

*THE ANNE TANENBAUM  
CENTRE FOR JEWISH STUDIES*

**2023-2024**

**UNDERGRADUATE  
COURSE HANDBOOK**



Anne Tanenbaum Centre for Jewish Studies  
**UNIVERSITY OF TORONTO**

**מרכז למדעי היהדות**

 [www.jewishstudies.utoronto.ca](http://www.jewishstudies.utoronto.ca)

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 Anne Tanenbaum Centre for Jewish Studies

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**The Anne Tanenbaum Centre for Jewish Studies** offers a Specialist in Jewish Studies, a Major in Jewish Studies, and a Minor in Jewish Studies.

Our undergraduate program provides students with a comprehensive education in Jewish Studies, a field that aims to situate the cultural, social, and economic diversity of the Jews and their faith within broader cultural contexts. Students who take our courses are trained in various methodological and disciplinary approaches across historical periods, geographical regions, textual corpora, and literary genres. Consequently, our students are pursuing education in Jewish history (ancient, medieval, modern, and contemporary), Jewish literary and artistic creativity, and Jewish languages (mainly Modern Hebrew, Biblical Hebrew, and Yiddish) but also about Judaism, Jewish thought, theology, philosophy, mysticism, and modern Israel.

The program is interdisciplinary, each student can pick and choose courses that broaden their disciplinary knowledge. The program provides intensive training in the historical, religious, cultural, and political experience of Jewish communities in their diverse civilizational contexts. A primary objective of our three undergraduate programs in Jewish studies has been to provide students with forward-thinking tools to shape their interaction with and understanding of questions through Jewish prisms while at the same time encouraging them to think with the potentialities found in the Jewish historical experience. We teach students how to use a variety of methodologies to explore the experiences of Jews through interdisciplinarity, transnationally, historically, and contemporarily.

We offer the following pathways in Jewish Studies:

- Jewish Philosophy and Thought
- Jewish History
- Jewish Visual Art and Archeology
- Jewish Literature and Culture
- Origins of Judaism/Hebrew Bible Studies
- German Jewish Studies
- Antisemitism Studies
- Jewish Christian Encounters
- Yiddish Studies
- Modern Hebrew Culture
- Israel Studies
- Holocaust and post-Holocaust Studies
- European Jewish Studies
- Jewish Environmentalism
- Jewish-Muslim Relations
- Sephardi and Middle Eastern Jewish Studies
- Gender, Women, Queer and Sexuality and Jewish Studies

## **Anne Tanenbaum Centre for Jewish Studies Programs**

The ATCJS is an open enrolment program, which means any student that has successfully completed 4.0 FCEs may join our program. There are no specific first-year requirements; however, first-year students are welcome to take CJS200H1, CJS201H1, Hebrew Language courses ( MHB155H1 and MHB156H1) and Yiddish ( GER260Y1), which count towards the Jewish Studies Specialist.

### **Jewish Studies Specialist (Arts Program) — ASSPE0385**

Completion Requirements: 10.0 credits, including 4.0 credits at the 300+ level, and 1.0 credit must be at the 400-level

1. CJS200H1/ CJS201H1
2. 1.0 credit at the 400-level; fulfilled by any 400-level courses listed in the Centre for Jewish Studies Undergraduate Course Handbook.
3. 3.0 credits in Hebrew or Yiddish:  
Hebrew language courses: MHB155H1/ MHB156H1/ MHB255H1/ MHB256H1/  
MHB355H1/ MHB356H1/ NML155H1/ NML156H1/ NML255H1/ NML256H1/ NML355H1/  
NML356H1  
Yiddish language courses: GER260Y1/ GER360H1/ GER460H1/ GER463Y1.  
Students entering the program with proof of requisite linguistic proficiency in Aramaic, Hebrew, Yiddish will choose any 3.0 credits in an area of study (see above) in addition to the regular requirements described in section 4. Other languages are accepted with special permission of the Undergraduate Director.
4. 5.0 credits in any of the four areas of Jewish Studies. All courses in the Centre for Jewish Studies Undergraduate Course Handbook count towards this requirement.
5. Note: From section 3 and 4, at least 4.0 credits at the 300+ level.
6. DTS300H1 or a 0.5 credit to satisfy the Quantitative Reasoning competency of the program, to be chosen from courses in the Centre for Jewish Studies Undergraduate Course Handbook developing this competency. If none is available, a 0.5 credit from Breadth Requirement Category #5: The Physical & Mathematical Universe, or a 0.5 credit approved by the Undergraduate Director.

### **Jewish Studies Major (Arts Program) — ASMAJ0385**

Completion Requirements: 6.5 credits, including 2.0 credits at the 300+ level, of which a 0.5 credit must be at the 400-level

1. CJS200H1/ CJS201H1
2. 0.5 credits at the 400-level; fulfilled by any 400-level courses listed in the Centre for Jewish Studies Undergraduate Course Handbook.
3. 5.0 credits in any of the four areas of Jewish Studies. All courses in the Centre for Jewish Studies Undergraduate Course Handbook count towards this requirement. At least 2.0 out of the 5.0 credits must be at the 300+ level.
4. DTS300H1 or a 0.5 credit to satisfy the Quantitative Reasoning competency of the program, to be chosen from courses in the Centre for Jewish Studies Undergraduate Course Handbook developing this competency. If none is available, a 0.5 credit from Breadth Requirement Category #5: The Physical & Mathematical Universe, or a 0.5 credit approved by the Undergraduate Director.

### **Jewish Studies Minor (Arts Program) — ASMIN0385**

Completion Requirements: 4.0 credits, including 1.0 credit at the 300+ level

1. CJS200H1/ CJS201H1
2. 3.5 credits in any of the four areas of Jewish Studies. All courses in the Centre for Jewish Studies Undergraduate Course Handbook count towards this requirement. 1.0 out of the 3.5 credits must be at the 300+ level.

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*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

***Please note:*** 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, HIS242H1 “Europe in the 20th Century” or RLG209H1 “Justifying Religious Belief”); however, students are asked to submit a paper with a Jewish Studies focus. Students are encouraged to meet with the Undergraduate Director, Professor Yigal Nizri (yigal.nizri@utoronto.ca), in order to discuss their program of study. Students should contact Ms. Natasha Richichi-Fried (cjs.events@utoronto.ca) regarding Degree Explorer.



