



Judaic Studies Program Showcase

On June 5, 2014, the UC San Diego Judaic Studies Program sponsored a showcase of scholarship being produced by graduate students and faculty. The event was introduced by Brian Schottlaender, the Audrey Geisel University Librarian. Schottlaender greeted the audience and, on behalf of the Judaic Studies Program, acknowledged the longtime contributions of Elliot Kanter, who for three decades served as reference librarian and bibliographer in the field of Judaic studies.

The three graduate student speakers were Anne Clara Schenderlein (doctoral candidate, Department of History; 2013–14 Gumpel Fellow in Judaic Studies), Aaron Gidding (doctoral candidate, Department of Anthropology), and Genevieve Okada Goldstone (doctoral candidate, Department of Anthropology).

Schenderlein's research looks at German Jewish travel to West Germany in the aftermath of the Holocaust. While many Jewish refugees

vowed never to return to the "country of the murderers," some decided to visit to take care of restitution claims, to look after family graves, to see their former homes, and because they wanted to share their persecution experiences with young Germans.

Anthropologist Genevieve Okada Goldstone presented highlights from her research on conversion to Judaism and its impact on the racial and ethnic diversity of the American Jewish community.

Archaeologist Aaron Gidding spoke about a cyber-infrastructure initiative involving the Department of Anthropology, the Qualcomm Institute, and the UC San Diego Library. This collaboration will facilitate the organization of archaeological material excavated in Jordan, as part of the larger goal of making data available to the interested public and the scholarly community worldwide.

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Deborah Hertz, professor of history and Herman Wouk Chair in Modern Jewish Studies, spoke on her new book project, *Sailing to Utopia: Jewish Women's Journeys to and from Jaffa, 1886–1914*, which focuses on women who visited Ottoman Palestine in the era between the pogroms of 1881 and the beginning of World War I. (The following summary is based upon materials provided by Professor Hertz.)

Part One focuses on the decade of the 1880s and Olga Belkind Hankin, who emigrated to Palestine in 1886. There she married a prominent land purchaser and, as a trained midwife, delivered babies across the Galilee. The other Jewish radicals of her generation included Gesia Gelfman, who aided in the assassination of Czar Alexander II in 1881; Anna Kuliscioff, first an anarchist on the run and later a physician and prominent socialist in Italy; and Emma Goldman, whose

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How to Attend Judaic Studies Program Courses

The Judaic Studies Program offers a wide selection of exciting courses each quarter. Perhaps you've received the "JSP Courses" e-mail and thought to yourself, "I'd really like to take that course, but..." You're in luck! The Judaic Studies Program coordinator, Sally Hargate, has mapped out the steps below.

STEP ONE: Choose a Course

Q: What courses are offered this quarter?

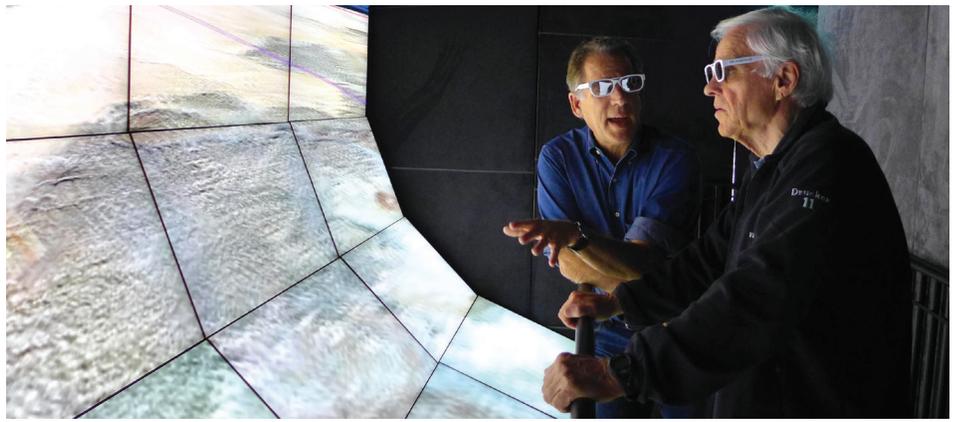
A: The Judaic Studies Program lists course offerings in two places on our website:

1. The "Courses" page has a listing of the current courses or the courses that will be offered during the next quarter.
2. The "Year at a Glance" page has a listing of all the courses to be offered during the academic year.
3. You may also sign up to receive Judaic Studies Program e-mails (<http://bit.ly/1m6GDwD>) to stay abreast of our course offerings, events, and other Judaic Studies Program happenings.

