ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/4/12

1. ACADEMIC UNIT: School of Historical, Philosophical & Religious Studies

2. COURSE PROPOSED: JST 230 Introduction to Jewish Civilization 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: P. F. Lengel
   Phone: 7-7979
   Mail Code: 4302 E-Mail: pflengel@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE: A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
- Literacy and Critical Inquiry—L □
- Mathematical Studies—MA □ CS □
- Humanities, Fine Arts and Design—HU □
- Social and Behavioral Sciences—SB □
- Natural Sciences—SQ □ SG □

Awareness Areas
- Global Awareness—G □
- Historical Awareness—H □
- Cultural Diversity in the United States—C □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: □ No □ Yes; Please identify courses: HST 230, REL 230

Is this amultisection course?: □ No □ Yes; Is it governed by a common syllabus?

Elizabeth Langland, Interim Director
Chair/Director (Print or Type)
Date: 2/8/2012

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.
### Course Description:

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<tr>
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<th>General Studies</th>
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<td>JST 230</td>
<td><strong>Introduction to Jewish Civilization</strong></td>
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Overview of Jewish civilization from antiquity to the present. Answers the following questions: Who are the Jews? What do Jews believe? How did Jews interact with non-Jews? What was the lasting contribution of Jews to the world? In the attempt to answer these questions, provides the skills of being a good college student. Presents Judaism as an evolving civilization with an overarching distinctive culture but with a variety of subcultures and ethnic diversity. Presents the Jewish civilization through literature, films, music, and internet resources, with an overview of its complexity and diversity.

**Allow multiple enrollments:** No  
**Repeatable for credit:** No  
**Grading method:** Student

**Primary course component:** Lecture  
**Offered by:** College of Liberal Arts and Sciences - Historical, Philosophical & Religious Studies, Sch
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[H] CRITERIA**

**THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:**

<table>
<thead>
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<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tr>
<td>☒</td>
<td>☐</td>
<td>1. History is a major focus of the course. Syllabus and title page + tables of contents for required &amp; supplemental texts</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>2. The course examines and explains human development as a sequence of events. Syllabus and title page + tables of contents for required &amp; supplemental text</td>
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<tr>
<td>☒</td>
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<td>3. There is a disciplined systematic examination of human institutions as they change over time. Syllabus and title page + tables of contents for required &amp; supplemental text</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. Syllabus and title page + tables of contents for required &amp; supplemental text</td>
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**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
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<td>JST</td>
<td>230</td>
<td>Introduction to Jewish Civilization</td>
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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
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<tr>
<td>1</td>
<td>The course is arranged chronologically not merely for convenience of presentation, but to offer insights into the reasons for changes in Jewish religion, philosophy, culture and politics over the course of their long history.</td>
<td>See syllabus, pp 1 &amp; 2, week 11. See also texts by Barnavi (Historical Atlas), Baskin (Ch 1 &amp; 2), Ephron (Ch 1 &amp; subsequent organization of readings)</td>
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<td>2</td>
<td>It is impossible to understand the development of the Jewish people without examining their historical journeys through many lands and cultures.</td>
<td>See Syllabi p 1 &amp; weeks 2 &amp; 9 and Assignments 2 &amp; 3.</td>
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<td>3</td>
<td>The course explains the evolution of Judaism over time and highlights the differences between ancient, medieval and modern forms of the tradition as well as tracing a history of oppression to explain current political positions extant in the modern state of Israel.</td>
<td>See syllabus p 1 and weeks 3 &amp; 12; Baskin ch 3, 7 &amp; 8; Ephron ch 5 &amp; 11 through 15</td>
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<td>4</td>
<td>By tracing Jewish history, the course lays a foundation for understanding the religion, culture and politics of the modern Jewish world, both in Israel and the Diaspora</td>
<td>See especially syllabus pp 1 &amp; 2, and weeks 4, 6, 8, 13, 14 &amp; 15; Baskin ch 9; Ephron ch 7 &amp; 12 through 15</td>
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JST 230/HST230/REL230: INTRODUCTION TO JEWISH CIVILIZATION

Course Description:

This course provides an overview of the Jewish civilization from antiquity to the present. We will answer the following questions: Who are the Jews? What do Jews believe? How have Jews interacted with non-Jewish throughout history? What are the lasting contributions of Jews to the world? The course presents Judaism as an evolving civilization that produced distinctive culture but with a variety of subcultures and ethnic diversity. The course presents the Jewish civilization through history, literature, films, and internet sources, with an overview on complexity and diversity. The will provide you with the skills of being a good college student. You will learn to access documents in the library and on the internet; you will hone your verbal skills (both written and oral), and you will sharpen your analytic skills by learning how to formulate arguments. The course not only imparts information about Jews and Judaism but also encourages one to approach college education as training of adult life.

