify this information with the instructor. Definitions of these letters and symbols are provided on the last page.

JWST 1101  **Elementary Modern Hebrew I** (also NES 1101)  4 credits
MTWR  (Sem 01)  9:05-9:55  S. SHOER
MTWR  (Sem 02)  10:10-11:00  S. SHOER
Letter grade recommended. Prerequisite for NES 1102: Completion of NES 1101 with a grade equivalent to C- or above or permission of instructor. Intended for beginners. This course provides a thorough grounding in reading, writing, grammar, oral comprehension and speaking. Students who complete the course will be able to function in basic situations in a Hebrew-speaking environment. Limited to 18 students in each section.

JWST 1103  **Elementary Modern Hebrew III** (also NES 1103)  4 credits
MTWR  (Sem 01)  11:15-12:05  S. SHOER
MTWR  (Sem 02)  1:25-2:15  S. SHOER
Letter grade recommended. Prerequisite for NES 1103: Completion of NES 1102 with a grade equivalent to C- or above or permission of instructor. Successful completion of NES 1103 fulfills Option 2 language requirement. A sequel to NES 1101-1102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills.

JWST 2271  **Yiddish Linguistics** (also LING 2241) SBA  3 credits
TR  10:10-11:25  M. DIESING
Yiddish language and linguistics, including aspects of its morphology, syntax, and phonology. Also the history of the Yiddish language, and sociolinguistic topics.

JWST 2601  **An Introduction to the Ancient Near East** (also NES 2601) @#HA  3 credits
MWF  10:10-11:00  J. TENNEY
The pyramids and mummies of Egypt, the ziggurats of Babylonia, and the armies of Assyria are all part of the legacy of the ancient Near East. This course serves as a basic introduction to the history, societies, and cultures of the major civilizations of the ancient world from c. 3300-300 B.C., focusing on Egypt and Mesopotamia but including lesser-known groups such as the Hittites in Anatolia and the Elamites in Iran. Students will learn how these states were organized, how each culture related to their gods, and how they chose to be remembered, as well as many other mysteries of the ancient world.

JWST 2661  **Ancient Ships & Seafaring: Intro to Nautical Arkeo** (also ARKEO/NES 2661) @#HA  3 credits
TR  11:40-12:55  C. MONROE
A survey of the history and development of ships and seafaring as revealed by shipwrecks, boat burials, texts, art and other evidence. The role of nautical technology and seafaring among the maritime peoples of the ancient Mediterranean world--Canaanites, Minoans, Mycenaens, Phoenicians, Hebrews, Greeks, and Romans--as well as the riverine cultures of Mesopotamia and Egypt, is addressed. The survey stretches from the earliest evidence for Mediterranean seafaring around 10,000 BCE to the first transatlantic voyages in the 15th century, including Arab, Viking, and European explorers, and the birth of modern capitalism in the Italian Maritime Republics. Along the way, economics, war, exploration, cult, life at sea, and colonization are discussed.

JWST 2674  **History of the Modern Middle East: 19th-20th Centuries** (also GOVT 2747, HIST/NES 2674) @#HA  3 credits
MW  Lec  1:25-2:15  Z. FAHMY
R  (Sec 1)  10:10-11:00  STAFF
F  (Sec 2)  10:10-11:00  STAFF
F  (Sec 3)  11:15-12:05  STAFF
F  (Sec 4)  12:20-1:10  STAFF
R  (Sec 5)  12:20-1:10  STAFF
This course examines major trends in the evolution of the Middle East in the modern era. Focusing on the 19th and 20th centuries and ending with the “Arab Spring”, we will consider Middle East history with an emphasis on five themes: imperialism, nationalism, modernization, Islam, and revolution. Readings will be supplemented with translated primary sources, which will form the backbone of class discussions.
This course provides a survey of Europe’s 20th-century history with special emphasis on violence and its interpretation. Types of violence to be considered include warfare, terrorism, genocide, uprisings, and assassination, among others. Discussions of the First and Second World Wars and the political and ethnic clashes of the Cold War and decolonization will be supplemented by less familiar instances of violence in the European context. Lectures, readings and written assignments will focus on deciphering the various political motivations behind calls for and interpretations of violence.

Advanced study of the Hebrew Language both orally and through the analysis of mostly unedited texts of social, political, and cultural relevance with less emphasis on the study of grammar. Students are introduced to articles published in Israeli newspapers, magazines, works by authors and movies. Students develop composition and advanced writing skills by studying language structure, idioms, and various registers of style.

This course may be repeated for credit. Letter grade recommended. Prerequisite: NES 3101, NES 3102 or permission of instructor. For Non-Native Speakers Only. This course is intended to continue the development of all aspects of the language. Emphasis, however, will be placed on speaking skills and understanding by using text material relevant to Israeli contemporary society. The instructor will be sensitive to individual student needs.

This course examines the history of the conflict between two peoples with claims to the same land (Palestine/Israel), from the rise of their national movements at the turn of the 20th century and their eventual clash down to the present crisis. We will investigate the various stable and shifting elements in the evolution of the conflict including conflicting Israeli and Palestinian narratives and mythologies about the nature of the conflict. Among many issues to be addressed are: the relationship of this conflict to the history of European colonialism in the Middle East, the emergence of Pan-Arabism and Islamism, the various currents in Zionism and its relationship to Judaism, the implication of great power rivalry in the Middle East, the different causes and political repercussions of the four Arab–Israeli wars, efforts at peacemaking including Oslo and Camp David, and the significance of the two Palestinian uprisings.
JWST 3737  Powerful Words: Literature from Ancient Mesopotamia and Egypt (also NES 3737) @#LA  4 credits
TR  2:55-4:10  C. MONROE
When texts arouse admiration, awe, or pity, they can move people to act. Such texts surround us and include heroic and ironic forms developed millennia ago in Egypt and Iraq. Ancient scribes wrote purposefully, whether to communicate (with gods and men), educate, lament, persuade, amuse or animate. Course readings include translations of Mesopotamian classics such as the Epic of Gilgamesh and the creation myth Enuma Elish; the Egyptian Book of the Dead and Instruction of Ptah-hotep; various tales, royal propaganda, magic spells, love letters, and philosophical musings on life and death in both prose and poetry. Students explore issues of authorship, context and influence (especially on the Hebrew Bible), and come away enriched by past cultures and how current culture resonates with ancient meanings.