Q: How do I find out when and where a course is being offered?

A: The best place to find up-to-date times and locations for courses is the Schedule of Classes. Links to the Schedule of Classes can be found on the Judaic Studies Program website's "Courses" and "Year at a Glance" pages.

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Above: Thomas Levy (left) with Richard Atkinson



Left: William Propp, Janet Schatten, Richard Friedman, and Thomas Levy

News on the Exodus Conference

From May 31 through June 3, 2013, the UC San Diego Judaic Studies Program, in collaboration with the Qualcomm Institute (Calit2) at UC San Diego, hosted an international conference entitled "Out of Egypt: Israel's Exodus between Text and Memory, History, and Imagination," along with a special exhibition, EX3: Exodus, Cyberarchaeology, and the Future, which remained on display through June 9.

The EX3 exhibition was designed as a prototype for the museum of the future, focused less on material artifacts and more on revolutionary 3-D and large-scale visualization platforms and audio systems, developed at the Qualcomm Institute. In contrast to the traditional model of the Metropolitan, Louvre, and British Museums, in the twenty-first century, the preservation, analysis, and display of priceless antiquities will be better achieved by cyberarchaeology, a new field in which UC San Diego is a pioneer.

The by-invitation-only conference assembled more than forty of the world's leading archaeologists, biblical scholars, Egyptologists,

historians, geoscientists, and students of Christian, Islamic, and Jewish literature to share their perspectives on the biblical tradition of the Exodus from Egypt; Participants came from the US, Canada, the UK, the Netherlands, France, Italy, Germany, Austria, Switzerland, and Israel. The conference made no assumptions as to veracity or fictionality of the Exodus. The geoscientists provided "what-if" scenarios; the archaeologists and Egyptologists presented the material evidence; the biblical scholars analyzed the Torah's complex literary prehistory; and the experts in Judaism, Islam, and Christianity surveyed the ancient tradition's rich afterlife in Western and Middle Eastern memory.

A volume of the published proceedings, entitled *Israel's Exodus in Transdisciplinary Perspective* (edited by Thomas Schneider of the University of British Columbia and Thomas Levy and William Propp of UC San Diego), will be published by Springer in early summer 2014. A video record of the actual presentations is also available online: <http://exodus.calit2.net/>. ♦



In Memory of Jerome and Miriam Katzin

“Lovely and pleasant
in their lives, in
their death they
were not divided.”

2 Samuel 1:23

As the *Bulletin* goes to press, we have learned of the passing of Jerome Katzin, former president of the Judaic Studies Program Board of Visitors and a leader in the San Diego Jewish community. More than any other individual, Jerry set the Judaic Studies Program on a sound footing and, till the end of his long life, provided continual support and counsel. His wife of seventy-four years, Miriam, past president of the Friends of Judaic Studies, had passed away less than two weeks earlier.

Judaic Studies Program Hosts Yiddish Day

On Sunday, June 1, 2014, the Judaic Studies Program hosted Yiddish Day, featuring Yiddish scholars and professors Miriam Trinh and Eliezer Niborski. Both are currently based at Johns Hopkins University, where Trinh is a postdoctoral fellow and Niborski is a visiting lecturer.