Anne Tanenbaum Centre for Jewish Studies  
**UNIVERSITY OF TORONTO**

## מרכז למדעי היהדות

### **CJS200H1F: Introduction to Jewish Thought**

F11-13

Team Taught by ATCJS Faculty: Gibbs, Goetschel, Seidman, Shternshis, and Nizri

The encounter between Judaism and modernity has presented significant challenges, particularly in reconciling Jewish religious beliefs and practices with the secular and rationalistic worldview that emerged in the modern era. What is the role of the community in the age of autonomous individuals? Are faith and religious observance relevant in the contemporary changing world? What does reinterpreting traditional Jewish texts mean in the face of the authority of reason and progress? How did Jewish thinkers seek to bridge the gap between tradition and modernity? How did Jewish thinkers understand colonialism? Does the Holocaust have a theological sense? Does the messianic idea of Judaism spark discussions on nationalism and its relationship to Jewish identity? What is the critical thought emanating from the intersection of Jewishness with feminism and gender equality? How non-European Jewish intellectuals enriched the intellectual landscape of modern Jewish thought? This comprehensive course introduces students to the works of influential Jewish thinkers such as Spinoza, Mendelssohn, Rosenzweig, Susman, Arendt, Levinas, and Kahanoff, providing insights into the critical challenges faced by Jews in the modern world. By engaging with these texts and ideas, students will develop critical thinking skills, appreciate the diversity of Jewish political-theological questions, and understand their place in broader philosophical discourse. *Breadth Requirement: Thought, Belief and Behaviour (2)*

### **CJS201H1S: Introduction to Jewish Cultures**

F11-13

Team Taught by ATCJS Faculty

This course delves into the multifaceted expressions and contemporary theories surrounding Jewish history and culture. Through interdisciplinary perspectives, this course examines various themes such as power dynamics, textuality, rituals, secularity, Jewishness, memory, embodiment, geography, material culture, and networks. By exploring these key topics, students will gain a comprehensive understanding of the rich cultural tapestry within Jewish communities today, encompassing diverse customs, cuisines, languages, practices, music, and visual arts.

*Breadth Requirement: Creative and Cultural Representations (1)*

**CJS290H1S [Topics in Jewish Studies]:**

**Living together differently in the 21st century: Israel as a case study**

T11-13

Kineret Sadeh

How can people with different worldviews and dissimilar moral visions live together? Liberal philosophers have grappled with this question offering solutions including tolerance, peace, and multiculturalism. However, many people today, particularly in the West, oppose liberalism as a cultural message and a political goal. Robust evidence can be found in the rise of "populist" backlash movements and the sharp polarization between liberals and conservatives. Can Western democracies overcome this crisis? This seminar explores this question from a sociological perspective with Israel as a case study. We will probe the efforts of Israeli activists and professionals to instill non-liberal peace among Jews and Arabs, to bridge the chasm between liberals and conservatives, and to include LGBTs and people with disabilities as equal members of society while surpassing liberal principles. By analyzing their work, we will broaden our understanding of living together differently in the 21st century.

**CJS390H1F [Special Topics in Jewish Studies]:**

**Becoming Israel: War, Peace, and the Politics of Israel's Identity**

(cross-listed with POL377H1)

T11-13

Olga Talal

This course will focus on Israel's balancing act between two competing objectives, one seeking to fulfill the Zionist vision and entrench "Jewishness" within the state and the other seeking to establish democratic institutions and procedures. Since independence, Israel's official ideology, Zionism, has been shaping the state's economic, political, demographic, and security policies, designed to advance the interests of the Jewish population in Israel. The Palestinian Arab citizens of Israel fall outside the sociological boundaries of the Jewish nation and present a challenge to nation-building. At the same time, Israel's commitment to democratic principles and procedures entails guaranteeing the rights and freedoms of Palestinian Arab citizens. In this course, students will explore the most salient manifestations of the tensions between Israel's commitment to democracy and Zionism, familiarize themselves with the debates about Israel's political regime, institutions, and society, and develop their positions on these divisive debates.

*Prerequisite:* Completion of at least 4.0 credits.



### **CJS390H1S: Religion and Religiosity in Israel/Palestine**

(cross-listed with RLG338H1)

R18-20

Yigal S. Nizri

Focusing on present-day Israel/Palestine, this interdisciplinary course is intended for students interested in exploring a wide range of theoretical questions and examining their applicability to the study of sites, texts, rituals, and politics in the region. We will address the history of the land's consecration from Jewish, Christian, and Muslim perspectives. Students will analyze specific sites associated with religious congregations and ritual practices, and study them within their local and regional contexts. Looking at the complex relationships between religious-political movements and institutions within Jewish and Muslim societies, we will delve into various attempts to secularize (and theologize) Jewish and Palestinian communities and their discontents. Rather than providing the typical emphasis on conflict, the course is a journey into the history and present of the land and its diverse communities.

*Prerequisite:* Completion of at least 4.0 credits.

*Breadth Requirement:* Society and its Institutions (3)

### **CJS383H1-S: Jews and Power**

(cross-listed with POL378H1-S)

R15-17

Olga Talal

The rich human fabric comprising contemporary Israeli society is divided along multiple identity-based lines. It is divided nationally (between Jews and Palestinian Arab citizens of Israel), religiously (between religious and secular Jews, Muslims and Christians), and ethnically (between Ashkenazi and Mizrahi Jews). Other salient identity markers separate new immigrants from the older ones and city dwellers from residents of peripheral areas - within state borders and outside them, located in Israeli settlements in the occupied territories. In this course, students will learn about the complex web of cross-cutting identities within Israeli society and how these identities are (re)shaped by power. We will pay special attention to the interrelations of political power, identity politics, and public policy in Israel.

*Prerequisite:* POL101Y1 or CJS200H1 or CJS201H1

*Exclusion:* POL383H1

*Breadth Requirements:* Society and its Institutions (3)

**CJS391H1S [Special Topics in Jewish Studies]:  
Sensory Encounters: Medieval Perceptions and Interreligious Interactions**

M13-15

Emilie Amar-Zifkin

The evil eye and spiritual blindness, the stench of plague, the deep resonance of church bells – life in the medieval period was an intense multi-sensory experience. The medieval sensorium refers to the combined forms of sensory experience, understanding, performance and perception: in other words, the mechanics of vision, hearing, smell, touch, and taste. In this course, we will explore the five senses as they were understood in the medieval west, deconstructing the medieval sensorium. We will pay special attention to how the senses affected relations between Christians and their Jewish neighbors, engaging primary texts as well as secondary sources from complementary disciplines like literature, history of medicine, anthropology, urban studies, music, and disability studies. In short, we will examine how people in the medieval period made sense of their senses.

