

Teaching Jewish History Azrieli Graduate School
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Course Requirements

1. Students are required to do the readings below before each session.
2. Beginning early in the semester students will undertake educational projects involved in the preparation of materials and lesson plans for a narrowly confined aspect of the teaching of Jewish history at the level and in the context of their choice.
3. These projects will be presented orally at the end of the semester at the last two sessions.
4. A written academic paper will be submitted explaining and justifying the prepared materials and lesson plans referring extensively to educational and historical sources.

1. Introduction: Jewish History and General History

What is the history that we study?

P. Seixas, "Beyond 'Content' and 'Pedagogy': In Search of a Way to Talk About History Education," *Journal of Curriculum Studies* 31:3 (1999) 317-37.

G. B. Cohen, "Translating Jewish History into Curriculum: From Scholarship to *Paideia*," S. Fox, G. Rosenfield, eds., *From the Scholar to the Classroom: Translating Jewish Tradition into Curriculum* (New York: John Wiley, 1977) 31-58.

2. Jewish History, Knowledge, Commitment and Identity Formation

Why do we teach Jewish history?

D. Berger, "Identity, Ideology and Faith: Some Personal Reflections on the Social, Cultural and Spiritual Value of the Academic Study of Judaism," in H. Kreisel, ed., *Study and Knowledge in Jewish Thought* (vol. 1; Beer-Sheva: Ben-Gurion University of the Negev Press, 2006) 11-29.
<http://hsf.bgu.ac.il/cjt/files/Knowledge/Table.htm>

R. Chazan, "Faith and Critical Jewish History: A Complex Relationship"
<http://www.yuschoolpartnership.org/student-support/religion-and-spirituality/70-articles/655-faith-and-critical-jewish-history-a-complex-relationship>

K. Kaplan, "Innovating the Past: The Emerging Sphere of the Torah-true Historian' in America," *Studies in Contemporary Jewry* 21 (2005) 270-87.

3. History, Historicity, Memory, Historiography, Biography and Hagiography

What kind(s) of history should we teach?

Y.H. Yerushalmi, *Zakhor: Jewish History and Jewish Memory* (rev. ed.; Seattle: University of Washington Press, 2005).

P. Rosenblueth, "Our Educational Approach to Jewish History," *Mayanot* [Jewish Teachers Companion] 2 (1960) 134-154

4. **Jewish History as Part of the Day School Curriculum**

When and how to teach it?

D. Bernstein, A Study of the Teaching of Jewish History in Modern Orthodox Yeshiva High Schools," <http://www.lookstein.org/articles/charts.htm>.

J. Bloomberg, "The Study of Jewish History in the Jewish Day School," *Ten Da`at* 6:1 (1992) 31-32.

5. **Use of Primary sources**

How do we really know?

M.M. Krug, "Primary Sources in Teaching History," *The History Teacher* 3:3 (March, 1970) 41-49.

H. Soloveitchik, "Can Halakhic Texts Talk History?" *AJSReview* 3 (1978) 167-73.

6. **New Methods and Sources**

How do we use new sources and internet for teaching?

C. Kuhn, M.L. McLellan, "Oral History," *OAH Magazine of History* (Spring, 1997) 3-5.

M. Sokolow, "'History through Biography: A Modest Proposal," *Ten Da`at* (1981) 20-21.

Alex Zukas, "Active Learning, World History, and the Internet: Creating Knowledge in the Classroom," *International Journal of Social Education* 15:1 (2000) 62-79.

7. **Periodization and Curriculum**

How do we divide it up?

Is. Gafni, "Concepts of Periodization and Causality in Talmudic Literature," *Jewish History* 10:1 (1996) 21-38.

M. Meyer, Where Does the Modern Period of Jewish History Begin," *Judaism* 24 (1975): 329-38.

8. **Archaeology and Biblical History**

Faith and history

L.H. Schiffman, "Making the Bible Come to Life: Biblical Archaeology and the Teaching of Tanakh in Jewish Schools," *Tradition* 37:4 (2003) 38-49.

Is. Gafni, "Rabbinic Historiography and Representations of the Past, in C. E. Fonrobert, M.S. Jaffee, eds., *The Cambridge Companion to the Talmud and Rabbinic Literature* (New York: Cambridge University Press, 2007) 295-312.

9. **Second Temple and Rabbinic Periods**

From sectarianism to the Talmud

L.H. Schiffman, *From Text to Tradition: A History of the Second Temple and Rabbinic Judaism* (Hoboken, NJ: Ktav, 1991) 1-16.

M. Satlow, "Narratives or Sources? Active Learning and the Teaching of Ancient Jewish History and Texts," *Teaching Theology and Religion* 15:1 (2012) 48-60.

10. **Medieval Jewish History**

Continuity of the mesorah in the face of antisemitism

R. Chazan, "Representation of Events in the Middle Ages," *History and Theory* 27 (1988) 40-55.

11. **Modern Jewish History**

Creativity or decline of the mesorah?

J. Sarna, "Why Study American Jewish History?"

H. Friedlander, "Toward a Methodology of Teaching About the Holocaust," *Teachers College Record* 80:3 (1979) 519-42.

R. Stradling, *Teaching 20th-Century European History* (Strasbourg: Council of Europe Publishing, 2001) 83-204.

12. **Student Presentations I**

13. **Student Presentations II**

14. **Conclusions: Can we REALLY teach Jewish History?**