

CENTER FOR JEWISH STUDIES

The Center for Jewish Studies offers interdisciplinary courses in Jewish and Israel studies. All courses (required and elective) are counted toward the Minor in Jewish and Israel Studies. The Center for Jewish Studies courses and workshops are taught by its core and affiliated faculty, as well as by distinguished visitors and scholars including film directors and internationally acclaimed writers and artists. The Center for Jewish Studies offers an innovative Hebrew program based on a unique model of incorporating language skills with cultural events, and all Hebrew courses are counted toward the Minor. In addition, the Center for Jewish Studies offers Wesleyan and the general community rich and innovative events and series linked to other departments, programs, and colleges at the University. Among them, the annual *Contemporary Israeli Voices* series in the fall, the annual *Ring Family Wesleyan University Israeli Film Festival* in the spring, the annual Samuel and Dorothy Frankel Memorial Lecture, and the annual Jeremy Zwelling Lecture. To be engaged with the larger Wesleyan community, the Center for Jewish Studies sponsors WESeminars, presented by its faculty.

CENTER FOR JEWISH STUDIES

CJST151 What is Religion? JewBus, Museums, and the First Amendment

Why did the FBI assault the Branch Davidians' compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Christ? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will also have a critical set of intellectual tools for understanding the role of religion in the contemporary world.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI151**

Prereq: **None**

CJST151F What is Religion? JewBus, Museums, and the First Amendment (FYS)

Why did the FBI assault the Branch Davidians' compound near Waco, Texas, thinking it was a cult, while those inside viewed the government as serving the anti-Christ? Can one be Buddhist and Jewish at the same time? Are museums religious spaces? Does secularism protect religion from the government or the government from religion? This class will introduce you to the ways in which we study religions by reading critical case studies, including those about Muslims debating the hijab, the treatment of sacred objects in museums, and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will also have a critical set of intellectual tools for understanding the role of religion in the contemporary world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI151F**

Prereq: **None**

CJST153F Ethnicity, Race, and Religion in the Middle Ages (FYS)

This course concerns the invention of premodern ideas of ethnicity and race. Our focus will be on a selection of medieval texts dealing with the encounters--real and imaginary--of Western European Christians with other cultures, from the Celtic borderlands to the Mongol Empire. The readings will begin historically with the Crusades and the (often grisly) chronicles written by Christian, Muslim, and Jewish authors. Other genres will include religious polemics, autobiographical narratives of religious conversion, and travel accounts by missionaries, spies, and colonial propagandists. We will also read some later "romances" that re-imagine the crusades in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasy.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL153F**

Prereq: **None**

CJST203 Jews & Judaism: Race, Religion, Culture

What is a Jew? Are Jews white? Must a Jew believe in God? What is at stake when defining someone as a Jew? Using sources ranging from the Hebrew Bible to contemporary films, this course examines various facets of Jewish life, paying special attention to contesting definitions of Jewishness as race, religion, and culture. Building on a chronological discussion of Jewish history, we will ask theoretical questions such as the relation between gender and biblical interpretation, the relevance of religious law in contemporary society, and the challenges of diasporic thinking to national sovereignty.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI203**

Prereq: **None**

CJST214 Refugees & Exiles: Religion in the Diaspora

Recent years have seen the on-going tragic refugee crisis, with millions of people being displaced because of war and ecological disasters. That this crisis also has religious overtones is evident by the so-called travel ban in the United States or the rhetoric used by right wing leaders across Europe. This course deals with the meaning of refuge, exile, and diaspora through three perspectives: philosophical, historical, and literary. A variety of case studies--including the contemporary refugee crises in the Middle East, the black transatlantic, and the destruction of the temple in the Hebrew Bible--will raise for us various questions: What does it mean to be violently forced to leave one's home? How is it possible to make sense of such a tragedy? What creative power can diaspora muster to the rescue of culture? This course is a Service Learning course in cooperation with WESU 88.1 FM Middletown. Each student's final project will be a radio show based on an analysis of a selected refugee crisis. To learn more and listen to last year's shows visit <https://reli213.site.wesleyan.edu>.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI213**