**CJS392H1S [Special Topics in Jewish Studies]:  
Arabs in Israel**

T18-20

Gamal Mansour

Is Israel a “Jewish State,” or a “State for all its citizens?” What is the history of Israel’s relation to its Arab population? Who are the Arabs in Israel—what is their contribution to the social and political experiment that is Israel? How are they viewed by the Jewish part of Israel: Are they the “bridge to peace” between Israel and its Arab regional environment, or are they the “fifth column” Avigdor Lieberman once called them? Can they become full-fledged citizens whose allegiance is not under constant doubt? And can this ever be achieved without full accounting for their own historical experience and traumas? What path lies forward? This course should, through a review of historical, political, and cultural resources, attempt to offer possible answers to these questions and highlight the vibrancy and vitality of Arabs in Israel; but also to highlight their uneasy and hybrid identity/identities, the ambiguity of their nexus to the State, and their (mostly) frustrated hopes for full rights and recognition.

**CJS490H1F [Advanced Topics in Jewish Studies]:  
Like Everyone Else but Different: Challenges of Negotiating Diversity for Canadian Jews**  
(cross-listed with SOC495H1)

W15-17

Morton Weinfeld

This course will analyze the condition of the Jewish population of Canada, with reference to the two objectives of Canada as a liberal-democratic and diverse society. The first is equality and maximal inclusion of minorities in Canadian life. The second is providing space and

conditions for retention of minority identities, communities, and cultures. The sociological expectation is that these two will be in a zero-sum relation, but in the Jewish case these contradictions are relatively minimal. This course will examine key elements which comprise the life of Jews in Canada, from a social scientific perspective. These include: demography, socio-economic status, antisemitism, families and partnering patterns, the organized community, Jewish education, religion, culture, politics, impact of the Holocaust and Israel/Zionism. The focus of the course is Canada, but it will also include comparisons with American Jewish life.



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

Centre for Diaspora & Transnational Studies

### **DTS300H1S: Qualitative and Quantitative Reasoning**

T10-12

Padraic Scanlan

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:* Completion of 9.0 credits

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

### **DTS402H1F [Advanced Topics in Diaspora and Transnationalism]:**

#### **Desire in Yiddish Literature**

T14-16

Anita Norich

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

personal and political choices, these authors reveal the remarkable range of Yiddish writing in the twentieth century. (All works will be read in English translation, though Yiddish texts will also be made available.)

*Prerequisite:* 14.0 credits including DTS200Y1

*Breadth Requirement:* Society and its Institutions (3)

**DTS416H1F: Wars, Diaspora and Music**

W10-12

Anna Shternshis

The course explores how composers, performers, songwriters and audiences made sense of traumatic and violent events that they experienced, such as ethnic conflicts, wars, exile and displacement, through music. We will also look at how government ideologies employ music during wars. The case studies will include stories of Jewish, Palestinian, Afghan, Romani, Korean, Rwandan and other diasporas severely affected by wars and violence.

*Prerequisite:* 14.0 credits including DTS200Y1

*Breadth Requirement:* Society and its Institutions(3)



Anthropology  
**UNIVERSITY OF TORONTO**

**ANT426H1S: Western Views of the Non-West**

M11-13

Ivan Kalmar

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

*Prerequisite:* 0.5 credit at the 300-level from Anthropology Group C: Society, Culture, and Language, or Near and Middle Eastern Civilization or Jewish Studies or Diaspora and Transnational Studies or History

*Breadth Requirement:* Creative and Cultural Representation (1)



**ENG377H1S [Topics in Theory, Language, Critical Methods]:  
The Environmental Imagination**

T14-16, R14-15

Andrea Most

An overview of the field of the Environmental Humanities, this experiential course introduces students to a wide variety of written texts, physical experiences, material landscapes and objects in order to better understand the stories we tell about the natural world around and within us. We will confront the hard facts about many of these stories: that they have led us to the brink of environmental catastrophe. Then, through a transformative interactive group project, we will begin to imagine a healthier relationship between humanity and the living earth which sustains us.

*Prerequisite:* 2.0 ENG credits and any 4.0 credits

*Breadth Requirement:* Creative and Cultural Representation (1)

**Centre for European,  
Russian, and Eurasian  
Studies**

**EUR300H1S [Special Topics in European Affairs]:  
Cultures of Refugees in Europe during the 20th and 21st Century**

W10-12

Anna Shternshis

This course offers students the opportunity to explore key issues in European Affairs. Topics vary from year to year, depending on the instructor. See Department website for current offerings. Course may not be repeated under the same subtitle.



Germanic Languages & Literatures  
UNIVERSITY OF TORONTO

*Prerequisite:* EUR200Y1 and  
4.0 additional credits  
*Breadth Requirement:*  
Society and its  
Institutions(3)

**GER260Y1Y: Elementary Yiddish**

MWF12-13  
TBA

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.

*Exclusion:* GER463Y1

*Breadth Requirement:* Creative and Cultural Representations (1)

**GER326H1S: Writing Memory—Post 1945**

T14-16  
John Noyes

An examination of post-World War II German literature and culture from Zero Hour through to present-day debates about the Holocaust and its memorialization within a German context.

*Prerequisite:* GER205H1

*Breadth Requirement:* Creative and Cultural Representations (1)

**GER360H1F: Intermediate Yiddish**

W12-13, F12-14  
TBA

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

*Exclusion:* GER463Y1

*Prerequisite:* GER260Y1

*Breadth Requirement:* Creative and Cultural Representations (1)

**GER361H1F: Yiddish Literature in Translation (E)**

F13-15  
TBA

An overview of the major figures and tendencies in modern Yiddish literature and culture from the beginning of the 19th century to the present. Readings (in English) of modern Yiddish prose, poetry, drama and cinema.

*Breadth Requirement: Creative and Cultural Representations (1)*

**GER460H1S: Advanced Yiddish**

W12-13, F12-14  
TBA

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.

