

The University of Western Ontario
Department of History
2012-2013

HISTORY 3807E
THE JEWISH IMMIGRANT EXPERIENCE IN NORTH AMERICA, 1880-1945

Wednesday, 7:00 pm-9:00 pm
Room: STVH 3166

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Office hours: Mondays, 3:00 pm-4:30 pm,
and by appointment

COURSE DESCRIPTION:

Between 1880 and 1920, over two million Eastern European Jews left their homelands to begin new lives in the United States and Canada. This course will examine these Jewish immigrants, and their adult children and grandchildren, by exploring their family, spiritual, social, and work lives between 1880 and 1945, and by emphasizing both their struggles and achievements. In so doing, the course will highlight a variety of themes related to ethnicity, religion, gender, and class, including cultural identity, pluralism, and assimilation; generational and class conflict; and social reform. These topics and themes will help elucidate how Jewish immigrants and their increasingly assimilated offspring helped shape, and reacted to, life in North America by both conforming to and rebelling against its dominant culture. The course will conclude by examining those Jews who fled Europe in the 1930s and 40s for safe haven in North America.

REQUIRED TEXTS:

(All readings may be purchased at the bookstore, and, except for the Custom Course Material Collection, are on 2 hour reserve at Weldon)

Feingold, Henry L. *A Time for Searching: Entering the Mainstream, 1920-1945*. Volume 4 of The Jewish People in America series. Baltimore: The Johns Hopkins University Press, 1992.

Howe, Irving and Kenneth Libo, eds. *How We Lived: A Documentary History of Immigrant Jews in America, 1880-1930*. New York: New American Library, 1981.
(custom course material)

Sorin, Gerald. *A Time for Building: The Third Migration 1880-1920*. Volume 3 of The Jewish People in America series. Baltimore: The Johns Hopkins University Press, 1992.

Weinberg, Sydney Stahl. *The World of Our Mothers: The Lives of Jewish Immigrant Women*. Chapel Hill: The University of North Carolina Press, 1988. **(custom course material)**

material)

Yeziarska, Anzia. *Bread Givers*, 1925; rpt. New York: Persea Books, 1999. [a novel, with foreword and introduction by Alice Kessler-Harris]

Custom Course Material Collection

Selected book chapters bound in Custom Course Material Collection include:

Abella, Irving. *A Coat of Many Colours: Two Centuries of Jewish Life in Canada*. Toronto: Key Porter, 1999.

Abella, Irving, and Harold Troper. "'The line must be drawn somewhere': Canada and Jewish Refugees, 1933-1939." In *A Nation of Immigrants: Women, Workers, and Communities in Canadian History, 1840s-1960s*. Edited by Franca Iacovetta, et al. Toronto: University of Toronto Press, 1998.

Antler, Joyce. *The Journey Home: Jewish Women and the American Century*. New York: The Free Press, 1997.

Bialystok, Franklin. *Delayed Impact: The Holocaust and the Canadian Jewish Community*. Montreal & Kingston: McGill-Queen's University Press, 2000.

Diner, Hasia R. *Lower East Side Memories: A Jewish Place in America*. Princeton: Princeton University Press, 2000.

Ewen, Elizabeth. *Immigrant Women in the Land of Dollars: Life and Culture on the Lower East Side, 1890-1925*. New York: Monthly Review Press, 1985.

Gilbert, Martin. *Jewish History Atlas*. 4th edition. London: Weidenfeld+Nicolson, 1992.

Glazier, Jack. *Dispersing the Ghetto: The Relocation of Jewish Immigrants Across America*. Ithaca: Cornell University Press, 1998.

Gutkin, Harry. *Journey Into Our Heritage: The Story of the Jewish People in the Canadian West*. Toronto: Lester& Orpen Dennys, 1980.

Herscher, Uri D. *Jewish Agricultural Utopias in America, 1880-1910*. Detroit: Wayne State University Press, 1981.

Joselit, Jenna Weissman. *Our Gang: Jewish Crime and the New York Jewish Community, 1900-1940*. Bloomington: Indiana University Press, 1983.

Rabinowitz, Dorothy. *New Lives: Survivors of the Holocaust Living in America*. New York: Alfred A. Knopf, 1976.