Students Outcomes:

- The course seeks to achieve the following objectives:
  1. Provide basic literacy about the civilization of the Jews from antiquity to the present.
  2. Introduce students to the foundational texts of the Jewish literary tradition.
  3. Explain the development of Judaism over time and highlight the differences between ancient, medieval and modern forms of Judaism.
  4. Explore the differences between religious and secular forms of Judaism.
  5. Provide basic knowledge about Jewish history that will enable students to take upper-level courses on Jewish history and/or the Jewish religion.

Course Policies:

- Attendance of class sessions is obligatory and will be taken into consideration in assessing your performance; more than two (excused) absences will affect your grade.
- Food and drinks are not allowed in class.
- Prior to the commencement of class, please be sure to turn off your cell phone.
• All written assignments are to be submitted on time. There is no "Incomplete" grade in this course.
• Written assignments should be typed up neatly and submitted on clean papers.
• Your attitude toward learning is part of your success in this course. The more enthusiastic you are about learning, the greater chance you have in succeeding in this course and in all your other college courses.

Required Texts (available at the bookstore; you must purchase both books)


Books for Assignment # 3 (available at the bookstore; purchase one)

3 Dalia Sofer, September of Shiraz (2007)

Required Films:

"Steel Toes" -- Screened on January 27, 7:00 p.m. Coor L1-74. You will submit a one-page report about the film.

Required Documentary DVD

"The Jews: A People's History." A special screening will be arranged. You will submit a two-page report of the DVD.

Books for Extra Credit:

Michael Brenner, A Short History of the Jews (2010).

Recommended Books for Advanced Students:


Assignments and Assessment:

Your mastery of the material will be assessed as follows:

1. Four quizzes (total of 20%)
2. Three short papers (total 60%)
3. Final Exam (10%)
4. Special Reports (5%)
   a. Film
   b. Documentary DVD
5. Class attendance and participation (5%)

Grading Scale:

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<td>E</td>
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Bonus Assignments:

To earn extra-credit you can choose to do one of the following assignments:

1. The Jewish Civilization On-Line.

   Compare five websites that are run by a Jewish organization. Specific instructions for comparison of the websites will be given to those who wish to undertake the additional assignment.

2. Comparative Book Review:

   Read Michael Brenner, *A Short History of the Jews*, and compare it to the assigned textbook in the class, Efron (et al), *The Jews: A History*. Specific instructions will be given to those who choose to do this assignment.

Week 1: Introduction to Course

1/18 Who are the Jews? What is Judaism? The History of Jewish Studies.
How to Study the Jewish civilization? Accessing Judaica Sources

We will meet at the lobby of the Hayden Library at 1:25 for an instructional session with Rachel Leket-Mor, the Judaica curator for Hayden Libraries.


**Week 2: Ancient Israel**

Required Readings:


1/25 -- Israel and ancient Near-Eastern civilizations
1/27 -- The Formation of the Bible

**Film: “Still Toes” 7:00 pm**

**Week 3: Jews Confront Hellenistic Civilization**

Required Readings:


1/31 -- The Challenges and Impact of Hellenism
2/3 -- Jewish Sectarianism: Temple and Torah

**Week 4: Rome and Judea**

Required Readings,

Efron, *The Jews*, Ch. 4, 69-91

2/8 -- Rome and Judea
2/10 -- The Rise and Spread of Christianity

**Quiz # 1** (covers pp. 3-91)

**Week 5: Rabbinic Judaism**
Required Readings:

Efron, *The Jews*, Ch. 5, 91-115

2/15 -- The Rabbis and the Patriarchs: The Institutions of the Jewish Communities
2/17 -- The Literary Sources of Rabbinic Judaism

**Week 6: Jews in Islam**

Required Readings:

*Efron, The Jews*, Ch. 6, 116-146  
*Barnavi, Historical Atlas*, 74-77; 81-96; 102-103.

42/22 -- Political and Economic Changes
2/24 -- Cultural Transformation: Literature, Philosophy, and Science

**Week 7: Jews in Medieval Christendom**

Required Readings:

*Efron, The Jews*, Ch. 7, 147-173  
*Barnavi, Historical Atlas*, 98-101; 104-115; 117-123.

