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

OCTOBER 2 – Labour and Union Activism


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,"
October 9 – No Class – Thanksgiving; Fall Reading Week

October 16 – Assimilation Projects and Alternatives to Orthodoxy


October 23 – Upward Mobility and Institution-Building


October 30 – Family Trouble (Week 8)

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

Jacquelyn Litt, “Mothering, Medicalization, and Jewish Identity, 1928-1940,”


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


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


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)


http://www.jstor.org/stable/4467748


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


**NOVEMBER 27 – Images in Popular Culture**


**DECEMBER 4 – Continuity in Crisis?**

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


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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or vangalen@uwo.ca