

**RELI 210**

**Special Topic: JUDAISM**

Prayer on Undertaking a Journey  
(The Jewish Museum of Budapest)

**SCHOOL OF ART HISTORY, CLASSICS & RELIGIOUS STUDIES**

**VICTORIA UNIVERSITY OF WELLINGTON**

**Summer 2006 - 2007**

## RELI 210

# JUDAISM: ISRAEL HOLOCAUST AND DIASPORA

<i>Course co-coordinator:</i>	<b>Professor Paul Morris</b> HU 316; ph: 463 5037 <i>paul.morris@vuw.ac.nz</i>
<i>Tutor</i>	<b>Jonathan Brookes</b> HU 216; <i>jonathan.brookes@vuw.ac.nz</i>
<i>Where and when:</i>	<b>Lectures: HU 323</b> <b>Wednesday 5:30 – 8:30</b> <b>Tutorials: tba</b>

Religious Studies is in the Hunter Building. The programme administrator, Aliki Kalliabetos, is in HU 318 (ph: 463 5299). **Notices regarding the course or any information on changes will be posted on the notice board outside her office.**

**Office Hours:** The main office is open Monday - Friday, 9.30 am 12:00 and 2:30 - 3.30pm. You can arrange to meet with Professor Morris by appointment.

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### *Course outline*

#### **1 The Course**

This course will focus on Judaism and its transformations since 1789. The course begins by explicating the challenges to Judaism posed by the possibility of the economic, political and social integration of Jews within different nation-states following the French Revolution. The growth of political antisemitism will be traced and events leading to the Holocaust and their scholarly interpretation will be examined. This section ends with a study of Jewish responses to the Holocaust and Jewish-Christian relations since 1945.

The second section explores the rise of Zionism and the developments that led to the establishment of the State of Israel in 1948 and then focuses on the current situation in the Middle East.

The third section looks at the different synagogue movements and takes American Jewry as a case study of Diaspora Judaism.

The final section of the course examines a number of contemporary themes, including: women in Judaism; Jewish law; and the future of Judaism.

#### **2 The Course objectives**

The course has four objectives:

- to familiarise students with the historical developments in Judaism since 1789;
- to introduce students to the range of ways in which these developments have been understood by scholars;
- to encourage students to critically engage with the contemporary scholarly interpretations of Judaism;
- to develop student skills in research and the writing of academic presentations on modern Judaism and its interpretations.

**3 The lecture programme** follows. Lectures may be varied from time to time. As much notice as possible will be given when changes occur and, if necessary a revised programme will be issued at lectures. The lecture programme does not cover the entire course content. Lectures are important, but they must be viewed as complementary to your own reading in the field and to tutorial discussions

**4 Tutorials are held weekly** and students must attend at least 80% of tutorials

**5 The course is internally assessed** by means of 2 essays, tutorial assignments and a test held in class time as follows:

- **Two** essays of **2,000** words **each** worth **30%** of the course total. **(Total 60%)**
- A final **class test** on **25 January 2007**, worth **30%** of the total marks for the course.
- **Seven** short tutorial assignments of no more than one page each consisting of a thoughtful response to a given tutorial question, the tutorial assignments are worth **1.45%** each, accounting for a total of **10%** of the marks for the course.

**6 The assessment of this course relates to these objectives in the following ways:**

**The tutorial assignments** are designed to facilitate student reflection on the required readings, and to allow students to develop skills in critical reading and analysis necessary for essay writing and continued study.

**The essays** will encourage students to pursue their own interests in religions. By using primary and secondary sources, students will be exposed first-hand to the issues raised in scholarly analysis and will develop the knowledge and the skills necessary to critically evaluate scholarly studies of materials they have studied for themselves.

**The class test** allows students to demonstrate their grasp of the material covered in the course and their understanding of the themes addressed, and creates an opportunity to review and reflect on what they have learned in the course as a whole.

**Mandatory course requirements:**, the submission of seven tutorial assignments, two essays and sitting the class test.

**7 Required Text** E. Wiesel, *Night* (London, Penguin, 1981). Students may purchase copies of this textbook from the Victoria Book Centre, and the Course Reader may be purchased from the Student Notes Shop at a cost of approx \$35.00.

**8 Work-load (Recommendation of the Faculty of Humanities and Social Sciences)**

For 200-level 22 points one trimester courses, the working party on workloads and assessments recommends 15 hours per week. An average student should spend 12 hours per week for preparation, reading and writing in addition to attendance at lectures and tutorials.

[200 – level                      1 trimester                      22 points                      15 hours]

## 9 General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

## 10 Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

## 11 Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the Administrative Assistant.

## 12 Student Support

Staff at Victoria wants students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	<b>Staff member</b>	<b>Location</b>
FHSS	Dr Allison Kirkman	Murphy Building, room 407
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, room 109D
Victoria International	Anne Cronin	10 Kelburn Pde, room 202

The Student Services Group is also available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

Email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building:

