

Jewish History from Abraham to the Modern Era
History 2815E
Mondays 11:30am-2:30pm (Social Science Centre 3006)
Prof. Wobick-Segev, swobicks@uwo.ca
Office: Lawson Hall 2245
Office hours: Thursdays 9:30-11:30am

Course Description:

This course is intended to introduce students to the major events, figures and themes of Jewish history from Biblical times to the post-WWII era. It explores—political, social, cultural, intellectual and religious aspects of this history. We will pay particular attention to central individuals and their experiences as a way of gaining insight into significant moments in Jewish history. We will also concentrate on the changing temporal and geographic contexts, acknowledging both commonalities and exceptional experiences of various Jewish communities. This course seeks to understand how Jews at times served as the agents of historical change, and at others reacted to changes imposed on them by non-Jewish societies. Most importantly, this course seeks to confront narratives that insist that Jewish history can simply be reduced to a tale of oppression. Instead, we will consider the vibrant and rich cultural legacy of the Jewish people. Students will read a wide variety of secondary historical and primary sources, from political and philosophical texts, religious tracts, selections from autobiographies, and modern literature.

Learning outcomes:

Students who complete this course will be able to:

- explain key developments in Jewish history and the larger contexts in which they took place;
- analyze central Jewish writings from different historical periods;
- formulate clear and analytic arguments in written work based on primary and secondary sources;
- express themselves clearly in discussion.

Required Text:

The Memoirs of Gluckel of Hameln.

Recommended Reading:

Michael Brenner, *A Short History of the Jews.*

The remaining readings can be found online via OWL.

Course Requirements:

Participation	15%
Primary source essay (Nov. 10)	20%

First semester essay (Dec. 1)	20%
Final Research Essay (March 30)	20%
(10-12 pages using 7 monograph-length sources)	
(n.b.: this includes the on-time submission of a proposal and bibliography, due in class on October 20)	
Final Exam (during final exam period)	25%

*Students are encouraged **THOUGH NOT REQUIRED** to use their foreign language skills when researching their final research essay.

** Over the course of the year, students will be **EXPECTED** to attend several lectures and events outside of our regular class time.

All assignments must be typed, double-spaced, use 1" margins, 12-point font.

Assignments handed in late will be penalized 2% per day. Extensions will be granted only in extreme circumstances.

No electronic devices will be allowed during tests and examinations.

Date	Class Topic and Readings
Introductions	
September 8	Introduction to the course and the topic
Sept. 15	<p>The Origins of the Jewish People/The Writing of the Bible</p> <p>Secondary source: Finkelstein and Silberman, <i>The Bible Unearthed: Archaeology's New Vision of Ancient Israel and the Origin of Sacred Texts</i>, 4-24.</p> <p>Primary source: <i>Tanakh</i>, I Samuel 17: 1-58; II Samuel 21:15-22.</p>
Sept. 22	<p>Jews and Hellenic Culture/Under Roman Rule</p> <p>Secondary source: David Flusser, <i>Judaism of the Second Temple Period</i>, 6-43.</p> <p>Primary source: Flavius Josephus, <i>The Second Jewish Commonwealth</i>, 252-259.</p>
Sept. 29	<p>Rabbinic Culture/Mishnah, Talmud and Jewish Texts</p> <p>Secondary source: Judith Romney Wegner, "The Image and Status of Women in Classical Rabbinic Judaism", 73-100.</p> <p>Primary source: <i>Sefer aggadah</i> (compiled and edited by Bialik and Ravnitzky), 614-617.</p>
October 6	<p>Medieval Ashkenaz/Medieval Sepharad</p> <p>Secondary source: Mark R. Cohen, <i>Under Crescent and Cross</i>, 77-103.</p> <p>Primary source: Rabbi Yehuda Hasid, <i>Sefer hasidim: the book of the pious</i>, pp. 279-280 (#495), p. 281 (#500), pp. 282-283 (#502), pp. 283-284 (#503), pp. 285-286 (#506), p. 287 (#509), p. 289 (#512), p. 294 (#523), pp. 298-299 (#531 and 532), p. 303 (#541 and 542), p. 305 (#545).</p>
Oct. 13	THANKSGIVING

<i>Establishing Boundaries, Creating New Communities</i>	
Oct. 20	<p>1492 and the creation of the Sephardi Diaspora/ A New Home: The Ottoman Empire and North Africa</p> <p>Secondary source: Esther Benbassa and Aron Rodrigue, <i>Sephardi Jewry</i>, 1-35.</p> <p><i>Bibliography and Research Paper proposal due today</i></p>
Oct. 27	<p>Joseph Caro, the <i>Shulhan Arukh</i> and the continued codification of the <i>Halakhah</i>/ Safed: <i>Kabbalah</i> and Jewish mysticism</p> <p>Secondary source: Rachel Elijor, “Messianic Expectations”</p> <p>Primary source: R. Moshe Cardovero, <i>The Palm Tree of Deborah</i>, chp. 2.</p>
November 3	<p>The Jews in Renaissance Europe/ The Reformation and Wars of Religion</p> <p>Secondary source: Dean Phillip Bell, “Jewish Settlement, Politics, and the Reformation”</p> <p>Primary source: Begin reading <i>The Memoirs of Glückel of Hameln</i> (definitely read books 1 and 2).</p>
Nov. 10	<p>Court Jews/ Poland and the Autonomous Community</p> <p>Secondary source: Adam Teller, “Jewish Literary Responses to the Events of 1648-1649 and the Creation of a Polish-Jewish Consciousness”, 17-45.</p> <p>Primary source: <i>Glückel of Hameln</i> (finish all by today!)</p> <p><i>Primary Source essay due today</i></p>
<i>Religious Change</i>	
Nov. 17	<p>Amsterdam, Old Jews and New Christians/ Messianism and Heresy: Shabbetai Zvi and Sabbatianism</p> <p>Secondary source: Miriam Bodian, <i>Hebrews of the Portuguese Nation</i>, 1-17.</p>

