

**University of Toronto's
Anne Tanenbaum Centre for Jewish Studies**

2024-2025

Graduate Course Handbook



Anne Tanenbaum Centre for Jewish Studies
UNIVERSITY OF TORONTO

מרכז למדעי היהדות

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GRANOVSKY-GLUSKIN GADUATE 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

ANNE TANENBAUM JEWISH CENTRE OF STUDIES

CJS1000HY - Jewish Studies Masters Seminar (“Core Methods”)

Time: Monday 4-7

Instructor: A. Verskin, K. Sadeh

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.

CJS2000HY - Jewish Studies Doctoral Seminar

Time: Monday 4-7

Instructor: A. Verskin, K. Sadeh

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.

CJS1012H Jewish Studies Masters Directed Reading Course

By permission of the Graduate Director

CJS2010H Jewish Studies Doctoral Directed Reading Course

By permission of the Graduate Director

DEPARTMENT OF ANTHROPOLOGY

ANT 4060HF LEC0101 Specific Problems: Interregional Interaction in the Ancient World

Time: T 10-1

Instructor: J. Jennings

Detailed description coming soon.

DEPARTMENT OF ART HISTORY

FAH1127HS Early Medieval Art

Time: W 10-1

Instructor: A. Cohen

Early medieval art has long been viewed in the shadow of Romanesque and Gothic art and architecture, although the seven hundred years between c. 400 and 1100 produced a wealth of material culture that provides critical insights for understanding the formation of Europe. The seminar will focus in any given semester on one of the following four subdivisions with this period: Merovingian and Migratory, Carolingian, Ottonian, or Insular and Anglo-Saxon. The art and architecture in these periods can be understood in light of their relationship to the classical past, the development of political and ecclesiastical structures, the importance of the cult of saints, and the rise of monasticism. In winter 2025, the focus of the course will be the early medieval Bible.

DEPARTMENT FOR COMPARATIVE LITERATURE

COL5086HF - Literature, Culture and Contact in Medieval Iberia

Time: T 1 – 3

Instructor: J. Ross

This course will examine the dynamics of cultural exchange between Muslims, Jews and Christians in medieval Iberia as manifested in the literatures produced by each group. Beginning with an introduction to theories of alterity and postcolonialism and their relevance to the medieval past, the course, through readings of Hebrew (in translation), Arabic (in translation) and Castilian literary sources will consider the way 'others' are represented, as well as the ways in which cultures come into contact in these texts through adaptation or hybrid literary forms. The course will move from Islamic Spain where cultural cross-fertilization produced such innovative, hybrid forms of poetry as the *muwashshahat* in Arabic with their accompanying Romance jarchas, and Jewish poets like Todros Abulafia who struggled to define himself and his writing within the dominant Arabic literary culture, to Christian Spain where the complex models of literary translation and transmission placed Arabic models at the centre of European intellectual culture. The course will follow the trajectory of Spanish history as Muslims and Jews were assimilated, converted or expelled by exploring the dynamics of conversion in poetry written by converted Jews in the 15th century and the domestication of the 'other' in such 16th-century Castilian texts as the *Abencerraje*. In addition to texts already mentioned, other readings may include Shem Tov's *Moral Proverbs*, selections from the romances, and Juan Manuel's *El conde Lucanor*. **A reading knowledge of Spanish is required.**

This course explores the cross-fertilization of cultures and literatures in medieval Iberia, a focus that is central to the mandate of Comparative Literature. The study of Hebrew, Arabic, Castilian and Latin literatures in the Spanish Middle Ages is more usually carried out in separate departments of Spanish, Near and Middle Eastern Studies or Medieval Studies. The offering of this course through Comparative Literature enables a much fuller and richer exploration of medieval Iberian literary culture.

COL5154HF – Searching for Sebald: Fiction, Exile, and the Natural History of Destruction

Time: W 3 – 5

Instructor: J. Zilcosky

When the German-English writer, W.G. Sebald, began publishing in the late 1980s, readers reported never having read anything like him. What made his writing so unusual? Was it the unpredictable appearance of grainy photographs only tangentially related to the text? Was it the relentless blurring of fact and fiction, especially through autobiographical narrators, often named “Sebald”? Was it the flatly melancholic depiction of exile? Was it the mystery of genre: Were these autobiographies, novels, collages, travelogues? Or was it Sebald’s paradoxical style: postmodern self-reflection portrayed in elaborate nineteenth-century sentences, including one that extends for over seven pages?

In this course, we will search for “Sebald,” first by considering how his texts without apparent precursors indeed had them: the autofictions of Jorge Luis Borges, the periscopic monologues of Thomas Bernhard, and the photo-embedded stories of Alexander Kluge. We will then dive into Sebald’s great prose fictions – *Vertigo*, *The Emigrants*, *The Rings of Saturn*, and *Austerlitz* – examining his revolutionary style and the recurrent themes it describes: the unreliability of memory, the catastrophic history of humankind, and the conundrums of a non-Jewish German son of a Wehrmacht officer writing about the Shoah.

These themes touch on contemporary theoretical discourses surrounding trauma, war, postmemory, text-image, and autofiction. We will examine how these theories illuminate Sebald’s and vice versa: how his fiction prefigures such conceptual “discoveries.” By participating in own translations, Sebald likewise anticipates aspects of translation theory.

At the end of the course, we consider Sebald’s influence – following his early death in 2001 – on seminal contemporary writers such as Patrick Modiano, Rachel Cusk, and Jenny Erpenbeck.

DEPARTMENT OF ENGLISH

No relevant courses in 2024-25

DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

GER1050HF Methods in Yiddish

Time: W 3-5

Instructor: A. Shternshis

The course will examine the major trends in Russian Jewish History, culture and identity as developed during the Soviet and post-Soviet Period. Selected topics are Soviet policies towards the Jews, building of Yiddish, Hebrew and Russian culture in the 1920s, Holocaust in the Soviet Union, Jewish participation in the Soviet war effort, anti-Semitism of the 1950s, Jewish culture during the late Soviet period, collapse of the Soviet Union, post-Soviet Jewish Diaspora and its implications. We will examine a variety of primary sources, ranging from archival documents, to personal testimonies, to literary works, and folklore. A variety of disciplines will be used to examine Soviet Jewish experience. We will look into the works by political scientists, historians, literary scholars,

and anthropologists. In the discussion, we will think about how a primary source can provide different data for different disciplines, and will discuss the implications for the development of Russian Jewish Studies.

GER1051Y Yiddish for German Speakers

Time: T 1-3

Instructor: A. Shternshis

The course is designed as an intensive Yiddish language training. The goal is to teach German speakers to read, write and speak in Yiddish. The curriculum relies on the German language skills of the students, and focuses on differences between Yiddish and German grammar and vocabulary. Upon the completion of the course, students should be able to read Yiddish literary texts with a minimal use of dictionary.

Note: Graduate students can take the course in preparation for their Yiddish competency test.

GER2051HF – Methods in Yiddish

Time: TBD

Instructor: TBD

What does “desire” mean to a Yiddish writer? Desire most commonly refers to sexuality and the erotic life. The object of desire may be a person, but it can also be a thing, an idea, an art form, and more. How does our milieu affect our sense of who or what we desire? Yiddish writers have always been necessarily multicultural, multilingual, trans-continental in knowledge and perspective. They responded to an extraordinarily diverse array of political and social movements including emigration/immigration, various forms of nationalism, socialism, religious belief, rejection of religious observance. In exploring the short fiction and poetry that address these concerns, we will consider authors whose names may be familiar to some (e.g., Isaac Bashevis Singer, Sholem Aleichem); we will certainly read authors who are largely unknown despite English translations of their work (e.g., Celia Dropkin, Lamed Shapiro, Yankev Glatshteyn, and more). Experimenting with modern literary forms and modern personal and political choices, these authors reveal the remarkable range of Yiddish writing in the twentieth century. (All works will be read in English translation, though Yiddish texts will also be made available.)