Roskolenko, Harry. *The Time That Was Then: The Lower East Side 1900-1914, An*

Intimate Chronicle. New York: The Dial Press, 1971.

COURSE REQUIREMENTS:

Attendance and Class Participation		10%
First Term Book Review (8-10 pages)	October 24, 2012	20%
In-Class Midterm Examination:	November 21, 2012	20%
Second Term Essay (12-15 pages):	February 27, 2013	25%
Final Examination:	April 14-30, 2013	25%

LEARNING OUTCOMES:

Students should be able to:

chronicle the central priorities, struggles, and achievements of Jewish immigrants, and the ways in which these concerns and experiences influenced, and were shaped by, various historical trends and movements.

examine the ways in which ethnic and religious identity intersects with issues of gender and class, and the ways in which it can change over time and across generations.

explore the ways in which Jews have both conformed to, and resisted, the dominant culture.

PLEASE NOTE:

During all lectures, videos, and class breaks, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices, is not permitted in the classroom. Failure to comply will adversely affect your attendance/participation mark.

A REMINDER:

Students are reminded that academic accommodation on medical grounds can in most instances **only** be granted if supported by a **University of Western Ontario Student Medical Certificate**. This form can be accessed at the following website:

https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty (For Social Science students 2105 SSC). Further details on this policy can be found at the following website:

<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

A copy of the Faculty of Social Science policy on plagiarism has been attached to this syllabus. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

LECTURE SCHEDULE AND READINGS:

* indicates selected book chapters in Custom Course Material Collection

Sept. 12 - Introduction; The meaning of Judaism (Part 1)

Begin reading Yezierska's *Bread Givers* so you will have it finished in time to complete and submit the book review by Oct. 24.

Sept. 19 - The meaning of Judaism (Part II)

Sept. 26 – No Class: Yom Kippur

Oct. 3 - Life in Eastern Europe

Sorin, pp. 12-37

Weinberg, pp. 1-20, 21-40, 41-63

Howe and Libo, 3-11

Oct. 10 - North America bound

Sorin, pp. 38-68

Weinberg, pp. 64-81

Howe and Libo, pp. 17-22

Howe and Libo, Marcus Ravage, "A Fashionable Place to Go," pp. 18-19

Howe and Libo, Shalom Aleichem, "Well, We're Off," pp. 20-22

Oct. 17 - German Jewish immigrants (1820-1880) (EXAM PREPARATION)

Sorin, pp. 1-11

*Glazier, pp. 1-25

Howe and Libo, Abraham Cahan, "Night School Student," p. 195

Oct. 24 - Life in the tenements

Sorin, pp. 69-73, 79-81

Weinberg, pp. 90 (after #16)-92 (to middle)

*Roskolenko, pp. 11-51

Howe and Libo, pp. 25-42, 43-47

Howe and Libo, *Forward*, 2/12/06, "It's Not So Good to Be a Boarder," pp. 34-35

Howe and Libo, *Forward*, 1/19/06, "The Opening of the Seward Park Public Baths," p. 80

Oct. 31 - Work in the factory, on the streets, and in the home (ESSAY DUE)

Sorin, pp. 74-78, 95 (last sentence)-96 (to #86)

Weinberg, pp. 185-202

Howe and Libo, pp. 65-71, 135-139, 153-160

Howe and Libo, Morris Rosenfeld, "I work and I work," p. 157 (also see pp. 294-295)

Howe and Libo, Ray Stannard Baker, "Sweatshop Conditions," pp. 153-154

Howe and Libo, Hutchins Hapgood, "The Great Pushcart Markets," pp. 65-67

Howe and Libo, Zalmen Yoffeh, "With One Dollar," p. 43 (also see Sammy Aaronson, p. 44)

*Roskolenko, pp. 53-64, 91-107

Nov. 7 - Crime

Sorin, pp. 84 (after #51)-86 (top),

Weinberg, pp. 92 (from middle)-93 (to middle)

*Joselit, pp. 1-53

Howe and Libo, University Settlement Society Report, 1900, "Gangs and Gangsters" (also see p. 60)

