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The following is the Mission Statement of the entire History Department, including the Jewish History Division:

The Robert Beren Department of History at Yeshiva University seeks to instill each student with a comprehensive understanding of the past, both in its own context and how it informs the present. Through small, interactive colloquia, instructors introduce students to the complex and often competing narratives of world history, inviting them to examine sources objectively and formulate their own conclusions as to meaning.

Our courses cover a broad range of historical fields, with particular strengths in the history of Jews and Judaism. Specific topics include: Roman Emperors; Renaissance and Reformation; History of the Book; US Presidents; History of Piracy; Legal History; Modern Russia; Social Movements; History of the Jerusalem Temple; the Talmudic Rabbis; Medieval Jewish History; Jews in the New World; the Jewish Experience in Europe; The Holocaust; and History of Modern Israel.

In moving across chronological divisions and geographic boundaries, the History curriculum is designed to provide foundational knowledge while encouraging independent thought. Through written work and lively class discussion, students acquire the ability to craft a persuasive argument and present it cogently to their peers. More importantly, they gain an awareness of the vast richness of the human experience, and their own role as citizens, scholars, and members of the global community.

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| **Program/Major Goals** | **SLOs** |
| 1. Analyze primary texts. | a. Understand the language and syntax of the text |
| b. accurately formulate both the main point(s) and the details of the text |
| c. Explain how the text sheds light on the historical issues under discussion |
| d. . assess the reliability of the text |
| e. |
| 2. Understand the impact of the majority society and culture on the Jews. | a. Identify and characterize the key relevant elements of the majority society and culture |
| b. Assess the degree to which Jews were aware of these elements, interacted with them, influenced them, or were influenced by them |
| c. |
| d. |
| e. |
| 3. Understand the historiographical approaches found in the secondary literature. | a. Explain the central points of a historian’s argument and his or her methodological approach. |
| b. Formulate reasons for endorsing or rejecting that argument or approach |
| c. Evaluate the biases in both primary and secondary texts |
| d. |
| e. |
| 4. | a. |
| b. |
| c. |
| d. |
| e. |
| 5. | a. |
| b. |
| c. |
| d. |
| e. |
| 6. | a. |
| b. |
| c. |
| d. |
| e. |