DEPARTMENT OF HISTORY

HIS1265HS – Atrocities and Memory in Postwar Europe and North America

Time: W 1 – 3

Instructor: R. Wittmann

This course will examine how Europeans and North Americans confront the memory of both Nazi mass murder and the Allied bombing of Germany through the law, literature, left wing agitation, film, memorials and museums, and political debates. How do postwar representations of German atrocities and the Allied liberation of Europe, or conversely, German suffering and Allied war crimes shift throughout the postwar period, and what do these representations mean for “overcoming the past?” We will juxtapose generational responses, national reactions (including Germany, Poland, Israel, and the US and Canada), and official vs. unofficial representations of the atrocities of the Second World War. Among the focal points: the Nuremberg and postwar West German trials of Nazis, the fascination with Anne Frank, anti-fascist terror in 1970s Germany, The Berlin Memorial and the US Holocaust Museum, and films such as Shoah and Schindler’s List, and the explosion of debate on the bombing of Germany between 1943-45.

HIS1268HF – The Holocaust: History and Historiography

Time: T 3 – 5

Instructor: D. Bergen

This seminar explores the history and especially the historiography of the Holocaust. Among the themes we will consider are the roles of religion in the Holocaust, colonial contexts, gender and sexuality, and cultures of memorialization. How has scholarship on these and other matters changed over the course of 80 years? Readings include works written during and close to the events and recent contributions to the field. Combinations and juxtapositions of works are intended to highlight innovations and persistent questions and help you revisit familiar material in new ways. We will read primary sources and secondary literature related to the Holocaust as well as consider how similar issues play out in other cases of genocide and mass atrocity and the scholarship about them. Oral presentations and the long paper (an historiographical analysis, although in consultation with the professor, students may write a paper based on original research) will give students an opportunity to explore areas of particular interest to them.

MUSEUM STUDIES

MSL2303HF: Special Topics in Museum Studies: “Difficult” Heritages and Precarious Times

Time: T 3 – 6

Instructor: J. Arthurs

This course delves into discussions surrounding “difficult” heritages, “dark” tourism and stories of conflict, pain and shame explored by museums, exhibitions, and historic sites. It also explores the role cultural institutions and sites play in times of conflict and uncertainty. Classes will be structured around a series of questions such as: What is heritage? Who gets to decide what will be memorialized? What are the socio-political contexts in which stories are told? Who are the audiences for this work? We will investigate evolving definitions as well as practices, ethics and ideologies of curating and collecting, learning, and leadership of spaces and places sharing histories of war, genocide, oppression, inequality and on-going threats to survival. We will approach topics with criticality, curiosity and empathy, working together to reflect upon museum and heritage professionals as not only stewards and storytellers, but also as active and powerful community builders and change agents.

FACULTY OF MUSIC

MUS1275HF: Sound and Music in the Middle East

Time: T 1 – 3

Instructor: Hemmasi

This course provides an issues-based approach to sonic arts in the Middle East. Issues to be considered include music and sound’s symbolism in religious and secularist movements; music in twentieth century Middle Eastern nationalisms and current transnational identifications; repertoire and innovation in folk and art music; sung poetry; media, technology, and politics; populism and popular music; and discourses and experiences of tradition and modernity as reflected in and through engagement with sound. Emphasis will be placed on listening and analysis of sound as well as critical engagement with assigned texts.

DEPARTMENT OF NEAR AND MIDDLE EASTERN CIVILIZATION

NMC1301Y: Introductory Biblical Hebrew

Time: T & Th 9 – 11

Instructor: L. Hare

An introduction to biblical Hebrew prose. Grammar and selected texts. For students with no previous knowledge of Hebrew.

NMC1302HF: Intermediate Biblical Hebrew I

Time: T & Th 11 – 1

Instructor: L. Hare

A continuation of the study of ancient Hebrew grammar and texts. Focus is given to covering a wide variety of genres, e.g., narrative, chronicle, genealogy, oracle, prayer, hymn, and proverb.

NMC1303HS: Intermediate Biblical Hebrew II

Time: T & Th 11 – 1

Instructor: L. Hare

A continuation of the study of ancient Hebrew grammar and texts. Focus is given to covering a wide variety of genres, e.g., narrative, chronicle, genealogy, oracle, prayer, hymn, and proverb.

NMC1308HF: Research Seminar on Ancient Jewish Literature

Time: W 12 – 3

Instructor: R. Holmstedt

A seminar focusing on the critical analysis of the Hebrew Bible and related ancient Jewish texts. Literary genre and critical topics will vary according to instructor's research interests. Focus will be given to developing research skills by working with accepted critical methodologies. Not eligible for CR/NCR option.

NMC1306HF: Scribes, manuscripts, and Translations of the Hebrew Bible

Time: Th 1 – 3

Instructor: S. 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

NMC1330HF: Elementary Modern Hebrew I

Time: M & W 11 – 1

Instructor: Y. Nizri

This course is designed for students with little or no experience in Hebrew. As such, it offers intensive training in the basics of 4 language skills: reading, writing, speaking and listening. Students will be able to recognize the Hebrew verb system's fundamental structures, learn its primary forms, and acquire the necessary basic vocabulary for everyday conversations. We will

focus on reading: easy dialogues, passages without vowels, and short texts in simple Hebrew.
Writing: short dialogues and paragraphs. Conversation: simple dialogues and stories.
Comprehension: listening to short stories and recorded conversations.

NMC1332HF: Intermediate Modern Hebrew I

Time: M & W 3 – 5

Instructor: TBD

This course will further enhance students' Hebrew language skills. With the context of contemporary Israeli and Jewish culture in mind, the course focuses on (1) Reading: unadapted texts and simple articles in regular Hebrew. (2) Writing: the beginning of practical writing on topics discussed in class, writing about personal experiences, and writing structured compositions. (3) Conversation: conversational skills developed by regular participation in class presentations and discussions of current events and cultural issues; role play and participation in dialogues and informal expressions. (4) Comprehension: listening to recorded short stories in easy Hebrew. (5) Grammatical Skills: Completing the syntactic study of verb conjugation in different tenses. Course prerequisites: NMC1300H, NMC1331H.

NMC1334HF: Advanced Modern Hebrew I

Time: M & W 2 – 4

Instructor: Y. Nizri

This advanced-level course is designed to deepen the student's knowledge of Hebrew in various fields and to increase vocabulary through extensive reading and writing. Areas of focus include (1) Reading: Scientific articles, newspaper editorials, prose, and poetry passages, with emphasis on Israeli culture. (2) Writing: practical writing according to communicative functions and models of persuasion, explanation, etc. In addition, students will be asked to write short essays about a literary text. (3) Conversation: increasing vocabulary in conversations and discussions while emphasizing different language styles. (4) Comprehension: listening to radio programs on an advanced level and viewing regular television programs and YouTube music clips. (5) Grammatical Skills: complementing the student's linguistic knowledge and handling of irregular forms. Course prerequisites: NMC1330H, NMC1331H, NMC1332H, NMC1333H.

NMC1331HS: Elementary Modern Hebrew II

Time: M & W 11 – 1

Instructor: Y. Nizri

The second half of a two-semester Modern Hebrew course for beginners is intended to strengthen the students' conversation skills and their reading, writing, and listening comprehension while further developing the cultural context of the language. Materials include simple stories and poems, digital media, film, comics, textbook exercises, and complementary class activities. In addition, students will be expected to deliver presentations in Hebrew and write about a range of topics, demonstrating an ability to acquire new vocabulary using print and digital dictionaries independently. Course prerequisites: NMC1330H.

NMC1333HS: Intermediate Modern Hebrew II

Time: M & W 3 – 5

Instructor: TBD

This course of Intermediate Hebrew is intended for those who completed the requirements of intermediate Hebrew I. Intermediate Hebrew aims to instill more excellent proficiency, enrich vocabulary, and deepen the student's understanding of the cultural context of Israeli Hebrew. Subjects include current affairs, Israeli society, and cultural traditions. Added emphasis will be placed on language registers and grammatical and syntactic nuances, with materials ranging from children's books to television programs. By the end of the semester, students will complete their understanding of the Hebrew verb system and main preposition words. Course prerequisites: NMC1330H, NMC1331H, NMC1332H.

NMC1335HS: Advanced Modern Hebrew II

Time: M & W 2 – 4

Instructor: Y. Nizri

This final advanced-level course provides students with an extensive vocabulary and knowledge of grammatical structures with a more in-depth study of the language and attention to verb conjugation, noun forms, and syntactic structure of modern Hebrew. In addition, students will learn to understand and produce texts in modern Hebrew through exposure to literature, poetry, and everyday conversation. Each lesson emphasizes all four skills (reading, comprehension, speaking, and writing) so that students feel comfortable using their skills. Assignments will help students incorporate all the language skills with exposure to a wide range of vocabulary and language structure. Upon completing this course, students should be able to understand discussions on a variety of topics, able to express ideas and opinions clearly and fluently, describe situations and actions using the correct forms of verbs and nouns, and expand and effectively use a more precise and varied vocabulary.