The full-day seminar featured beginning and intermediate/advanced classes in grammar and literature, along with an opportunity to interact with young native Yiddish speakers. The events concluded with an English-language lecture by Professor Trinh on the Yiddish poet Avram Sutzkever. The thirty-plus participants included UC San Diego undergraduate and graduate students, as well as a number of community members. (The Judaic Studies Program is grateful to the Jewish Community Center and Noah Hadas for their help in promoting this event.) ♦

What student attendees had to say:

“Yiddish Day reaffirmed the importance of other programs the department hosts. For instance, at Yiddish Day I spoke with a couple that decided to register after having attended talks organized by the Holocaust Living History Workshop. These students wanted to understand the perspectives of the Holocaust survivors whom they met and encountered via the Visual History Archive (a desire I share). I went home after the day feeling comfortable reading in the Yiddish alphabet, being impressed at how much we students were able to converse with the instructors and their children in Yiddish, and having a lot of food for thought about why it really is important to make Yiddish study available.”

—Teresa Kuruc, UC San Diego Graduate Student, Literature

“Yiddish Day not only met my expectations but exceeded them. It was an incredible experience to see how much of a new language I learned in just one day.

I really appreciated the opportunity to learn from the two amazing professors from Johns Hopkins and would like to see this day made a tradition here at UC San Diego.”

—Clarissa Hoffman, UC San Diego Undergraduate Student

“Learning about a whole new language is always interesting, and Yiddish has many elements that make it fascinating. It was intriguing to see how this language derives from so many other languages and is still absolutely unique. The teachers at Yiddish Day were very helpful and taught the language in an easy, yet effective, manner. By the end of the day, I could carry on a small conversation with a fluent Yiddish speaker. I was able to take prior knowledge I had about other languages I know and see how they related to Yiddish, both linguistically and grammatically.”

—Bradley P. Day, UC San Diego Undergraduate Student

Program Showcase

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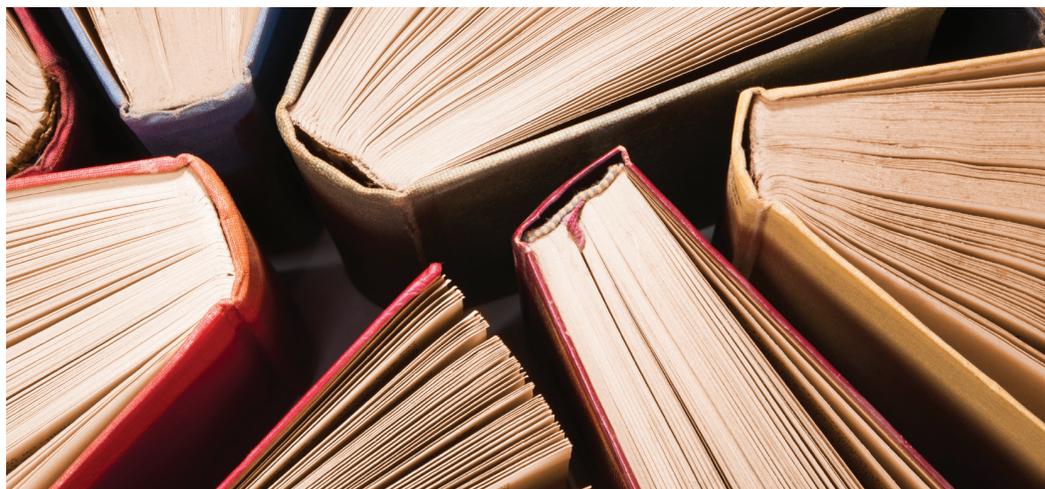
father refused all her projects of education and vocation.

Part Two moves forward in time, describing a generation of women who could choose among two Jewish political parties—Zionism and the Bund—as well as the mainstream socialist, anarchist, and feminist movements. Manya Wilbeshewitz Shochat began as a teen in the Bund organizing workers in Minsk, but in 1904 emigrated to Palestine, where she joined the first self-defense militia and created an early kibbutz-style collective farm.

Part Three moves to Frankfurt am Main in Germany, and the life and thought of Bertha Pappenheim, an Orthodox feminist in Germany, who exposed the highly secretive role of Jewish men in the worldwide trafficking of Jewish girls, and was an enthusiastic participant in the broader feminist movement in Germany. Pappenheim visited Palestine in 1911, but rejected Zionism and the lifestyle of women such as Manya Shochat. Throughout the book, a large collection of individual life biographies and published demographic statistics help illuminate why so many teenaged Jewish girls across these three decades left family, tradition, and hometowns.