Prereq: **None**

CJST216 Jesus Through Jewish Eyes

In this course, we explore the visual and textual representations of the vexed relation between Jews and Christians throughout history. Looking at the various ways in which Christianity and Judaism define themselves vis-à-vis the other allows us to understand what mechanisms of cultural appropriation, subversion, and hidden polemics are at work. Special attention will be given to the figure of Jesus as a point of artistic and theological contention. How do artistic representations change our understanding of religious themes? What is

at stake for each religion in the encounter with the other? What are the political implications of theological debates? Is this dialogue needed, or even possible, in our post-secular age?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI216**

Prereq: **None**

CJST222 Identity and Jewish Literature: Sexuality, Race, and Gender

What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem, Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Identical With: **RELI222, FGSS222**

Prereq: **None**

CJST233F Holocaust Remembrance in Germany: The Third Generation (FYS)

Remembering the Nazi past is a fundamental aspect of postwar German culture. In this course, we will trace the Holocaust's aftermath in contemporary German literature and thought. We will pay close attention to the socio-cultural and historical-political changes in attempts to glean new meanings from a past that is both omnipresent and highly evanescent. It will be our particular concern to encounter versions of Jewish identity and attempts to prescribe different narratives. We will focus especially on contrasting the creative works of the immediate postwar period and "the third generation." These contemporary writers explore a historical trauma that has become an integral part of specific Jewish-German identity. At the same time, their temporal and personal distance to the actual events necessitates new imaginative approaches to the past. Careful readings of literary, theoretical, journalistic, and historical texts, as well as personal discussions will enable us to critically think about the challenges and limits of how to write about the Holocaust 70 years after it occurred, and how the difficulties in doing so might inform other kinds of writing about historical and personal trauma. Students need to read Olga Grjasnowa's "All Russians Love Birch Trees" prior to the start of the course. Students will have Zoom class discussions and intensive peer-feedback-driven writing practice.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST233F**

Prereq: **None**

CJST234 Israel in Therapy: Society Under the Influence of TV Series

The course deals with the prototypes of the Israeli character as they appear in the original Israeli TV series *In Treatment*, and other Israeli TV series, such as *Florentine* and *A Touch Away*. We will compare the structure and the characters of the series to other dramatic Israeli series, examine the appearance of the characters, and discuss the similarities and differences between the roles they perform. In addition, we will examine the role of television drama series as a tool to define and characterize our societies, and also look over the five characters that appear in the first season of *In Treatment*, define them, and examine the five prototypes of the Israeli character they represent.

The instructor is the co-creator and head screenwriter of the original version of the TV series *In Treatment* as well as the Center for Jewish Studies distinguished Visiting Professor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CJST**

Identical With: **FILM311**

Prereq: **None**

CJST234F Instances of Collective Memory (FYS)

Both history and fiction tell stories. They evaluate facts, construct contexts, and foreground patterns and associations—all using language as their primary tool. In this course, we will analyze key moments in the formation of collective and cultural memories in 20th-century history, philosophy, and literature. We will think about how individual memory and collective remembrance connect, how larger stories are built up from archives and personal stories, and how these narratives are shaped by changes in the world around them. We'll pay special attention to how the World Wars and the Cold War are memorialized and to the importance of these narratives to contemporary Jewish identity and remembrance in Germany, Israel, and the United States.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT117F, GRST234F**

Prereq: **None**

CJST241 Judaism(s): Religion, Power, and Identity in Jewish History

This course will offer students an intensive survey of the major currents in Jewish social, political, intellectual, and religious history, while focusing in particular on what it means to be a Jew in the 21st-century. The course explores how Jews are a culture, ethnicity, nation, nationality, race, religion, and more and how Jewishness gets constructed differently across different times and contexts. The course looks both locally and globally at the plurality of Jewish identities. Students will read primary historical texts from prominent Jewish thinkers and writers, as well as texts written about Jews by non-Jews.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI204**

Prereq: **None**

CJST243 Jewish Graphic Novels

This course will explore issues in Judaism and the Jewish experience through the medium of the graphic novel. Students will not only gain proficiency in critically reading graphic novels and sequential art, they will also gain a grasp on some of the major issues in Jewish history including (but not limited to) immigration, life in America, the Holocaust, and Israel/Palestine.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI217**

Prereq: **None**

CJST244 Introduction to the Hebrew Bible (Old Testament)

This course approaches the Hebrew Bible within its historical context while considering its literary, philosophical, and artistic legacy. Students will be exposed to the main historical strands of biblical criticism, while also engaging with the challenges of interpreting the Bible as modern readers: How and when did the Hebrew Bible come to be, and what relevance might it hold for us today? By beginning at the beginning and proceeding systematically through

the Hebrew Bible, students will hone their skills as readers and interpreters of the Bible as a canon. Students will consider questions of the texts' function, universality, and authority, and will be encouraged to explore the wide range of biblical interpretations in literature, music, and the fine arts from antiquity to the present day.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI201, MDST203, COL237, WLIT281**

Prereq: **None**

CJST248 Designing Reality in Israeli Documentary Film

In the last decade, Israeli documentary films have crossed borders not just geographically but also by their form and style. They are bold, courageous and provocative. They have been participating in prestigious international film festivals, receiving important awards and mostly bringing the Israeli audience back to the cinema, having a crowd power like fiction films. So what makes Israeli documentary films a "hot property"? In this class we will look for the answers by watching and discussing 14 Israeli documentary films (among them "Paper Doll," "In Satmar Custody," "Presenting Princess Shaw," "No.17"). The course will raise questions about reality and the construction of reality in Israeli documentary films.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CJST**

Prereq: **None**

CJST249 From Black and White to Colors: Israeli Cinema, a Melting Pot Fragmented

The course will focus on Israeli cinema as a reflection of a society that was founded as a melting pot for all Jews and became sectorial. Israeli cinema originated as a tool for establishing a unified national identity evolved over the years into a means of expression for ethnically defined subcultures within society. During the course, the students will explore past and contemporary films and will follow the shift they represent in the current Israeli experience turning away from the original Zionist core into several isolated groups distinguished by ethnicity, traditions, and language. We will examine Moroccan, Persian, Georgian, Russian, Yiddish, Ethiopian, Arab, etc. films produced in Israel by local filmmakers digging deep into the experience of immigration, seclusion, rediscovering their roots, and even expressing yearnings to the countries of origin.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Prereq: **None**

CJST250 Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema

The course will focus on contemporary Israeli cinema and how it reflects shifts in local society; mainly the ways in which a new national identity and culture are being forged at the expense of the Israeli-Palestinian conflict--which is marginalized, repressed, sublimated, or left out altogether. As this concerns mainly the Hebrew-speaking cinema, we will also discuss the emergence of an unprecedented wave of Arab-speaking Israeli-Palestinian cinema, which is thematically groundbreaking. This introduction to the new generation of Israeli filmmakers, who differ dramatically from their predecessors, will help us better understand the ever-changing Israeli society. Watching closely, we will discover that the conflict is always present in the Israeli experience, even when it is seemingly absent. An optional CLAC course, which is conducted in Hebrew and carries a full credit, is offered to students with advanced Hebrew skills. The

course will include visits from scholars in the field, watching movies in Hebrew and/or with Hebrew subtitles and students' presentations.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Prereq: **None**

CJST252 The Five Rachels: Jewish Women in Contemporary American Culture

The course will focus on five iconic contemporary female TV characters, actors, and creators; American, Jewish, and incidentally--or not--sharing the same name: Rachel. Rachel Green ("Friends"), Rachel Berry ("Glee"), Rachel Menken ("Mad Men"), and Rebecca Bunch ("Crazy Ex-Girlfriend"), played by Rachel Bloom, and Midge Maisel ("The Marvelous Mrs. Maisel"), played by Rachel Brosnahan. These five complement each other and offer us a panoramic view of the American Jewish female experience: discrimination, inclusion, the generational gap, and their relationship with Israel. In addition, they allow us to explore the three most common stereotypes associated with the Jewish woman: the Jewish nose, the Jewish mother, and the Jewish American princess. We will discuss the conflicts and the societal shifts these characters embody, and how they define themselves, their Jewishness, their femininity, their unique surroundings, and place in history.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Identical With: **RELI252**

Prereq: **None**

CJST272 Ethics After the Holocaust

The philosopher Theodor Adorno declared, "To write poetry after Auschwitz is barbaric." The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI272, GRST266**

Prereq: **None**

CJST278 American Jewish Humor

This course is a look at American Jewish history through one particular lens--that of the peculiar phenomenon of Jewish humor. There is a long history of Jews and humor that has nothing to do with the immigrant experience in America, but the immigrant experience in America nonetheless has a great deal to do with the humor that has been produced by Jews in this country, particularly in the 20th century. We will read some historical background on American Jews and some humor theory as our foundation for our understanding of film viewings, short stories, stand-up comedy performances, and musical recordings. By looking at the way Jewish humor changed throughout the 20th century, we should, in the end, be able to chart the way the lives of American Jews were changing and have a deeper understanding of the American Jewish experience.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RELI278**

Prereq: **None**

CJST281 Political Fantasies of Zion

Palestine, Zion, Judah, the Promised Land. A small piece of land in the Middle East has a very long and contested history full of religious meaning for Judaism, Christianity, and Islam. Some imagine the State of Israel as an island—"the only democracy in the Middle East" or the only Western state in the region—surrounded by a hostile environment. The geographical area, by contrast, has often been portrayed as a crossroad, a place where cultures clashed, merged, and exchanged ideas.

In this class, we will examine this tension between a physical and imagined space, between political reality and idea, by recovering alternative Zionist, non-Zionist, and anti-Zionist visions of the Zion. Jewish statehood is a very recent phenomenon. Throughout the modern period, the vast majority of Jews lived under empires, whether Habsburg, French, Romanov, British, or Ottoman. How did the imperial experience shape Jewish religious and political views? What role does the imagination of Zion play in today's political context? Reading political pamphlets, poetry, maps, artworks, and utopian fiction, we will pay attention to the construction of the Zionist idea not just in political Zionism but also in contrasting visions including Canaanism, cultural Zionism, diaspora nationalism, a Jewish-Arab federation, a binational state, and the rejection of statehood as heresy. In the last part of the class, we will look at recent contemporary issues from the news, e.g., the agreements between the State of Israel and the United Arab Emirates, or government corruption in Israel, in order to see how these ideas of Zion are still present in today's discourse.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM281, RELI281**

Prereq: **None**

CJST308 Funny, You Don't Look Jewish: Race, Gender, Sexuality, and Judaism

This course will give advanced students the opportunity to engage deeply with critical current issues in Judaism, including race, gender, and sexuality. In both the U.S. and Israel, issues of Jewish whiteness (or not), straightness (or not), and maleness (or not) dominate conversations about the direction Judaism will take in the 21st century and how Judaism can remain relevant in an increasingly globalized and secularized world.

Students in this course will read contemporary scholarship on those who have been traditionally pushed to the margins of Judaism and will be asked to wade into murky ethical waters as they think about the power of naming and who has the authority to determine "in" and "out."

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI308, FGSS313**

Prereq: **None**

CJST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933

Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these

developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST319, GRST264**

Prereq: **None**

CJST401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CJST402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CJST411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CJST412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CJST413 Israeli Cinema (CLAC 1.0)

This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see <https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html>.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CJST, SBS-CJST**

Identical With: **CGST413, HEBR413**

Prereq: **None**

CJST414 Israeli Cinema (CLAC 1.0)

This Hebrew course will be linked to the a parent film course, taught in English. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. Scholar visits will be part of the course, and students will attend cultural enrichment activities as part of the course curriculum. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see <https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html>.

Offering: **Host**

Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **SBS-CJST**
 Identical With: **CGST414, HEBR414**
 Prereq: **None**

HEBREW

HEBR101 Beginning Hebrew I

This first part of a two-semester course is designed to develop the basic language skills: reading, writing, speaking, and listening comprehension, and basic Hebrew grammar. Emphasis is on modern Israeli Hebrew. No previous knowledge of Hebrew is required. Multimedia and authentic resources will be incorporated into class work. Independent lab work, as well as participation in cultural and literary enrichment activities by Israeli scholars, is required.

Offering: **Host**
 Grading: **BMO**
 Credits: **1.50**
 Gen Ed Area: **HA-CJST**
 Prereq: **None**

HEBR102 Beginning Hebrew II

This course is a continuation of HEBR101, with emphasis on enlarging vocabulary, grammar, composition, and further developing language skills. Multimedia resources will be used to enhance listening and comprehension. Exposure to cultural material will also be included. Independent lab work, as well as participation in the Ring Family Wesleyan University Israeli Film Festival and accompanying Lunch and Learn meetings, is required.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.50**
 Gen Ed Area: **HA-CJST**
 Prereq: **HEBR101**

HEBR201 Intermediate Hebrew I

This course follows HEBR101 and 102. Emphasis is divided among the four basic language skills: reading, writing, speaking, and listening comprehension. Instruction of Hebrew grammar will be enhanced. Multimedia resources as well as computer programs will be used in the appropriate cultural context. Lab work with digitized films is required. Visits by Israeli scholars will be integrated into course curriculum.

Offering: **Host**
 Grading: **BMO**
 Credits: **1.50**
 Gen Ed Area: **HA-CJST**
 Prereq: **HEBR102**

HEBR202 Intermediate Hebrew II

This course is a continuation of HEBR201, with more advanced grammar and increased emphasis on speaking, as well as reading more complicated texts, including literary texts. Various multimedia resources and the internet will be used to enhance listening, composition, and comprehension skills. Exposure to cultural material is an important part of the course. Participation in the Ring Family Wesleyan University Israeli Film Festival and Lunch & Learn meetings is part of the course curriculum.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.50**
 Gen Ed Area: **HA-CJST**
 Prereq: **HEBR201**

HEBR211 Hebrew Literature

This seminar will survey contemporary Hebrew poetry, prose, plays, and films with emphasis on aspects of sociohistorical issues and the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel. The course will seek to increase the fluency and complexity of the students' expression and comprehension and generate a greater appreciation of the uniqueness of the language. Literary scholars' visits will be incorporated into the curriculum.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.50**
 Gen Ed Area: **HA-CJST**
 Prereq: **HEBR202**

HEBR401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

HEBR402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

HEBR407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**
 Grading: **A-F**

HEBR408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**
 Grading: **A-F**

HEBR409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **A-F**

HEBR410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **A-F**

HEBR411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

HEBR412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

HEBR413 Israeli Cinema (CLAC 1.0)

This Hebrew course will be linked to the film course, taught in English, entitled CJST 250: Eyes Wide Shut: The Eternal Presence of the Absent Arab in Israeli Cinema. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. Scholar visits will be part of the course, and students will attend a few cultural enrichment activities. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages

Across the Curriculum (CLAC) initiative; for more information, see <https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html>.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CJST, SBS-CJST**

Identical With: **CJST413, CGST413**

Prereq: **None**

HEBR414 Israeli Cinema (CLAC 1.0)

This Hebrew course will be linked to the a parent film course, taught in English. This course is targeted toward students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. Scholar visits will be part of the course, and students will attend cultural enrichment activities as part of the course curriculum. This course may be repeated for credit. This course is part of Wesleyan's Cultures and Languages Across the Curriculum (CLAC) initiative; for more information, see <https://www.wesleyan.edu/cgs/eventsprograms/clac/index.html>.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Identical With: **CJST414, CGST414**

Prereq: **None**

HEBR492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**