
2019–2020

UNDERGRADUATE HANDBOOK



Anne Tanenbaum Centre for Jewish Studies
UNIVERSITY OF TORONTO

מרכז למדעי היהדות





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UNDERGRADUATE STUDENT HANDBOOK

2019–2020

This handbook is designed to assist students in selecting courses in Jewish Studies.
It is not a substitute for the Faculty of Arts and Science Calendar and Timetable.

The information listed in this handbook is correct as of August 13, 2019.
Please check our website for updates.

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 [Anne Tanenbaum Centre for Jewish Studies](#)

INTRODUCTION TO JEWISH STUDIES

History of Jewish Studies

Courses in Hebrew and Judaica, especially ancient Judaism, were first offered in 1844 by Jacob Maier Hirschfelder at King's College, the University of Toronto's (UofT) precursor, under the designation "Oriental Literature." From 1948 to 1984, Emil Fackenheim taught philosophy at the UofT, where he developed his groundbreaking ideas in Jewish philosophy and reflections on the Holocaust. In 1967, Frank Talmage, a distinguished scholar of medieval Judaism, became the first professor of Jewish Studies, and the Jewish Studies Program was officially launched in 1969.

Jewish Studies Today

Today, the UofT hosts one of the most prominent Jewish Studies programs in North America. This multidisciplinary program annually encompasses and coordinates over 100 courses taught by more than 70 affiliated faculty members from 26 academic units across the UofT who are affiliated with the Anne Tanenbaum Centre for Jewish Studies at the undergraduate or graduate levels. These units include:

- Department of Anthropology
- Department of Art
- Book History and Print Culture Program
- Department of Classics
- Centre for Comparative Literature
- Centre for Diaspora and Transnational Studies
- Centre for Drama, Theatre, and Performance Studies
- Department of English
- Centre for European, Russian, and Eurasian Studies
- Department of Geography and Planning
- Department of Germanic Languages and Literatures
- Department of History
- Institute for the History and Philosophy of Science and Technology
- Faculty of Information
- Faculty of Law
- Department of Linguistics
- Centre for Medieval Studies
- Museum Studies Program
- Faculty of Music
- Department of Near and Middle Eastern Civilizations
- Department of Philosophy

- Department of Political Science
- Department for the Study of Religion
- The Mark S. Bonham Centre for Sexual Diversity Studies
- Department of Slavic Languages and Literatures
- Department of Sociology
- St. Michael's College
- University College
- Victoria College
- Women and Gender Studies Institute

As a result, the UofT now boasts considerable strengths in the following fields:

- Hebrew Bible
- Classical Judaism, including Second Temple and Rabbinics
- Jewish philosophy and thought
- Jewish history, especially Holocaust Studies and Israel Studies
- Jewish cultural studies, including Yiddish
- Modern Hebrew language and culture

Moreover, the UofT, which hosts one of the top four university libraries in North America, has significant Hebraica and Judaica collections, including unique manuscript and archival resources.

UNDERGRADUATE PROGRAMS IN JEWISH STUDIES

The undergraduate program at the Anne Tanenbaum Centre for Jewish Studies builds on the expertise and range of its faculty. The program is organized around four areas of interest that reflect the diverse strengths of the Centre. The Specialist and Major programs of study require one of the Centre's gateway courses, CJS200H1 or CJS201H1, and a half credit course at the 400-level. The Minor program of study requires either CJS200H1 or CJS201H1.

Four Areas of Interest:

I. Classical Judaism

The civilization of the people of the book has produced a rich, classical literature: the Hebrew Bible, the Dead Sea Scrolls, Hellenistic texts, as well as rabbinic literature from the earliest targumic and midrashic interpretations through the Talmud and geonic traditions to medieval commentators on Talmudic texts. We situate these texts in their linguistic and cultural contexts, and study them with philological rigour. Our students learn to trace the development of the Jewish imagination in its interactions with surrounding cultures and to appreciate its many expressions: legal, exegetical, mythic, and mystical. Jewish civilization emerges as a highly variegated collection of phenomena and traditions.

II. Jewish Philosophy and Thought

Both in the ancient world and contemporary society, many vital questions have arisen from Jewish experience and its interaction with diverse religions and philosophies. Why would the perfect, all-sufficient God care to speak to human beings? How could God's inner life be described? What is the relationship between law and ethics? What future could a particular, religious identity have in a secular democracy based on universal values? What can traditional Jewish sources contribute to contemporary feminism and what does contemporary feminism have to say about the traditionally gendered view of Jewish commandments? In addressing these questions, we teach students to engage critically with the great figures in the history of Jewish thought, from Philo to Maimonides, and from Spinoza to Rosenzweig.

III. Jewish History and Social Sciences

Covering the whole range of Jewish history, from ancient Israelites to modern Israel, from medieval Spain to the Holocaust and beyond, our courses explore both the ideal and material aspects of the many contexts in which Jewish civilization has survived and thrived, while offering a unique perspective on world history. Social sciences such as anthropology, political science, and sociology enrich our comprehension of today as well

as yesterday by exploring phenomena such as collective memory, group identity, and inter-group conflict. Our courses give students the tools not only to understand the past, but also to shape the future.

IV. Jewish Cultures, Languages, and Literatures

We offer a rich variety of courses in Jewish literature, film, and theatre, as well as Yiddish and Hebrew language. How have Jews expressed their resilience and imagination under the extreme conditions of the Holocaust or within communist societies? What is the Jewish contribution to North American popular culture? How does Israeli pop music reflect political and social realities in contemporary Israel? From the social lives of contemporary Russian Jews to the impact of Israeli folk dance on national identity, from experimental Jewish photography to Jewish involvement in Broadway musicals, we investigate the many ways in which Jews express their identity and creativity in cultures around the world.

Degree Programs in Jewish Studies

The program has unlimited enrolment and no specific admission requirements. All students who have completed at least 4 full course equivalents are eligible to enrol.

There are no specific first-year requirements; however, first-year students are welcome to take CJS200H1 and/or CJS201H1, Hebrew Language courses (MHB155H1 and MHB156H1), and Yiddish (GER260H1).

Specialist in Jewish Studies

A minimum of 10 full course equivalents in a 20 course program.

- 8 of these courses must be selected from courses officially included in the CJS Undergraduate Handbook.
- The other 2 courses can be selected from other areas of study (e.g. not listed in the Handbook), pending approval from the Undergraduate Director of the Anne Tanenbaum Centre for Jewish Studies.
- One of the gateway courses: CJS200H1 or CJS201H1.
- A minimum of 4 full course equivalents must be at the 300+ level, with at least 0.5 course equivalent at the 400 level.
- 0.5 full course equivalent to satisfy the Quantitative Reasoning competency of the program from Breadth Requirement #5.

Major in Jewish Studies

A minimum of 6.5 full course equivalents in a 20 course program.

- 6 of these courses must be selected from courses officially included in the CJS Undergraduate Handbook.
- 1 full course equivalent can be selected from another area of

study (e.g. not listed in the Handbook), pending approval from the Undergraduate Director of the Anne Tanenbaum Centre for Jewish Studies.

- One of the gateway courses: CJS200H1 or CJS201H1.
- A minimum of 2 full course equivalents courses must be at the 300+ level, and at least a 0.5 at the 400 level.
- 0.5 full course equivalent to satisfy the Quantitative Reasoning competency of the program from Breadth Requirement #5.

Minor in Jewish Studies

A minimum of 4 full course equivalents in a 20 course program.

- CJS200H1 or CJS201H1 is required.
- 1 full course equivalent must be at the 300+ level.

Transfer Credits

The Anne Tanenbaum Centre for Jewish Studies encourages students to further their knowledge with study at universities and other educational institutions in Israel and elsewhere. With appropriate courses, transfer credits in Jewish Studies can be accepted from many international universities. Students should consult the Undergraduate Director and the Transfer Credit Office before enrolling in courses at other universities.

The Joseph Lebovic Summer Experience Program in Jewish Studies

The Anne Tanenbaum Centre for Jewish Studies offers two summer courses on Jewish Studies topics as part of the Joseph Lebovic Summer Experience Program.

The summer session at the University of Toronto takes place between May and mid-August.

A complete list and schedule of Lebovic summer courses will be published on our website in February at: <http://cjs.utoronto.ca/undergraduate/lebovic-summer-experience>.

Past course offerings have included:

JGJ360H1F: The Holocaust in Literature

The course examines literary works written in different languages, in ghettos and concentration camps during the Holocaust, as well as those reflecting on the genocide in its aftermath. We focus on literature as a means of engaging with the unimaginable and on the cross analysis of eye-witness and memory writing.

CJS390H1S: Jewish Responses to Evil

An introduction to Jewish responses to evil and suffering, this course considers important texts and figures in Jewish thought from the Hebrew Bible to post-Holocaust figures and probes how they understood the nature of evil (including natural and moral evil, with a focus on the latter) and considers the various responses to evil.

Learning Community

Students will engage in co-curricular activities in order to foster a genuine learning community. Students in Jewish Studies from across Canada will have an opportunity to connect with each other beyond the classroom through seminar discussions and community-based programs, as well as optional social activities.

Jewish Toronto

Toronto is home to an ever-growing, vibrant Jewish community. The Lebovic Summer Experience provides students with access to the community's cultural offerings, which include the Toronto Jewish Film Festival, the Jewish Literary Series, Jewish Music Week, Yiddishtog, and more. With complimentary tickets to these and other events, students will experience firsthand Jewish life in the city.