Howe and Libo, Herbert Asbury, "The Death of Little Augie," pp. 62-63

Nov. 14 - Entertainment and amusements

Sorin, pp. 99-101

Weinberg, pp. 99 (top)-102

*Ewen, pp. 208-224

Howe and Libo, pp. 48-54, 239-252

Howe and Libo, Hutchins Hapgood, "The Jewish King Lear," p. 253

Howe and Libo, *Forward*, 8/6/03, "Should Jewish Boys Play Baseball?" p. 51

Nov. 21 - MIDTERM EXAMINATION

Nov. 28 - Relocation and Jewish farming settlements

Sorin, pp. 62 (from middle)-67

*Herscher, pp. 15-27, 31-72, 108-121

*Gutkin, pp. 55-67

Howe and Libo, pp. 320-327

Howe and Libo, "Appeals to the Removal Office," pp. 333-335

Howe and Libo, Milton Kutsher, "Hotel Pioneers," pp. 76-77

Dec. 5 - TBA

WINTER BREAK

Jan. 9 - Family cohesion and conflicts

Sorin, pp. 82-84 (to #51), 93 (after #75)-95, 96 (after #86)-97 (top)

Weinberg, pp. 125-148, 149-166

Howe and Libo, pp. 125-130

Howe and Libo, Irving Howe, "Did She Overfeed?," p. 46

Howe and Libo, Letters to the Editor, "Husband and Wife," pp. 89-90

Jan. 16 - Assimilation efforts, social reformers, and settlement houses

Sorin, pp. 86-92 (top), 179 (bottom)-181 (top)

Weinberg, pp. 103-124

Howe and Libo, pp. 55-59, 93-98, 99-101

Howe and Libo, *Forward*, 8/16/04, "Health Problems," pp. 36-37

Howe and Libo, Educational Alliance Report 1902, "Summer Camp," p. 58

Jan. 23 - Labour activism and socialism

Sorin, 109-135

*Antler, 73-97

*Roskolenko, pp. 79-89

Howe and Libo, pp. 140-145, 161-177

Howe and Libo, Rose Schneiderman, "Testing Our Strength," pp. 140-142

Howe and Libo, Morris Hillquit, "Why I Am a Socialist," p. 190

Jan. 30 - Jewish institution-building

Sorin, pp. 97 (after #88) - 98, 102-105 (to #118), 179

Howe and Libo, pp. 72-75

Howe and Libo, Stanley Bero, "The Hebrew Free Loan Society," pp. 67-68

Howe and Libo, *Forward*, 6/6/09, "A Hospital Supported by Pennies," p. 75

Feb. 6 - The advent of Zionism

Sorin, pp. 219-232 (to middle)

*Antler, pp. 98-135

Feb. 13 - Upward mobility and changing identity: striving for success

Sorin, pp. 105 (bottom)-107 (after middle paragraph), 232 (middle)-235

Weinberg, pp. 167-183

Feingold, pp. 35-61

Howe and Libo, Isaac Raboy, "First Try It On," p.70 (also see Barney Ross, p.70)

Howe and Libo, Charles Bernheimer, "Immigrant Entrepreneurs," p.71

READING WEEK

Feb. 27 - Upward mobility and changing identity: achieving success? (ESSAY DUE)

Feingold, pp.62-89, 90-124, 125-154

Howe and Libo, I. Benquit, "From Worker to Contractor," pp.158-60

Howe and Libo, Irving Howe, "Moving to the Suburbs," pp. 342-343

Mar. 6 - Anti-Semitism in the 1920s and 30s

Feingold, pp. 1-34

*Abella, pp. 179-207

Howe and Libo, Bernard Horwich, "Chicago," p. 336

Howe and Libo, Samuel Chotzinoff, "Waterbury, Connecticut," p. 340

Mar. 13 - United and divided: Jewish organizations, politics, and Zionism (EXAM PREPARATION)

Feingold, pp. 155-188

Mar. 20 - North American Jewry's response to the Holocaust

Feingold, pp. 225-265

*Bialystok, pp. 14-29

Mar. 27 – No Class: Passover

Apr. 6 - Refugees of the Holocaust/The Jewish immigrant experience remembered in popular culture

*Abella and Troper, pp. 412-445

*Bialystok, pp. 42-67

*Rabinowitz, 73-87, 96-129 (selected stories)

*Diner, pp. 52-59, 85-88, 101-107, 120-126

Apr. 14-30 - FINAL EXAMINATION (TBA)

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca