



SYLLABUS

FALL 2016
TUESDAYS & THURSDAYS
10:20 – 11:40 AM
C 301 SNYDER HALL

DESCRIPTION:

This course will explore representations of Jewish men and masculinity in the modern Christian West. Using a range of texts (plays, stories, novels, images and videos) from the seventeenth century through the present day, this class will explore the interaction between religious identity and gender/sexual identity. On the one hand, how is the religious “other” used to marginalize certain gender roles? And how is the sexual “other” used to marginalize certain religious beliefs, activities or movements? On the other hand, how do these representations of the Jewish male empower religious, gender, and sexual minorities and affect the dominant culture? You will be encouraged to contribute additional pop culture sources and make comparisons with examples beyond our core texts and target subject.

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Office Hours:
Wednesdays
9:00 am – 1:00 pm
Wells Hall C-623

GOALS AND OUTCOMES:

At the end of this course, you should:

- 1) Be familiar with a range of issues, texts and media with regard to the representation of Jews, masculinity and difference,
- 2) Be able to make a cogent analytical argument about such representations.
- 3) Be able to effectively communicate your ideas about such representations in both oral and written formats.
- 4) Be cognizant of a range of overlapping issues of difference, representation and sexuality in the pop culture that surrounds us.
- 5) Be more knowledgeable about Jewish culture, history and literature of the last 400 years.

TEXTS:

NOTES ON SELECTING AN EDITION: For this course, many of the texts that we'll be reading are available for free online. Feel free to use any version of these texts that you feel comfortable reading. While I encourage you to be thrifty, be sure to select an edition with any annotations/apparatuses that will make your comprehension most complete. Finally, think about how you take notes when reading for a class. If you write in your books, you may wish to buy cheap hard copies of your texts. If you keep digital notes, you may want to have your texts in the form of e-books or PDFs (PDFs are great because most programs allow you to take notes directly in the file).

- William Shakespeare. *The Merchant of Venice*
- Choice of 1 of the following:
 - Charles Dickens. *Oliver Twist*
 - Benjamin Disraeli. *Sybil, or, The Two Nations*
 - George Eliot. *Daniel Deronda*
 - Israel Zangwill. *Children of the Ghetto*
- Choice of 1 of the following:
 - Adam Mickiewicz. *Pan Tadeusz*
 - Abraham Mapu. *Love of Zion*
 - Mendele Moykher Sforim (Mendele Mocher Seforim/ S. J. Abramovich). *The Travels and Adventures of Benjamin III*
 - Eliza Orzeszkowa. *Meir Ezofovich*
- Choice of 1 of the following:
 - Philip Roth. *Portnoy's Complaint*
 - J. D. Salinger. *Franny and Zooey*
 - Leon Uris. *Exodus*
 - Cynthia Ozick. *The Messiah of Stockholm*
- Choice of 1 of the following (movies):
 - *The Jazz Singer*
 - *The Producers*
 - *Annie Hal*
 - *A Serious Man*
- Choice of an Israeli Movie

- Any text of your choice
- Some of the required texts are available via links on D2L.

GRADES AND ASSIGNMENTS

POINTS BREAKDOWN	GRADES:
Discussion Questions	12 x 1pts = 12 pts
IIST Quotes	12 x 1pts = 12 pts
Essays	6 x 7pts = 42 pts
Presentations	1 x 5pts + 1 x 10pts = 15 pts
Participation	2 x 9.5 pts = 19 pts
	Total = 100 pts
	4.0 = 90-100 pts 3.5 = 85-89 pts 3.0 = 80-84 pts 2.5 = 75-79 pts 2.0 = 70-74 pts 1.5 = 65-69 pts 1.0 = 60-64 pts 0 = <60 pts

DESCRIPTION OF ASSIGNMENTS:

DISCUSSION QUESTIONS:

Nearly every week you'll be asked to post on D2L two discussion questions about the text we're reading or topic we're currently discussing. These questions will form the basis for the following class's discussion and are therefore vital to the success of the class. These posts will be evaluated on completion, evidence of engagement with the text, and thoughtfulness.

INTERESTING, IMPORTANT, STRANGE AND/OR TROUBLING QUOTES:

On days when there are no discussion questions or other assignments due, you'll be asked to find a quote in that week's readings that you find especially interesting, important, strange and/or troubling, post it and explain *why* it strikes you as IIST. These posts will be evaluated on completion, evidence of engagement with the text, and thoughtfulness.