To conclude the presentations, **Paul Meyer**, president of the Board of Visitors of the Judaic Studies Program, commented on the recent past, present, and future of the program. Among various challenges, he noted that endowed chairs have remained unfilled, that overall student enrollment in the program has declined, and that campuses have been targets of aggressive anti-Israeli and anti-Jewish activities. He drew attention to matters currently affecting the program, including the search for a new dean of Arts and Humanities, the evolving relationship between the Board of Visitors and the Friends of Judaic Studies, and the shift in emphasis within our support organizations from formal dinner meetings to less formal lectures and other academic programs.

As for the future, Meyer announced the imminent publication of this newsletter, and said that he looked forward to better communication among those who support Judaic studies as a valued campus discipline. ♦



Recommended Reading

Welcome to the first in a series of reports on readings recommended by our distinguished faculty. We know that professors read a lot. What have they read recently that they think we might enjoy, whether within their fields of study or beyond them?

This inaugural report features recommendations from **Professor William Propp**, who holds the Harriet and Louis Bookheim Chair in Biblical Hebrew and Related Languages:

The Better Angels of Our Nature

By Harvard professor of psychology Steven Pinker

Professor Propp's observation: "It forcefully makes a counterintuitive but statistically buttressed argument for hope in the human future. However slowly, we are learning to curb our violent impulses as a species, Pinker suggests."

Benjamin Franklin: An American Life

By Aspen Institute president and CEO and renowned biographer Walter Isaacson

Isaacson has written other acclaimed biographies of Steve Jobs, Albert Einstein, and Henry Kissinger. Professor Propp found this biography especially interesting, not only because the subject is one of the most versatile and influential men who ever lived, but also because Isaacson is clearly in love with his subject.

Genesis: A Biography

By UC Berkeley professor Ronald S. Hendel

According to Professor Propp, this "is part of a series that chronicles the 'lives' of great, influential books. Hendel manages to tie together the Hebrew Bible's somewhat obscure origins in ancient Israel, its two-thousand-year influence on Judaism and Christianity, and its overall significance in Western thought and literature. We learn about J, E, and P, St. Paul, Rashi, and Martin Luther—the usual suspects—but also about Rabelais, Spinoza, Galileo, Darwin, Kafka, Emily Dickinson, etc. All in fewer than three hundred easy-to-read pages." ♦



Professor Propp specializes in the civilizations and languages of the ancient Near East, as well as in biblical and Judaic studies. He gives instruction in ancient Near

Eastern history and literature, the Hebrew Bible, and modern Hebrew language and literature. His particular interest is applying models from cultural anthropology to the study of ancient texts.

Board of Visitors and Friends Charter Documents



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What charter documents govern our two nonprofit entities, the Board of Visitors to the Judaic Studies Program at UC San Diego, and the Friends of Judaic Studies at UC San Diego, and what do those documents say about the purposes of our organizations?

Board of Visitors

The Board of Visitors (BOV) was established by a Memorandum of Understanding (MOU) signed by UC San Diego, the UC San Diego Foundation, and a Steering Committee led by Dorothea Garfield and Jerome Katzin, acting on behalf of twenty-one donors, each of whom gave gifts of at least \$25,000 to a Judaic Studies Endowment Fund and thereby became founding, lifetime members of the BOV. The MOU itself is undated, but a 2008 draft of Bylaws for the Board of Visitors refers to the MOU as a 1981 document.

According to the MOU, the BOV's primary purposes are (a) to advise or make recommendations to the university regarding the Judaic Studies Program, (b) to advise or make recommendations to the UC San Diego Foundation regarding the investment and use of the Endowment Fund, and (c) together with the university, to "encourage interaction between the San Diego community and the university."