	<p>Primary sources: R. Menasseh ben Israel, <i>The Conciliator</i>, 15-16. A Prophetic Vision of Nathan of Gaza.</p>
Nov. 24	<p>Hasidism/ Vilna and the <i>Mitnagdim</i></p> <p>Secondary source: Moshe Rosman, <i>Founder of Hasidism: A Quest for the Historical Ba'al Shem Tov</i> (Berkeley, Los Angeles and London: University of California Press, 1996), 27-41.</p> <p>Primary source: Hasidic Tales</p>
December 1	<p>Social mobility and change in the 17th and 18th centuries, an overview/ The Enlightenment and Haskalah</p> <p>Secondary source: Shmuel Feiner, "Pseudo-Haskalah".</p> <p>Primary source: Mendelssohn, The Right to be Different Lessing, A parable of toleration</p> <p><i>First semester essay due today</i></p>
January 5	<p>The Century of Enlightenment: From Germany to Russia and beyond/ Emancipation</p> <p>Secondary source: Werner E. Mosse, "From 'Schutzjuden' to 'Deutsche Staatsbürger Jüdischen Glaubens': The Long and Bumpy Road of Jewish Emancipation in Germany," in <i>Paths of Emancipation: Jews, States, and Citizenship</i> edited by Pierre Birnbaum and Ira Katznelson (Princeton: Princeton University Press, 1995), 59-93.</p> <p>Primary source: Gabriel Riesser, <i>Defense of the Civil Equality of the Jews with Respect to the Proposals of Mr. H.E.G. Paulus</i> (excerpts).</p>
Jan. 12	<p>Reform Judaism in Europe/ Neo-Orthodoxy</p> <p>Secondary source: Moshe Samet, "The Beginnings of Orthodoxy"</p> <p>Primary source: Hirsch, Religion allied to progress</p>

<i>The Politics of Integration and Difference</i>	
Jan. 19	<p>German Jews and the Politics of Liberalism/ Russia and the Pale of Settlement</p> <p>Secondary source: Israel Bartal, <i>The Jews of Eastern Europe</i>, 58-69.</p> <p>Primary source: Mendes-Flohr reader, 354-364.</p>
Jan. 26	<p>America: Dreams of Freedom and Political Realities/ Jews of the Balkans and North Africa: Between the Alliance and Zionism</p> <p>Secondary sources: Lucette Valensi, "Multicultural Visions: The Cultural Tapestry of the Jews of North Africa" AND Malino, "Mothers and Daughters of the AIU"</p>
February 2	<p>Palestine and life in the Yishuv/ Zionism in practice</p> <p>Secondary source: Tom Segev, <i>One Palestine, Complete</i>, 375-396.</p> <p>Primary source: Rabbi Yehuda Alkalai, "The Third Redemption", (read intro, too), 103-107.</p>
<i>Assimilation or Renovation: New Jewish Identities</i>	
Feb. 9	<p>Religious Reform in America</p> <p>Secondary source: Batnizky, <i>How Judaism became a religion</i>, 166-182.</p> <p>Primary source: Plaut, "The Canadian Experience" and "What I believe"</p>
Feb. 16	READING WEEK
Feb. 23	<p>Communist Russia and the New Jew/Central Europe and the Return to Jewish Culture</p> <p>Secondary source: Kenneth Moss, <i>Jewish Renaissance in the Russian Revolution</i>, 253-279.</p> <p>Primary source: Buber, <i>On Renaissance</i></p>

March 2	<p>The birth of ultra-Orthodoxy/ The <i>Yishuv</i> and the emergence of Religious Zionism</p> <p>Secondary source: Michael Silber, “The Invention of a Tradition” AND Dov Schwartz, <i>Religious-Zionism: History and Ideology</i>, 27-33.</p>
<i>Emancipation and its discontents</i>	
March 9	<p>The Emergence of modern antisemitism/ WWI and the rise of Nazism</p> <p>Secondary source: Shulamit Volkov, “Antisemitism as a cultural code”</p> <p>Primary source: Wilhelm Marr, “The victory of Judaism over Germandom” Karl Eugen Duehring, “The Question of the Jew is a Question of Race”</p>
March 16	<p>WWII and the Shoah</p> <p>Secondary source: Bergen, 167-178, 182-191.</p> <p>Primary source: Mendes-Flohr, 722-726, 730-731, 757-763.</p>
<i>Post-war Jewish Life</i>	
March 23	<p>Jews in Cold War Europe</p> <p>Secondary source: Michael Meng, “From Destruction to Preservation” AND David Weinberg “The Reconstruction of the French Jewish community”</p>
March 30	<p>The Creation of a Jewish State in the Middle East/ Coming Home? Middle Eastern Jews in Israel</p> <p>Secondary source: Ella Shohat, “Rupture and Return”</p> <p>Primary source: Almog Behar, Ana min al-yahoud</p> <p><i>(Final Research paper due today)</i></p>

April 6	<p>Post-war America and the Jews/ Contemporary Jewish Culture</p> <p>Secondary source: Chaim Waxman, "From Institutional Decay to Primary Day: American Orthodox Jewry Since World War II" in <i>American Jewish History</i>, Volume 91, Number 3-4, (2003): 405-421.</p> <p>Primary source: Englander, "Reb Kringle"</p>
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ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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. This site provides links the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

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