

Spring 2021 Courses

COURSE	COURSE TITLE	DISTRO	INSTRUCTOR	MODE OF INSTRUCTION	TIME
HEBREW 111-3-20	Hebrew I		R. Alexander	Remote & Synchronous	MTWTH 10:00 – 10:50
HEBREW 121-3-20	Hebrew II		H. Seltzer	Remote & Synchronous	MTWTH 11:00 – 11:50
HEBREW 216-3-1	Hebrew III: The Four-Dimensional Jerusalem	VI	H. Seltzer	Remote & Synchronous	TTH 2:00 – 3:20
HISTORY 101-6-20 (First-year seminar)	Holocaust Testimonies		B. Frommer	Hybrid /Remote & Synchronous	TTH 9:30– 10:50
HISTORY 203-1-20	Jewish History: 750-1492	IV	D. Shyvovitz	Remote & Synchronous	TTH 3:30 – 4:50
HISTORY 393-0-25 (also GNDR_ST 382-0-20)	Gender, Race and the Holocaust	IV	S. Cushman	Remote & Synchronous	TTH 3:30 – 4:50
JWSH_ST 266-0-1 (also GERMAN 266-0-1)	Introduction to Yiddish Culture: Images of the Shetl	VI	M. Moseley	Remote & Synchronous	TTH 3:30 – 4:50
JWSH_ST 280-4-2 (also HISTORY 200-0-24)	Modern Israel: History, Politics and Society, 1882-present	IV	S. Hirschhorn	Remote & Synchronous	TTH 12:30 – 1:50
JWSH_ST 390-0-1 (also CIV_ENV 395-0-25)	Water in Israel and the Middle East: Resilience, Sustainability, Security		E. Rekhess & A. Packman	Remote & Synchronous	W 4:00 – 6:50
JWSH_ST 390-0-2 (also HISTORY 300-0-40)	Conscience & Counterculture: The American Jewish 1960's	IV <small>To earn distribution credit for this course, please register for HISTORY 300-0-40</small>	S. Hirschhorn	Remote & Synchronous	TTH 5:00 – 6:20
JWSH_ST 390-0-3 (also SPANISH 397-0-2, MENA 390-6-20, ANTHRO 390-0-26)	Jews and Muslims in Contemporary Spain	VI <small>To earn distribution credit for this course, please register for SPANISH 397-0-2 or MENA 390-6-20</small>	C. McDonald	Remote & Synchronous	MW 2:00 – 3:20
SESP 351-0-22	Magic, Monsters and the Holocaust: Designing for Public Learning		D. M. Cohen	Remote & Synchronous	MW 12:30 – 1:50

What is Jewish Studies?

Jewish Studies refers to the study of Judaism, Jewish history, Jewish identity and Jewish culture over time and around the world. Our professors rely on tools of historical research, textual analysis, ethnography, political science, and more as they seek to understand and teach these topics. Jewish Studies is truly an interdisciplinary way of analyzing and understanding the world!

Jewish Studies courses are open to students of all backgrounds. While some students who take our classes are Jewish, many are not. We offer a major and minor for anyone looking to go deeper into the study of Jewish experience. On the other hand, if you're just looking for something a little different from what you usually study, you'll be glad to know that many of our courses satisfy Weinberg distribution requirements.

Jewish Studies also partners with Middle East and North African (MENA) Languages to provide Hebrew language classes, which are offered at three levels.

Jewish Studies Spring 2021 Course Descriptions

HEBREW

Students with prior knowledge of Hebrew (learned either through school or at home) will need to take the Hebrew placement exam, have previously taken Hebrew at Northwestern or have permission from the instructor before registering for first, second or third year Hebrew.

HEBREW 111-3-20: Hebrew I

R. Alexander, MTWTH 10:00 – 10:50am, Remote/Synchronous

The three-quarter first-year course in Hebrew is designed to develop all four language skills (speaking, writing, listening, and reading comprehension) as well as provide a cultural foundation. The course is based on Hebrew From Scratch, a comprehensive textbook with grammar and interactive exercises for the beginning adult learner. The instructions for the exercises as well as the translations of the vocabulary lists are in English. Otherwise, the course is taught in Hebrew, creating an important immersive environment for the students throughout the year. Hebrew 111-3, taught in the Spring Quarter, builds on material learned in the first two quarters. New words and structures will be integrated into short texts and lively conversations which are part of the wider context of Israeli culture. As always, students will have ample opportunities to practice and expand all skills. Prerequisite: Hebrew 111- 2 or placement in Hebrew 111-3 after taking the placement exam.

