

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

**2022-2023
Graduate
Course Handbook**



Anne Tanenbaum Centre for Jewish Studies
UNIVERSITY OF TORONTO

מרכז למדעי היהדות

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GRANOVSKY-GLUSKIN GRADUATE COLLABORATIVE PROGRAMS IN JEWISH STUDIES

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

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

Application to the Collaborative Programs

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

Participating Degree Programs

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

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

MA Program Requirements

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

MMSt Program Requirements

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

JD Program Requirements

- CJS1000H1: Completion of the core methods seminar in Jewish Studies. This seminar will introduce students to the different disciplines, methods, and approaches within Jewish Studies.
- One course listed in the CJS Graduate Handbook at some point during their law school course work.
- One paper presentation during the course of their law degree at the annual Schwartz-Reisman Graduate Student Conference in Jewish Studies.

PhD and DMA Program Requirements

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

GRADUATE COURSE DESCRIPTIONS BY DEPARTMENT

ANNE TANENBAUM CENTRE FOR JEWISH STUDIES

CJS1000H1Y Jewish Studies Masters Seminar (“Core Methods”)

M16–19/IN PERSON

D. Bergen, M. Schulz

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

M16–19/IN PERSON

D. Bergen, M. Schulz

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

ANT6014H1F Media and Mediation

R10-13/IN PERSON

A. Paz

This reading-intensive seminar focuses on anthropological approaches to the process of mass mediation, with specific reference to critical theories of technology and semiotics. The course combines “classic” theoretical texts drawn from a range of disciplines with more empirical accounts of how communicative processes are integral to large-scale social formations, and how such processes influence our current understanding of mass politics, publicity, “big data,” racialization, militarization, digitalization. This year, the course will focus in particular on considering the information regime of imperial and colonial formations. Placing our understanding of media technologies within the more encompassing concept of mediation, this course asks what ethnographic or cultural accounts can offer to the interdisciplinary field of media studies.

ANT6032H1S Advanced Research Seminar II: Anthropology of Global Europe
M15-17/IN PERSON

I. Kalmar

The course explores current and historical trends in study of Europe by anthropologists and other social scientists. The focus is on the countries and regions of the European Union as well as prospective members such as Ukraine. Major topics include core-periphery relations between the more and less powerful regions of Europe; race and racialization within Europe and in Europe's geopolitical relations, especially with its former colonies; migration and other demographic issues; and anthropological approaches to challenges to democratic governance.

DEPARTMENT OF ART HISTORY

FAH1123H1F Art of the Medieval Book

W13-16/IN PERSON

A. Cohen

This seminar investigates a wide range of questions related to the use and function of imagery in medieval books. What are the origins of medieval book illustration in the transition from roll to codex; what kinds of books were typically illustrated—and how; who conceived of the complex pictorial programs found in medieval manuscripts, and how did these programs function? Issues of patronage, audience and reception are central to this seminar, which focuses on specific case studies of manuscripts from throughout Europe dating from the late antique period until the advent of printing.

Time period: Medieval Geographic region: Western

CENTRE FOR COMPARATIVE LITERATURE

COL5086H1S Literature, Culture and Contact in Medieval Iberia

M15-17/IN PERSON

J. Ross

This course will examine the dynamics of cultural exchange between Muslims, Jews and Christians in medieval Iberia as manifested in the literatures produced by each group. Beginning with an introduction to theories of alterity and postcolonialism and their relevance to the medieval past, the course, through readings of Hebrew (in translation), Arabic (in translation) and Castilian literary sources will consider the way 'others' are represented, as well as the ways in which cultures come into contact in these texts through adaptation or hybrid literary forms. The course will move from Islamic Spain where cultural cross-fertilization produced such innovative, hybrid forms of poetry as the muwashshahat in Arabic with their accompanying Romance jarchas, and Jewish poets like Todros Abulafia who struggled to define himself and his writing within the dominant Arabic literary culture, to Christian Spain where the complex models of literary translation and transmission placed Arabic models at the centre of European

intellectual culture. The course will follow the trajectory of Spanish history as Muslims and Jews were assimilated, converted or expelled by exploring the dynamics of conversion in poetry written by converted Jews in the 15th century and the domestication of the 'other' in such 16th-century Castilian texts as the *Abencerraje*. In addition to texts already mentioned, other readings may include Shem Tov's *Moral Proverbs*, selections from the romances, and Juan Manuel's *El conde Lucanor*. A reading knowledge of Spanish is required.