*Exclusion: GER462H1*

*Prerequisite: GER360H1*

*Breadth Requirement: Creative and Cultural Representations (1)*



**HIS208Y1Y: History of the Jewish People**

W13-15  
Alan Verskin

An introduction to the history of the Jews throughout the world over the past two thousand years.

*Breadth Requirement: Society and its Institutions (3)*

**HIS242H1F: Europe in the 20th Century**

M15-17  
Andres Kasekamp

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)

### **HIS247H1S: The Second World War—A Global History**

M13-15

Timothy Sayle

This course offers an introduction to the global history of the Second World War. It aims to expose students to historiographical debates regarding the war, the use of primary sources, and the scholarly and intellectual challenges that come with studying an event of this magnitude and horror. In general, students will examine the origins and causes of the conflict, survey the factors that shaped the course of the war, and consider how and why the fighting came to an end when it did. These broad approaches will be supplemented with consideration of specific examples from around the world.

*Breadth Requirement:* Society and its Institutions (3)

### **HIS317H1S: 20th Century Germany**

R13-16

TBA

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)

### **HIS338H1F: The Holocaust, until 1942**

F10-12

TBA

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.



*Exclusion:* HIS388Y1/HIS398Y1/HIS338H5

*Prerequisite:* Completion of 6.0 FCE

*Breadth Requirement:* Society and its Institutions (3)

### **HIS338H1S: The Holocaust, from 1942**

F10-12

TBA

Follows on 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.

*Exclusion:* HIS338Y1/HIS361H5

*Prerequisite:* Completion of 6.0 credits and HIS338H1

*Breadth Requirement:* Society and its Institutions (3)

### **HIS351H1S: The Soviet Union and After**

T17-19

TBA

A survey of the history of Twentieth-Century Russia, from the collapse of the Russian Empire and the establishment of the Soviet Union through to the end of the Cold War and the establishment of a new Russian Federation. The social, economic, and political developments of the era are emphasized.

*Exclusion:* HIS351Y1/ HIS351H5

*Prerequisite:* HIS250Y1

*Breadth Requirement:* Society and its Institutions (3)

### **HIS364H1S: From Revolution to Revolution—Hungary Since 1848**

W9-11

Robert Austin

This course offers a chronological survey of the history of Hungary from the 1848 revolution until the present. It is ideal for students with little or no knowledge of Hungarian history but who possess an understanding of the main trends of European history in the 19th and 20th

centuries. The focus is on the revolutions of 1848-1849, 1918-1919, the 1956 Revolution against Soviet rule and the collapse of communism in 1989. The story has not been invariably heroic, violent and tragic.

*Prerequisite:* A 100 level HIS course

*Breadth Requirement:* Society and its Institutions (3)

**HIS437H1F: Telling Lies About Hitler  
Frauds and Famous Feuds Among German Historians**

M11-13

James Retallack

Examines historiographical controversies and their public reception. Topics include the forged Hitler diaries, the David Irving trial, German responsibility for 1914, Daniel Goldhagen's "eliminationist" thesis, Auschwitz as an "Asiatic deed," Wehrmacht complicity in the Holocaust and retrospective films about East Germany.

*Prerequisite:* HIS317H1/HIS330H1 or permission of the instructor

*Breadth Requirement:* Society and its Institutions (3)



**NMC104H1S: The Biblical World**

MW11-12

Laura Hare

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)

**NMC252H1S: Hebrew Bible**

W15-17/ONLINE

Robert Holmstedt

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.

*Breadth Requirement: Creative and Cultural Representations (1)*

**NMC278H1F: Introduction to the Modern Middle East**

R11-13

Adrien Zakar

The emergence of modern states in the Middle East, against a background of empire, world wars, and national and religious movements. Students will learn why the modern map looks the way it does, and how Middle Eastern peoples' self-identifications have changed over the past 200 years. *Breadth Requirement: Society and its Institutions (3)*

**NMC284H1F: Judaism and Feminism—Legal Issues from Menstruation to Ordination**

R11-13

TBA

Agitation for change exists in religious practice worldwide in areas of access, status, inclusion, and egalitarianism. Traditional religion is often in conflict with egalitarian modernity. This sometimes results in difficulties with religious identification. This course will explore the interaction between feminism and Judaism. We will examine how Jewish law (halakhah) sometimes conflicts with ideas of egalitarianism particularly in legal disabilities for women such as divorce, lack of access to high-level Torah study, and discrimination in public religious roles. The traditional exemption of women from the obligation of Torah study had great impact on women's religious responsibility and status. Various movements within Judaism competed in efforts to resolve these difficulties. In this course we will consider to what extent inclusion and egalitarianism have become complementary to traditional Judaism.

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

**NMC330H1F: King David—Musician, Monarch, or Murderer**

M15-17

Jeremy Schipper

For many people, King David is one of the most beloved characters in the Bible. But where did our ideas about David come from? Was he a brilliant poet who wrote many of the Psalms, a youthful champion who defeated the giant Goliath or as a ruthless monarch capable of killing

his political opponents? This course will explore attempts to reconstruct the historical David from various biblical texts, comparable ancient literature, and what historians know (and don't know) about the time in which his story is set. All readings will be in English. No knowledge of Hebrew is required.

*Prerequisite:* 4.0 credits at the 200-level

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

### **NMC386H1S: Muslims, Christians, and Jews in the Ottoman Empire**

T13-15

Milena Methodieva

Although ruled by a Muslim dynasty and frequently characterized as an Islamic empire, the Ottoman state was inhabited by diverse religious and ethnic populations, many of them non-Muslim. This course examines how the Ottoman Empire governed and organized its subjects, Muslims and non-Muslims alike, of various ethnic backgrounds. It explores the relations among these communities and their interactions with the state, raising questions about tolerance, co-existence, conflict, loyalty, and identity. By looking into a selection of topics from the wide territorial span of the Ottoman Empire (Anatolia, the Balkans, and the Arab Middle East) the course seeks to provide insights into the organization, functioning, and transformation of a multi-confessional state and society in the premodern and modern eras.

*Breadth Requirement:* Society and its Institutions (3)

### **NML155H1F: Elementary Modern Hebrew I**

MW 11-13

Yigal S. Nizri

See MHB155H1 in Religion.

*Breadth Requirement:* Creative and Cultural Representation(1)

### **NML156H1S: Elementary Modern Hebrew II**

MW 11-13

Yigal S. Nizri

See MHB156H1 in Religion.