HEBREW 121-3-20: Hebrew II

H. Seltzer, MTWTH 11:00-11:50pm, Remote/Synchronous

Second-Year Hebrew is a three-quarter sequence which will cover comprehensive grammar explanations and examples as well as cultural themes. The purpose of this course is to enlarge the students' vocabulary, and to reinforce and expand their knowledge of Hebrew grammar, as well as to deepen their knowledge of Israeli culture. Class will consist of interactive exercises for the intermediate learner, readings in a level-appropriate difficulty with more information on Israeli daily life and reality, and listening in the form of songs and clips in Hebrew. During this quarter, students will expand their vocabulary and will practice the words already familiar from the previous year. We will begin learning the past tense and its binyanim (pa'al, pi'el, hif'il, etc.). Students will also learn conjugations of basic prepositions they were introduced to last year. We will also learn the body parts, colors and more useful concepts. The readings will be in a level-appropriate difficulty with more information on Israeli daily life and reality. Prerequisite: Hebrew 121-2 or equivalent; or instructor consent.

HEBREW 216-3-1: Hebrew III: The Four-Dimensional Jerusalem

H. Seltzer, TTH 2:00 – 3:20pm, Remote/Synchronous

In this course, The Four-Dimensional Jerusalem, students will gain a deeper understanding of some of the complexities of Israeli culture through the specific example of Jerusalem. Jerusalem is one of the oldest cities in the world and she saw many victories and downfalls before her eyes. She is the subject of writing for poets and storytellers, Jews and non-Jews alike, and she is often the setting for many films and TV series that were produced in Israel. Jerusalem is immensely diverse, encompassing ultra-orthodox Jews next to secular Jews, Ashkenazi Jews and Sephardi ones, and Jews and Arabs. In this class we will get a glimpse of each of these sectors as they are portrayed in literary and visual art. We will read poems by Yehuda Amichai (the poet who lived and died in Jerusalem and wrote about and to Jerusalem throughout his entire life). We will watch clips and episodes from TV series where Jerusalem takes place as an actress in her own right. We will also learn about the history of Jerusalem and how this history affects the current intricacies of this unique city. Prerequisite: Hebrew 121-3, or permission of the instructor.

HISTORY

B. Frommer , TTH 9:30 – 10:50, Remote/Synchronous

The Nazis veiled the Holocaust in a fog of secrecy and deception in their efforts to disguise their crimes and erase the voices of their victims. In response, Holocaust victims, both at the time and since, have struggled to tell their stories to the outside world. Paradoxically, the iconic genocide of the modern age that silenced millions of the murdered, and destroyed all trace of many of them, has also bequeathed to posterity the largest number of first-person testimonies about any single historical event. In this course we will examine a range of firsthand accounts of the Holocaust from the period itself and the subsequent decades. We will read selections from diaries, letters, memoirs, graphic novels, and courtroom testimony. We will discuss accounts left behind by victims, perpetrators, and so-called bystanders. Finally, we will work with the USC Shoah Visual Archive, the largest single collection of video interviews of genocide victims in existence. Throughout the course we will explore why the authors of these statements chose to testify and what we can (and cannot) learn from their testimony.

HISTORY 203-1-20: Jewish History: 750 - 1492

D. Shyovitz, TTH 3:30 – 4:50, Remote/Synchronous

This course surveys the development of Jewish culture and civilization in the medieval period, from roughly 750 (the rise of the Abbasid Caliphate in Baghdad) to 1492 (the expulsion of the Jews of Spain). We will explore the varied, rich, nuanced experiences of Jewish communities in Europe and the Islamic East, and trace the ways in which Jewish culture, thought, and socio-political life developed over a vast chronological and geographical expanse. We will consistently seek to situate Jewish experiences both against the backdrop of earlier Jewish history, as well as in relation to the contemporary Christian and Islamic cultures in which medieval Jews were embedded. The course will also trace some of the ways in which medieval Jewish history has been instrumentalized to further modern social and political agendas. Readings for this course include both primary documents (in English translation) and secondary sources. The goals of the course will include grappling with how historians use primary documents to reconstruct Jewish history, and learning to read works of historical interpretation with a careful and critical eye.

HISTORY 393-0-25 (also GNDR_ST 382-0-20): Gender, Race and the Holocaust

S. Cushman, TTH 3:30 – 4:50, Remote/Synchronous

The aim of this seminar is to introduce students to the history and historiography of race and gender during the Holocaust. As in many historical contexts, race and gender interacted dynamically and created the particular context of Nazi-occupied Europe, which was a place where Jewish men and women suffered in particular ways, German men and women participated in particular ways, and other racial groups - men and women alike - were targeted, collaborated, resisted and rescued. We will read a variety of texts that explore the influences that shaped the behavior and response of an array of people during the Holocaust. Racism sat directly in the center of the Nazi world view. Once the Nazis got into power, they sought to translate ideology into policy. Still, their racial policies evolved over time, spurred by opportunism, innovation, and war. And too, Jewish men and women responded in ways similar and divergent to the Nazi onslaught. Sexism was also seemingly an important aspect of the Nazi perspective. While they indeed embraced an anti-feminist stance, the Nazis nevertheless sought to incorporate "German" women into the national community and women participated actively in the implementation of Nazi racism.

JEWISH STUDIES

JWSH_ST 266-0-1 (also GERMAN 266-0-1): Introduction to Yiddish Culture: Images of the Shtetl

M. Moseley, TTH 3:30 – 4:50, Remote/Synchronous

In collective memory the shtetl (small Jewish town) has become enshrined as the symbolic space par excellence of close-knit, Jewish community in Eastern Europe; it is against the backdrop of this idealized shtetl that the international blockbuster *Fiddler on the Roof* is enacted. The shtetl is the central locus and focus of Modern Yiddish Literature; *Fiddler on the Roof* itself was based on a Sholem Aleichem story. In this seminar we shall explore the spectrum of representations of the shtetl in Yiddish literature from the nineteenth century to the post-Holocaust period. We shall also focus on artistic and photographic depictions of the shtetl: Chagall and Roman Vishniac in particular. The course will include a screening of *Fiddler on the Roof* followed by a discussion of this film based upon a comparison with the text upon which it is based, *Tevye the Milkman*.

**JWSH_ST 280-4-2 (also HISTORY 200-0-24): Modern Israel: History, Politics and Society, 1882-present
S. Hirschhorn, TTH 12:30 – 1:50, Remote/Synchronous**

The history of modern Israel can be seen as chronicling the challenge of building a brand new state and society bringing Jews of many different persuasions to live together for the first time in 2000 years while simultaneously confronting the reality of an indigenous population within its territorial bounds. This course takes the approach that the history of modern Israel is a dual narrative of two nations developing side-by-side in the same geographic space of Israel/Palestine, each seeking their own self-determination and social cohesion. Yet, as this course will emphasize, the history and historiography of modern Israel go far beyond the "ripped from the headlines and history books" accounts of decades of clashes of the Israeli-Palestinian conflict -- we will examine the complex internal dynamics of each society-in-progress as well as the external processes that shaped both of their polities and their quest for peace. The syllabus has been organized in 8 week units as departures on the theme of "aliya" (lit. ascendance), a Zionist concept that has attached a positive and religiously-infused valance to Jewish national project and wave of immigrant-absorption prior to the founding of the state of Israel in 1948. I have adapted this framework not only to cover both the pre- and post-state period in Israel/Palestine but also to put into focus many groups that were marginalized from this classic history of modern Israel. We will examine both continuity and change since 1948 when it came to the creation of the "new Jew," successive waves of Jewish migration, Zionist settlement, and the "Arab" (or Palestinian) question. The goal of the course is gain a deeper appreciation of not only of the wars on the battlefield and between world leaders over the past century, but the major political, social, cultural, and religious trends that have profoundly shaped two societies in conflict -- and perhaps one day, conciliation. The course will draw not only from scholarly texts but memoir, literature, photography, film, music, and other forms of digital history to gain a multi-faceted view of the modern Israel. Lastly, students will have the opportunity apply their historical knowledge to contemporary debates about the future of the region.