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

CENTRE FOR DIASPORA AND TRANSNATIONAL STUDIES

JCD5135H1F Race Politics and Jewishness

R10-12/ IN PERSON

N. Seidman

This course will trace the complicated history of Jewish racialization from the Spanish conception of *limpieza de sangre* ("the cleanness of blood") to the "whitening" of (some) Jewish Americans and Jewish racial positioning today; we will also follow the tensions and coalitions of Jews and other racialized others, including Indigenous peoples, Palestinians, and Black, paying particular attention to Jewish-Black relations from the slave trade to the labor movement, the Women's March, and Black Lives Matter. Alongside these historical studies, we will collaboratively build a theoretical apparatus for understanding the often-charged nexus between Jewish Studies and Critical Race Theory, reading Max Weinreich's mobilization of the W.E.B. Du Bois's "double consciousness", Frantz Fanon's dialogue with Sartre's *Anti-Semite and Jew*, the controversy around Nadia Abu El-Haj's *The Genealogical Science*, and Jewish responses to Frank Wilderson III's *Afropessimism*. We will watch Al Jolson's 1927 *The Jazz Singer* and Anna Devereaux Smith's 1992 *Fires in the Mirror*, and read early-twentieth-century Yiddish anti-lynching poetry, Toni Morrison's 1977 *Song of Solomon*, and Philip Roth's 2000 *The Human Stain*.

CENTRE FOR EUROPE, RUSSIAN AND EURASIAN STUDIES

ERE1175H1F – One Hundred Years of Cultures of Refugees in Europe, 1918-2022

W12-14/IN PERSON

A. Shternshis

The twentieth century has sometimes been referred to as a “century of Refugees”. Today, there are over seventy million refugees in the world. As a result of World War I, the Russian Revolution, the Spanish Civil War, World War II, the Soviet invasion of Afghanistan, the collapse of the Soviet Union and the Eastern Bloc, the Syrian civil war, the Russian War on Ukraine and many other turbulences of the past hundred years, refugees become an important part of European culture. This course will examine works of literature, music, theatrical plays and journalistic writing produced by European refugees. The goal of the course is to discuss how refugees made sense of their experience during the past hundred years.

DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

GER1050H1F Methods in Yiddish Studies

T13-15/IN PERSON

A. Shternshis

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 both in Yiddish (reading) and English (discussion), the students are trained 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, Itzhok Perets, Dovid Bergelson, Yankev Gladshtein, and others.

DEPARTMENT OF HISTORY

HIS1001H1S Topics in History: The Fascist Challenges in Europe: 1918 – 1945

T10-12/ IN PERSON

T. Hof

“The Fascists have taken over the government in Italy by a coup d’état. If they are able to stay in power, this is a historical event which has not only unpredictable consequences for Italy but for Europe also”. These words were written by the German diplomat and writer Harry Graf Kessler on 29th October 1922 one day after Benito Mussolini’s ‘March on Rome’. Kessler was proven right: With Mussolini began the triumphal march of fascism and the history of the ‘Fascist Challenge’ in Europe.

European Fascism was both a transnational and an international phenomenon. The term

transnational emphasizes the important fact that up until 1933 this was not so much a matter of relationships and interdependencies between states or state-run organizations. New interpretations instead focus on processes of exchange and learning, which were mostly performed outside of the main channels of intergovernmental communication.

After a short introduction into different theories on fascism the course will at first focus on national cultures of fascism. Thereby we will not only examine the regimes in Germany (1933-1945) and Italy (1922-1943/45), but also look at Spain, Eastern Europe, and less known fascist movements (e. g. in the UK, France, and the Low Countries) before we turn our attention to transnational fascist networks such as the informal fascist »International«. Furthermore, the fascist potential for violence and destruction, which became a horrific reality during the Second World War and the Holocaust, will be central to the seminar. Finally, we will look at selected topics which are essential to understand the functioning of fascist regimes in Europe such as the importance of representation and cult, the discourse and practice of 'social engineering', fascist ideas about the future as well as the role of culture and sport.