Telephone 463 6983 or 463 6984

Email: [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

- 13 Aegrotat regulations apply** to internally assessed courses. Students who cannot submit or complete the course requirements due to illness or some other impairment due to circumstances beyond their control may apply for an aegrotat pass. Applications may be submitted concerning class tests or for other assessment items which are due at most three weeks before the day on which lectures cease for the course, and for which no alternative item of assessment could reasonably be substituted or extension time be granted. Applications should be made on the appropriate form to the Faculty of Humanities and Social Sciences Office within seven days of the relevant test or submission date. In exceptional circumstances late applications may be accepted if supported by a health professional seen at the relevant time. (Refer to the aegrotat provisions in section 4.5 of the Assessment Statute).
- 14 Taping of lectures:** All students in the School of Art History, Classics and Religious Studies are welcome to use audio-tapes to record lectures. If you want to do this, please see your lecturer, tutor or the relevant programme administrator and complete a disclaimer form which advises of copyright and other relevant issues.
- 15 Class representatives:** Class representatives are elected in the first week or two of term. They are supported by the VUW Students' Association, and have a variety of roles, including assistance with grievances and student feedback to staff and VUWSA. Contact details for your class rep will be listed on the Religious Studies notice board.
- 16 Student Learning Support Services:** A range of workshops, drop-ins and other assistance is provided by SLSS, covering such things as study techniques, essay writing, exam preparation and note taking skills. They are at 14 Kelburn Parade, tel: 463 5999.
- 17 Evaluation:** This course will be evaluated by **UTDC**.

## *Lecture Programme*

### **Lecture Schedule, Required Readings, and Tutorial Questions**

The required readings are essential background for the lecture/seminars and must be done **before each lecture**. The readings will be further discussed in the tutorials. The readings are all found in the textbook, and Course Reader for **Reli 210**, which can be purchased at Student Notes.

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|---|---|
| 15 November   | Judaism and Modernity: Nation and Religion<br>Antisemitism: political and theological               |
| 22 November   | Shoah: the end of European Jewry? ( <i>Genocide video</i> )   |
| 29 November   | Jewish Responses to the Holocaust   |
| 6 December  | Zionism and the Old-New Land  |
| 13 December   | Israel: A Jewish State?   |
| 20 December   | Different Ways of Being Jewish in the Contemporary World<br>Orthodox, Hasidic, Reform, Conservative |
| <b>Mid term break 22 December 2006 – 7 January 2007</b> |   |
| 10 January  | Judaism American style  |
| 17 January  | Sex and Gender: Jewish Men and Jewish Women<br>Jewish Futures?                                      |
| 24 January  | Class Test  |

## ***Tutorial Programme***

**Week beginning:**

**20<sup>th</sup> November Question 1:**

**What is the reason for Christian antisemitism?**

**27<sup>th</sup> November Question 2:**

**What are the implications of Fackenheim's claim?**

**4<sup>th</sup> December Question 3:**

**Did Wiesel lose his faith?**

**11<sup>th</sup> December Question 4:**

**What might lead one to become a Zionist?**

**18<sup>th</sup> December Question 5:**

**What role does religion play in Israel?**

**8<sup>th</sup> January Question 6:**

**What divides Orthodox from other forms of Judaism?**

**15<sup>th</sup> January Question 7:**

**How does Judaism construct male and female differently from Western Christian culture?**

**22 January**

**Test Preparation and Revision**

## *Essays*

**1 Essays and assignments** must be placed in the locked assignment box located near the programme administrator's office, HU 318, and students must date and sign the essay register when submitting an essay. **No responsibility will be taken for assignments left in the box or pushed under doors for which there is no record.** Students should keep a copy of all their work until it is returned.

**2 Due dates:**

The first essay to be submitted by **21 December 2006**

The second essay to be submitted by **25 January 2007**

**3 Penalties for late essays / assignments:**

- 1 percent per 24 hours will be deducted for late essays.
- essays submitted more than two weeks late will not be accepted for assessment unless prior written arrangement has been made with the lecturer.
- essays submitted late due to medical reasons must be given to the Administrator accompanied by a doctor's certificate.

**4 Academic integrity and Plagiarism**

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

*Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.*

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).



## 5 Essay Topics

The essays should be a thoughtful treatment of a well-defined topic, based on your own thinking and research. Students are encouraged to come up with their own essay topics, but it is essential that they first discuss their plans with the lecturer. A list of suggested topics and bibliographical suggestions can be found below.

### **Suggested topics for the first essay (choose one):**

1. 'There is a direct causal connection between two millennia of Christian antisemitism and the Holocaust'. Discuss.
2. Can political antisemitism be clearly distinguished from theological antisemitism?
3. How have scholars sought to account for the Holocaust?
4. What factors allowed Judaism to survive in the USSR?
5. Examine the nature of Judaism in Wiesel's *Night*.
6. How does Fackenheim understand 'God's commanding voice at Auschwitz'?
7. Has real progress been made in Jewish-Christian dialogue since World War II?
8. Are Jews primarily a religious group or a nation?
9. Which Jewish 'Holocaust theologian' do you find most plausible?
10. Critically appraise Bauman's position on the Holocaust and modernity.
11. What has been the impact of the Shoah on the Jewish people?
12. Any other topic with the prior permission of the course lecturer.

### **Suggested topics for the second essay (choose one):**

1. 'American Judaism is more American than Jewish'. Discuss.
2. What does Conservative Judaism seek to conserve?
3. 'Orthodox Judaism and modernity are incompatible'. Discuss.
4. How might one account for the changes that have taken place in Reform Judaism since 1885?
5. What is Hasidism? Answer with reference to its main contemporary forms.
6. 'Women are equal but different in Judaism'. Discuss.
7. 'Zionism represents a radical departure from Diaspora Judaism'. Discuss.
8. Can one be a Jewish feminist?
9. What part does Halakhah play in Jewish life?
10. What role does Judaism play in the modern state of Israel?
11. 'The future of Jewry depends on Israel'. Discuss.
12. What is Sack's argument in *One People*?
13. Any other topic with the prior permission of the course lecturer.