*Breadth Requirement:* Creative and Cultural Representation(1)

### **NML250Y1Y: Introductory Biblical Hebrew**

M9-11, W 9-10

Laura Hare

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**

MW15-17

TBA

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

*Prerequisite:* MHB156H1/ NML156H1

*Breadth Requirement:* Creative and Cultural Representations (1)

**NML256H1S: Intermediate Modern Hebrew II**

MW15-17

TBA

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

*Prerequisite:* NML255H1/ MHB255H1

*Breadth Requirement:* Creative and Cultural Representations (1)

**NML350H1F: Intermediate Biblical Hebrew I**

MW 11-13

Laura Hare

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

*Prerequisite:* NML250Y1

*Breadth Requirement:* Creative and Cultural Representations (1)

**NML351H1S: Intermediate Biblical Hebrew II**

MW 11-13

TBA

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:* NML350H1

*Breadth Requirement:* Creative and Cultural Representations (1)

**NML355H1F: Advanced Modern Hebrew I**

MW18-20  
Yigal S. Nizri

*Exclusion:* OAC Hebrew, MHB355H1

*Prerequisite:* MHB256H1/ NML256H1

*Breadth Requirement:* Creative and Cultural Representations (1)



**PHL310H1S: The Rationalists and the Problem of Evil**

TR12-13:30

Michael Rosenthal

This course will examine how early modern philosophers understood the nature of evil and suffering. We will explore the medieval background to the early modern debates on evil, briefly examining key sources such as Augustine, Aquinas, and a few of their later interpreters. We will then consider how some of rationalists—like Descartes, Spinoza, Leibniz, and Malebranche—understood the problem. But we will also read some less well-known figures like Ann Conway and thinkers who were far more skeptical—like Blaise Pascal and Pierre Bayle. In the last part of the course, we will read the debates among eighteenth century philosophers, some of whom mocked the pretensions of the rationalists, such as Voltaire, and others, including Rousseau and Kant, who attempted a new explanation of evil that focused less on God and more on human nature.

*Exclusion:* PHLC35H3

*Prerequisite:* PHL210Y1, 7.5 courses (in any field) with at least 1.5 in philosophy

**PHL338H1F: Jewish Philosophy**

TR12-13:30

Michael Rosenthal

The purpose of this course is to provide an overview of some of the central questions and themes in Jewish thought and philosophy. After having discussed the problem of the relation between reason and revelation, we shall proceed topically, examining such central issues as proofs for the existence of God, the nature of miracles, the problems of free will and evil, the

nature of Jewish identity, the role of Israel in Jewish life, and questions of Jewish ethics and politics. We will discuss many canonical texts and modern critiques of these views. We will ask whether catastrophic modern events, such as the Holocaust, might force us to re-evaluate the answers to central philosophical questions of religious belief formulated in earlier times. We will focus on the role of reason in Jewish life but also consider skeptical perspectives such as mysticism and gender critiques.

*Prerequisite:* 7.5 FCE (in any field) with at least 1.5 in philosophy

**PHL402H1S: Seminar in Early Modern Philosophy**  
**Religious Toleration in the Enlightenment**

W 15-18

Michael Rosenthal

What is the proper relation between reason and revelation, philosophy and theology, church and state? What is the justification and extent of religious toleration? This seminar will examine three thinkers whose views answer these questions and defined the contours of modern liberal culture. We will first read Spinoza's intervention in the disputes that roiled the Dutch state in the 17th century, the *Theological-Political Treatise* (1670). Then we will turn to Moses Mendelssohn's text, *Jerusalem or on Religious Power and Judaism* (1783), which was central to the 18th century German Enlightenment and the possibility of Jewish emancipation. Finally, we will read Kant's *Religion within the Boundaries of Mere Reason* (1793). Advanced discussion of the principal figures and themes in the philosophy of the 17th and/or 18th centuries.

*Prerequisite:* PHL210Y1, 4.0 credits in philosophy



**POL377H1F [Topics in Comparative Politics I]:**  
**Becoming Israel—War, Peace, and the Politics of Israel's Identity**

T11-13

Olga Talal

This course will focus on Israel's balancing act between two competing objectives, one seeking to fulfill the Zionist vision and entrench "Jewishness" within the state and the other seeking to establish democratic institutions and procedures. Since independence, Israel's official ideology, Zionism, has been shaping the state's economic, political, demographic, and security policies, designed to advance the interests of the Jewish population in Israel. The Palestinian

Arab citizens of Israel fall outside the sociological boundaries of the Jewish nation and present a challenge to nation-building. At the same time, Israel's commitment to democratic principles and procedures entails guaranteeing the rights and freedoms of Palestinian Arab citizens. In this course, students will explore the most salient manifestations of the tensions between Israel's commitment to democracy and Zionism, familiarize themselves with the debates about Israel's political regime, institutions, and society, and develop their positions on these divisive debates.

*Breadth Requirement:* Society and its Institutions (3)

### **POL377H1S [Topics in Comparative Politics I]: Israel's Modern Tribes**

T17-19

Oded Oron

In June 2015, Israel's President Reuven Rivlin gave a speech at the annual Herzliya Conference discussing the social and political schisms in modern Israeli society. Rivlin detailed the changes to Israel's population makeup and how it could harbinge severe economic and social issues that will threaten the future of the Jewish state and bring about a "new Israeli order". This course reviews and analyzes the characteristics, political, and social transformation experienced by each group and how it fits into the fabric of Israeli society. Over the years winds of change and collective claims stirred the Israeli "melting pot" and created new realities that exposed early societal cleavages. Throughout the course students will gain a deep understanding of these core issues in modern Israel by analyzing the socio-political cleavages as well as opportunities for integration and compromise between the "new tribes" that make up modern Israeli society.

*Breadth Requirement:* Society and its Institutions (3)

### **POL378H1F [Topics in Comparative Politics II]: Israeli-Palestinian Conflict**

T17-19

Oded Oron

The Israeli-Palestinian conflict is one of the most intractable and multifaceted protracted conflicts in modern times with flare-ups of violence between its various actors continuing to claim lives and to threaten wider war. This course will survey the main political junctions in the conflict and will connect them to their reincarnations in contemporary times. We will study all of this, exploring the conflict's many layers and relating it to broader International Relations and sociological concepts from the emergence of the conflict's political fault lines during Ottoman times through the establishment of a Jewish state and its continued modern-day development. The course will include cultural products relating to both societies, including movies, clips, songs and forms of art and cultural representations.