3/1 -- The Semi-Autonomous Jewish Community  
3/3 -- The Culture of Ashkenazi Jews

**Assignment # 1 is due**

**Week 8: Jews in the Italian Renaissance**

Required Readings,

*Efron, The Jews*, Ch. 8, p. 174-203.  
*Barnavi, Historical Atlas*, 123-150.

43/8 -- Did the Jews have a Renaissance?  
3/10 -- Jewish-Christians Relations in Italy: Collaboration and Exclusion

**Week 9: SPRING BREAK (March 13-March 20)**

Read one novel for assignment # 3.

**Week 10: Jews in Eastern and Western Europe during the Seventeenth Century**
Required Readings:

Efron, *The Jews*, Ch. 9, 204-230.

3/22 – Jewish Life in Poland
3/24 – Messianism and Heresy in the Seventeenth Century

Quiz # 2 (covers pp. 92-230)

Week 11: Jews and the Modern State

Required Readings:


3/29 -- The Emancipation of the Jews: Was It a Historical Necessity?
3/31 – Jews in Tsarist Russia

Week 12: Modernization of Judaism

Required Readings:

Efron, *The Jews*, Ch. 11, 260-293.

4/5 – To Modernize or not to Modernize: Hasidism versus Haskalah
4/7 – Reinterpreting Judaism: Reform Judaism and Neo-Orthodoxy

Assignment # 2 is Due

Week 13: Modern Antisemitism and the Jewish Nationalist Response

Required Readings:


4/12 – Antisemitism as a Political Force
4/14 -- The Zionist Movement: Ideology and Institutions

Quiz. # 3 (covers pp. 230-332)

Week 14 World Jewry 1914-1948

Required Readings:
Efron, The Jews, Ch. 13, 334-373.
Barnavi, Historical Atlas, 96-213.

4/19 PASSEOVER (NO CLASS)
4/20 Jews and Arabs in Palestine

Week 15: The Holocaust

Required Readings:


4/26 – The Nazi Regime
4/28 – The Final Solution

Quiz # 4 (covers pp. 333-405)

Week 16: Jews Today

Required Readings:

Efron, The Jews, 406-441
Barnavi, Historical Atlas, 266-280.

5/3 -- The Promised Land: Israel or America?

May 10: Final Exam 2:10-2:00.

Written Assignments:

Assignment # 1: The Jews in the Middle Ages

Choose one artistic representation of Jews available in The Jews, pp. 116-230 to discuss the relationship between Jews and non-Jews in the Middle Ages. Your paper (4-5 pages) should consult the textbook as well as other scholarly sources to explain the specific conditions of the Jews at the time this object was made. Document all your sources by adding a reference list.

Assignment # 2: A Famous Jew in the Nineteenth Century

Write a short essay (5-6 pages) about a famous Jew from the 19th century. The person can be an author, painter, musician, poet, scientist, philosopher, or politician. Your assignment should briefly recount the person's biography, explore his or her accomplishments, and explain his or her contribution to Jewish life and to Western culture. You may not use Wikipedia for this assignment but you should consult standard encyclopedias (e.g., Encyclopedia Judaica,
Assignment # 3: Jewish Diversity in the Modern Period

Choose one of the autobiographical novels assigned to this course and write a short report (5-6 pages) about it. Your assignment should situate the particular story in the context of modern Jewish history, explain what makes the story unique, and reflect how this particular story sheds light on the distinctive features of Jewish history.
To

The

Septembers

of

Shiraz

Dalia Sofer
A HISTORICAL ATLAS of the JEWISH PEOPLE
From the Time of the Patriarchs to the Present

General Editor
ELI BARNAVI

English Edition Editor
MIRIAM ELIAV-FELDON

Cartography
MICHEL OPATOWSKI

New Edition revised by
DENIS CHARBIT

Schocken Books, New York
The Cambridge Guide to

Jewish History, Religion, and Culture

EDITED BY

Judith R. Baskin
University of Oregon

Kenneth Seeskin
Northwestern University

CAMBRIDGE UNIVERSITY PRESS
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THE JEWS
A History

JOHN EFRON
University of California, Berkeley

STEVEN WEITZMAN
Indiana University

MATTHIAS LEHMANN
Indiana University

JOSHUA HOLO
Hebrew Union College

PEARSON
Prentice Hall
Upper Saddle River, New Jersey 07458
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