Most matters involving governance of the BOV appear in a 2008 draft of Board of Visitors Bylaws (BOV Bylaws). (Unfortunately, we have no signed copy of the BOV Bylaws in our records.) The BOV Bylaws suggest two other purposes for its members: (d) to serve as public relations and fundraising ambassadors for the Judaic Studies Program, and (e) to review the Judaic Studies Program's existing strategic plan, proposed programs, and activities.

Friends of Judaic Studies

The Friends of Judaic Studies (Friends) predate the BOV. According to the BOV Bylaws, the Friends were established in 1978, about three years before the BOV was established.

The Friends have their own Bylaws, adopted in 1993 (Friends Bylaws). They describe the Friends as "an organization of the [Endowment Fund]," require approval of the Friends Bylaws by the BOV, and suggest a more active agenda or purpose for its members, including "meetings, programs, and seminars devoted to subjects of Jewish cultural and historical interest . . . Such programs may include lectures, forums, movies and drama, musical events, and other suitable [media]."

What Now?

With the charter documents of the BOV and Friends in mind, what can we do to revitalize the roles played by our organizations now and in the future?

1. Do any of the purposes of the BOV or Friends strike a chord with you, inspiring you to get us more involved with one program or another? Are you getting notices about "lectures, forums, movies and drama, musical events, and other suitable [media]"? If not, do you want to help get word out by contributing articles about such events to future newsletters like this one? Please contact Paul Meyer or Sally Hargate.
2. Should our two organizations remain separate, or should they reorganize into a single organization? The university and the UC San Diego Foundation are parties to the MOU, so any reorganization would require their approval, not just ours. We may not want to engage Chancellor Khosla and the Foundation in such an effort until we have strengthened the organizations we now have. What do you think? If you have views on this subject, please let Paul or Sally know.
3. The Judaic Studies Program's documents on the BOV and Friends are clearly incomplete. If you have documents or knowledge that you'd like to add to the program's archives, please contact Paul or Sally. ♦

How to Attend Courses

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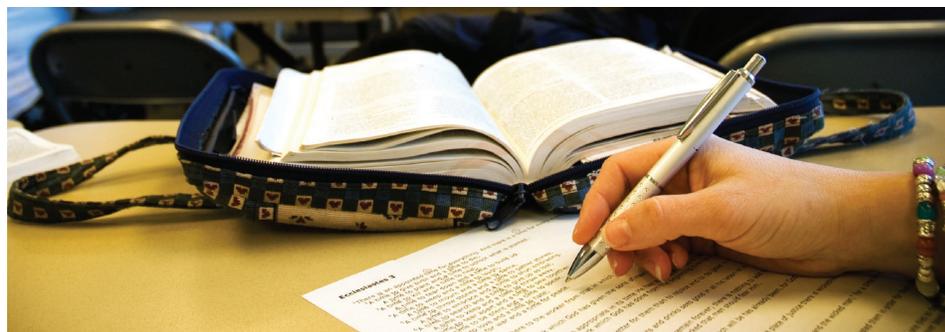
STEP TWO: E-mail the Instructor for Permission to Audit the Course

Q: Where do I find professors' e-mail addresses?

A: Instructors' e-mail addresses can be found by clicking their name within the table on the "Courses" page of the Judaic Studies Program website. E-mail addresses may also be found on the "Faculty" and "Affiliated Faculty and Lecturers" pages of the website.

Q: What does it mean to audit a course?

A: As an auditor you are entitled to attend class and participate in class discussions at the discretion of the instructor. You are not entitled to any materials handed out in class (although



many materials may be available for download, or the instructor may be willing to e-mail digital copies) and are not expected or required to complete course assignments or tests. In short, an auditor's presence should not add to the workload of the instructor or disrupt the learning of enrolled students.

STEP THREE: Attend the Class

Q: What should I do to make the most of this experience?

A: Below is a short list of recommendations:

1. Check the Schedule of Classes a day or two before instruction begins for location or time changes, and to ensure the course hasn't been canceled.
2. When e-mailing the professor for permission to attend class, also tell him or her why you are interested in the course. Ask about course materials, additional reading recommendations, and what level of participation would be appropriate. ♦