*Prerequisite:* 1.0 credit in POL/ JPA/ JPF/ JPI/ JPR/ JPS/ JRA courses

*Breadth Requirement:* Society and its Institutions (3)



## **POL378H1S [Topics in Comparative Politics II]:**

### **Jews and Power**

R15-17

Olga Talal

The rich human fabric comprising contemporary Israeli society is divided along multiple identity-based lines. It is divided nationally (between Jews and Palestinian Arab citizens of Israel), religiously (between religious and secular Jews, Muslims and Christians), and ethnically (between Ashkenazi and Mizrahi Jews). Other salient identity markers separate new immigrants from the older ones and city dwellers from residents of peripheral areas - within state borders and outside them, located in Israeli settlements in the occupied territories. In this course, students will learn about the complex web of cross-cutting identities within Israeli society and how these identities are (re)shaped by power. We will pay special attention to the interrelations of political power, identity politics, and public policy in Israel.

*Prerequisite:* 1.0 credit in POL/ JPA/ JPF/ JPI/ JPR/ JPS/ JRA courses

*Breadth Requirement:* Society and its Institutions (3)



## **RLG107H1S: It's the End of the World as We Know It**

W11-13

Anne-Marie Fowler

Throughout history, many religious movements have envisioned the end of the world. This course will explore the ways in which different religious movements have prepared for and expected an end time, from fears, symbols, and rituals to failed prophecies and social violence. By examining traditions such as Jewish and Christian apocalyptic texts through to fears of nuclear apocalypse and zombies, the course seeks to understand the ways in which ancient and modern claims of “the end” reflect the aspirations, anxieties, and religious concerns of communities.

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

## **RLG195H1F: Alt-Bible—What Could Have Been**

R11-13

John Marshall

Why does our contemporary Bible not include any daughters for Adam and Eve or any stories of Jesus as a young boy? What if Enoch was more prominent than Moses or Thomas more

prominent than Paul? "The Bible" that we have is not a single book or a simple collection, but something that has grown over time, been the object of contention and argument, and has sometimes been a common ground across traditions. We examine side-by-side writings that have become canonical and writings that once held authority but have not found widespread canonical status, and strive to understand the processes by which we ended up with "the Bible" we have today. Restricted to first-year students. Not eligible for CR/CNR option.  
*Breadth Requirement: Creative and Cultural Representations (1)*

**RLG202H1S: Judaism**

T17-19/ONLINE

Naomi Seidman

An introduction to the religious tradition of the Jews that explores key themes as they change from ancient times to today. The set of themes will include: the Sabbath, Study, Place, Household, Power. Each year will focus on one theme. We will read holy texts, modern literature, history, ethnography, and philosophy, covering each theme in a range of genres and across the diverse span of Jewish experience.

*Exclusion: RLG202H5, RLG202Y1*

*Recommended Preparation: RLG100Y1/RLG200H1/RLG208Y1.*

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

**RLG209H1F: Justifying Religious Belief**

F11-13

Sol Goldberg

Beliefs typically characterized as “religious” concern such things as the existence and nature of the deity, the afterlife, the soul, miracles, and the universe’s meaningfulness, ultimate purpose, or interest in the distribution and realization of justice. Common to these and other religious beliefs is that they lack empirical evidence to support them – at least so say religious skeptics. They insist that rational beliefs require justification and that justification comes from perceptions anyone could have or solid scientific reasoning. Anyone who harbors religious beliefs thus violates a basic epistemic responsibility. How might people who hold – and want to continue to hold – religious beliefs respond to these accusations and doubts? The course examines these basic epistemological and moral challenges to religious belief as well as the various strategies available to religious believers who are confronted with such demands for justifications. By doing so, we will aim to understand better whether religious beliefs of various sorts could count as rational, whether reasonable people might disagree with each other about the very nature of reality and morality, and whether anyone who falls short of common intellectual and social ideals of rationality and reasonableness ought to be tolerated.

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

**RLG321H1F: Women and the Hebrew Bible**

T9-11

Nyasha Junior

This course provides a critical examination of the Hebrew Bible (sometimes called the Old Testament) with an emphasis on women characters. It examines the historical and literary contexts of Hebrew Bible texts and engages diverse methods of contemporary biblical scholarship with particular attention to issues of gender. All readings will be in English. No knowledge of Hebrew is required.

*Prerequisite:* Completion of 4.0 credits

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

### **RLG327H1S: Hospitality and Ethics in Judaism, Christianity, and Islam**

R11-13

Harry Fox

Refugee crises in modern times have raised questions concerning what degree of hospitality is owed the stranger or foreigner whose motivation is a new, safe, and secure home rather than being treated as a guest passing through on a time-limited visa. Jacques Derrida's ideas of both conditional hospitality (e.g., tourists) and unconditional hospitality (e.g., strangers) need to be explored from the perspective of philosophical and ethical traditions including Jewish, Christian, and Muslim ethics.

*Prerequisite:* Completion of 4.0 credits

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

### **RLG338H1S: Religion and Religiosity in Israel/Palestine**

R18-20

Yigal S. Nizri

Focusing on present-day Israel/Palestine, this interdisciplinary course is intended for students interested in exploring a wide range of theoretical questions and examining their applicability to the study of sites, texts, rituals, and politics in the region. We will address the history of the land's consecration from Jewish, Christian, and Muslim perspectives. Students will analyze specific sites associated with religious congregations and ritual practices, and study them within their local and regional contexts. Looking at the complex relationships between religious-political movements and institutions within Jewish and Muslim societies, we will delve into various attempts to secularize (and theologize) Jewish and Palestinian communities and their discontents. Rather than providing the typical emphasis on conflict, the course is a journey into the history and present of the land and its diverse communities.

*Prerequisite:* Completion of 4.0 credits

*Breadth Requirement:* Society and its Institutions (3)

### **RLG341H1F: Dreaming of Zion—Exile and Return in Jewish Thought**

W10-12

Kenneth Green

An inquiry into the theme of exile and return in Judaism, often called the leading idea of Jewish religious consciousness. Starting from Egyptian slavery and the Babylonian exile, and culminating in the ideas of modern Zionism, the course will examine a cross-section of Jewish thinkers--ancient, medieval, and modern.

*Prerequisite:* Completion of 4.0 credits

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

**RLG343H1S: Kabbala—A History of Mystical Thought in Judaism**

W10-12

Kenneth Green

A historical study of the Kabbala and the mystical tradition in Judaism, with emphasis on the ideas of Jewish mystical thinkers and movements.

*Prerequisite:* Completion of 4.0 credits

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

**RLG346H1F: Time and Place in Judaism, Christianity, and Islam**

R11-13

Harry Fox

Judaism, Christianity, and Islam each have their own sets of prayer times, frequency of prayers and their locations such as home, synagogue, temple, church or mosque. They have completely different calendrical systems. Holiness is also connected to geographical locations, which often serve as destinations of pilgrimage. This course will examine linear and cyclical times and the concepts of holiness in time and place by looking at primary sources in translation. We will investigate the persistence of holy places, how their names continue, and how gender issues are part of the jurisdictional politics of disputes over place and time.

*Prerequisite:* Completion of 4.0 credits

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

**RLG435H1S: The Thought of Leo Strauss**

W14-16

Kenneth Green

The philosophic thought of Leo Strauss approached through his writings on modern Judaism. Primarily addressed will be the mutual relations between philosophy, theology, and politics. Among other topics to be dealt with: origins of modern Judaism, Zionism, liberal democracy, and biblical criticism; meaning of Jerusalem and Athens; cognitive value in the Hebrew Bible.

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

**HEBREW LANGUAGE LEARNING COURSES**

### **MHB155H1F: Elementary Modern Hebrew I**

MW11-13

Yigal S. Nizri

This course is designed for students with little or no experience in Hebrew. As such, it offers intensive training in the basics of 4 language skills: reading, writing, speaking and listening. Students will be able to recognize the Hebrew verb system's fundamental structures, learn its primary forms, and acquire the necessary basic vocabulary for everyday conversations. We will focus on reading: easy dialogues, passages without vowels, and short texts in simple Hebrew. Writing: short dialogues and paragraphs. Conversation: simple dialogues and stories. Comprehension: listening to short stories and recorded conversations.

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

*Breadth Requirement:* Creative and Cultural Representations (1)

### **MHB156H1S: Elementary Modern Hebrew II**

MW11-13

Yigal S. Nizri

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

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

*Prerequisites:* MHB155H1/ NML155H1 permission of the instructor based on previous language knowledge

*Breadth Requirement:* Creative and Cultural Representations (1)

### **MHB255H1F: Intermediate Modern Hebrew I**

MW15-17

TBA

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

short stories in easy Hebrew. (5) Grammatical Skills: Completing the syntactic study of verb conjugation in different tenses.

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

*Prerequisites:* MHB156H1/ NML156H1 or permission of the instructor based on previous language knowledge

*Breadth Requirement:* Creative and Cultural Representations (1)

### **MHB256H1S: Intermediate Modern Hebrew II**

MW15-17

TBA

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

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

*Prerequisites:* MHB255H1/ NML156H1 or permission of the instructor based on previous language knowledge

*Breadth Requirement:* Creative and Cultural Representations (1)

### **MHB355H1F: Advanced Modern Hebrew I**

MW18-20

Yigal S. Nizri

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

*Exclusion:* OAC Hebrew/ NML355Y1

*Prerequisites:* MHB256H1/ NML255Y1 or permission of the instructor based on previous language knowledge

*Breadth Requirement:* Creative and Cultural Representations (1)

**RLG412H1F: Academic Modern Hebrew I עברית אקדמית א**

MW15-17

Yigal S. Nizri

הקורס **עברית אקדמית א** מחייב שליטה גבוהה בשפה העברית, והוא נועד לתלמידים ותלמידות עם ידע קודם בעברית (דקדוק ותחביר) המעוניינים להעמיק ולחזק את יסודות השפה. הקורס יתמקד בהבנת הנקרא ובפיתוח ההבעה והעושר הלשוני בעל-פה ובכתב. הטקסטים הנלמדים בקורס עוסקים בנושאים כמו משפחה, זיכרון, מיתוסים בחברה הישראלית ומדע. הקורס יתנהל כולו בעברית.

**RLG411H1S: Academic Modern Hebrew II עברית אקדמית ב**

MW15-17

Yigal S. Nizri

הקורס **עברית אקדמית ב** מהווה המשך ישיר והשלמה לקורס **עברית אקדמית א**. עם סיום הקורס יוכלו הסטודנטים להתמודד עם טקסטים עבריים עכשוויים שאינם ספרותיים: מאמר דעה בעיתון, מחקר אקדמי, בלוג עברי, מסמך משפטי וכיוצא בזה. חלק נכבד בקורס יוקדש למחקר, פיתוח וכתיבה של עבודה אקדמית בעברית, ברמה גבוהה, בנושא המחקר של התלמיד/ה. הקורס יתנהל כולו בעברית.



Slavic Languages & Literatures  
UNIVERSITY OF TORONTO

**SLA199H1F: Invisible Kingdom, Imaginary Space**

T13-15

TBA

The Central European Region of Galicia gave rise to a remarkable array of literary representations -- Austrian, Jewish, Polish, and Ukrainian -- animating fantastic creatures, powerful myths, deviant pleasures, and sublime stories. Bruno Schulz created shimmering peacocks, Leopold von Sacher-Masoch seized ecstasy through pain, and Ivan Franko investigated the effects of avarice and social decay.

*Breadth Requirement: Creative and Cultural Representations (1)*

**wSLA268H1F: Cossacks!**

W13-15

TBA

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)*

**SLA318H1F: City of Saints and Sinners—Kyiv through the Centuries**

R11-13

TBA

Captivating and elusive: the “new Jerusalem,” Yehupets, a “Slavic Pompeii” and frontier city. This course examines Kyiv through works of literature, visual arts, architecture, and popular culture that reveal Ukrainian, Russian, Jewish, and Polish versions of the city. Gogol, Sholem Aleichem, Bulgakov, Vynnychenko, and many others. Taught in English, all readings in English.

*Breadth Requirement: Creative and Cultural Representations (1)*



UNIVERSITY  
COLLEGE



**CDN280H1F: Canadian Jewish History**

R11-13

TBA

This course focuses on initial settlement patterns of Jews in Toronto and elsewhere, community growth including suburbanization, and contemporary challenges such as anti-Semitism and assimilation.

