

ANNE TANENBAUM CENTRE FOR JEWISH STUDIES

at the University of Toronto

2020-2021
GRADUATE
HANDBOOK



Anne Tanenbaum Centre for Jewish Studies
UNIVERSITY OF TORONTO

מרכז למדעי היהדות

GRANOVSKY-GLUSKIN GRADUATE COLLABORATIVE PROGRAMS **IN JEWISH STUDIES**

The Anne Tanenbaum Centre for Jewish Studies offers collaborative graduate degrees at the MA and PhD levels. The purpose of the collaborative degree is to institutionalize, enhance, and ensure the provision of a well-rounded graduate training in Jewish Studies. Both in the MA and PhD collaborative programs, an effective balance is struck between the need for disciplinary depth and the need for interdisciplinary breadth. Future scholars and teachers in the field of Jewish Studies whom the CJS trains master the methods, theoretical frameworks, and body of knowledge special to their discipline, but also benefit both intellectually and professionally from exposure to the breadth of Jewish civilization.

The collaborative programs are motivated by the belief that a sophisticated understanding of any one of the major subfields of Jewish Studies—the study of texts (biblical, rabbinic, philosophical, theological, literary, etc.), the study of contexts (historical, social, political, etc.), and the study of concepts (creation, covenant, messianism, etc.)—requires some knowledge of the others. CJS graduate students also succeed professionally because academic positions in Jewish Studies programs throughout North America assume that job candidates are familiar with many aspects of Jewish civilization outside of their particular discipline and area of specialization. This process of broad, interdisciplinary learning is offered to graduate students in the various fields of Jewish Studies at the University of Toronto. Upon successful completion, students receive, in addition to the degree in their home department, the notation “Completed Collaborative Program in Jewish Studies.”

Application to the Collaborative Programs

Students apply to a home department (one of the collaborating units listed under “Participating Degree Programs”). When applying, students should select the Jewish Studies program as a collaborative program option. Once admitted to the home department,* students should contact the Anne Tanenbaum Centre for Jewish Studies in order to formalize their admission to our graduate program. * Students may join the Collaborative Program at any point during their graduate studies, though it is preferable that students join in the first year of their studies.

Participating Degree Programs

- Anthropology—MA, PhD
- Art History—MA, PhD
- Classics—MA, PhD
- Comparative Literature—MA, PhD
- Drama, Theatre and Performance Studies—MA, PhD
- English—MA, PhD
- European, Russian, and Eurasian Studies—MA
- Geography—PhD, MA
- Germanic Languages and Literatures—MA
- German Literature, Culture and Theory—PhD

- History—MA, PhD
- Information Studies—MA, PhD
- Law—JD, PhD
- Linguistics—PhD
- Medieval Studies—MA, PhD
- Museum Studies—MMSt
- Music—MA, DMA, PhD
- Near and Middle Eastern Civilizations—MA, PhD
- Philosophy—MA, PhD
- Political Science—MA, PhD
- Religion—MA, PhD
- Slavic Languages and Literatures—MA, PhD
- Sociology—MA, PhD
- Women and Gender Studies—MA

MA Program Requirements

- CJS1000H1: Completion of the core methods seminar in Jewish Studies. This seminar will introduce students to the different disciplines, methods, and approaches within Jewish Studies.
- One half-course in Jewish Studies taken within the student's home department or in another department (may count towards the course requirements of the student's home department).
- A comprehensive exam in Jewish Studies, supervised by the Graduate Director, in which the student will be asked to show knowledge of areas of Jewish Studies relevant to his or her disciplinary focus.
- If the student's home program requires a major research paper or thesis, the paper must pertain to Jewish Studies and the topic must be approved by the Graduate Director of the Anne Tanenbaum Centre for Jewish Studies.

MMSt Program Requirements

- CJS1000H1: Completion of the core methods seminar in Jewish Studies. This seminar will introduce students to the different disciplines, methods, and approaches within Jewish Studies.
- Students must complete one of the following: a course listed in the CJS Graduate Handbook; an independent reading course on a topic in Jewish Studies; or a supervised internship at a museum related to Jewish cultural heritage or historical experience.
- A comprehensive exam in Jewish Studies, supervised by the Graduate Director, in which the student will be asked to show knowledge of areas of Jewish Studies relevant to his or her disciplinary focus.
- Those students who opt for the MMSt Exhibition Course should carry out an exhibition project that focuses on some aspect of Jewish culture. Those who opt to do a thesis should research a topic that relates to museums and Jewish Studies.

JD Program Requirements

- CJS1000H1: Completion of the core methods seminar in Jewish Studies. This seminar will introduce students to the different disciplines, methods, and approaches within Jewish Studies.

