



CIEE Global Institute – Rome

Course name:	True Romans: Jewish-Catholic Relations in Modern Times
Course number:	RELI 3001 ROIT
Programs offering course:	Rome Open Campus
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

The course deals with the complex relationship between the Catholic Church and the Jewish community which has been residing in the city well before the birth of Christianity. The Jews in fact are called the “only true Romans.” The class will tackle the issue of the changing approach of the Catholic Church toward the Jews from ghetto times to the present, and the shifting response of the Jews. It will compare the conditions and history of Roman Jews (a unique story) with that of other Jewish communities in the world and will enable students to visit Rome in a very different fashion on rarely beaten paths.

Learning Objectives

By the end of the course, students will be able to:

- Demonstrate a clear knowledge of the conditions of Jews in Rome and in Italy and the policy of the Catholic Church toward Jews
- Assess the development of Roman topography and ethnic residence in modern times
- Identify critical times in the relationship between the Catholic Church and the Jews
- Develop an understanding of the concept of identity among Italian Jews and more in general in Italy
- Develop an understanding of the changing position of the Catholic Church not only toward the Jews but more in general toward non Christian people
- Assess the significance of being Jewish in Rome in relation to other Jewish experiences
- Acquire practice in addressing sensitive issues such as religious and ethnic diversity, migrations, and national identity
- Achieve a familiarity with the appropriate use of religious and historical terms
- Develop the ability to write critically about social and religious issues
- Develop informed knowledge around the notions of religious identity, the Italian cultural environment and Italian Judaism

Course Prerequisites

No specific prerequisites are needed for this course.



Methods of Instruction

This course will combine lectures, class debates, walking tours, documentary screenings, and conversations with guest speakers.

Assessment and Final Grade

Quizzes (2)	15%
Mid-term:	20%
Individual Presentation:	20%
Final Exam:	25%
Class Participation:	20%

Course Requirements

Quizzes

Students will take 2 quizzes throughout the course. Each quiz, based on the topics discussed during classes, will include true and false, multiple choice and images identifications.

Student Presentations

During the six-week term, starting from the second week, each student will give an on-site 20 minute presentation on one of the main topics covered during the semester and indicated in the week by week plan. Students will in fact give their presentations during the field-studies undertaken by the class for a total of 5, from the 2nd to the 6th week. Students are expected to conduct some research online and consult additional bibliographic material indicated by the instructor. The presentation should highlight positive and negative aspects of the relations between the Catholic Church and the Jews in a given historical period while offering a synthetic analysis of the issue at stake through the lens of a specific disciplinary approach (this will be indicated by the instructor).

Mid Term and Final Exams

Students will take two in-class exams: an hour and half long mid-term in the third week of classes; and an hour and half long final in the last. The tests have the same format. They are divided in two different sections: the first one is based on IDs (students have to identify in short answers, names or episodes treated in class or in the readings); the second is open-answer prompt that requires a brief essay of about 800 words. Each section of the test is worth 50%.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.



Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements.
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Please note this schedule is subject to change if opportunities arise to enhance the curriculum

Weekly Schedule

Week 1

The Catholic Church and Judaism: Major Highlights

Class 1:1

Introduction and Presentation

General introduction of the main themes of the course.
Presentation and explanation of the Syllabus with emphasis on assessment methods and course requirements.



Main themes and background

The historical and cultural roots of the relationship between the Church and the Jews. The birth of Christianity in Roman times, the Middle Ages and the growing distance between the two faiths.

Preliminary Field-Study: A Jewish walk in ancient Rome

Readings: Tabor “The Roman World of Jesus” <https://class-pages.uncc.edu/~james-tabor/the-roman-world-of-jesus-an-overview/>; Stow, *Theater of Acculturation*, “Introduction, pp. 13-22

Week 2

The creation of the Ghetto: the 16th and 17th centuries

Class 2:1

The Ghetto from Venice to Rome

This session introduces the historical, political and religious reasons at the basis of the creation of the ghetto in the 16th century. The class will analyze and discuss the historical and cultural aspects of this major event which changed the destiny of the Jews and the Church

Class 2:2

The Baroque and the Plight of the Jews

A historical approach to the conditions of Jews in the Ghetto. The growth of Catholic Rome from a political point of view and the centrality of the Papacy in the 17th century.

Quiz 1

Life in the Ghetto and forced Conversions

This session will examine actual conditions in the Ghetto and the lives Jews were forced to live. Students will have an opportunity to witness through photographs and on site, the condition of ghetto life and reconstruct the main aspects of the treatment of Jews in those centuries

Field-Study 1: The Ghetto and the Churches of Converts

Readings: Stow, *Theater of Acculturation*, “Introduction and Chap. 1 – Kertzer, 2002, Introduction

Week 3

Life and sufferings in the Ghetto

Class 3:1

The 19th century

The conditions of the Jews slightly improved toward the end of the 18th century, also because of the liberal revolutions across the Atlantic. However, with the Restoration and after Vienna 1815, the



Pope regained his secular kingdom and further restrained Judaism. This session will analyze the hopes and expectations of the Jews during the rise of liberalism

Field-Study 2: The Major Synagogue and the Jewish Museum

Risorgimento Italy and Pius IX

Class 3:2

As the unification of Italy progressed and several revolutions took place in the 19th century the Jews began hoping for better treatment. However, Pope Pius IX further restrained their lives and tried to reinstate absolute rule. 1861, Italy is unified and ghettos across the country opened, but Rome is still under papal rule.