HIS1268H1F The Holocaust: History and Historiography

R12-14/IN PERSON

D. Bergen

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

HIS1287H1S (J) Polish Jews Since the Partitions of Poland (Joint HIS433H1)

R9-11/ IN PERSON

P. Wróbel

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 PHILOSOPHY

PHL 1111F Religious Tolerance (Required for and only available to first year PhD students)

T15-18/ IN PERSON

M. Rosenthal

One of the hallmarks of a liberal society is that it tolerates a variety of beliefs and ways of life. In this course we will examine the philosophical justifications of toleration from both a historical and contemporary perspective. First, we will examine ideas of toleration (and justifications of intolerance) in medieval and illiberal societies. Second, we will look at the rise of classically liberal justifications of toleration during early modern disputes over religion. We will consider the role of disputes among Christian sects, the precarious place of Jews, and the image of Islam. Third, we will discuss Enlightenment ideals of toleration and their critics. Finally, we will look at some contemporary philosophical discussions of toleration. Some of the questions we will ask are: What is toleration and how have conceptions of it changed over time? Are some justifications better than others? What are the limits of toleration? What is the place of toleration in a person's life and in the social order? Although we will focus on debates within Europe, we will conclude with looking at critiques of this perspective from outside the West, especially from India and the Muslim world.

LGC 1855S Critical Theory — The French-German Connection

W15-17/ IN PERSON

W. Goetschel

Description: This course examines central theoretical issues in critical theory, with particular attention to the role that the so-called Frankfurt School and its affiliates—such as Walter Benjamin, Siegfried Kracauer, Max Horkheimer, and Theodor Adorno—and others play in the context of modern German social and cultural thought. In France, thinkers like Michel Foucault and Jacques 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.

Breadth Requirement: HIS 20th century

DEPARTMENT OF NEAR AND MIDDLE EASTERN CIVILIZATIONS

SMB1101Y1Y Introductory Biblical Hebrew

MW9-11/ IN PERSON

L. 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)

SMB1102H1F Intermediate Biblical Hebrew

MW11-13/ IN PERSON

L. Hare

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

Prerequisite: SMB1101Y1

NMC1327H1S Themes in Midrash Aggadah

W17-19/ IN PERSON

H. Fox

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

NMC1317H1F Modern Hebrew Prose

W17-19/ IN PERSON

H. Fox

The course is designed to introduce the advanced student of Modern Hebrew to modern prose written primarily in what today is this state of Israel. To this end we spent two weeks looking at the motifs and styles available in contemporary children's literature with an eye to the use of biblical allusions. This then serves as background to a study of selections of short stories by the Nobel laureate Agnon. The conclusion of the course is an analysis of one of Agnon's major novels. Having mastered primary reading skills in prose literature, students will be introduced to postmodern literary analysis, misprision, anxiety of influence, and temporal cultural models. The course will be conducted in Hebrew and students are strongly urged to write their essays in Hebrew.

Prerequisites: Permission of instructor.

NMC1607H1S Legal Issues and Personal Status in Judaism: Constructions of Sexes, Genders, and Sexualities in Rabbinic Literature

R12-14/ IN PERSON

T. Meacham

Gender Issues and Jewish Law in Spring 2023 will cover Constructions of Sexes, Genders, and Sexualities in Rabbinic Literature. We shall deal with legal and biological definitions of sex and intersex in classical Jewish writings from Bible through rabbinic literature, legal codes, and modern Jewish approaches, including biomedical ethics on sex assignment. We shall examine texts dealing with the legal definitions of sex acts and their legal repercussions. Constructions of the very different male and female genders and rabbinic attempts to categorize the gender of an intersex will be studied. We shall examine various sexual acts: heterosexual, homosexual, bisexual, asexual, transsexual, intergenerational, and solitary sex in an attempt to discern the relationship of classical Jewish texts to them. Did these relationships constitute constructions of sexualities? The impact of cross-cultural influences on Jewish approaches to sex, gender, and sexuality will also be addressed.