- One course listed in the CJS Graduate Handbook at some point during their law school course work.
- One paper presentation during the course of their law degree at the annual Schwartz-Reisman Graduate Student Conference in Jewish Studies.

PhD and DMA Program Requirements

- CJS2000H1: Completion of the Doctoral Seminar in Jewish Studies. This seminar will introduce students to the different disciplines, methods, and approaches within Jewish Studies.
- Two half-courses, one within and one outside of the student's home department, taught by a member of the CJS faculty (may count towards the course requirements of the student's home department).
- Paper presentation at the annual Schwartz-Reisman Graduate Student Conference in Jewish Studies before completion of the program.
- A doctoral dissertation that deals with topics in Jewish Studies and is supervised or co-supervised by a CJS graduate faculty member.

GRADUATE COURSE DESCRIPTIONS BY DEPARTMENT FOR 2019–20

Anne Tanenbaum Centre for Jewish Studies

CJS1000H1Y Jewish Studies Masters Seminar (“Core Methods”)

M4–7/Bergen, D. and Krongold, J.

This year-long, half-credit course exposes students to advanced methods employed in understanding texts, contexts, and concepts in the main areas of Jewish Studies. A diverse team of scholars from a range of academic disciplines will model methods such as textual exegesis and criticism; history of interpretation; social history; cultural studies; comparative approaches; and analysis of philosophical and theological problems and arguments. Students participate in group discussions after the twelve, scheduled guest lectures and write three short responses each semester to specific presentations.

CJS2000H1Y Jewish Studies Doctoral Seminar

M4–7/Bergen, D. and Krongold, J.

This year-long, half-credit course exposes students to advanced methods employed in understanding texts, contexts, and concepts in the main areas of Jewish Studies. A diverse team of scholars from a range of academic disciplines will model methods such as textual exegesis and criticism; history of interpretation; social history; cultural studies; comparative approaches; and analysis of philosophical and theological problems and arguments. Students participate in group discussions after the twelve, scheduled guest lectures and write three short responses each semester to specific presentations.

Centre for Comparative Literature

COL5101H1F Diasporic Cities

R10-12/ Sakaki, A.

This course will look at six metropolises (Berlin, London, Paris, New York, St. Petersburg, Shanghai) from the perspectives of Japanese visitors such as Mori, Natsume, Nagai, Yokomitsu, Tanizaki, Gotô, Tawada, and Horie, and from those of natives and immigrants (e.g., Benjamin, Döblin, Nabokov, Woolf, Conrad, Rilke, Pushkin, Gogol, Shi). Those writers’ accounts of cities in the span of time between the late nineteenth century and late twentieth century are inflected by the itineraries of their movement before and after their experience of the cities and by their peripatetic as well as optical experience of urban spaces of varied historical, social, material and geopolitical conditions. They reveal cities not as cartographical spots but as sites in the traffic of bodies and sensations. The readings (all assigned are available in English, with additional materials to be introduced by the instructor) shall be arranged in such a way that participants can compare each city’s literary mediations by variably invested observers. Accompanying theoretical, critical and photographic texts (e.g., Apter, Atget, Benjamin, Brandt, Brassai, Burgin, de Certeau, Doisneau, Gleber, Maeda, Ronis, Walker) shall define a conceptual framework for each session.

JGC1855H1S Critical Theory – The French-German Connection (*cross-listed with Philosophy*)

W3-5/ Goetschel, W.

This course examines central theoretical issues in Critical Theory with particular attention to the role that the “Frankfurt School” and its affiliates such as Benjamin, Kracauer, Horkheimer, Adorno, and others play in the context of modern German social and cultural thought. In France, thinkers like Foucault and Derrida respond to this tradition and enrich it. The course explores in which way the continuing dialogue between these thinkers informs current critical approaches to rethinking issues and concerns such as theorizing modernity, culture, secularization, multiculturalism, difference, and alterity.

JLV5143H1S Censorship, Culture, Archive (*cross-listed with Slavic*)

R2-4/ Komaromi, A.