JWST 4104  Israeli Narratives: Modeling Reality in Current Fiction (in Hebrew) (also NES 4104) @CA  4 credits
T  2:30-4:25  D. ABUSCH
The course analyses recent fiction in Hebrew describing distinct territories of Israeli reality: a night in a development town, childhood in a kibbutz, the milieu of Israeli Arab professionals, life in the Tel-Aviv suburbs, expatriate Israelis in California, the last days of soldiers at a desolate outpost in South Lebanon, and others. We look at devices by which the texts model these realities and the perspective they take towards them. Supplementary materials include online interviews and reviews placing the works in their immediate context. Genres covered are novels, a memoir, a travel book and a detective novel. Among the authors discussed are Arad, Shilo, Kashua, Leshem, Neeman, Mishani, Inbari and Shezaf. Reading is in Hebrew, with some books available also in English.

JWST 4539  Islamic Spain: Culture & Society (also JWST 6539, NES/RELST/SPANL 4539/6539, COML 4539/6539) @#CA  4 credits
W  12:20-2:15  R. BRANN
This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusi Jewish subcultural adaptations of Andalusi Arabo-Islamic culture.

JWST 4545  Sound, Silence, & the Sacred (also NES 4545/7545, CLASS 4644, MUSIC XXXX, RELST 4545) @CA  4 credits
W  10:10-12:05  K. HAINES-EITZEN
From the ringing of Tibetan singing bowls to the silence of desert monasticism, religious imagination and ritual is replete with sound and its absence. Cityscapes resound with church bells and calls from the minarets. Music, chanting, recitations, incantations, mantras, gongs—the world of religion is replete with ritualistic uses of sound. But sound goes even beyond ritual to the realm of the imaginary, which frequently contrasts the music of the gods with the noise of the demons. Sound and silence in such contexts are inherently tied to desire, temptation, and even salvation. This course will draw upon a wide array of sources—from texts to recordings, videos, and performances—to address the function and meaning of sound (and silence) within diverse religious traditions.

JWST 4621  The Eastern Question (also HIST 4521, NES 4621)  4 credits
T  12:20-2:15  H. CASE
The so-called "Eastern Question" was the primary preoccupation of international relations during the "long" nineteenth century. What was the Eastern Question? Essentially it was the question of how Southeastern Europe and the Eastern Mediterranean (then under Ottoman rule) should be governed. Should the Ottomans maintain their control over these areas, or should new nation-states (Greece, Bulgaria, Egypt, etc.) take the place of the "sick man of Europe" (the Ottoman Empire)? The Eastern Question thus encompassed not only diplomatic history, but also raised issues for culture, regigion, politics, and even science. This course examines the various approaches to the Eastern Question in historical perspective. Readings will be mostly from period sources, as some of the most prominent figures of the time were fascinated by the Eastern Question, individuals like Napoleon, Karl Marx, Benjamin Disraeli, Lord Palmerston, and Leopold von Ranke. The Eastern Question was also the subject of a great deal of cultural production (poetry, novels, music) which we will examine together with other texts.

JWST 4674  Topics in Modern European Intellectual History (also COML/HIST 4740/6740, JWST 6674) HA  4 credits
M  2:30-4:25  D. LACAPRA
Co-meets with COML 6720/HIST 6720. The course will focus on the problem of the representation or figuration of violence in different genres, with respect both to humans and to other animals. It will treat a series of works in which this problem arises in an especially acute form, especially (but not exclusively) with respect to the issue of certain dimensions of fascism and Nazism. Readings and viewings include Hannah Arendt, Adolf Eichmann, Saul Friedländer, Sven Lindqvist, Leni Riefenstahl, Gita Sereny, and W. G. Sebald.
JWST 4991  Independent Study – Undergraduate Variable to 6 credits
TBA *See roster for individual faculty listing.

JWST 6539  Islamic Spain: Culture & Society (also JWST 4539, NES/RELST/SPANL 4539/6539, COML 4539/6539) @#CA 4 credits
W 12:20-2:15  R. BRANN
This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusi Jewish subcultural adaptations of Andalusi Arabo-Islamic culture.

JWST 6674  Topics in Modern European Intellectual History (also COML/HIST 4740/6674, JWST 4674) HA 4 credits
M 2:30-4:25  D. LACAPRA
Co-meets with COML 6720/HIST 6720. The course will focus on the problem of the representation or figuration of violence in different genres, with respect both to humans and to other animals. It will treat a series of works in which this problem arises in an especially acute form, especially (but not exclusively) with respect to the issue of certain dimensions of fascism and Nazism. Readings and viewings include Hannah Arendt, Adolf Eichmann, Saul Friedländer, Sven Lindqvist, Leni Riefenstahl, Gita Sereny, and W. G. Sebald.

** ® = Indicates course counts towards the research seminar requirement for NES majors.
# = Historical breadth
@ = Geographical breadth
(LA-AS) = Literature & the Arts
(HA-AS) = Historical Analysis
(CA-AS) = Cultural Analysis
(SBA-AS)= Social & Behavioral Analysis
(KCM-AS) = Knowledge, Cognition and Moral Reasoning