**JWSH_ST 390-0-1 (also CIV_ENV 395-0-25): Water in Israel and the Middle East: Resilience, Sustainability, Security
E. Rekhess and A. Packman, W 4:00 – 6:50, Remote/Synchronous**

This seminar will explore how the availability of water in the Middle East has shaped the development of civilizations, influenced political stability in the region, and driven innovation in water technologies. The course will investigate historical dimensions of water in Israel and the Middle East, focusing on ancient civilizations and the water infrastructures that are essential tools in aiding the development of water-poor societies. We will use this historical context as a stepping-stone to transition into a more recent history of the Middle East, focusing on the challenges that the nascent state of Israel faced following the influx of millions of immigrants. We will then examine efforts to develop the necessary water resources needed to support the burgeoning population as well as the irrigation projects designed to convert barren desert land into cultivated agriculture. This more recent history will help to set the stage for discussions regarding geopolitical conflicts over land and water that continue to this day. We will evaluate regional climate and water in the context of current and future geopolitical conflicts, reviewing recent advances in water technologies spurred by these limitations as well as the potential development of combined social and technological solutions for long-term water sustainability in Israel and the Middle East. We will end the course with discussions regarding opportunities for global translation of innovative water technologies and water-management solutions developed in Israel to other water-poor regions. In addition, the course will host a one-day conference featuring international experts. It will explore how water access and control contributes to trans-boundary politics and how recent advances in Israeli water technologies may serve as a model for sustainable water development in other water-poor regions of the world.

JWSH_ST 390-0-2 (also HISTORY 300-0-40): Conscience and Counterculture: The American Jewish 1960's

S. Hirschhorn, TTH 12:30 – 1:50, Remote/Synchronous

The American Jewish 1960's The decade of the 1960s in the United States was a time of both profound change and social tumult, which touched the American Jewish community deeply. From their participation in the major socio-political movements of their day, including civil rights struggle, the Vietnam war, The New Left, the counterculture, and Neo-Conservatism, to more internal debates about politics, religion, assimilation, feminism, Israel, and social justice, the American Jewish 1960s was a turning point in the history of a community that was still finding its place in the United States. The course will examine both the key debates and legacies of their period, as they continue to resonate in the 21st century

JWSH_ST 390-0-3 (also SPANISH 397-0-2, MENA 390-6-20, ANTHRO 390-0-26): Jews and Muslims in Contemporary Spain

C. McDonald, MW 2:00 – 3:20, Remote/Synchronous

Jews and Muslims in Contemporary Spain This undergraduate seminar examines the shifting place of Jews and Muslims in contemporary Spain. Together, we will explore several interrelated questions: (1) How have "Spain" and "Europe" variously been defined as modern, white, Christian, or secular by figuring Jews and Muslims as others? (2) How have these terms and the forms of life and history that they purport to represent changed over time? (3) What are the similarities and differences between the "Jewish Question" and the "Muslim Problem"? (4) How do Jews and Muslims understand themselves in relation to Spain, Europe, and to each other? At a time when racism, antisemitism, Islamophobia, and right-wing populist movements are ascendant in Spain and across Europe, we will work collaboratively to not only answer these questions, but to formulate new ones. To do so, we will consult scholarship in anthropology, history, cultural theory, and philosophy as well as on fiction, film, and journalism as resources. Throughout the term, we will be especially attuned to the forms of inclusion and exclusion that have affected Jews and Muslims in Spain, always with an eye toward how such abstractions come to matter in everyday life.

SCHOOL OF EDUCATION AND SOCIAL POLICY

SESP 351-0-22: Magic, Monsters and the Holocaust: Designing for Public Learning

D.M. Cohen, MW 12:30 – 1:50, Remote/Synchronous or Asynchronous

How has the Holocaust come to be represented in popular culture? Through feature films and works of fiction created to bring Holocaust history into the public space, we will explore how certain tropes and narrative framings affect our perceptions and collective memories of the Holocaust. What lessons from history do popular films and literature attempt to convey? And what unintended lessons do they carry? We will consider how movies and literature about the Holocaust intended for young people may affect their perceptions of atrocities today. And we will ask questions about the gaps and misconceptions that Holocaust film and fiction can leave in their wake. Our exploration will take a practical approach by asking: How can we use Holocaust feature films and works of Holocaust fiction as vehicles for public education? And how can we design effective learning experiences to support the public's engagement with such texts? Creative responses to core course texts will be used to assess student learning, and students will have the opportunity to develop an original project connected to the course themes.