

HISTORY HIST 3808G
Jewish Life in North America Since 1880
Fall/Winter 2022-23
Thursday, 1:30pm-3:30pm, Location TBA
in-person

Instructor: Monda Halpern, Professor
Office Hours: Thursday, 3:30pm-5:00pm
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This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (i.e. on Zoom at the times indicated in the timetable. The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

Course Description:

This course examines the history of Jews in the United States and Canada, highlighting their changing family, spiritual, social, and work lives, exploring themes of identity, assimilation, activism, and upward mobility, and considering how Jews have helped shape North American life through their struggles and achievements.

Prerequisite(s):

1.0 History course at the 2200 level or above.

Unless you have either the prerequisites for this 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. The 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.

Course Syllabus:

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 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.

COURSE REQUIREMENTS:

Research essay (12-15 pages): TBA	45%
Critiques (2 critiques at 2 pages each): TBA	30%
Seminar presentation: TBA	15%
Participation/Attendance:	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.

SEMINAR PRESENTATION:

You will sign up for a presentation date beginning in Week 5. On your selected date, you (possibly along with one other) will present one of the scheduled articles. In your presentation, address and critique your article's thesis, main arguments, biases, and sources, and situate your article in the larger historiography. As well, discuss your related essay topic in the context of your reading. 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 them which topics/readings that each one of you will present. Your presentation will last 20-30 minutes.

To facilitate the research of your essay, the subject of your essay will coincide with the general seminar topic of your selected presentation date. **Your essay (in both paper and electronic format) will be due on that same day in class. As your classmates are relying on the timely submission of your essay in order to write their critiques (see below), essays MUST be submitted on your assigned due date.**

Late research essays will generally not be accepted for grading. If you are facing difficulties, please talk to me.

ESSAY:

Your essay should be 12-15 pages. It must include a thesis statement that advances a clear argument and maps the discussion points of the paper. In addition to offering a meaningful examination, your essay must include an introduction, conclusion, endnotes or footnotes, and a bibliography. Endnotes/footnotes should be in a correct and consistent format. The bibliography should include 12-15 sources, 2/3 of which should be secondary sources (contemporary sources, mostly books, written by scholars) and 1/3 of which should be primary sources (written/spoken by observers during the time period under study). Primary sources can be books, articles, government documents, newspapers, etc., but they must be a stand-alone source/document, not simply an excerpt or quotation retrieved from a secondary source; in other words, you must locate your own primary sources (on the internet (on a credible site) or in a library or archive).

CRITIQUES:

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 is due in class and must be submitted 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 and double-spaced. They should include a concise thesis statement stating the strengths and weaknesses of the essay; they should then discuss those strengths and weaknesses. They should also have an introduction and conclusion, but they do not require extra research or citations. When submitting your critique, please indicate if it is critique 1 or 2.

[enter in a description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc., and any specific requirements for attendance and participation. If you have multiple subheadings for this section, use the Heading #3 formatting for your subheadings]

Course Materials:

See the linked and posted articles cited below.

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

Methods of Evaluation:

Students must attend at least half the number of full classes in order to qualify for a passing final grade, regardless of marks received for other assignments.

Course Schedule and Readings:

JANUARY 12 – Introduction, part 1: Principles of Judaism

JANUARY 19 – Introduction, part 2: From Europe to North America

JANUARY 26 – “Sensing” North American City Life

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>

FEBRUARY 2 – Labour and Union Activism

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>

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>

FEBRUARY 9 – Assimilation Projects and Alternatives to Orthodoxy (WEEK 5)

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>

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>

FEBRUARY 16 – 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>

FEBRUARY 23 – NO CLASS (SPRING READING WEEK)

MARCH 2 – Family Trouble

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>](http://www.jstor.org.proxy1.lib.uwo.ca/stable/4467152)

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>

MARCH 9 – Antisemitism 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)

POSTED

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>

Sarah Atwood, "[‘This List Not Complete’: Minnesota’s Jewish Resistance to the Silver Legion of America, 1936–1940](#),” *Minnesota History*, 66 (Winter 2018–19): 142-55
<https://www.jstor.org/stable/26554803>

MARCH 16 – Responses to the Holocaust

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)

POSTED

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)

POSTED

David Slucki, “A Community of Suffering: Jewish Holocaust Survivor Networks in Postwar America,” *Jewish Social Studies*, 22 (Winter 2017): 116-145
<https://www.jstor.org/stable/10.2979/jewisocistud.22.2.04>

MARCH 23 – Stagnation and Transformation in the 1950s and 1960s

Vincent Brook, “The Americanization of Molly: How Mid-Fifties TV Homogenized ‘The Goldbergs’ (And Got ‘Berg-Iarized’ in the Process),” *Cinema Journal*, 38, 4 (Summer 1999): 45-67
<http://www.jstor.org.proxy1.lib.uwo.ca/stable/1225662>

[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>

Harold Troper, “A Third Solitude,” AND “‘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)

POSTED

MARCH 30 – Images in Popular Culture

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>

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> AND

Aviva Gordon, “Jewish Inter-marriage 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>

APRIL 6 – NO CLASS MEETING (PASSOVER)

Work in lieu of this meeting will be assigned in advance.

END OF TERM

Use of Electronic Devices:

During all class lectures, discussions, and presentations, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices, is discouraged and could adversely affect your participation mark.

Additional Statements:

Please review the Department of History Course Must-Knows document,

<https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness