THE JEWISH REVIVAL FROM A GLOBAL PERSPECTIVE

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COURSE DESCRIPTION
In the context of the contemporary global religious revival the course aims at exploring how Jewish communities are redefining their identities and institutions as part of the European, American and Israeli movement of “Jewish renaissance.” The course will examine the dynamic reconstruction of Jewish life, society, culture and religious infrastructure after World War II. After gaining a better theoretical understanding of the history and sociology of the different types of revival movements and the academic perspectives about them, the students will be offered a range of readings to broaden their knowledge about post-war Jewish history and social changes. The course will then elaborate on several major topics in the revival trends starting from the Zionist movements through the hippie Jews and punk Jews, and from the Hasidic religious spiritual revival to the ethno-cultural renaissance.

LEARNING OUTCOMES AND COURSE REQUIREMENTS:
This course is an introductory class to comparative Jewish studies. By the end of the course students should be able to analyze the global phenomenon of Jewish revival in terms of culture and ethnicity and as a loose cluster of social movements and religious initiatives. Students should understand the role of global Jewish “outreach” organizations, and be able to analyze the social contexts, the political subtexts and the codes of anti-Semitism in ethno-nationalist language.

[1] Careful preparation of assigned readings by the date on which they are to be discussed in class. Class discussion will require informed participation on the part of all.

[2] Submission via e-learning by 7PM each Tuesday of a substantive discussion question on the then-current reading material for potential use in class discussion on Monday.
NOTE: A discussion question, to stimulate discussion, not to close it off, is concise; it is not just a declaration of a [= your] position, though in its formulation you probably reveal a positioned perspective on issues. A discussion question properly emerges, in reading, from your perceiving that there is an issue needing exploration or clarification, perhaps to resolve or at least confront
problematic concepts or analyses in one or another of the current week’s readings. It can involve as well the concurrent or contrastive positions on an issue you may see in two of the readings, the nature of that concurrence or contrast being perhaps in question in some way. A short quotation or citation (with page reference) is generally useful to orient discussion of the point, since it gives a textual location to the issue. The text of the question as formulated should make clear what is being sought in the way of responses; avoid such formats as: “‘[Quote].’ Discussion” – and the like.

GRADE:
Reading and Participation (including class presentations): 35%
Submission of Weekly Discussion Questions: 20%
Final Research Paper: 45%

CLASS FORMAT:
We will begin each class with an introductory lecture that treats the themes and readings for that week. The second part should function to promote class discussion and student-led conversation about the various reading assignments and other materials.

FINAL PAPER:
The final assignment is a research paper that analyzes a well-defined case study. Students are free to use any methodological or disciplinary approach of their own choosing. While ethnographic fieldwork in the Jewish community in Budapest is recommended and will be assisted, historical, literary or sociological analyses of other cases will be considered after consultation with the instructors.

PART ONE: CONTEXT AND THEORY

Week 1. Introduction: Whither Jewish Revival?


Recommended:
Week 2. Theorizing Religious Revival


Recommended:


Week 3. Jewish Revival Tour: Memory Projects and Heritage in Budapest


- Andrea Pető and Helga Thorson. 2015. The Future of Holocaust Memorialization: Confronting Racism, Antisemitism, and Homophobia through Memory Work. CEU.

Recommended:

- Anna Perczel. 2007. Unprotected Heritage – Lakóházak a zsidó negyedben /Residential Buildings in the Jewish Quarter. Published by Budapest City council


- http://www.yellowstarhouses.org

PART TWO: IDENTITY POLITICS

Week 4-5. Identity, Diversity, Heritage


**PART THREE: TRANS-LOCAL HISTORIES OF REVIVAL**

**Week 6. Revival Movements In the US from the 1960’s**


**Feminist Revival in US**


Week 7. The Revival Effect In Europe

a). Discovery and Confusion


b) Post-communist Jewish Infrastructure


Recommended

- http://www.haaretz.com/jewish/features/1.642103

b). Religious and “Emigrational” revival (The post-Soviet case)


Recommended:


**Week 8. Revival in Israel**


Week 9. Anti-Semitism and the Politics of Revival

a). Controversies over Identity: Citizenship or Religion/Ethnicity

- Diana Pinto Why Jews aren’t leaving Europe?  

- Gavison Ruth’s opinions on Israelis and Jews http://www.gavison.com/#!videos/cgp5
- https://www.youtube.com/watch?v=e100vfEdh70#t=1245

b). Falsifying History and Coding Anti-Semitism


c). “Liberal Jews” and the Refugee Crisis


Recommended:


Week 10. “Jewish is Sexy”: Lifestyle Judaism and “Cool Jews”


- [https://www.youtube.com/watch?v=u_IBxzjmrBA](https://www.youtube.com/watch?v=u_IBxzjmrBA)

- [https://www.youtube.com/watch?v=5c29lJ3U_A0](https://www.youtube.com/watch?v=5c29lJ3U_A0)


Week 11 and 12: Student Presentations