

The University of Western Ontario  
Department of History  
2017-2018

HISTORY 3808F  
JEWISH LIFE IN NORTH AMERICA SINCE 1880

Location: UCC 59

Time: Monday, 9:30-11:30 pm

Dr. Monda Halpern

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Office hours: first term, Monday, 12:30-2:00 pm;

second term, Wednesday, 12:30-2:00 pm

**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 seminar half-course will examine these Jewish immigrants and the generations which followed, highlighting their changing family, spiritual, social, and work lives, and both their struggles and achievements. In so doing, the course will explore a variety of themes related to ethnicity, religion, gender, and class, including cultural identity, assimilation, social activism, and upward mobility. These topics and themes will help elucidate how Jews have helped shape North American life by both conforming to and rebelling against its dominant culture.

**REQUIRED READINGS:**

See the linked and posted articles cited below.

For online primary sources, see the Weldon database *Jewish Life in America, 1654-1954*

**COURSE REQUIREMENTS:**

Research essay (12-15): TBA 45%

Critiques (2): TBA 30%

Seminar presentation: TBA 15%

Participation: 10%

**LEARNING OUTCOMES:**

**Students should be able to:**

1. explain the central priorities, struggles, and achievements of successive Jewish generations, and the ways in which these concerns and experiences influenced, and were shaped by, various historical trends and movements.
2. explain 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.

3. explain both the formal and informal ways in which Jews have conformed to and challenged the dominant culture, as well as their own traditions.

**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.

**As your classmates rely on your research essay in order to write their critiques, research essays (both hardcopy and electronic versions) must be submitted on their due date, in class. Late research essays will not be accepted for grading.**

**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](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.

Third and fourth year History courses **are exempted** from the Senate regulation that students must receive feedback amounting to at least 15% of their final grade three days before the drop deadline.

**SCHEDULE:**

You will sign up for a presentation date beginning in WEEK 8. On your selected date, you will present at least one of the scheduled articles. In your presentation, address, critique, and compare/contrast your articles' theses, main arguments, biases, and sources, and situate your articles in larger historiographical issues. As well, discuss your related essay topic in the context of these readings. Stimulate class discussion by asking questions and fielding comments. Feel free to incorporate audio-visual aids. You will be graded on the content of your presentation, and on your facilitation of the seminar discussion. As you may be "sharing" your presentation date with a classmate, and in order to prevent overlap in discussion topics, arrange with her/him which topics/readings that each one of you will present.

The subject of your research essay will coincide with the general seminar topic of your selected date. Your essay **(in both electronic and hard copy format) will be due in class on that same day.**

Those students not presenting an article and submitting an essay on a given week will be required to do the assigned readings, participate in the seminar discussion, and write an essay critique. Select two student essays (which will be accessible on OWL) on which you would like to write a critique. Your critique must be submitted (in hard copy) no later than one week following the submission of the essay about which it is written. Submitted critiques will not be seen by anyone other than me; they will be returned with a mark as soon as possible. Critiques should be two typed pages, be double-spaced, include a thesis statement, and assess the strengths and weaknesses of the papers.

## **LECTURE SCHEDULE AND READINGS:**

**SEPTEMBER 11 – Introduction, part 1: Principles of Judaism**

**SEPTEMBER 18 – Introduction, part 2: From Europe to North America**

**SEPTEMBER 25 – “Sensing” North American City Life**

Daniel Bender, "A Hero... for the Weak": Work, Consumption, and the Enfeebled Jewish Worker, 1881-1924," *International Labor and Working-Class History*, 56 (Fall 1999): 1-22

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/27672593>

Derek Vaillant, "Peddling Noise: Contesting the Civic Soundscape of Chicago, 1890-1913," *Journal of the Illinois State Historical Society*, 96, 3 (Autumn 2003): 257-287

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/40193997>

Andrea Renner, "A Nation That Bathes Together: New York City's Progressive Era Public Baths," *Journal of the Society of Architectural Historians*, 67, 4 (December 2008): 504-531

<http://www.jstor.org/stable/10.1525/jsah.2008.67.4.504>

Stephen H. Norwood, "American Jewish Muscle": Forging a New Masculinity in the Streets and in the Ring, 1890-1940," *Modern Judaism*, 29, 2 (May 2009): 167-193