NMC1110H1S Palestinian Targum

T12-15/ IN PERSON

T. Meacham

Selected texts in the Pentateuch beginning with narrative section in Genesis chapter 3 (Garden of Eden), followed by the legal sections in Deuteronomy 25 (levirate marriage) and Exodus 21 (abortion) will be studied using the following Targumim: Onkelos, Pseudo- Jonathan, and Neofiti. The Samaritan (transliterated into Hebrew letters) will be collated as additional references. Midrashic sources of Pseudo-Jonathan and Neofiti will be discussed. A comparative study of the Targumim will be made in reference to grammar, syntax, vocabulary, and translation strategies. Solid background in Biblical or Modern Hebrew, or Introductory Aramaic or experience with Eastern Aramaic from the Babylonian Talmud is required. Students will be taught to use the Comprehensive Aramaic Lexicon and become familiar with the relevant dictionaries and grammars.

NMC1102Y Jerusalem Talmud

W10-13/ IN PERSON

T. Meacham

This course introduces the student to the Jerusalem Talmud (y, Yerushalmi or Palestinian Talmud) which is the major amoraic legal compendium of the Land of Israel. Tractate Niddah has been chosen for representative study because of its unique situation as the only Talmudic Tractate in the Order of Purities and its evidence of the abrupt redaction and closure of the Tractate at the end of chapter 3. Recognition of the dialogic structure of the legal discussions concerning the Mishnah and its elucidation will be emphasized. Terminology, grammar and syntax of Western Aramaic will be learned with reference to parallels in the Babylonian Talmud. Use of the Bar Ilan Data Base will be demonstrated.

We will begin with Chapter 3 of Tractate Niddah which deal with spontaneous abortion, definitions of personhood of the fetus, uncertain products of conception, intersex fetuses and fetuses of indeterminate sex, fetal development and fetal malformations, and normal and breech births. Solid background in Biblical or Modern Hebrew is required.

DEPARTMENT FOR THE STUDY OF RELIGION

RLG3622H1S/RLG433H1S Maimonides and His Modern Interpreters

W2-4/ IN PERSON

K. Green

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

Texts: The main text will be Moses Maimonides, The Guide of the Perplexed, trans. Shlomo Pines (University of Chicago Press); Leo Strauss, Persecution and the Art of Writing.

RLG3610H1F / EMB5347H1F Wisdom in Second Temple Judaism

M13-15/ IN PERSON

J. Newman

In different years, this seminar treats either books (Job, Ben Sira/Sirach, Ecclesiastes, Wisdom of Solomon) or thematic aspects (creation, prayer, eschatology) of the wisdom tradition as it evolved in the period 333 BCE - 70 CE with an eye to the relationship of these books to the broader swath of sapiential traditions of the era, including the instruction literature from Qumran. In 2012, the focus will be on the book of Daniel and related prophetic and wisdom materials from the Dead Sea Scrolls and their significance for our understanding of the formation of the Bible. Seminar participation, seminar presentations, major paper. Requires working knowledge of Hebrew, Aramaic

RLG1005H1F – Jewish Studies Gateway Seminar

W10-12/ IN PERSON

N. Seidman

This gateway seminar will introduce students to the field of Jewish studies, both as an interdisciplinary academic formation and as a subfield of religious studies. It aims to provide students with a schematic account of the field's history and the major questions that have

animated research in it, as well as showcasing more recent or cutting-edge work. Students will gain familiarity with key research tools and methods and, at the end of the semester, will be able to construct a syllabus to teach Jewish studies at the introductory level.

RLG2020HH1F / RLG447H1F – Early Christianity, Ancient Judaism, Ancient “Magic”
W15-17/ IN PERSON

J. Marshall

Primary readings in curse tablets, grimoires, objects of ritual power, and literary accounts of socially marginal acts of ritual power, as well as of culturally approved acts of miracle. These will be coupled with readings in secondary literature on the methodological problem of “magic” as a category that often spans folk and academic domains as well as historical and critical scholarly literature on “magical” materials and related primary sources.

RLG3252H1S – Letter of James and Early Christian Wisdom
W9-12/ IN PERSON

J. Kloppenborg

An examination of key issues for the understanding of the letter of James: authorship, date, historical setting, genre, manuscript tradition, and attestation. The course situates James in the context of Second Temple Jewish wisdom literature of the Judaeen diaspora.