**CDN380H1S: Socio-Cultural Perspective of the Canadian Jewish Community**

T11-13

TBA

This course examines: the relationship between prominent Canadians who happen to be Jews and those whose works are founded in Jewish identity; the diversity of the community on the basis of religion, language, class, ideology, etc.; contributions to the arts and scholarship; and the role and contribution of Jewish women.

*Breadth Requirement: Creative and Cultural Representations (1)*

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**Scholarship and Prizes Offered by the Anne Tanenbaum Centre for Jewish Studies**

Each year, thousands of awards are given to undergraduate students by the University of Toronto. The Anne Tanenbaum Centre for Jewish Studies is especially proud to be offering over 20 scholarships this year for our undergraduate students. Please see below for a brief description of the scholarships and awards we are offering this academic year. Most ATCJS scholarship are in-course scholarships, which means that students enrolled in a Jewish Studies program are automatically considered for the scholarships and do not need to submit any application. If you have specific questions, please email ATCJS Business Officer Galina Vaisman ([jewish.studies@utoronto.ca](mailto:jewish.studies@utoronto.ca)).

| Award Name                                  | Award Details                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Bebe and Samuel Ciglen Student Award</b> | 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. |

| Award Name                                                          | Award Details                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Samuel Cukier Memorial Prize</b>                                 | 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.                                                                                                                                                                                                         |
| <b>Fania and Aron Fainer Prize in Yiddish</b>                       | Established through the gifts from 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.                                                                                                          |
| <b>E.G. Clarke Scholarship in Biblical Hebrew</b>                   | Established through a generous donation from Mary and Ted Lutz. Awarded to the student with the highest standing in Biblical Hebrew.                                                                                                                                                                                                                                                                   |
| <b>Abraham Isaac Silver Scholarship in Jewish Studies</b>           | 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.                                                                                                                                                                                                       |
| <b>Anshel Wise Scholarship</b>                                      | 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 ATCJS Undergraduate Handbook. Preference will be given to students who are enrolled in the Specialist or Major program in Jewish Studies. |
| <b>Hershel William Gryfe Memorial Scholarship in Jewish History</b> | Established through a generous donation from 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.                                                                                                                                                                                           |
| <b>Mitzi Burke Memorial Scholarship in Jewish Studies</b>           | 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.                                                                                                                                                                                                                            |
| <b>Percy Matenko Scholarship in Yiddish</b>                         | Established through gifts from the family and friends of Percy Matenko. Awarded to an outstanding student with the highest achievement in Yiddish.                                                                                                                                                                                                                                                     |

| Award Name                                                           | Award Details                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sara Friede-Miransky Memorial Bursary in Yiddish Studies</b>      | Established by the donations from 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.                                                                                                                                                                    |
| <b>Andrea and Charles Bronfman Student Awards in Israeli Studies</b> | Awarded to a senior undergraduate (3rd or 4th year) 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. <u>Apply</u> to the Faculty of Arts and Science Student Awards Committee.                                                               |
| <b>Anne (Medres) Glass Memorial Scholarship in Yiddish</b>           | Established by Professor Irving Glass, Institute of Aerospace Studies, and supported by the friends and colleagues in memory of Anne (Medres) Glass. Awarded to an outstanding student with particularly high achievement in Yiddish.                                                                                                                                                        |
| <b>Ben Kayfetz Scholarship</b>                                       | 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.                                                            |
| <b>Robert Ross Scholarship in Jewish Studies</b>                     | Established through the generous donation of Mr. Robert Ross. Awarded to one or more students in a major/minor or specialist program in Jewish Studies based on performance in third year.                                                                                                                                                                                                   |
| <b>Bella and Solomon Shek Award in Yiddish Studies</b>               | 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, 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. |
| <b>Tanenbaum Scholarship in Jewish Studies</b>                       | Established by the Tanenbaum Enhancement Fund. Awarded to outstanding students enrolled in any program in the Anne Tanenbaum Centre for Jewish Studies.                                                                                                                                                                                                                                      |

| Award Name                                                                                          | Award Details                                                                                                                                                                                                                                                                                                                                   |
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| <b>Upper Canada Lodge B'nai Brith Scholarship in Canadian Jewish Studies</b>                        | 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.                                                                                                                                                      |
| <b>Dr. Fred Weinberg Memorial Scholarship in Jewish Studies</b>                                     | Established through the generous donations from 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.                                                                                         |
| <b>T. J. Meek Prize in Hebrew Syntax</b>                                                            | Established through a gift of the late Professor T.J. Meek. Awarded to a student submitting the best essay in an aspect of Hebrew syntax. Apply to the Department of Near and Middle Eastern Civilizations by March 1.                                                                                                                          |
| <b>Ziedenisberg Family Undergraduate Awards</b>                                                     | Established through the generous donation of Gerald Ziedenisberg 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. |
| <b>Kideckel Robbins / Harry &amp; Sarah (Sadie) Kideckel Memorial Scholarship in Jewish Studies</b> | 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.                                                                                                                                           |
| <b>Marsha Kideckel and Larry Robbins Scholarship in Jewish History</b>                              | Established through a generous donation from Marsha Kideckel and Larry Robbins. Awarded to an undergraduate student enrolled in a degree program in the Department of History who has taken a course in Jewish History.                                                                                                                         |
| <b>Gerald W. Schwartz Scholarship in Israeli Studies</b>                                            | Established through the generous donations from 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.                                                    |

| Award Name                                           | Award Details                                                                                                                                                                                                                                                                                                                            |
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| <b>Sara Ginaite Scholarship in Holocaust Studies</b> | Established through the generous donation of the family of the late Sara Ginaite. For outstanding academic achievement by a student in HIS338H1 “The Holocaust, to 1942” and/or HIS361H1 “The Holocaust, from1942”.                                                                                                                      |
| <b>Oscar Yolles Bursary in Jewish Studies</b>        | The Oscar Yolles Bursary is awarded to full time students enrolled in a Jewish Studies Program demonstrating Financial Need. Financial Need is assessed through eligibility for OSAP and eligibility for University of Toronto Financial Aid (UTAPS). Information about UTAPS eligibility can be found on <a href="#">this website</a> . |