U of T Students

UofT students can add the courses to their record on ROSI/ACORN.

Visiting Student Program

Visiting students can apply to attend the University of Toronto for the summer term through the Woodsworth College Visiting Student Program. Once accepted, students should contact Natasha Richichi-Fried at cjs.events@utoronto.ca to enrol in the course. The program allows students to transfer their credits back to their home institutions. Visiting students are granted access to all University of Toronto student services, including extensive library collections, athletic facilities, and health services. Visiting students will receive information on finding housing through the Woodsworth College Visiting Student Program. Residence is also available at Woodsworth College.

Students may direct their inquiries about the summer semester at the University of Toronto to visiting.students@utoronto.ca

Awards

U of T students may be eligible for a merit award upon completion of the course.

UNDERGRADUATE SCHOLARSHIPS AND AWARDS

Most scholarships are awarded automatically, on the basis of cumulative grade point average (GPA). Some scholarships consider financial need which is demonstrated by qualifying for OSAP. If an award requires an application, the deadline is specified.

Abraham Isaac Silver Scholarship in Jewish Studies

Established through a generous donation from the Estate of the late Abraham Isaac Silver. Awarded to one or more students enrolled in the Specialist, Major, or Minor program in Jewish Studies.

Andrea and Charles Bronfman Student Awards in Israeli Studies

Awarded to a senior undergraduate (3rd or 4th year) or graduate student who is pursuing study or research related to Israel. Both travel and non-travel awards will be made. Preference will be given to requests for travel support. Financial need will be considered. Apply to the Faculty of Arts and Science Student Awards Committee by March 15.

Anshel Wise Scholarship

Established through the generous donations of Mr. and Mrs. Daniel Sharpe, Dr. and Mrs. Sydney Wise, Dr. and Mrs. David K. Wise, and Dr. and Mrs. Isadore Tepperman. Awarded to a student with a grade A standing in one or more of the courses listed in the CJS Undergraduate Handbook. Preference will be given to students who are enrolled in the Specialist or Major program in Jewish Studies.

Anne (Medres) Glass Memorial Scholarship in Yiddish

Established by Professor Irving Glass, Institute of Aerospace Studies, and supported by friends and colleagues in memory of Anne (Medres) Glass. Awarded to an outstanding student with particularly high achievement in Yiddish.

Bebe and Samuel Ciglen Student Award

Established through the generous donations of the family and friends of Mr. and Mrs. Samuel Ciglen. Awarded to a student with high marks in one or more courses in Jewish Studies. Preference will be given to students enrolled in the Specialist, Major, or Minor program in Jewish Studies. Financial need will be considered.

Bella and Solomon Shek Award in Yiddish Studies

Established through generous donations from the family of the late Solomon Isaac Shek. To be awarded to an outstanding student essay on a Yiddish scholar and/or a humanistic and progressive writer, like Sholem Aleichem, I. L. Peretz, Mendele Mocher Sforim, or those who came after

them in the Americas and Europe. Apply to the Department of Germanic Languages and Literatures by March 15.

Ben Kayfetz Scholarship

Established through the generous donation of the friends and colleagues of Mr. Ben Kayfetz. Awarded to a student with high marks in one or more courses in Jewish Studies. Preference will be given to students who are enrolled in the Specialist, Major, or Minor program in Jewish Studies. Financial need will be considered.

E. G. Clarke Scholarship in Biblical Hebrew

Established through a generous donation of Mary and Ted Lutz. Awarded to the student with the highest standing in Biblical Hebrew.

Fania and Aron Fainer Prize in Yiddish

Established through the gifts of friends and family of Fania and Aron Fainer, on their 50th wedding anniversary. Awarded to a student in Yiddish language who will continue in the study of Yiddish at the undergraduate level or at the graduate level. Financial need will be considered.

Dr. Fred Weinberg Memorial Scholarship in Jewish Studies

Established through the generous donations of the friends and family of Dr. Fred Weinberg. Awarded to a student enrolled in the Specialist or Major program in Jewish Studies on the basis of financial need. Academic merit will also be considered.

Gerald W. Schwartz Scholarship in Israeli Studies

Established through the generous donations of the friends of Gerald Schwartz, in recognition of his commitment to the study and understanding of Israel. Awarded to an undergraduate student enrolled in courses associated with the Andrea and Charles Bronfman Chair in Israeli Studies.

Herschel William Gryfe Memorial Scholarship in Jewish History

Established through a generous donation of Mr. and Mrs. Arthur Gryfe. Awarded to an outstanding student in the Specialist or Major program in Jewish Studies who has completed a course in Jewish History.

Marsha Kideckel and Larry Robbins Scholarship in Jewish History

Established through a generous donation of Marsha Kideckel and Larry Robbins. Awarded to an undergraduate student enrolled in a program in the Department of History who has taken a course in Jewish History.

Kideckel Robbins/Harry and Sarah Kideckel Memorial Scholarship in Jewish Studies

Established by Marsha Kideckel and Larry Robbins. Awarded to an outstanding undergraduate student enrolled in a Specialist, Major, or Minor program in Jewish Studies on the basis of academic merit.

Mitzi Burke Memorial Scholarship in Jewish Studies

Established through a generous gift of the family of the late Mitzi Burke. Awarded to an outstanding student enrolled in the Specialist or Major program in Jewish Studies.

Percy Matenko Scholarship in Yiddish

Established through gifts of the family and friends of Percy Matenko. Awarded to an outstanding student with the highest achievement in Yiddish.

Sara Friede-Miransky Memorial Bursary in Yiddish Studies

Established by the donations of the friends and family of Sara Friede-Miransky. Awarded to a student in a Yiddish language or literature course on the basis of financial need. Academic merit will also be considered.

Samuel Cukier Memorial Prize

Established through the generous donation of Mrs. Felicia Cukier and Professor Judith Cukier. Awarded to an outstanding student enrolled in the Specialist or Major program in Jewish Studies.

Shiff Family Undergraduate Award

To be awarded to an outstanding student in the Major, Minor, or Specialist program in Jewish Studies.

Sonny Altman Memorial Scholarship Fund

Established by Earl Altman, Cheryl Altman, and Helen Altman. To be awarded to a 4th year student each year within the field of Jewish Studies who has been accepted into the collaborative MA program in Jewish Studies, or has been accepted into the Faculty of Education at the UofT. The selected recipient shall demonstrate academic merit, financial need, and outstanding contribution with volunteer involvement in the general and/or Jewish community.

Tanenbaum Scholarship in Jewish Studies

Established by the Tanenbaum Enhancement Fund. Awarded to outstanding students enrolled in any program in the Anne Tanenbaum Centre for Jewish Studies.

T. J. Meek Prize in Hebrew Syntax

Established through a gift of the late Professor T.J. Meek. Awarded to an undergraduate or graduate student submitting the best essay in an aspect of Hebrew syntax. Apply to the Department of Near and Middle Eastern Civilizations by March 1.

Upper Canada Lodge B'nai Brith Scholarship in Canadian Jewish Studies

Established through a gift of the Upper Canada Lodge, B'nai Brith, in honour of the 75th Anniversary of the Lodge, 1919–1994. Awarded to a student in the area of Canadian Jewish Studies.

Ziedenberg Family Undergraduate Award

Established through the generous donation of Gerald Ziedenberg and family to recognize outstanding papers and submissions regarding the Holocaust. Awarded annually to undergraduate student(s) as a prize for the best paper on the Holocaust determined by the instructor teaching HIS338H1 or HIS361H1 based on submissions to the course.

UNDERGRADUATE COURSE DESCRIPTIONS BY DEPARTMENT FOR 2018–19

This handbook lists the courses offered with their respective descriptions. While most courses here can be defined as “core” Jewish Studies courses, CJS students are also invited to register for more general courses that are listed here (for example, “History of East Central Europe,” or “Religion and Popular Culture”); however they will be asked to submit a paper with a Jewish Studies focus.

Students are encouraged to meet with the Undergraduate Director, Professor Yiftch Fehige (cjs.undergraduate@utoronto.ca), in order to discuss their program of study. Students should contact Ms. Natasha Richichi-Fried (cjs.events@utoronto.ca) regarding Degree Explorer.

Codes Used in Course Listings:

Course Code:

3 letters denoting the department or college sponsoring the course

3 numbers denoting the level

1 letter indicating the credit or full-course equivalent (FCE) value (H = 0.5 credit, Y = 1.0 credit)

1 number indicating the campus (1 = St. George campus)

For example, ANT100Y1 is a 100-level course taught by the Department of Anthropology, with a credit value of 1.0, taught at the St. George campus.

Section Code:

F = fall session (September to December)

S = winter session (January to April)

Y = fall and winter sessions (September to April)

Time:

M = Monday

T = Tuesday

W = Wednesday

R = Thursday

F = Friday

S = Saturday

Where more than one letter is used for a meeting section, classes meet on each day indicated. Classes begin at 10 minutes after the hour and finish on the hour. For example, a class with a time of “TR10–11” meets on both Tuesday and Thursday, beginning at 10:10am and ending at 11:00am. A class with a time of “M3–5” meets on Mondays from 3:10pm to 5:00pm.

ANNE TANENBAUM CENTRE FOR JEWISH STUDIES

CJS200H1S Introduction to Jewish Thought

T12-2/ Goldberg, S.

A balanced presentation of the multifaceted approach to the discipline by treating Jewish religion and thought. The course introduces students not only to a chronological and thematic overview of the subject, but also to different methodological approaches.

