

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Humanities Effective Fall 2014
Lang Phil Culture

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2012

1. Department: Modern and Classical Languages College: CLASS
 2. Faculty Contact Person: Dr. M.T. Hernandez Telephone: 3-3074 Email: mthdz@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
JWST / 2380 / Introduction to Jewish Studies
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
JWST / 2380 / INTRO TO JEWISH STUDIES
 • SCH: 3.00 Level: SO CIP Code: 16.0104.0001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): ____
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: seminar (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: English 1304 Description (30 words max.): An introduction to the study of Jewish culture through literature, history, and the arts.

10. Dean's Signature: _____ Date: 10/9/12
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: MCL-JWST

Person Making Request: M.T. Hernandez

Telephone: 3-3074

Email: mthdz@uh.edu

Dean's Signature: _____

Date: September 10, 2012

Course Number and Title: JWST 2380 Introduction to Jewish Studies

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will learn critical thinking skills and communication skills by discussing and analyzing the history of the Jewish people. Students will be expected to learn and understand about representations of Jewish culture, history, and art as expressions of individual and human values within specific historical and social contexts. They will demonstrate knowledge of the influence of literature, film, and the arts as they are represented in intercultural experiences and will learn to respond critically to Jewish literature, film, and art.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated

the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students are required to write a 10-12 page research paper on a subject covered during the semester. Students are expected to base their writing on their critical evaluation of appropriate primary and secondary sources they have identified. In this paper students will be expected to demonstrate the ability to synthesize ideas and draw well-thought out conclusions from the textual evidence they have evaluated.

Students will write this paper with a focus on an issue related to a specific text or film, work of literature, or social science monograph. Students will be expected to formulate their own research question. See possible topics below:

- a) Jews in Exile as White Russians: Religion and Culture While Living in Shanghai 1938-1941.
- b) Turning English – The Anglicizing of Sephardic Jews in Victorian London
- c) Collaborations between Jews and African Americans during the Civil Rights Movement of the 1960s.

Communication Skills:

In the 10-12 page research paper, students will demonstrate their ability to communicate their ideas clearly and logically. The level of competence in their written communication will be expected to be of a second year college student.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

- Students learn of issues regarding social responsibility as they study the historical significance of the Holocaust and other significant disruptions that have occurred in Jewish history. They will write about one specific event that will show their knowledge of how the Jewish people face these challenges and worked together for the group's common good.

Personal Responsibility:

- Students will explore in their major research paper issues of personal responsibility by discussing the major challenges faces by the Jewish people throughout the world. They will be expected to address aspects of Jewish cultural traditions in their paper.

Will the syllabus vary across multiple section of the course? xx Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

FOR
Dept. Signature: _____

Introduction to Jewish Studies
MCL – WCL 2380

Marie-Theresa Hernández, PhD
Associate Professor
World Cultures & Literatures Program
Department of Modern & Classical Languages
University of Houston

CATALOG DESCRIPTION: An introduction to the study of Jewish Studies through literature, history, and the arts.

COURSE DESCRIPTION:

This course explores Jewish culture, history, and art throughout the millennium. Questions addressed in this course relate to the identity of the Jews, their history tracing back to ancient times and their survival in spite of repeated expulsions. It focuses on what adaptations they made to the cultures in which they found themselves. Students will read and discuss material pertaining to the role of Jews in the processes of modernization and globalization, as well as study how Jewish writing has represented Jewish tradition across the centuries.

Goals

- 1 To demonstrate awareness of the scope and variety of representations of Jewish culture, history, and art.
- 2 To understand representations of Jewish culture, history, and art as expressions of individual and human values within specific historical and social contexts.
- 3 To respond critically to representations of Jewish culture and history in literature, film, and the arts.
- 4 To articulate an informed personal reaction to representations of Jewish culture, history, and art in dialogue with important critical works on the subject.
- 5 To develop an appreciation for the aesthetic principles that guide or govern representations of Jewish culture, history, and art .
- 6 To demonstrate knowledge of the influence of literature, film, and the arts on intercultural experiences and on global representations of Jewish culture, history, and art .

Evaluation of Students: Students will receive guidance in analyzing texts, films, and other works of art in relation to specific cultural contexts, as well as in broader global

contexts. They will participate in the comparative analysis of texts, films, and artworks, and in the evaluation of analyses by their peers and professionals, so they develop criteria for considering their own work. They will be asked to produce drafts and evaluate each other's work. The final paper will indicate their level of preparedness for more advanced work in the study of world literatures and cultures. Students' final course grades will be determined according to the following rubric:

Participation:	20%
Group Presentation:	15%
Paper One (1500 words):	20%
Paper Two (1500 words):	20%
Final Paper (2000 words):	25%

Required Reading:

"Genesis", Tanakh: The Holy Scriptures, the Jewish Bible
Robert Alter, *The David Story*
Haim Beinart, *Sephardi Legacy*
Geraldine Brooks, *The People of the Book*
Abraham Cahan, *Yekl and the Imported Bridegroom & Other Stories of Yiddish New York*
Coudert, Alison, *Hebraica Veritas*
Rebecca Goldstein, *Mazel*
Dara Horn, *The World to Come*
Primo Levi, *Moments of Reprieve*
Nathan Katz, *The last Jews of Cochin: Jewish identity in Hindu India*
David Liss, *The Coffee Trader*
Amos Oz, *A Tale of Love and Darkness*
Howard M. Sachar, *The Course of Modern Jewish History.*
Raymond Scheindlin, *A Short History of the Jewish People*
Isaac Bashevis Singer, *The Slave*
Stephen Wylen, *Settings of Silver: an Introduction to Judaism*

Course Schedule:

READING SCHEDULE

Week 1: OVERVIEW OF JUDAISM. Wylen, Stephen M. *Settings of Silver: an Introduction to Judaism*

Week 2. EPIC BEGINNINGS: HOW DO WE READ HEROES?

Genesis, first book of the Torah; Raymond P. Scheindlin, *A Short History of the Jewish People*, chapter 1: Israelite Origins and Kingdom (Before 1220 BCE to 587 BCE)

Week 3. ANCIENT HISTORY

Shanks, Hershel, Ed. *Ancient Israel: A Short History from Abraham to the Roman Destruction of the Temple*.

Week 4. WHAT IS THE ADDRESS OF THE JEWISH PEOPLE: JUDEA -- Robert Alter, translator, *The David Story*; Scheindlin, chapter 2: Judea and the Origins of the Diaspora (587 BCE to 70 CE)

Week 5. EXILE AND DIASPORA

Scheindlin, chapter 3: Roman Palestine and Sassanid Babylonia (70 CE to 632)

Week 6 SPAIN AND SEPHARAD – Haim Beinart, *Sephardi Legacy*

Week 7. BETWEEN EMPIRES: SEPHARAD -- Geraldine Brooks, *People of the Book: A Novel*; Scheindlin, chapter 4: The Jews in the Islamic World: From the Rise of Islam to the End of the Middle Ages (632 to 1500)

Week 8 JEWISH PUBLISHING IN EUROPE AND COLLABORATION WITH CHRISTIANS – Alison Coudert, ed. *Hebraica Veritas*

Week 9. NOT EXILE, ASHKENAZ -- I. B. Singer, *The Slave*; Scheindlin, chapter 5: The Jews of Medieval Christian Europe (Ninth Century to 1500
MIDTERM

Week 10. NOT EXPULSION, GHETTO: VENICE AND THE OTTOMANS -- David Liss, *The Coffee Trader*; Scheindlin, chapter 6: The Jews in the Ottoman Empire and the Middle East (1453 to 1948 -- Watch Zelig

Week 11. STATE BUT NOT CHURCH: AMERICA -- Abraham Cahan, *Yekl and the Imported Bridegroom and Other Stories of Yiddish New York*; Scheindlin, chapter 8: The Jews of Eastern Europe and the United States (1770 to 1940)

Week 12. THE WORLD WE HAVE LOST: HOLOCAUST -- Primo Levi, *Moments of Reprieve*; Scheindlin, chapter 9: The Holocaust

Week 13. ISRAEL AND THE CONTEMPORARY JEWISH WORLD -- Amos Oz, *A Tale of Love and Darkness*; Scheindlin, chapter 10: Zionism and the Origins of the State of Israel

Week 14. THE JEWISH PEOPLE AFTER 1948 -- Dara Horn, *The World To Come*; Scheindlin, chapter 11: The Jewish People after 1948.

Week 15 JEWS IN LATIN AMERICA. Majorie Agosin, *Memory, oblivion, and Jewish culture in Latin America*

Week 16 COCHIN JEWS OF INDIA, Nathan Katz, *The last Jews of Cochín*:

Jewish identity in Hindu India

WEEK 17 Final Exam