ESSAYS (1-6)

After every unit, you will be asked to write a brief (2-3) page essay exploring our course issues with regard to the particular text that you chose. Essays should be both reflective *and* analytical—exploring what you learned from that unit with regard to our course issues, focusing particularly on your chosen text (when applicable).

PRESENTATIONS

During the last week of classes, you will present the independent work you did on a text of your choosing. Your goals are to 1) teach your classmates about your text—particularly with regard to the representation of the Jewish male; 2) effectively communicate an analytical/critical argument about that representation and 3) explain why the text and your argument about it are interesting/important/strange or troubling (in other words—why it matters). The text can be anything from a comedy act to a thousand-page novel. Presentations will be evaluated by me and your classmates on how effectively you meet the goals listed above. You may choose any presentation style you like from a PowerPoint to a puppet show to a PowerPoint puppet show.

PARTICIPATION

Participation will be evaluated based on contributions to class discussions, attendance and cooperation in group activities. At the semester mid-point you will receive a report/grade for participation. The participation grade should not feel like a surprise—if you are an active participant in the class, you will get full credit. If you do not feel satisfied with your grade/report, there will be plenty of time for you to improve your performance before the second participation grade is given. As with anything else, I'm available for questions and concerns whenever you need me.

POLICIES

ACADEMIC INTEGRITY: In accordance with MSU's policies on "Protection of Scholarship and Grades" and "Integrity of Scholarship and Grades," students are expected to honor principles of truth and honesty in their academic work. Academic honesty entails, among other things, that students will not plagiarize. This means (1) students will not submit someone else's work as their own (e.g. they will not submit another student's paper etc., nor will they hand in a paper copied from the web or another published source). Academic honesty also means students (2) will not knowingly permit another student to copy and submit their work as that student's own and (3) will not use unacknowledged quotations or paraphrases as part of their work. As provided by university policy, such academic dishonesty or plagiarism may be penalized by a failing grade on the assignment or for the course. Failure in a course as a result of academic dishonesty will also result in written notification to the student's academic dean of the circumstances. Additional discussion of academic integrity is available on the Ombudsman's webpage at <https://www.msu.edu/~ombud/academic-integrity/index.html>.

Therefore, unless otherwise authorized, you are expected to complete all course assignments, including homework, quizzes, tests and exams, and essays without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

TURNITIN: I use Turnitin to check for originality on all assignments submitted on d2l. this means that your original works will be collected by their system to check against other works. However, access to those works will be severely limited, so that no one will be able to see your work without your permission.

DISABILITIES POLICY: I care deeply about making my classroom as inclusive as possible, not only in terms of recognizing and accommodating cultural diversity but also with regard to accommodating a range of learning needs based on physical and mental conditions. Please, let me and the resource center for persons with disabilities know, as soon as possible, if you have a disability that requires accommodation. Also, please let me know if you have needs which are not being met. If you need suggestions for resources on campus, you can ask me, go to the resource center for persons with disabilities (bessey hall 120), or meet with a counselor (call 517-353-9642; or 517-3555-1293 (tty)). It is michigan state university's policy to not discriminate against qualified students with documented disabilities in its educational programs.

STUDENT RESOURCES: The writing center (is awesome! And,) offers students an opportunity to meet one-on-one with a consultant while they are engaged in the process of writing class papers and other documents. It also offers consulting on digital writing projects and a grammar hotline. The writing center is located in 300 bessey hall. For information about appointments and satellite locations, see <http://writing.msu.edu/>. The esl writing lab will assist international students with all aspects of their work in iah courses, including understanding of course readings to be used in writing papers, planning and revising papers, and proofreading, see <http://elc.msu.edu/esl-lab/> for more information and instructions on making appointments. The learning resource center, located in bessey hall 202, offers academic support seminars and workshops, consults with students about study and learning styles and time management, and provides one-on-one tutoring in such areas as critical reading. For a more detailed description of lrc services and hour, see <http://lrc.msu.edu/>.

LATE WORK POLICY: Arrangements for completing outstanding or late work may be made with me at my discretion. As soon as you realize there may be a conflict or reason for tardiness, please let me know so we can work out a plan.