This course looks at how and why states seek to control culture and how creative projects may disrupt the action of political and commercial forces. The course begins by considering totalitarian regimes and cultural policy, along with examples of art labeled “healthy” or “degenerate” in Nazi Germany and the USSR. Case studies from the Soviet Union, the Eastern bloc and post-Communist successor states illustrate how censorship, education and technology may be used to control cultural production and knowledge of the past. Seminar participants will look at the policy of Socialist Realism and consider official and unofficial art and literature to explore the potential for transforming culture into a site of resistance. Readings in theory of the archive will be used to support analysis of how nonconformist works complicate or subvert established views of the past and open new potentials for the future. The course will facilitate in-depth research of major examples of nonconformist poetry, art, fiction and archival projects from these countries and provide a basis for analysis of cultural resistance in other repressive contexts. Readings include selections from Arendt and Lefort on totalitarian states, as well as analysis by Andrei Siniavskii, Katerina Clark, Igor Golomshtok, Boris Groys and Alexei Yurchak of official and unofficial literature and art. The course will engage theory of the archive with texts from Freud, Buchloh, Spieker and others.

Centre for European, Russian, and Eurasian Studies

ERE1161HF One Hundred Years of Cultures of Refugees in Europe, 1920 – 2020

T1-3/ Shternshis, A.

Twentieth century has been sometimes call a “century of Refugees”. Today, there are over 65 million of refugees in the world. As a result of World War I, Russian Revolution, Spanish Civil War, World War II, Soviet invasion of Afghanistan, collapse of the Soviet Union and the Eastern Bloc, Syrian civil war and many other turbulences of the past hundred years, refugees become an important part of international politics and world culture. The course will examine works of literature, philosophy, music, theatrical plays and journalistic writing produced by European refugees. The goal of the course is to discuss how refugees make sense of their experiences, and how they are perceived by others.

Department of Germanic Languages and Literatures

GER1050H1F Methods in Yiddish

T10-12/ Shternshis, A.

This is the core course for the Field of Yiddish Studies, focusing on methods of analysis of major literary, historical, religious and sociological texts created in Yiddish language from 1500 until 2000. Conducted fully in Yiddish, the course trains the students both in advanced understanding of the Yiddish civilization as well as how Yiddish societies incorporated cultures of neighbouring communities. The texts analyzed will include Tsena Urena (1616) (Woman's Companion to the Bible), stories by Nakhman from Bratslav (1700s), works by Alexander Abramovich, Sholem Rabinowitch, Itskhok Perets, Dovid Bergelson, Yankev Gladshtein and others.

Department of History

HIS1279H1F (J) World War II in East Central Europe

R9-11/ Wrobel, P.

World War II was much more destructive and traumatic in East Central Europe than in Western Europe. The difference was caused by many reasons, among which the Nazi and Soviet plans and policies were the most important. Yet, there were also numerous East Central European phenomena that contributed to the cruelty of World War II in the East. This seminar will explore the external and internal factors that defined the war in the discussed region. Students will analyze the military, political, economic, and cultural activities of Germany, the Soviet Union, and their allies and enemies. Following sessions will concentrate on the fall of the Versailles systems, diplomatic and military activities throughout the war, on occupational policies of the invaders, economic exploration of the invaded, on collaboration, accommodation, resistance, genocide, the "liberation" and sovietization of East Central Europe after 1944. All the secondary and primary sources used in class are English.

HIS1272H1S (J) Topics in Twentieth-Century European History: World Wars

M10-12/ Jenkins, J.

In this graduate seminar we explore some of the major military conflicts that have shaped Europe and its place in the world over the past century and a half. The goal is to deepen our understanding of the nature of modern warfare and to explore the tools and methodologies that

historians and others have used to analyze wars and their repercussions. What is the relationship between war and politics, war and diplomacy, society, culture, religion, gender, and sexuality? What are the differences between world wars, civil wars, genocidal wars, extremely violent societies, cold wars, and the many other varieties of conflict between and among states and people, and how useful are such distinctions in understanding the past?

HIS1221H1S Topics in Early Modern European Social History

T12-2/ Terpstra, N.

From the fifteenth century, new social, religious, and political tensions brought European Christians, Jews, and Muslims into closer contact with each other and led them to frame identity in more exclusive and oppositional terms (ethnic, racial, and religious). This course will consider how communities and identities were imagined, formed and contested in the early modern period. Concerns about purity, contagion, protection, and purgation came to shape intellectual frameworks, social expectations, and political actions, often driven by the intellectual movements that we associate with the Renaissance and Reformation. Religion was likely the greatest force for both inclusion and exclusion, incorporation and purgation, and the period saw religious refugees emerge as a mass phenomenon. We will look at how Europeans defined, accommodated, repelled, or integrated Others – whether Turks, Jews, radicals, the poor, heretics – and at how boundaries of various kinds were created and crossed.