Breadth Requirement: Thought, Belief and Behaviour (2).

CJS201H1F Introduction to Jewish Culture

F10-12/ Seidman, N.

General introduction to history, literatures and cultures of Jewish people from antiquity to contemporary. A balanced presentation of multi-disciplinary approaches and multi-methodological approaches to Jewish studies, with a special emphasis on Jewish cultural studies and Jewish secularity.

Breadth Requirement: Creative and Cultural Representations (1).

CJS290H1S Topics in Jewish Studies: “The Jewish-Christian Encounter: On the Possibility of Dialogue”

M1-3/ TBA

A priest, rabbi and minister walk into a bar... This introductory course reflects on the evolving relations between Jews and Christians throughout history. It will be divided into four parts. In the first part, we will discuss the historical challenges to Jewish-Christian dialogue: What has prevented Jews and Christians from talking to each other? In the second part, we will study historical examples of Jewish-Christian dialogue: What has brought Jews and Christians together in the past? In the third part, we will consider the modern challenges to Jewish-Christian dialogue, specifically the Holocaust. We will end the course by discussing what we can learn from recent examples of Jewish-Christian partnership including the American Jewish Committee's involvement with Vatican II and evangelical support for the modern state of Israel.

Breadth Requirement: None.

CJS390H1F (LEC0101) Special Topics in Jewish Studies: “Jews in Germany after the Holocaust”

W2-4/ Mitter, A.

This course examines the re-emergence of Jewish life in Germany after the atrocities of the Holocaust. It follows the (re-)development of Jewish

communities in Germany from the 1945 to the present day. The course situates Jewish life within the political and social changes in both East and West Germany and explores the emergent forms of Jewish-German culture in reunited Germany.

Breadth Requirement: None.

CJS390H1F (LEC0201) Special Topics in Jewish Studies: “Three Answers to the Jewish Question: Liberalism, Communism, Zionism”

W10-12/ Brym, R.

The Jewish Question asks how Jews ought to adapt to the modern world. Seeking answers, Jews formulated competing ideologies and joined social and political movements that, they believed, would help them realize their dreams. This course examines the origins, development, implementation, successes, and failures of the three main secular solutions Jews advocated: liberalism, communism, and Zionism. The liberal, Zionist, and communist dreams succeeded in some respects to live up to the expectations of their advocates. However, like most human endeavours, they failed in other respects, sometimes tragically. It is unlikely that this course will generate compelling answers to the Jewish Question for the 21st century. However, it may raise issues that prompt students to inquire further as they seek their own meaningful values and courses of action.

Exclusion: SOC387H1F.

Prerequisite: 5.0 university courses, at least two of them in the humanities or social sciences OR 1.0 sociology credits at the 200 level or higher.

Breadth Requirement: Society and its Institutions (3)

CJS390H1F (LEC0301) Special Topics in Jewish Studies: “The Jewish Family in Medieval and Early Modern Europe”

R2-4/ Baskin, J.

An examination of the written sources and material evidence for the Jewish family in medieval and early modern Europe, 1000 to 1700 C.E. Topics include: the impact of Rabbinic Judaism; the medieval context; birth and birth rituals; education; betrothal and marriage; divorce; death and inheritance; male performance of piety; female performance of piety; women's and men's economic activities; community governance and family status; the family in early modern Italy; representations of the family in the autobiographical writings of Glukl of Hameln and Solomon Maimon.

Breadth Requirement: None.

CJS390H1S (LEC0101) Special Topics in Jewish Studies: “Jews: By the Numbers”

R2-4/ TBA

This course offers an introduction to research methodology, with an emphasis on research design, qualitative and quantitative methods, and the digital humanities. The course teaches students how to read, evaluate, and plot data in tables, charts, and graphs, using cutting-edge data analysis and illustration tools. For sample data and in-class exercises, we will draw heavily from datasets of interest within the interdisciplinary field of Jewish Studies, such as the PEW Research Center’s ‘Portrait of Jewish Americans’ (2013), the Anti-Defamation League’s Global 100 Index (2015) on anti-Semitism, the Armed Conflict Location and Event Data Project (2018), and the International Tracing Service’s Digital Collection Archive (2015). No prior training in research methods is necessary for this course. Students will complete the course with the skills necessary to recognize bias in data, identify appropriate methods for different research puzzles, and communicate the stories in numbers.

Breadth Requirement: The Physical and Mathematical Universes (5)

CJS390H1S (LEC0201) Special Topics in Jewish Studies: “The Holocaust: Literary and Religious Responses”

R2-4/ Clark, D., Krongold, J.

Description: How do writers, scholars, and religious thinkers address the literary, theological, and ethical questions that the Holocaust poses? In the wake of catastrophe and trauma, how do we read and write about the Holocaust? How do we retain or reimagine religious identity, convictions, and practices?

In order to explore the complexities of these questions, this course introduces a variety of religious and literary responses, including texts written during and after the Holocaust. Through lectures, discussions, assignments, and exercises, students explore the diverse ways in which the Holocaust has been represented and understood over the last 80 years. Organized thematically around topics that resonate in the fields of both literature and religious studies, this course facilitates and practices interdisciplinary thinking in the classroom. The course is divided into four units that place religious and literary themes in conversation, highlighting a range of multifaceted and sometimes conflicting responses to the Holocaust.

Breadth Requirement: None.

CJS396H1F Independent Study

TBA/Staff

A scholarly project on an approved topic supervised by a faculty affiliated with the Anne Tanenbaum Centre for Jewish Studies.

Prerequisite: CJS200H1 or CJS201H1 and permission from the Undergraduate Director.

Breadth Requirement: None.

CJS396H1S Independent Study

TBA/Staff

A scholarly project on an approved topic supervised by a faculty affiliated with the Anne Tanenbaum Centre for Jewish Studies.

Prerequisite: CJS200H1 or CJS201H1 and permission from the Undergraduate Director.

Breadth Requirement: None.

CJS400H1S (LEC 0101) Research Seminar in Jewish Studies: “Judaism, Theology, and Science”

R10-12/ Fehige, Y.

An interdisciplinary seminar in which Jewish Studies topics are explored intensively, culminating in a major research paper by each student. Not eligible for CR/NCR option.

Prerequisite: JSP200H1; permission of the instructor/program.

Breadth Requirement: None.

CJS490H1S (LEC0101) Advanced Topics in Jewish Studies: “The Philosophy of Joseph Soloveitchik”

T10-12/ Rynhold, D.

A detailed study of philosophical themes in the writings of Joseph Soloveitchik, based on analysis of key texts & recent scholarship. We will combine close readings of Soloveitchik's works with studies of specific topics in his thought including his views on methodology in Jewish philosophy, the nature of faith, and philosophical naturalism. The works we will be studying include: The Halakhic Mind; Halakhic Man; Confrontation; Lonely Man of Faith; U-Vikkashtem mi-Sham; and The Emergence of Ethical Man.

The course aims to furnish you with the ability to 1) read and understand the primary texts; 2) assess their philosophical content; & 3) engage critically with the secondary literature.

Prerequisite: Permission of the instructor/program.

Breadth Requirement: None.

CJS498Y1Y Independent Study

TBA/Staff

A scholarly project on an approved topic supervised by a faculty affiliated with the Anne Tanenbaum Centre for Jewish Studies.

Prerequisite: CJS200H1 or CJS201H1 and permission from the Undergraduate Director.

Breadth Requirement: None.

CJS499H1F Independent Study

TBA/Staff

A scholarly project on an approved topic supervised by a faculty affiliated with the Anne Tanenbaum Centre for Jewish Studies.

Prerequisite: CJS200H1 or CJS201H1 and permission from the Undergraduate Director.

Breadth Requirement: None.

CJS499H1S Independent Study

TBA/Staff

A scholarly project on an approved topic supervised by a faculty affiliated with the Anne Tanenbaum Centre for Jewish Studies.

Prerequisite: CJS200H1 or CJS201H1 and permission from the Undergraduate Director.

Breadth Requirement: None.

DEPARTMENT OF ANTHROPOLOGY

ANT426H1F Western Views of the Non-West

W2-4/ Kalmar, I.

The history and present of western concepts and images about the 'Other', in anthropological and other scholarship and in popular culture.

Prerequisite: 0.5 300 level FCE from Anthropology Group C (Society, Culture, Language), or NMC or Jewish Studies or Diaspora and Transnational Studies or History.

Breadth Requirement: Creative and Cultural Representations (1).

DEPARTMENT OF ART

FAH381H1F Problems in Jewish Art

W1-3/ Cohen, A.

This course investigates the changing definition of Jewish art and the status of Jewish artists. Other issues explored include Jewish-Christian visual polemics, the construction of individual and communal Jewish identity through art, architecture, and texts, and the conceptual transformation of Jewish craft and ritual objects into art.

Recommended Preparation: FA102H1, a 200 FAH half course.

Breadth Requirement: Creative and Cultural Representation (1).

CENTRE FOR DIASPORA AND TRANSNATIONAL STUDIES

DTS200Y1Y Introduction to Diaspora and Transnational Studies

T10-12/ O'Neill, K.

What is the relationship between place and belonging, between territory and memory? How have the experiences of migration and dislocation challenged the modern assumption that the nation-state should be the limit of identification? What effect has the emergence of new media of communication had upon the coherence of cultural and political boundaries? All of these questions and many more form part of the subject matter of Diaspora and Transnational Studies. This introductory course ex-amines the historical and contemporary movements of peoples and the complex issues of identity and experience to which these processes give rise as well as the creative possibilities that flow from movement and being moved. The area of study is comparative and interdisciplinary, drawing from the social sciences, history, the arts and humanities. Accordingly, this course provides the background to the subject area from diverse perspectives and introduces students to a range of key debates in the field, with particular attention to questions of history, globalization, cultural production and the creative imagination.

Exclusion: DTS201H1, DTS202H1.

Breadth Requirement: Creative and Cultural Representations (1), Society and its Institutions (3).

DTS300H1F Qualitative and Quantitative Reasoning

T1-3/ O'Neill, K.

Focuses on research design and training in methods from history, geography, anthropology, literary and cultural studies, and other disciplines appropriate to Diaspora and Transnational Studies. Prepares students to

undertake primary research required in senior seminars.

Prerequisite: DTS200Y1 or CJS200H1 or CJS201H1 or permission of course instructor.

Breadth Requirement: The Physical and Mathematical Universes (5).

DTS404H1S Advanced Topics in Diaspora and Transnationalism: Music and Wars

T10-12/ Shternshis, A.

An in-depth investigation of topics in Diaspora and Transnationalism. Content in any given year depends on instructor. Refer to the Centre for Diaspora and Transnational Studies website (<http://cdts.utoronto.ca/index.php/undergraduate/courses/>) for more information.

Prerequisite: DTS200Y1 or equivalent, or CJS200H1 or CJS201H1 and a minimum of 15 FCEs.

Breadth Requirement: Society and its Institutions (3).

DEPARTMENT OF GERMANIC LANGUAGES

GER260Y1Y Elementary Yiddish

MWF2-3/ Borden, M., Hoffman, S.

This course introduces Yiddish language, literature, music, theater, and cinema through interactive multi-media seminars, designed to build proficiency in reading, writing and comprehending. No prior knowledge of Yiddish is required.

Breadth Requirement: Creative and Cultural Representations (1).

GER360H1F Intermediate Yiddish

W12-1, F10-12/ Hoffman, S.

The course conducted in Yiddish offers a review of basic grammar, stylistics, study of short literary texts.

Prerequisite: GER260Y1.

Exclusion: GER463Y1.

Breadth Requirement: Creative and Cultural Representations (1).

GER367H1F Topics in Yiddish or German Jewish Literature and Culture

R1-3/ Hoffman, S.

Topics in modern Yiddish or German Jewish literature and culture from the beginning of the 19th century to the present, featuring a selection of readings of modern Yiddish prose, poetry, drama and cinema. Taught in

English and open to students across disciplines.

Prerequisite: Completion of a minimum of 4.0 FCEs.

Breadth Requirement: Creative and Cultural Representations (1).

GER460H1S Advanced Yiddish

W12-1, F10-12/ Hoffman, S.

This course conducted entirely in Yiddish focuses on advanced reading, writing, vocabulary and conversation, the study of poetry, short fiction, and memoir literature by leading authors. Selected advanced grammatical topics are presented in conjunction with the study of texts.

Prerequisite: GER360H1.

Exclusion GER462H1.

Breadth Requirement: Creative and Cultural Representations (1).

DEPARTMENT OF HISTORY

HIS196H1S Religion and Violence

W10-12/ Bergen, D.

In this seminar we will explore the complex roles of religion in cases of extreme violence. Working chronologically backward from the 1990s (Rwanda, former Yugoslavia), we will consider cases from a number of locations and decades in the 20th Century (Cambodia in the 1970s, the Holocaust in the 1940s, Armenians in the 1910s, Southwest Africa in the 1900s). Rather than limiting ourselves to the recent past, we will also explore cases from the 19th century (imperialism) and earlier as well as ongoing situations that connect past and present (aboriginal people in the Americas). Students will be expected to do the assigned reading (from personal accounts, primary sources, and scholarly articles), participate actively in discussions, prepare a series of short responses, make and oral presentation individually or with a group, and produce a final paper based on original research. Restricted to first-year students. Not eligible for CR/NCR option.

Breadth Requirement: Society and Institutions (3).

HIS242H1S Europe in the 20th Century

T9-11/ Wrobel, P.

The evolution of European politics, culture, and society from 1914: the two world wars, Fascism and Nazism, the post-1945 reconstruction and the movement towards European integration.

Exclusion: EUR200Y1/EUR200Y5/FGI200Y5/HIS242H5/HISB94H3.

Breadth Requirement: Society and its Institutions (3).

HIS317H1S 20th Century Germany

W1-3/ Jenkins, J.

A survey of modern German history in the twentieth century. Topics include World War I and the postwar settlement, the Weimar Republic, the National Socialist dictatorship, the Holocaust, the division of Germany, the Cold War, German reunification, Germany and the European Union, nationalism, political culture, war and revolution, religious and ethnic minorities and questions of history and memory.

Prerequisite: HIS103Y1/HIS109Y1/(HIS241H1, HIS242H1)/EUR200Y1.

Breadth Requirement: Society and its Institutions (3)

HIS330H1F Germany from Frederick the Great to the First World War

M11-1/ Retallack, J.

This survey course on Germany in the “long nineteenth century” begins by illuminating the relatively unchanging rhythms of everyday life in pre-modern Europe. It ends in a very different age -- when motorcars and trams rumbled through the streets of huge cities, when German battleships prowled the North Sea and Zeppelins hovered above Lake Constance, when Nobel Prize-winning scientists were the envy of the world, when Expressionism was exploding artistic conventions, and when new ideas about race and eugenics were emerging. Did Otto von Bismarck’s invocation of “blood and iron” in 1862 epitomize Germany’s transition to modern times? Or should we look to other developments to understand how the Germany of Goethe and Schiller became the Germany of Hitler and the Holocaust? Several themes are highlighted: social conflict, confessional division, regional diversity, the women’s movement, and political battles that contributed to both polarization and stalemate. Audio-visual materials are featured in every lecture. And students will have access to a vast array of images and primary documents (in translation) on the public website of the German Historical Institute, Washington, D.C. Discussion of these sources will be integrated into lectures.

Prerequisite: At least 1.0 FCE HIS course(s) at the 100 or 200 level.

Exclusion: HIS341Y1.

Breadth Requirement: Society and its Institutions (3).

HIS338H1F The Holocaust, to 1942

F10-12/ Bergen, D.

German state policy towards the Jews in the context of racist ideology, bureaucratic structures, and varying conditions in German-occupied Europe. Second Term considers responses of Jews, European populations

and governments, the Allies, churches, and political movements.

Prerequisite: Completion of 6 undergraduate FCEs.

Exclusion: HIS388Y1/HIS398Y1/HIS338H5.

Breadth Requirement: Society and its Institutions.

HIS361H1S The Holocaust, from 1942

F10-12/ Bergen, D.

Follows HIS338H1. Themes include: resistance by Jews and non-Jews; local collaboration; the roles of European governments, the Allies, the churches, and other international organizations; the varieties of Jewish responses. We will also focus on postwar repercussions of the Holocaust in areas such as justice, memory and memorialization, popular culture and politics.

Prerequisite: Completion of 6 undergraduate FCEs and HIS 338H1.

Exclusion: HIS338Y1/HIS361H5.

Recommended Preparations: a course in modern European history.

Breadth Requirement: Society and its Institutions (3).

HIS433H1S Polish Jews Since the Partition of Poland

R9-11/ Wrobel, P.

To explore the history of Polish Jews from the Partitions of Poland to the present time, concentrating on the 19th and the first half of the 20th centuries: situation of Polish Jews in Galicia; Congress Kingdom of Poland; Prussian-occupied Poland before 1914; during World War II; and post-war Poland. Focus on an analysis of primary sources.

Prerequisite: HIS208Y1/HIS251Y1/permission of the instructor.

Breadth Requirement: Society and its Institutions (3).

HIS436H1S Stalinist Terror

T3-5/ Viola, L.

This research seminar explores topics and issues of violence in the Soviet Union in the 1930s, beginning with forced collectivization and ending with the Great Terror. The seminar focuses on new archivally-based research and aims to contextualize Stalinist terror within larger theories of political and social violence.

Prerequisite: HIS250Y1 or HIS351Y1.

Breadth Requirement: Society and its Institutions (3).

HIS496H1F (LEC0101) Topics in History: The Spanish Inquisition

F10-12/Meyerson, M.

This course explores the origins of the Spanish Inquisition, its functions

and mode of operation, and its impact on early modern Spanish society, religion, and culture. Special attention will be given to the Inquisition's investigation and prosecution of Conversos (forcibly baptized Jews and their descendants) and Moriscos (forcibly baptized Muslims and their descendants) for their alleged belief in and practice of their ancestral faiths. A consideration of these inquisitorial trials will facilitate a broader examination of the identity of these minority groups and their relative social and religious integration into Spanish Catholic society. The course will also give attention to the Inquisition's prosecution of Protestants and witches, and to the Inquisition's role in educating and promoting the reform of the Catholic laity. Seminar discussions will focus on secondary scholarship, such as James Amelang's *Parallel Histories: Muslims and Jews in Inquisitorial Spain*, and on the analysis of selected primary-source documents. Written assignments will include a primary-source analysis and a research essay.

Prerequisite: 14.0 FCEs including 2.0 FCE HIS course. Further prerequisites vary from year to year, consult the department.

DEPARTMENT OF NEAR AND MIDDLE EASTERN CIVILIZATIONS

NMC104H1F The Biblical World

MW10-11/ Holmstedt, R.

Examine the history, lands, peoples, religions, literatures and cultures that produced the Hebrew Bible/Old Testament. Topics to be covered include an overview of the geography and history of Ancient Israel and Judea, the role of the Hebrew, Aramaic, and Greek languages, the literary genres reflected in biblical and some contemporary non-biblical texts, and the scholarly methods by which the Bible is studied.

Breadth Requirement: Society and its Institutions (3).

NMC197H1F Myth and History in the Bible

T1-3/ Holmstedt, R.

Reading the Bible is easy, but reading it well isn't. Should we read its stories as history? All of it? Or perhaps only part of it? If so, which parts? And if some parts aren't meant to be read as history, then what are they? Was Jonah really swallowed by a large fish? Did the sun and moon stand still for Joshua? Did Moses really part the Red Sea? Did Jesus really raise Lazarus from the dead? Are miracles necessarily fiction? In this seminar, we will read together many of the most colourful stories of the Bible, sometimes alongside similar stories from the cultural context of ancient Israel, and discuss what genre (history, myth, legend, folktale) they belong to and how this affects our reading of these texts. Restricted to first-year

students. Not eligible for CR/NCR option.

Breadth Requirement: Creative and Cultural Representations (1).

NMC252H1S The Hebrew Bible

MW1-2/ Holmstedt, R.

An introduction to the critical study of the Hebrew Bible/Old Testament and the related literature of ancient Jewish communities (Apocrypha, Pseudepigrapha, Dead Sea Scrolls). English translations used; no knowledge of Hebrew is required.

Recommended Preparation: NMC104H1.

Breadth Requirement: Creative and Cultural Representations (1).

NMC277H1F (LEC0101) Topics in Near and Middle Eastern Civilizations: Valor and Failure in Biblical Traditions

M12-2/ Metso, S.

This course examines the formation and development of ancient Jewish literary traditions, centering around narrative and poetic figures such as Eve, Abraham, Moses, David, Esther, Job, and Lady Wisdom. Traditions to be studied will be selected from the Hebrew Bible (Old Testament) and from early Jewish interpretive writings: the apocrypha, pseudepigrapha, and Dead Sea Scrolls. Through a close reading and analysis of texts, students will gain familiarity with questions pertaining to the emergence and transmission of oral and literary traditions in the ancient Near East, historical and cultural milieus of ancient Jewish writers, and interpretive emphases of various ancient Jewish communities during the time of the emergence of both rabbinic Judaism and early Christianity. Methodological and theoretical approaches used in modern biblical analysis will be employed and discussed. All texts will be studied in English translation. Selection of texts may vary from one semester to another.

NMC360H1F Archaeology of the Biblical World I: The Bronze Age

W1-4/ Harrison, T.

The archaeology of Syria-Palestine from prehistoric times until the end of the Late Bronze Age (ca. 1200 BCE), with a special emphasis on the development of complex society, and inter-relations with the neighboring regions of Egypt and Syro-Mesopotamia. Attention will also be given to the history of archaeological research in the region, current field techniques and methods of archaeological analysis, and the relationship between archaeological evidence and contemporary written records, including the Hebrew Bible.

Prerequisite: 1 FCE in Humanities.

Recommended Preparation: NMC102H1, NMC104H1.

Breadth Requirement: Creative and Cultural Representations (1).

NMC361H1S Archaeology of the Biblical World II: The Iron Age W1-4/ Harrison, T.

The archaeology of Syria-Palestine from the collapse of the Late Bronze Age until the Persian Period, with a special emphasis on the emergence of Israel and the small territorial nation-states of the eastern Mediterranean seaboard. Particular attention will be given to the relationship between the archaeological evidence and contemporary written records, including the Hebrew Bible.

Prerequisite: 1 FCE in Humanities.

Recommended Preparation: NMC102H1, NMC104H1.

Breadth Requirement: Creative and Cultural Representations (1).

NML155H1F Elementary Modern Hebrew I TR9-11/ Nizri, Y.

Please see the description for MHB155H1 under the Department for the Study of Religion.

Exclusion: Grade 4 Hebrew (or Grade 2 in Israel)/MHB155H1.

Breadth Requirement: Creative and Cultural Representation (1).

NML156H1S Elementary Modern Hebrew II TR9-11/ Rotem, R.

Please see the description for MHB156H1 under the Department for the Study of Religion.

Exclusion: Grade 4 Hebrew (or Grade 2 in Israel)/MHB156H1.

Breadth Requirement: Creative and Cultural Representation (1).

NML250Y1 Introductory Biblical Hebrew MW9-11, F10-11/ Holmstedt, R.

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

Exclusion: Those who have completed Grade 8 Hebrew (or Grade 6 in Israel).

Breadth Requirement: Creative and Cultural Representations (1).

NML255H1F Intermediate Modern Hebrew I TR12-2/ Nizri, Y.

Please see the description for MHB255H1 under the Department for the Study of Religion.

Prerequisite: MHB156H1/NML156H1 or permission of the instructor.

Exclusion: Those who have completed Grade 8 Hebrew (or Ulpan level 2 in Israel), MHB255H1.

Breadth Requirement: Creative and Cultural Representation (1).

NML256H1S Intermediate Modern Hebrew II

TR12-2/ Stein, L.

Please see the description for MHB256H1 under the Department for the Study of Religion.

Prerequisite: MHB255H1/NML255H1 or permission of the instructor.

Exclusion: Those who have completed Grade 8 Hebrew (or Ulpan level 2 in Israel), MHB256H1.

Breadth Requirement: Creative and Cultural Representation (1).

NML350Y1 Intermediate Biblical Hebrew I

TR11-12/ Holmstedt, R.

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.

Prerequisite: NML250Y1.

Breadth Requirement: Creative and Cultural Representations (1).

NML355H1F Advanced Modern Hebrew I

TR4-6/ Nizri, Y.

Please see the description for MHB355H1 under the Department for the Study of Religion.

Prerequisite: MHB256H1/NML256H1 or permission of the instructor.

Exclusion: OAC Hebrew, MHB355H1.

Breadth Requirement: Creative and Cultural Representation (1).

NML356H1S Advanced Modern Hebrew II

TR4-6/ Stein, L.

Please see the description for MHB356H1 under the Department for the Study of Religion.

Prerequisite: MHB355H1/NML355H1 or permission of the instructor.

Exclusion: OAC Hebrew, MHB356H1.

Breadth Requirement: Creative and Cultural Representation (1).

NML359Y1Y Babylonian Talmud

R9-12/ Meacham, T.

Selections from a tractate in Babylonian Talmud in order to gain facility

in the understanding of the dialogic structure of the legal discussions. Practice in the use of classical commentaries and critical aids to allow independent study of the text. (Conducted in Hebrew)

Prerequisite: Intermediate Hebrew (Modern or Biblical).

Breadth Requirement: Thought, Belief and Behaviour (2).

NML450H1S Advanced Biblical Hebrew

TR11-1/ Holmstedt, R.

Continuation of the study of Biblical Hebrew language. Combination of reading more advanced texts and Hebrew composition exercises. Introduction to the standard reference works for advanced study of the phonology, morphology, syntax, and semantics of Biblical Hebrew.

Prerequisite: NML350H1 or NML35H1.

Breadth Requirement: Creative and Cultural Representations (1).

NML452H1F Halakhic Midrashim

W2-4/ Meacham, T.

This course familiarizes students with the methodology and terminology of the two midrashic systems: Devei R. Akiba and Devei R. Ishmael. Sections of all the midrashic halakha (Mekhiltot, Sifra and Sifre) are studied and compared to other Tannaitic materials. (Conducted in Hebrew)

Prerequisite: Intermediate Hebrew (Modern or Biblical).

Breadth Requirement: Creative and Cultural Representations (1).

NML456H1F Modern Hebrew Prose

T5-7/ Fox, H.

A study of an important modern writer of Hebrew fiction. (Conducted in Hebrew)

Prerequisite: Permission of instructor.

Breadth Requirement: Thought, Belief and Behaviour (2).

DEPARTMENT OF POLITICAL SCIENCE

POL430Y1Y Comparative Studies in Jewish and Non-Jewish Political Thought

T4-7/ Orwin, C.

A comparative examination of major texts of the Jewish tradition, ranging from the Torah to modernity, and texts of the classical or Western traditions raising similar questions. Close reading of a small number

of capital works, with special attention to the problem of reason and revelation.

Prerequisite: POL200Y1/POL200Y5/(POLC70h3, POLC71H3), POL320Y1/POL320Y5/POL323Y1/

POL330Y1/POL355Y1/a relevant course in Jewish studies.

Breadth Requirement: Society and its Institutions (3), Thought, Belief and Behaviour (2).

DEPARTMENT FOR THE STUDY OF RELIGION

MHB155H1F Elementary Modern Hebrew I

TR9-11/TBA

Introduction to the fundamentals of Hebrew grammar and syntax.

Emphasis on the development of oral and writing skills.

Exclusion: Grade 4 Hebrew (or Grade 2 in Israel)/NML155H1.

Breadth Requirement: Creative and Cultural Representations (1).

MHB156H1S Elementary Modern Hebrew II

TR9-11/TBA

Continued introduction to the fundamentals of Hebrew grammar and syntax. Emphasis on the development of oral and writing skills.

Prerequisite: MHB155H1/NML155H1 or permission of instructor.

Exclusion: Grade 4 Hebrew (or Grade 2 in Israel)/NML156H1.

Breadth Requirement: Creative and Cultural Representations (2).

MHB255H1F Intermediate Modern Hebrew I

TR12-2/TBA

Intensive study of written and spoken Hebrew.

Prerequisite: MHB156H1/NML156H1 or permission of instructor.

Exclusion: Grade 8 Hebrew (or Ulpan level 2 in Israel)/NML255Y1.

Breadth Requirement: Creative and Cultural Representations (1).

MHB256H1S Intermediate Modern Hebrew II

TR12-2/TBA

Continued intensive study of written and spoken Hebrew.

Prerequisite: MHB255H1/NML156H1 or permission of instructor.

Exclusion: Grade 8 Hebrew (or Ulpan level 2 in Israel)/NML255Y1.

Breadth Requirement: Creative and Cultural Representations (1).

MHB355H1F Advanced Modern Hebrew I

TR4-6/ TBA

Advanced intensive study of written and spoken Hebrew.

Prerequisite: MHB256H1/NML255Y1 or permission of instructor.

Exclusion: OAC Hebrew/NML355Y1.

Breadth Requirement: Creative and Cultural Representations (1).

MHB356H1S Advanced Modern Hebrew II

TR4-6/ TBA

Continued advanced intensive study of written and spoken Hebrew.

Prerequisite: MHB355H1 or permission of instructor.

Exclusion: OAC Hebrew/NML355Y1.

Breadth Requirement: Creative and Cultural Representations (1).

RLG100Y1Y World Religions

MW9-10/ Dhand, A.

An introduction to the history, philosophy, and practice of the major religions of the world, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism and Taoism.

Exclusion: RLG208Y1, RLGA013H3, RLGA02H3. Note: RLGA01H3 and RLGA02H3 taken together are equivalent to RLG100Y1. Note: RLG101H5 is not equivalent to RLG100Y1Y.

Breadth Requirement: Society and its Institutions (3), Thought, Belief and Behaviour (2).

RLG202H1F Introduction to Judaism

W10-12/ Green, K.

An introduction to the religious tradition of the Jews, from its ancient roots to its modern crises. Focus on great ideas, thinkers, books, movements, sects, and events in the historical development of Judaism through its four main periods - biblical, rabbinic, medieval, and modern.

Exclusion: RLG202H5, RLG202Y1

Recommended Preparation: RLG100Y1/RLG200H1/RLG208Y1.

Breadth Requirement: Thought, Belief, and Behaviour (2).

RLG209H1S Justifying Religious Belief

M12-2/ Goldberg, S.

A survey course that introduces students to a range of epistemological and ethical issues in the study of religion. The issues include: the justification

of religious belief; the coherence of atheism; reason vs. faith; the nature of religious language; religious pluralism, exclusivism, and inclusivism.
Breadth Requirement: Thought, Belief and Behaviour (2).

RLG213H1F Reading Sacred Texts

R10-12/ Fox, H.

Surveys interpretative traditions related to sacred texts, focusing on reading strategies that range from the literal to the figurative with attention to rationales that transform literal textual meanings and copyists manipulations of texts. May focus on various religious traditions from year to year, targeting a single canonical tradition or comparative analysis. Students will gain insight into literalist, environmentalist, secularist and erotic approaches to texts. Prior exposure to the study of religion is not required; all readings will be in English.

Breadth Requirement: Thought, Belief and Behaviour (2).

RLG233H1F Religion and Popular Culture

F10-1/ Harris, J.

A course on the interactions, both positive and negative, between religion and popular culture. We look at different media (television, advertising, print) as they represent and engage with different religious traditions, identities, and controversies.

Breadth Requirement: Creative and Cultural Representations (1).

RLG235H1S Religion, Gender, and Sexuality

R10-12/ Seidman, N.

Examination of gender as a category in the understanding of religious roles, symbols, rituals, deities, and social relations. Survey of varieties of concepts of gender in recent feminist thought, and application of these concepts to religious life and experience. Examples will be drawn from a variety of religious traditions and groups, contemporary and historical. Prerequisite: See note above for general prerequisites.

Exclusion: RLG314H5.

Breadth Requirement: Thought, Belief and Behaviour (2).

RLG241H1F Early Christian Writings I

M3-5/ Marshall, J.

An introduction to early Christian writings, including the 'New Testament,' examined within the historical context of the first two centuries. No familiarity with Christianity or the New Testament is expected.

Exclusion: RLG241H5; RLG341H5; HUMC14H3; RLG241Y1.

Breadth Requirement: Thought, Belief and Behaviour (2).

RLG280Y1Y World Religions: A Comparative Study

MW9-10/ Dhand, A.

An alternative version of the content covered by RLG100Y1, for students in second year or higher who cannot or do not wish to take a further 100-level course. Students attend the RLG100Y1 lectures and tutorials but are expected to produce more substantial and more sophisticated written work, and are required to submit an extra written assignment.

Prerequisite: Completion of 5.5 full course equivalents.

Exclusion: RLG100Y1/RLGA01H3/RLGA02H3.

Breadth Requirement: Society and its Institutions (3), Thought, Belief and Behaviour (2).

RLG301H1S Religion on the Couch: Freud on Religion

R11-1/ Hewitt, M.

This class will focus primarily on the main writings of Sigmund Freud on religion. There is a vast secondary literature on Freud's theories of religion which is preoccupied with his 'atheism'. A great deal of this literature is mainly focused on one small text by Freud. Much of the secondary literature does not attend to the diversity of his thinking about religion, nor does it situate his views on religion within the larger context of his psychoanalytic theory. Also largely absent from the secondary literature is a serious discussion of Freud's ideas on unconscious communication, which he referred to as 'thought transference' or 'telepathy'. This course will approach those texts not only as belonging to his writings on religion, but it will consider them as important contributions to and illustrations of his psychoanalytic theory. One of the major goals of this course is to understand Freud's texts on religion as representing a differentiated and complex psychoanalytic theory of religious beliefs and experience. The course will also briefly compare Freud and Carl Jung on the nature of the unconscious, its role in unconscious communication, and the implications for the study of religion.

Prerequisite: Completion of 4.0 credits.

Breadth Requirement: Thought, Belief, and Behaviour (2).

RLG305H1S Material Religion

T10-12/ Coleman, S.

Religions are constituted by material forms, including bodies, shrines, films, icons, and 'kitsch'. Anti-material impulses have also prompted many religious impulses, involving forms of iconoclasm that ironically demonstrate the power of objects. What is at stake in studying materiality? How might such a perspective transform our view of religion?

Prerequisite: Completion of 4.0 credits.

Breadth Requirement: Creative and Cultural Representations (1).

RLG342H1F Judaism in the Early Modern Age

W2-4/ Green, K.

The development and range of modern Jewish religious thought from Spinoza, Mendelssohn and Krochmal, to Cohen, Rosenzweig and Buber. Responses to the challenges of modernity and fundamental alternatives in modern Judaism.

Prerequisite: Completion of 4.0 credits.

Exclusion: RLG342Y1.

Breadth Requirement: Thought, Belief and Behaviour (2).

RLG347H1S Judaism in the Late Modern Era

W10-12/ Green, K.

Continuing from, but not presupposing, "Judaism in the Early Modern Era," the course will trace the late modern stages in the development of Jewish thought and will bring the history of modern Jewish thought to the present.

Prerequisite: Completion of 4.0 credits.

Recommended Preparation: HIS342H1.

Breadth Requirement: Creative and Cultural Representations (1).

RLG392H1S The European Enlightenment and Religion

M3-5/ DiCenso, J.

This course explores some of the major thinkers of the European Enlightenment and their philosophical inquiries into the meaning and significance of religion as a set of cultural institutions. Special attention is paid to the analysis of religious concepts and institutions along epistemological, ethical, and political lines.

Prerequisite: Completion of 4.0 credits.

Breadth Requirement: Thought, Belief and Behaviour (2).

RLG406H1S Constructing Religion

W10-12/ Coleman, S.

How have different researchers constructed 'religion' as their object of study, and are some frameworks simply incompatible with each other? We discuss – but also provide critical assessments of -- different theoretical and methodological frameworks.

Prerequisite: Open to 4th year Religion Specialists and Majors.

Breadth Requirement: Thought, Belief, and Behaviour (2).

RLG434H1S Modern Jewish Thought

W2-4/ Green, K.

Close study of major themes, texts, and thinkers in modern Jewish thought. Focus put on the historical development of modern Judaism, with special emphasis on the Jewish religious and philosophical responses to the challenges of modernity. Among modern Jewish thinkers to be considered: Spinoza, Cohen, Rosenzweig, Buber, Scholem, Strauss, and Fackenheim.

Prerequisite: Permission of Instructor.

Breadth Requirement: Thought, Belief, and Behaviour (2).

RLG441H1F Words and Worship in Christian Cultures

W10-12/ Coleman, S.

How are we to analyze the words that Christians use? And how are such words related to ritual forms? We explore techniques for the analysis of texts, while looking at forms of verbal discourse ranging from prayers, speaking in tongues, and citing the Bible to more informal narratives.

Prerequisite: ANT356H1/RLG212Y1 and permission of instructor.

Breadth Requirement: Creative and Cultural Representations (1).

RLG448H1S Pseudepigraphy in Ancient Mediterranean Religion

T1-3/ Marshall, J.

A seminar examining the phenomenon of falsely claimed and/or attributed authorship in religions of the ancient Mediterranean, mainly Christianity and Judaism. The course examines understandings of authorship and other cultural forms that facilitate or inhibit ancient pseudepigraphy, ancient controversies over authorship, as well as specific pseudepigraphical writings.

Prerequisite: Two half FCEs numbered RLG32*; permission of instructor.

Breadth Requirement: Creative and Cultural Representations (1).

DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES

SLA199H1F Re-imagining Central Europe: Imaginary Galicia

T1-3/ Tarnawsky, M.

Galicia was an invented province of Austria-Hungary, created at the first partition of Poland in 1772. From the moment of its creation, it stimulated a very wide range of literary representations. As if to mirror its invented political status, the Galicia that appears in fiction is a world of fantastic wonders, strange delights, and ferocious terrors. Whether in Austrian,

Jewish, Polish, or Ukrainian national imaginations, Galicia is a place with a uniquely hybrid culture. We explore this imaginary place through the writings of Ivan Franko, Joseph Roth, Stanislaw Lem, Bruno Shultz, Leopold Von Sacher-Masoch, Andrzej Stasiuk and other authors from a variety of traditions. The course focuses on the cultural understanding of geography with a specific focus on a place where a variety of national cultures interact. A number of short assignments offer students an opportunity to develop and polish their writing skills. Restricted to first-year students. Not eligible for CR/NCR option.

Breadth Requirement: Creative and Cultural Representations (1).

SLA268H1F Cossacks!

W1-3/ Tarnawsky, M.

How are Cossacks depicted in literary and visual works? Were they the agents of a repressive Russian government, the hirelings of Polish kings, the tormentors of Eastern European Jews, the protectors of Europe from the Ottomans, or the liberators of the Ukrainian nation? We read works from the Jewish, Polish, Russian and Ukrainian cultural traditions.

Exclusion: CCR199H1 (First-Year Seminar: The Cossacks), offered in Winter 2012, Winter 2013, Fall 2013, Fall 2015, Fall 2016, and Fall 2017.

Breadth Requirement: Creative and Cultural Representations (1).

SLA302H1S The Imaginary Jew

M1-4/ Livak, L.

The course examines the genesis and evolution of the image of the Jew, central to all European cultures, from the theology and psychology of Christian anti-Judaism to their reflection in folklore, visual, plastic, and verbal arts, and to the survival of the imaginary Jew in secular forms. Special attention is given to the Jews of Slavic and East European imagination. All readings are in English.

Breadth Requirement: Creative and Cultural Representations (1).

DEPARTMENT OF SOCIOLOGY

SOC250Y1Y Sociology of Religion

W6-8/ Bryant, J.

This course will examine religious beliefs, practices, and experiences from a historical-sociological and comparative perspective. Classical and contemporary theories will be reviewed and applied to investigate such topics as: the social origins of religions; the formation of religious communities; heresies, schisms and the making of orthodoxies;

secularization and fundamentalism; cults and new religious movements; religious regulation of the body and person; and the variable linkages of religion to politics, war, art and science.

Prerequisite: SOC101Y1 or SOC102H1 or SOC100H1.

Exclusion: RLG210Y1.

Breadth Requirement: Society and its Institutions (3).

SOC3871H1F Three Answers to the Jewish Question: Liberalism, Communism, and Zionism

W10-12/ Brym, R.

The Jewish Question asks how Jews ought to adapt to the modern world. Seeking answers, Jews formulated competing ideologies and joined social and political movements that, they believed, would help them realize their dreams. This course examines the origins, development, implementation, successes, and failures of the three main secular solutions Jews advocated: liberalism, communism, and Zionism.

The liberal, Zionist, and communist dreams succeeded in some respects to live up to the expectations of their advocates. However, like most human endeavours, they failed in other respects, sometimes tragically. It is unlikely that this course will generate compelling answers to the Jewish Question for the 21st century. However, it may raise issues that prompt students to inquire further as they seek their own meaningful values and courses of action.

Prerequisite: 1.0 SOC FCE at the 200+ level.

Breadth Requirement: Society and its Institutions (3).

SCHOOL OF THE ENVIRONMENT

ENV382H1S Special Topics in the Environment – Waste Not, Want Not: Stories of Wastefulness in Religion and Society

T2-4/ Yoreh, T.

Do religions have environmental ethics? This course will explore religious approaches to environmental ethics within three Abrahamic faiths: Judaism, Christianity and Islam. Religious environmentalists have used teachings from the Hebrew Bible, New Testament and Quran as exemplars of sustainability. Others, however, claim that these texts teach domination, anthropocentrism and hierarchical values. Among other texts, this course will look at sources from the Hebrew Bible, New Testament, Talmud, Quran, Hadith, medieval commentaries and modern sources. We will study environmental movements within these faiths and how values are translated into lived religion. Our understanding will be augmented through field trips where we will explore how environmental teachings are

being interpreted within faith communities.

Prerequisite: Students must have completed a minimum of 9.0 FCEs to register for the course.

Exclusion: BIG101Y1 if ENV382H1 taken in 2015-16 or 2016-17

Breadth Requirements: Thought, Belief and Behaviour (2)

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
- 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 and the Program Coordinator, 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 focus of 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 and the Program Coordinator, 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 substantively 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./Moskowitz, G.

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./Moskowitz, G.

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.

DEPARTMENT OF ANTHROPOLOGY

ANT6027H1S Anthropology of Violence T2-4/ Krupa, C.

This course examines anthropological approaches to the study of violence. Violence has long been a central focus for anthropological research. One of the overarching ambitions in much of this research has been to make violence meaningful in some respect. Violence can be given meaning in any number of ways. For example, it can be analyzed as being part of a system of exchange, a system of sacrifice, a system of debt, a system of law-mak-

ing, or a system of signs. More recently, however, studies of violence have started to emphasize the importance of failures in meaning. In this regard, it could be argued that violence describes the limits of the human capacity to give meaning to events.

CENTRE FOR COMPARATIVE LITERATURE

JGC1855H1F Critical Theory – the French-German Connection 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.

JHL1282H1S Comparative Totalitarian Culture T1-3/ Lahusen, T.

The purpose of the course is to historicize and theorize the concept of totalitarian culture by discussing traditional approaches of “totalitarianism” and more recent theories and histories in the context of various cultural manifestations of National-Socialist Germany and Stalinist Russia. A key theme of the course is the relation between propaganda, entertainment, and mass culture, in the context of how both Germany and Soviet Russia related to the Hollywood type of entertainment. The primary materials to be considered are American, German, and Soviet films of the 1930s and 1940s. Additional material includes diaries, memoirs, illustrative material on art and architecture, and scholarly works. The viewing and discussion of these films are integral parts of course requirements. Some of the films are available online; others will have to be watched at Media Commons.

CENTRE FOR DIASPORA AND TRANSNATIONAL STUDIES

DTS2001H1S Going Astray: Translation, Migration, Diaspora R10-12/ Seidman, N.

This course will explore the intersection between translation theory and

diaspora studies, focusing on translation as movement and on the linguistic dimensions of diaspora experience. Topics we will cover include postcolonial translation theory, geopolitical sites of translation, and literature of the translated migrant self.

DEPARTMENT OF ENGLISH

ENG4664H1S Romantic Pastoral Revisited**

W1-3/ Weisman, K.

Pastoral has long been a subject close to the centre of studies of British Romanticism. It has been absorbed into all of the major theoretical debates: from linguistic theories studying it as a forum for textual displacement, to historicist readings of pastoral that study its mediations of history and commodity culture, and more recently to eco-criticisms that read pastoral in terms of the economy of ecological and global considerations. Pastoral, and the georgic pastoral, have always been indispensable value terms in our understanding of the period. And yet pastoral, for all of its vital importance, is a term that still causes confusion, or that is sometimes used as a casual synonym for "landscape." This course will study the old subject of Romantic pastoral anew. We will study its variable definitions, the lively debates, both historical and contemporary, surrounding it, and the many crucial points of contact it makes with key issues in Romantic poetry. These include its inextricable relationship with elegy and other genres, and the central place played by pastoral in Romantic political, philosophical and social culture.

***Please note: there will be some course/reading modifications for CJS students. CJS students should get in contact with Professor Weisman upon enrolling in the course.*

DEPARTMENT OF HISTORY

HIS1275H1F Imperial Germany, 1871-1918

W11-2/ Retallack, J.

This seminar combines an examination of historiographical controversies and the study of primary documents in translation. We focus on broad-gauged social, cultural, and political change under Bismarck and Kaiser Wilhelm II. Specific topics include nation-building, localism and regionalism, antisemitism, gender and sexuality, radical nationalism, and colonialism. Required readings will include Helmut Walser Smith, *The Butcher's*

Tale: Murder and Anti-Semitism in a German Town (2003). Seminars will incorporate short student presentations each week.

HIS1268H1S The Holocaust: History and Historiography
M10-12/ Bergen, D.

This course introduces graduate students to major issues in the study of the Holocaust and World War II. The focus is on connections between these interrelated events. Readings include classic as well as recent works from a range of disciplines and methodological approaches. Special attention will be paid to different national, political, and historiographical contexts in which the Holocaust and the war have been examined by scholars, beginning in the 1940s and up to the present. We will also investigate the postwar confrontation with the Third Reich, comparing social, cultural and judicial responses to Nazism in West and East Germany. This course will therefore provide an overview of Nazi Germany between 1933-45, an in-depth examination of the genesis of the Holocaust, and reflections on Nazism's lingering presence in the two Germanys. Readings will include, among others, works by Hannah Arendt, Saul Friedlander, Gerhard Weinberg, Istvan Deac, Jan Gross, Omer Bartov, Christopher Browning, Zygmunt Bauman, Mark Roseman and Goetz Aly. Oral presentations and the long paper (which may be either a study based on research in primary sources or an historiographical survey) will give students an opportunity to explore areas of particular interest to them.

HIS1272H1S 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?

HIS1287H1S Polish Jews Since the Partitions of Poland
R9-11/ Wróbel, P.

The history of the Polish Jews and of Polish-Jewish relations are among

the most interesting and controversial subjects in the history of Poland. The Jewish experience in Poland can contribute to an understanding of the Holocaust and of the non-Jewish minorities in Central and Eastern Europe. The course will explore the history of Polish Jews from the Partitions of Poland to the present time, concentrating on the late 19th and first half of the 20th centuries: the situation of Polish Jews in Galicia, the Congress Kingdom of Poland, and Prussian-occupied Poland before 1914; during World War I; in the first years of reborn Poland; in the 1930s; during WW II; and in post-war Poland. The course will examine the state policies of Austria, Prussia, Russia, and Poland towards Jews; the rise of Jewish political movements; the life of Jewish shtetls in Christian neighbourhoods; changes in the economic position and cultural development of Jewish communities in Poland, and the impact of communism on Jewish life. Materials for the course are in English. Sessions will focus on an analysis of primary sources, translated from Polish, German, Russian, Yiddish, and Hebrew, as well as on secondary sources, representing diverse interpretations and points of views.

DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

GER1050H1F Methods in Yiddish

T1-3/ 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.

GER1722H1S Kafka

T2-4/ Zilcosky, J.

This course examines the oeuvre of Franz Kafka, as it developed in a remarkably short period: from his 1912 "breakthrough" with "The Judgment," to his middle years and *The Trial*, to the 1916-17 burst of writing around "A Country Doctor," to *The Castle* and Kafka's final stories before his death in 1924. Alongside these primary texts, we will consider some classic readings of Kafka by critics such as Walter Benjamin, Theodor Adorno, Elias Canetti, Maurice Blanchot, Jacques Derrida, and Gilles Deleuze / Félix Guattari.

**INSTITUTE FOR THE HISTORY AND PHILOSOPHY
OF SCIENCE AND TECHNOLOGY**

HPS4601H1S Topics in the Philosophy of Science: Is Theology a Science?

R10-12/ Fehige, Y.

Course description TBD. Check back for updates.

FACULTY OF LAW

LAW7116H1S Intensive Course: The Rabbinic Idea of Law

Intensive Course Schedule / Saiman, C.

Law in Judaism is ever present. One of the central features of the tradition is the degree to which questions other cultures treat as philosophy, ethics, politics, and theology take on a distinctly legal form. Jewish law or halakhah therefore presents a far broader concept than “things that happen in court” or “rules imposed by the state”. Thus, while Jewish law no doubt legislates the rules and practices incumbent upon Jews, it is simultaneously the primary vehicle through which rabbinic thinkers have expressed their thoughts on life’s greatest questions.

Given the irreducibly legal nature of the rabbinic tradition, however, several questions emerge: What happens to law when it is also a foundation for social and theological thought? What does it mean for speculative thinking to be carried out in legal categories? What does it mean for the study of law to connect Man to God? And how does this law-centric discourse fill its broader religious and social roles? And finally, what place does this form of law have in the context of a modern state? This course is devoted to thinking through these questions.

LAW5058H1S Law, Religion, and Democracy

W10:30-12:20/ Su, A.

This course focuses on the relationship between law, religion and democracy in a comparative and international context. It is intended to provide the necessary historical and theoretical foundations for the study of contemporary controversies involving the law and politics of religious freedom. Themes explored in class will include: philosophical and religious bases of the idea of religious toleration and freedom, the historical origins of religious freedom, the question of how secularism both protects and limits religion; judicial and political responses to conflicts between freedom of religion and other human rights at both national and international levels,

with a particular focus on the multiculturalism model of Canada.
Note: The Quercus program will be used for this course. Students must self-enrol in Quercus as soon as confirmed in the course in order to obtain course information.

CENTRE FOR MEDIEVAL STUDIES

MST3226H1S Medieval Mediterranean History

M 10-12/ Meyerson, M.

Course description TBD. Check back for updates.

FACULTY OF MUSIC

MUS1066H1F Music and Racial/Ethnic Imagination**

T10-12/ Packman, J.

Music making is an embodied, cultural practice, but as recently as 2001, music scholars such as Philip Bohlman and Ronald Radano levied critiques about music scholarship's lack of attention to issues of race. Building on Radano and Bohlman's important volume, *Music and the Racial Imagination*, this seminar will survey key scholarship that takes up questions of race and ethnicity in music making. In addition to reading key writings on the subject by music scholars such as Guthrie Ramsey, Samuel Floyd, and Deborah Wong, we will also read work by cultural theorists such as Paul Gilroy, Stuart Hall, George Lipsitz, Ronald Takaki, etc. who have written about race and ethnicity from a number of perspectives including literary criticism, anthropology, sociology, cultural studies, and ethnic studies.

***For this credit to be counted towards a CJS program, the major research paper/assignment must have a focus on a Jewish Studies topic.*

DEPARTMENT OF NEAR AND MIDDLE EASTERN CIVILIZATIONS

NMC courses are TBD. Please check back for updates.

DEPARTMENT OF POLITICAL SCIENCE

POL2021Y Comparative Studies in Jewish and Non-Jewish Political Thought

T4-7/ Orwin, C.

Our theme this year will be the significance for political thought of the quest for the origins of human beings and human society. We will explore it through a careful reading of three cardinal works: B'reshit or Genesis, the first book of the Hebrew Bible and the foundation of the "Abrahamic" faiths; De Rerum Natura or On the Nature of Things, the great exposition of Epicurean philosophy by the Roman poet Titus Lucretius Carus (ca. 94-42 BCE); and Rousseau's Discours sur les origines de l'inégalité parmi les hommes (1752). Rousseau's work draws heavily on that of Lucretius and is a response to the Biblical account that offers an alternative to it. It may even be said to synthesize the two earlier works, although its borrowings from the Bible are primarily negative in character. We will spend the first semester on Genesis, the second one on the other two works. You are encouraged to read each work in the original language if you are capable of so doing.

DEPARTMENT FOR THE STUDY OF RELIGION

RLG2067H1F Topics in the Philosophical Study of Religion
T12-2/ Goldberg, S.

A seminar that explores a topic in the philosophical study of religion. Possible topics include: the nature of religious truth; the phenomenology of religion; descriptions of the holy; religion and the meaning of life; God-talk as literal or metaphorical language; naturalizing religious belief. The topic for the 2019 semester will be religion and modern moral philosophy.

RLG3634H1F Scripture and Ritual in Qumran

M1-3/ Newman, J.

An examination of selected psalms, prayers, and hymns from the Dead Sea Scrolls with an eye to their appropriation of scriptural discourse. Genre issues, social function of these texts in the Qumran community, and continuity with and differences from later Jewish and Christian liturgies also explored.

RLG2064H1S Constructing Religion

W 10-12/ Coleman, S.

How have different researchers constructed 'religion' as their object of study, and are some frameworks simply incompatible with each other? We discuss – but also provide critical assessments of — different theoretical and methodological frameworks.

RLG3190H1S Pseudepigraphy

T12-3/ Marshall, J.

A seminar examining the phenomenon of falsely claimed and/or attributed authorship in religions of the ancient Mediterranean, mainly Christianity and Judaism. The course examines understandings of authorship and other cultural forms that facilitate or inhibit ancient pseudepigraphy, ancient controversies over authorship, as well as specific pseudepigraphical writings.

RLG3621H1S Modern Jewish Thought: The Post-Holocaust Thought of Emil Fackenheim

W2-4/ Green, K.

The course will concentrate on two leading themes in Fackenheim's thought. First, Fackenheim's early focus (1945-1967) on revelation as the basis of authentic religion, and the defence of revelation against the challenges of modern thought. And second, Fackenheim's late focus (1967-2003) on the Holocaust/Shoah as a traumatic singularity in human history, and as a rupture of all traditions.

DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES

SLA1304H1F Transgressions: Drama, Theater, Performance

F9-11 / Trojanowska, T.

What has happened to the relationship between performance and religion? Has the Enlightenment project successfully secularized Western civilization and our thinking about a human subject in light of its most important horizon – the finitude of existence? Or can we still decipher religious thinking in the works of theatre artists whose practice, like that of the leading Western philosophers, such as Walter Benjamin, Emmanuel Lévinas, and Jacques Derrida, still bear traces of theological underpinnings when dealing with this finitude? These questions, among others, lead our investigation into transgressive cryptotheologies at the crossroads of performance, philosophy and religion in the Western theatre of the 20th and 21st centuries.

SLA1207H1S The Imaginary Jew

M1-4/ Livak, L.

This course examines the genesis and evolution of the image of “the jews,” central to all European cultures, from the theology and psychology of Christian anti-Judaism to their reflection in European arts and folklore, and to the survival of the “jewish” vocabulary of difference in secular forms in post-Christian cultures. Special attention is given to “the jews” of East European imagination and in Russian literature.

DEPARTMENT OF SOCIOLOGY

SOC courses are TBD. Please check back for updates.

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