<http://mj.oxfordjournals.org.proxy1.lib.uwo.ca/content/29/2/167.full.pdf+html>

**OCTOBER 2 – Labour and Union Activism**

Richard A. Greenwald, "The Burning Building at 23 Washington Place": The Triangle Fire, Workers and Reformers in Progressive Era New York," *New York History*, 83, 1 (Winter 2002): 55-91

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/23183517>

Daniel Sidorick, "The 'Girl Army': The Philadelphia Shirtwaist Strike of 1909-1910," *Pennsylvania History*, 71, 3 (Summer 2004): 323-369

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/27778620>

Val Marie Johnson, "'Look for the Moral and Sex Sides of the Problem': Investigating Jewishness, Desire, and Discipline at Macy's Department Store, New York City, 1913,"

*Journal of the History of Sexuality*, 18, 3 (September 2009): 457-485  
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/20542732>

## **OCTOBER 9 – NO CLASS – THANKSGIVING; FALL READING WEEK**

### **OCTOBER 16 – Assimilation Projects and Alternatives to Orthodoxy**

Selma C. Berrol, "In Their Image: German Jews and the Americanization of the Ost Juden in New York City," *New York History*, 63, 4 (October 1982): 417-433  
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/23174045>

Robert A. Rockaway, "'It's Hard Living in Atlanta': The Contrasting Views of Two Jewish Immigrants, 1905-1906," *The Georgia Historical Quarterly*, 77, 3 (Fall 1993): 567-576  
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/40582820>

Elizabeth Rose, "From Sponge Cake to 'Hamentashen': Jewish Identity in a Jewish Settlement House, 1885-1952," *Journal of American Ethnic History*, 13, 3 (Spring 1994): 3-23

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/27501139>

Theodore H. Friedgut, "Jewish Pioneers on Canada's Prairies: The Lipton Jewish Agricultural Colony," *Jewish History*, 21, 3/4 (2007): 385-411

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/20728556>

### **OCTOBER 23 – Upward Mobility and Institution-Building**

Michael Brown, "Divergent Paths: Early Zionism in Canada and the United States," *Jewish Social Studies*, 44, 2 (Spring 1982): 149-168

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/4467168>

Daniel J. Elazar, "The Development of the American Synagogue," *Modern Judaism*, 4, 3 (October 1984): 255-273

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/1396300>

Mark K. Bauman, "The Emergence of Jewish Social Service Agencies in Atlanta," *The Georgia Historical Quarterly*, 69, 4 (Winter 1985): 488-508

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/40581435>

### **OCTOBER 30 – Family Trouble (WEEK 8)**

Reena Sigman Friedman, "Send Me My Husband Who Is in New York City": Husband Desertion in the American Jewish Immigrant Community 1900-1926," *Jewish Social Studies*, 44, 1 (Winter 1982): 1-18

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/4467152>

Sydney Stahl Weinberg, "Jewish Mothers and Immigrant Daughters: Positive and Negative Role Models," *Journal of American Ethnic History*, 6, 2 (Spring 1987): 39-55

<http://www.jstor.org/stable/27500526>

Jacquelyn Litt, "Mothering, Medicalization, and Jewish Identity, 1928-1940,"

*Gender and Society*, 10, 2 (April 1996): 185-198  
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/189833>

Richard Moss, "Creating a Jewish American Identity in Indianapolis: The Jewish Welfare Federation and the Regulation of Leisure, 1920-1934," *Indiana Magazine of History*, 103, 1 (March 2007): 39-65  
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/27792777>

### **NOVEMBER 6 – Anti-Semitism in the 1920s and 30s**

Cyrill Levitt and William Shaffir, "The Swastika as Dramatic Symbol: A Case-Study of Ethnic Violence in Canada," in *The Jews in Canada*, edited by Robert J Brym et al. (Toronto: Oxford University Press, 1993)

Harold Brackman, "The Attack on "Jewish Hollywood": A Chapter in the History of Modern American Anti-Semitism," *Modern Judaism*, 20, 1 (February 2000): 1-19  
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/1396627>