Department of Near and Middle Eastern Civilizations

NMC1306H1S Scribes, Manuscripts, and Translations of the Hebrew Bible

R12-2/ Metso

This course focuses on text-critical study of the Hebrew Bible, providing an introduction to the manuscript evidence from the Dead Sea Scrolls, the Septuagint, the Masoretic text, and the Samaritan Pentateuch, as well as from other ancient sources. Issues pertaining to paleography, orthography, and manuscript production are discussed, as well as processes of textual composition and development, and techniques used by ancient translators (Greek, Latin, etc.). Of particular interest is the state of the biblical text leading to the time of canonization in the first or second century C.E. Elementary Hebrew is a prerequisite and elementary Greek recommended.

NMC1308H1S Readings in Hebrew Bible

R9-11/ Holmstedt

This course will cover the Hebrew text of a biblical book (e.g. Samuel, Ezekiel) or a thematic group (e.g. wisdom literature, minor prophets) in order to develop skills of close textual analysis and to learn and apply the tools of critical biblical scholarship.

NMC1313HS Mishnah and Tosefta

T10-1/Meacham

Mishnah and Tosefta constitute two of the three foundational documents of Middle Hebrew. The purpose of this course is to introduce students to specific features of this level of Hebrew (syntax, grammar, vocabulary), to note the developments from Biblical Hebrew, to examine these compositions independently, and to analyze their interaction (textuality and intratextuality). Tractate Niddah will be the focus of our analysis. We will also examine current scholarly positions concerning the redaction of these documents and their relationship to each other. Students will be trained to use the Bar Ilan Responsa Project database effectively to facilitate word searches and location of parallels to assist them in evaluating variant readings. Students will learn to interpret and to create a critical apparatus. Prerequisites: Knowledge of Intermediate Hebrew (Biblical or Modern).

NMC1316H1F Modern Hebrew Poetry

W11-1/ Fox

Extensive reading in the works of a major poet. Emphasis will be on the poetry of Bialik and Amichai. Conducted in Hebrew. Evaluation: Based on one paper, one term test, and class participation. Prerequisites: Permission of instructor.

NMC1327H1S Themes in Midreshic Literature

W11-2/ Meacham

This course is intended to introduce the student to the exegetical methods of the rabbis in their analysis of concepts related to the Divine, to human beings, and to the Jewish people. The selections are chosen from the Babylonian and Jerusalem Talmuds and midrashic and other rabbinic literature. Close attention will be paid to the literary forms, organization, language, and exegetical techniques of this material. The student will be introduced to concepts of philology, text criticism, and redaction criticism, and become acquainted with the manuscript traditions of the primary text analyzed. The shaping and reshaping of these traditions will be explored through a study of textual parallels. The essential modern debates concerning the text under consideration will inform the background of the study as well as methods to help resolve if possible these scholarly conflicts.

NMC1607H1S Life Cycle and Personal Status Issues in Jewish Law

T2-4/Meacham

The focus of this course is biomedical ethics, Jewish law (halakhah), and reproductive technology. We will examine the Jewish positions as examples of legal-religious models chiefly in reference to posthumous semen donation, artificial insemination, in vitro fertilization, and surrogacy. Personal status issues involved for the mother(s), father(s), the fertilized ovum, embryo, fetus, or infant and the role of halakhah, the civil legal system and the state of determining the legal status of all parties are of particular interest. The medical, legal, and ethical ramifications of fertility control and the problem of infertility have been discussed since antiquity. Jewish texts concerning reproductive issues from the Bible through rabbinic literature to the modern era will serve as the basis for this course on Jewish legal literature. We shall test the rabbinic discussions as to their validity in the modern biomedical ethical, legal, and political contexts. Prerequisites: Permission of instructor.

Department of Philosophy

JGC1855H1S Critical Theory – The French-German Connection

W3-5/ Goetschel, W.

This course examines central theoretical issues in contemporary thought, with particular attention to the role that the “Frankfurt School” and its affiliates such as Benjamin, Kracauer, Horkheimer, Adorno, Marcuse, Habermas, and others play in the context of modern German social and cultural thought. In France, thinkers like Levinas, Foucault, and Derrida respond to this tradition and enrich it. The course explores in which way the continuing dialogue between these thinkers informs current critical approaches to rethinking issues and concerns such as theorizing modernity, culture, secularization, multiculturalism, and the vital role of cultural difference.

PHL2051H1S Seminar in 17th- and 18th-Century Philosophy Seminar: Spinoza’s Ethics

R12-3/Rosenthal, M.

In this course students will study the development and structure of Spinoza’s philosophical system. We will begin with selections from Spinoza’s early works, which include a treatise on philosophical method, a summary and analysis of the Cartesian system, and a critique of religion. We will spend most of our time on a careful reading of the Ethics, which presents Spinoza’s mature views on metaphysics, epistemology, psychology, and the ethical life. We will analyze his arguments in detail, compare them to those of his contemporaries (e.g., Descartes, Hobbes, Leibniz), and discuss the influence and relevance of Spinoza’s work to contemporary philosophical projects.

Department for the Study of Religion

RLG2022H1S Religion, Mourning, and Trauma

R11-1/ Hewitt, M.

A cross-cultural, psychoanalytic examination of subjective religious experiences through myths, narratives, rituals and communal actions express the multifaceted dimensions of trauma and their impact on individuals and their social cultural contexts. Exploration of ways religious narratives and social practices encode multiple levels of psychodynamic processes that attempt to symbolize unbearable anxiety, grief, loss deriving from personal and social traumas. Different religious and cross-cultural narratives and popular spiritualities will be explored, focussing on ways they may both reproduce and symbolize trauma while also providing resources for healing. Cross-cultural case studies examining the depth psychodynamics of individual and group trauma from the perspective of psychoanalysis, psychology and anthropology that emphasize emotional creativity and healing potential without relying on discourses of pathology will be considered.

RLG2068H1S Philosophy of Religion: Proofs of the Existence of God

M10-12/Novak, D.

This course deals with the most important point of intersection between theology and philosophy: the existence of God. This intersection is only possible when theologians are interested in philosophical argument, and when philosophers are interested in the “God question.” This course will deal with this intersection on the specific question: Are there proofs of the existence of God? We will be examining how this question has been dealt with by some prominent Jewish, Christian, Muslim, and Hindu thinkers, such as Avicenna, Maimonides, Aquinas, Leibniz, Kant, Rosenzweig, and Barth.

RLG3144H1F Isaiah & Prophecy in Early Judaism and Christianity

M1-3/ Newman, J

The course considers the various ways in which the medium of prophecy is transformed in the post-exilic period, particularly as this relates to the retrieval and extension of Isaianic traditions. The course will focus on the deployment of Isaiah in the Dead Sea Scrolls and the New Testament. The prerequisite languages for this course are Biblical Hebrew and Koine Greek.

RLG3622H1S Maimonides and His Modern Interpreters

W2-4/ Green, K.

The course offers an introduction to the seminal work of Jewish philosophy, *The Guide of the Perplexed*, by Moses Maimonides. We will delve into some of the basic themes of Jewish philosophical theology and religion as they are treated by Maimonides. Through close textual study of the *Guide*, a broad range of such topics might be considered, such as: the question of biblical interpretation and its proper method; dialectical theology and the status of imagination; what is prophecy and revelation?; providence; theodicy and the problem of evil; divine law versus human law; what is the perfect state or political order, and how is it best achieved?; the search for wisdom and the character of human perfection. Readings in some of the leading modern interpreters of Maimonides and the *Guide* (such as Julius Guttman, Leo Strauss, and Shlomo Pines) will also be examined.

RLG3653H1F Jewish Exegetical Traditions

T3-5/ Fox, H.

A study of Bible exegesis in Hebrew and translation, illustrating the growth of scriptural traditions in various Jewish sectarian groups and communities. The selection will include Philo and other Hellenistic Jews, the Dead Sea Scrolls sectarians, mystics, apocalypticists, Pharisees and rabbis. During the second term discussion will focus on the Jewish-Christian polemic ranging from New Testament and rabbinic sources to occasional explorations into church fathers and Gnosticism.

Department of Slavic Languages and Literatures

JLV5143H1S Censorship, Culture, Archive

R2-4/ Komaromi, A.

This course looks at how and why states seek to control culture and how creative projects may disrupt the action of political and commercial forces. The course begins by considering totalitarian regimes and cultural policy, along with examples of art labeled “healthy” or “degenerate” in Nazi Germany and the USSR. Case studies from the Soviet Union, the Eastern bloc and post-Communist successor states illustrate how censorship, education and technology may be used to control cultural production and knowledge of the past. Seminar participants will look at the policy of Socialist Realism and consider official and unofficial art and literature to explore the potential for transforming culture into a site of resistance. Readings in theory of the archive will be used to support analysis of how nonconformist works complicate or subvert established views of the past and open new potentials for the future. The course will facilitate in-depth research of major examples of nonconformist poetry, art, fiction and archival projects from these countries and provide a basis for analysis of cultural resistance in other repressive contexts. Readings include selections from Arendt and Lefort on totalitarian states, as well as analysis by Andrei Siniavskii, Katerina Clark, Igor Golomshtok, Boris Groys and Alexei Yurchak of official and unofficial literature and art. The course will engage theory of the archive with texts from Freud, Buchloh, Spieker and others.