ATTENDANCE POLICY: Attendance in this course is very important. This is a small, discussion based class. You will get the most out of it if you do the readings, attend class and participate in discussions. Significant (more than 2) unexcused absences may result in a decreased or even failing grade. Please let me know about days you will need to be excused before they happen. If you get sick, please go to a doctor and do not attend class. At the same time, please let me know, as soon as you know, why you will not be attending class.

Course Schedule (also available on D2L in the Calendar)

Week 1	Date	Topic	Graded Assignments
	Thursday, September 1	Welcome, Syllabus, Intro	
<i>Unit 1</i>			
Week 2	Tuesday, September 6	Statements about Jewish Men Shakespeare, <i>Merchant of Venice</i> Act I	Discussion Questions
	Thursday, September 8	Shakespeare, <i>Merchant of Venice</i> Act II	IIST Quote
Week 3	Tuesday, September 13	Statements about Jewish Men Shakespeare, <i>Merchant of Venice</i> Act III	Discussion Questions
	Thursday, September 15	Shakespeare, <i>Merchant of Venice</i> Act IV and V	IIST Quote
<i>Unit 2</i>			
Week 4	Tuesday, September 20	Dickens, from <i>Oliver Twist</i> Victorian Jews: Choice of Novel	Essay 1 (Shylock) Discussion Questions
	Thursday, September 22	Eliot, from <i>Daniel Deronda</i> Victorian Jews: Choice of Novel	IIST Quote
Week 5	Tuesday, September 27	Disraeli, from <i>Sybil</i> Victorian Jews: Choice of Novel	Discussion Questions
	Thursday, September 29	Zangwill, <i>Children of the Ghetto</i> Victorian Jews: Choice of Novel	IIST Quote
<i>Unit 3</i>			
Week 6	Tuesday, October 4	Mapu, <i>Love of Zion</i> Eastern European Jews: Choice of Novel	Essay 2 (Victorians) Discussion Questions
	Thursday, October 6	Orzeszkowa, <i>Meir Ezofowicz</i> Eastern European Jews: Choice of Novel	IIST Quote
Week 7	Tuesday, October 11	Mendele, <i>Benjamin III</i> Eastern European Jews: Choice of Novel	Discussion Questions
	Thursday, October 13	Mickiewicz. <i>Pan Tadeusz</i> Eastern European Jews: Choice of Novel	IIST Quote
<i>Unit 4</i>			
Week 8 Midpoint	Tuesday, October 18	Philip Roth. <i>Portnoy's Complaint</i> 20 th Century American Jews: Choice of Novel	Essay 3 (Eastern Europeans) Discussion Questions
	Thursday, October 20	J.D. Salinger. <i>Franny and Zooey</i> 20 th Century American Jews: Choice of Novel	IIST Quote
Week 9	Tuesday, October 25	Cynthia Ozick. <i>The Messiah of Stockholm</i> 20 th Century American Jews: Choice of Novel	Discussion Questions
	Thursday, October 27	Leon Uris. <i>Exodus</i> 20 th Century American Jews: Choice of Novel	IIST Quote
<i>Unit 5</i>			
Week 10	Tuesday, November 1	<i>The Jazz Singer</i> American Film Jews: Choice of Movie	Essay 4 (Americans) Discussion Questions
	Thursday, November 3	<i>The Producers</i> American Film Jews: Choice of Movie	IIST Quote
Week 11	Tuesday, November 8	<i>Annie Hall</i> American Film Jews: Choice of Movie	Discussion Questions
	Thursday, November 10	<i>A Serious Man</i> American Film Jews: Choice of Movie	IIST Quote

<i>Week 12</i>	Tuesday, November 15	Israeli Film Jews: Choice of Movie	Discussion Questions
	Thursday, November 17	Israeli Film Jews: Choice of Movie	IIST Quote
<i>Unit 6</i>			
<i>Week 13</i>	Tuesday, November 22	Independent Project	Discussion Questions
	Thanksgiving	NO CLASS	
<i>Week 14</i>	Tuesday, November 29	Independent Project	Essay 5 (Film)
	Thursday, December 1	Independent Project	IIST Quote
<i>Week 15</i>	Tuesday, December 6	Independent Project Presentations	Presentations
	Thursday, December 8	Independent Project Presentations	Presentations
<i>Week 16</i>	Finals Week:		Essay 6 (Independent)
	Friday, December 16	7:45-9:45am C-301 Snyder Hall	

**I recommend that you keep a paper copy of this page with your other course materials for easy reference. **