Class 3:3

Mid-Term

Readings: Kertzer 2002; den Arend, *Guide to the Jewish Ghetto*

Week 4

From Emancipation to Fascism liberalism (1870-1938)

Class 4:1

The opening of the Ghetto

The ghetto is liberated only in 1870 and Rome becomes the capital of the Kingdom of Italy. The conditions of the Jews are miserable but they will soon improve thanks to the liberal and friendly policy of the royal house and the liberal governments. Popes still condemn the Jews as dangerous for the stability of the Church.

Class 4:2

Fascism and the Jews

During these decades anti-Semitism is on the rise; Catholic intellectuals contribute a great deal to the new racist theories. The hopes of the Jews are somehow abated by the rise of Mussolini to power. Although several Jews join the fascist party, the majority remain wary of the new regime. They will soon find out their concern was right. A new and terrible exclusion follows

Field-Study 3: Visit of the “Oratorio Di Castro”, via Balbo Synagogue

Readings: Kertzer 2002, 2015

Week 5

Racial Laws and the Shoah

Class 5:1

1938 Racial Laws

Jews are excluded from social and political life in Italy. Mussolini introduces racial laws which provide to make Jews second class citizens in the country. The Vatican does not oppose the decision and actually some Catholic intellectuals support the decision.



Quiz 2

The Shoah – The Destruction of European Jewry and the Church

Class 5:2

The class will discuss the readings on the actions of the Church in this terrible time. What options did the Pope have? Are the many accusations against Pius XII acceptable? Was he instead protecting the Jews without much publicity? This is one of the most controversial times in Catholic-Jewish relations. Students will have the opportunity to discuss some of the different interpretations on the subject.

Field-Study 4: Visit to the Jewish Community Center II Pitigliani – The class will be held in Il Pitigliani

Readings: Kertzer 2002, 2015

Week 6

Vatican Council II - From John Paul II to Francis.

Class 6:1

After WWII – From Pius XII to Paul VI

After the war, the Jewish community slowly reemerged from its tragedy. The rise of John XXIII to the papal throne projected new hopes for the Jews. His opening of the Vatican Council II meant also an opening toward Judaism.

Field-Study 5: Visit of Saint Peter's Basilica

Class 6:2

John Paul II and Elio Toaff: two worlds come together

This session is entirely dedicated to a historical event: the approach made by John Paul II to the Roman Jewish Community and his meeting with Chief Rabbi Toaff in the Rome synagogue. A friendship and collaborations was born

Screening of documentaries and interviews of the time

A new era in Catholic-Jewish Relations

John Paul II first, and then Benedict XVI and Francis, opened a whole new era in Catholic-Jewish Relations. All three visited the major synagogue meeting the chief rabbi. This conclusive session will enable students to discuss some of the current issues in a turbulent relationship that seems to have reached at last a fairer balance.

Class 6:3

Final Exam

Readings: *The Catholic Church and the Jewish People*, 2007

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.



Readings

The Catholic Church and the Jewish People: Recent Reflections from Rome, ed. by Phillip A. Cunningham, Fordham University Press, 2007

Paul den Arend, *Guide to the Jewish Ghetto in Rome*

Kertzer, David, *The Popes Against the Jews: The Vatican's Role in the Rise of Modern Anti-Semitism*, Vintage 2002

Kertzer, David, *The Pope and Mussolini*, Part III, 2015

De Felice, Renzo, *The Jews in Fascist Italy: A History*, Enigma Books, 2001.

Fiorentino, Luca, *Il ghetto racconta Roma*, Gangemi, 2006 (English Text).

Sarfatti, Michele, *The Jews in Mussolini's Italy: From Equality to Persecution*, University of Wisconsin Press, 2006

Stow, Kenneth, *Theater of Acculturation: The Roman Ghetto in the Sixteenth Century*, University of Washington Press, 2001.

Tabor, James, "The Roman World of Jesus: An Overview," University of North Carolina: <https://clas-pages.uncc.edu/james-tabor/the-roman-world-of-jesus-an-overview/>

Zuccotti, Susan, *Under His Very Windows: The Vatican and the Holocaust in Italy*, Yale University Press, 2002.

"Vatican-Israel Relations | Council on Foreign Relations." *Council on Foreign Relations*. Web. 24 June 2017. <https://www.cfr.org/background/vatican-israel-relations>

Further reading materials will be assigned on a week-by-week basis.

Professor will provide a complete list of complementary readings, media sources and articles published in national and international media in order to stimulate class debates and activities.

Online Resources

N/A

Media Resources

N/A