Victoria Saker Woeste, "Insecure Equality: Louis Marshall, Henry Ford, and the Problem of Defamatory Antisemitism, 1920-1929," *The Journal of American History*, 91, 3 (December 2004): 877-905  
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/3662859>

### **NOVEMBER 13 – The Response to the Holocaust**

Adam Wolfson, "The Boston Jewish Community and the Rise of Nazism, 1933-1939," *Jewish Social Studies*, 48, 3/4 (Summer-Autumn 1986): 305-314  
<http://www.jstor.org/stable/4467344>

Irving Abella 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)

Susan A. Glenn, "The Vogue of Jewish Self-Hatred in Post-World War II America," *Jewish Social Studies*, 12, 3 (Spring-Summer 2006): 95-136  
<http://www.jstor.org/stable/4467748>

Amanda Grzyb, "From Kristallnacht to the MS *St. Louis* Tragedy: Canadian Press Coverage of Nazi Persecution of the Jews and the Jewish Refugee Crisis, September 1938 to August 1939," in *Nazi Germany, Canadian Responses: Confronting Anti-Semitism in the Shadow of War*, edited by L. Ruth Klein (Montreal and Kingston: McGill Queen's University Press, 2012)

### **NOVEMBER 20 – Stagnation and Transformation in the 1950s and 1960s**

Clive Webb, "Closing Ranks: Montgomery Jews and Civil Rights, 1954-1960," *Journal of American Studies*, 32, 3 (December 1998): 463-481  
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/27556479>

Vincent Brook, "The Americanization of Molly: How Mid-Fifties TV Homogenized 'The Goldbergs' (And Got 'Berg-larized' in the Process), *Cinema Journal*, 38, 4 (Summer 1999): 45-67

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/1225662>

Harold Troper, "A Third Solitude," in *The Defining Decade: Identity, Politics, and the Canadian Jewish Community in the 1960s*, by Harold Troper (Toronto: University of Toronto Press, 2010)

Harold Troper, "Let Them Have It," in *The Defining Decade: Identity, Politics, and the Canadian Jewish Community in the 1960s*, by Harold Troper (Toronto: University of Toronto Press, 2010)

### **NOVEMBER 27 – Images in Popular Culture**

Terry Barr, "Stars, Light, and Finding the Way Home: Jewish Characters in Contemporary Film and Television," *Studies in Popular Culture*, 15, 2 (1993): 87-100

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/23413963>

Terry Barr, "Fagin's Children: Hollywood's Jewish Gangsters," *Studies in Popular Culture*, 22, 2 (October 1999): 71-84

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/41970374>

Anna Petrov Bumble, "The Intellectual Jewish Woman vs The JAP in the Works of American Jewish Women Writers," *Studies in American Jewish Literature*, 19 (2000): 26-36

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/41205921>

Martha A. Ravits, "The Jewish Mother: Comedy and Controversy in American Popular Culture," *Melus*, 25, 1 (Spring 2000): 3-31

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/468149>

### **DECEMBER 4 – Continuity in Crisis?**

Peter S. Lemish, "Hanukah Bush: The Jewish Experience in America," *Theory into Practice*, 20, 1 (Winter 1981): 26-34

<http://www.jstor.org.proxy1.lib.uwo.ca/stable/1476610>

Valerie Stoker, "Drawing the Line: Hasidic Jews, Eruvim, and the Public Space of Outremont, Quebec," *History of Religions*, 43, 1 (August 2003): 18-49

<http://www.jstor.org/stable/10.1086/381321>

Yaakov Ariel, "Jews and New Religious Movements: An Introductory Essay," *Nova Religio: The Journal of Alternative and Emergent Religions*, 15, 1 (August 2011): 5-21

<http://www.jstor.org/stable/10.1525/nr.2011.15.1.5>

Aviva Gordon, "Jewish Intermarriage in American Society: Literature Review," *Women*

*in Judaism: A Multidisciplinary Journal*, 1, 2 (Spring 2014): 1-14

<http://wjudaism.library.utoronto.ca/index.php/wjudaism/article/view/22533>

## 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](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](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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or [vangalen@uwo.ca](mailto:vangalen@uwo.ca)