In writing capabilities, students will write coherently considering both form and content, compose complex sentences, and produce narrative and descriptive writing. In this terminal level of the Hebrew-from-scratch program, students will master the verb tenses and be able to conjugate the seven verb forms in past, present, and future tenses, and they will understand and correctly apply the rules of gender and be able to use the correct pronouns and suffixes. Course prerequisites: NMC1330H, NMC1331H, NMC1332H, NMC1333H, NMC1334H.

NMC1100Y: Biblical Aramaic

Time: M 3 – 5

Instructor: A. HARRAK

The course is designed to introduce the student to the Aramaic language through selected readings and a study of grammar. First term: Ezra 4:8-6:18; 7:12-26; and selected Aramaic texts from the 5th/4th centuries B.C.E. Second term: Daniel 2:4-7:28. Grammar will be studied with reference to Hebrew and Syriac. Because of the type of Aramaic studied, students of Akkadian and Egyptian should be interested. The course is valuable for students concentrating on Syria-Palestine.

DEPARTMENT OF PHILOSOPHY

PHL2223S MA Proseminar II: Spinoza and Modern Jewish Philosophy (required for and limited to first-year Philosophy MA students)

Time: W 9-12

Instructor: M. Rosenthal

Description: Is Spinoza a heretic, or is he the founder of a new vision of modern Jewish life? We will look at some key texts of Spinoza's philosophy and examine his critique of traditional religion and his radical political theory. We will explore later thinkers, some who were inspired by his example to create a new philosophy of Jewish life, and others who believed that he continued to pose a great danger to the community, even as his ideas became increasingly accepted. What does this complex reception indicate about his thought and the possibility of modern Jewish philosophy?

DEPARTMENT OF POLITICAL SCIENCE

POL2027HS: Topics in Political Thought II: Spinoza and the Invention of Liberal Democracy

Time: Tuesday 4:00pm – 6:30pm

Instructor: C. Orwin

In keeping with the Department's current focus on liberal democracy, we will read the works of its theoretical founder, Spinoza. We will focus on his Theologico-Political Treatise and consider why his invention of liberal democracy was inseparable from his founding of modern Biblical criticism.

DEPARTMENT OF THE STUDY OF RELIGION

RLG3634HF: Worship & Scripture in Dead Sea Scrolls

Time: Monday 1 – 3

Instructor: J. Newman

This graduate seminar will examine selected psalms, prayers, and hymns and other less overtly "liturgical" texts from the Dead Sea Scrolls. We will consider the performative role of such texts in the Qumran movement and their relation to the evolving growth of the Hebrew Bible in the two centuries before and after the common era. The relationship of these texts to later Jewish and Christian liturgical texts (e.g., the book of Psalms) and the New Testament will also be considered. Seminar participation, seminar presentations, major paper. Requires working knowledge of Hebrew.

RLG3622HF: Maimonides

Time: W 3 – 5

Instructor: K. Green

An introduction to The Guide of the Perplexed by Moses Maimonides, and to some of the basic themes in Jewish philosophical theology and religion. Among topics to be considered through close textual study of the Guide: divine attributes; biblical interpretation; creation versus eternity; prophecy; providence, theodicy, and evil; wisdom and human perfection. Also to be examined are leading modern interpreters of Maimonides.

RLG1005HS: Jewish Studies Gateway

Time: Th 5 – 7

Instructor: Y. Nizri

This gateway seminar will introduce students to the field of Jewish studies, both as an interdisciplinary academic formation and as a subfield of religious studies. It aims to provide students with a schematic account of the field's history and the major questions that have animated research in it, as well as showcasing more recent or cutting-edge work. Students will gain familiarity with key research tools and methods and, at the end of the semester, will be able to construct a syllabus to teach Jewish studies at the introductory level.

DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES

No courses relevant to CJS