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 2/9/12

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 □
- Humanities, Fine Arts and Design—HU □
- Social and Behavioral Sciences—SB □
- Natural Sciences—SQ □

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

Elizabeth Langland, Interim Director
Chair/Director (Print or Type) [Signature]

Date: 2/9/12

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

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
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1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

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2. The course must match at least one of the following descriptions: (check all which apply):

   a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. **The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**

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   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.

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   c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

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   d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”

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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>
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<tbody>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1: composed of subject matter that addresses or leads to an understanding of the contemporary world outside the United States</td>
<td>By tracing the history of the Jewish people from antiquity through the formation of the modern Jewish state to the present, the course lays the groundwork for an understanding of the contemporary place of Israel and the Jewish Diaspora in the context of the Middle East and World stages.</td>
<td>See Table of Contents of texts and suggested reading: The Jews: A History, especially chapters 11 through 15; and The Cambridge Guide to Jewish History, Religion, and Culture, chapters 7 through 9. An understanding of modern Judaism and the Jewish state is carefully developed through the semester; see syllabus, especially weeks 4, 8, 13 through 16.</td>
</tr>
<tr>
<td>2a: in-depth study concerned with examination of culture-specific elements of a culture group</td>
<td>The course examines the long history of the Jewish people, a history of contact between Jews and non-Jews and the resulting changes of those contacts. By detailing periods of oppression, culminating in the Holocaust, the course attempts to explain the Zionist attitudes and forces that led to the modern Jewish state and its relation to its allies and enemies.</td>
<td>Student Outcomes section of the syllabus demonstrates the overview of the history of the Jewish people that goes beyond religion to address the rise of secular Judaism. See syllabus, especially weeks 3, 7, 10 &amp; 12. See tables of Contents to The Jews: A History, chapters 2, 3, 5, 6, 7, 13 &amp; 14; and The Cambridge Guide to Jewish History, Religion, and Culture.</td>
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<tr>
<td>Course</td>
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<tr>
<td>JST 230</td>
<td><strong>Introduction to Jewish Civilization</strong></td>
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</table>

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  
Repeatability for credit: No  

**Primary course**  
**component:** Lecture  
**Grading method:** Student Option

**Offered by:** College of Liberal Arts and Sciences - Historical, Philosophical & Religious Studies, School of
Spring 2011
T/TH 1:30-2:45
ART 220

Professor Hava Tirosh-Samuelson
Office: Coor Hall 4466
Office Hours: T/TH 3:00-5:00
Phones: 965-7767 (direct); 727-6906 (Jewish Studies); 965-5578 (History)
E-mail: Hava.Samuelson@asu.edu

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:
  - Provide basic literacy about the civilization of the Jews from antiquity to the present.
  - Introduce students to the foundational texts of the Jewish literary tradition.
  - Explain the development of Judaism over time and highlight the differences between ancient, medieval and modern forms of Judaism.
  - Explore the differences between religious and secular forms of Judaism.
  - 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)


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:


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:

A  97-100
A-  92-96
B+  88-91
B   83-87
B-  79-82
C+  75-78
C   70-74
D   65-69
E   0-64

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.
1/20  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:


2/1 -- 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

2/22 -- 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

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,


3/8 -- 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:

4/19  PASSOVER (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

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,*


*Encyclopedia Britanica, Jewish Encyclopedia*. You must document all your resources by adding a reference list.

**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.
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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The Cambridge Guide to

Jewish History, Religion, and Culture

EDITED BY

Judith R. Baskin

University of Oregon

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CAMBRIDGE UNIVERSITY PRESS
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A
HISTORICAL ATLAS
of the
JEWISH PEOPLE

From the Time of the Patriarchs
to the Present

General Editor
ELI BARNAVI

English Edition Editor
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Cartography
MICHEL OPATOWSKI

New Edition revised by
DENIS CHARBIT

Schocken Books, New York
Nowhere in Africa

AN AUTOBIOGRAPHICAL NOVEL

Stefanie Zweig

With a new preface
Translated by Marlies Comjean

TERRACE BOOKS
A trade imprint of the University of Wisconsin Press
THE

SEPTEMBERS

OF

SHIRAZ

DALIA SOFER