

## *Course Syllabus*

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### **Course Information**

<i>Course Number/Section</i>	HIST 4344.002
<i>Course Title</i>	Topics in European History: Jewish History
<i>Term</i>	Fall 2007
<i>Days &amp; Times</i>	Monday and Wednesday, 9:30-10:45
<i>Location</i>	JO4.102

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### **Professor Contact Information**

<i>Professor</i>	Nils Roemer
<i>Office Phone</i>	972-883-2769
<i>Email Address</i>	nroemer@utdallas.edu
<i>Office Location</i>	JO 5.516
<i>Office Hours</i>	Mondays and Wednesday 11:30:12:30

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

No prior background is assumed or required.

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### **Course Description**

In this course we will examine the profound transformation that Jews, as communities and individuals, experienced from the late eighteenth century to the postwar period. We will analyze and evaluate a broad range of primary texts and visual material, including several movies. We will explore political and ideological, as well as cultural and religious, developments. Central themes include the Jewish Enlightenment, the process of emancipation, religious reform, modern anti-Semitism, the Holocaust, Zionism, and the founding of the State of Israel. Lectures will concentrate on central themes and include slide and video presentations. This is an introduction to modern Jewish history, thought, and literature

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### **Student Learning Objectives/Outcomes**

Students will discuss the variety and complexity of Jewish existence in the modern era. They will interpret the changing political and cultural world of Jewish life and culture, assess Jewish responses to modernity, and study the dynamics of exclusion and inclusion, acceptance and persecution. Students will develop their critical and analytical skills in assessing historical debates and sources.

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## **Required Textbooks and Materials**

Paul Mendes-Flohr and Jehuda Reinharz, *The Jew in the Modern World* (Oxford, 1995), abbreviated as *JMW*

Lloyd Gartner, *The Jews in Modern Times* (Oxford, 2001)

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## **Suggested Course Materials**

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### **Assignments & Academic Calendar**

#### **Course Requirements/Evaluations Criteria**

Attendance and class participation, three papers ranging from five to six pages, a mid-term, and a final examination.

#### **Examination**

There will be a mid-term and a final. The final will not be comprehensive.

#### **Essays**

One interpretation of a primary source, a research essay, and a book review on Lloyd Gartner, *The Jews in Modern Times* (2001) are required. The primary source and the topic of the research essay will be chosen in consultation with me.

### **Course Schedule**

#### **August 20: Introduction**

##### **August 22: On the Eve of Modernity: Forces of Change**

Paul Mendes-Flohr and Jehuda Reinharz, *The Jew in the Modern World* (Oxford, 1995), abbreviated as *JMW*, part I, nos. 1, 2, 4-7; part II, nos. 1, 2

Lloyd Gartner, *History of the Jews in Modern Times*, 26-83

Lois Dubin, "Between Toleration and 'Equalities' -- Jewish Status and Community in Pre-Revolutionary Europe," *Simon Dubnow Institute Yearbook* 1 (2002): 219-234

Jonathan Israel, *European Jewry in the Age of Mercantilism, 1550-1750* (1985), 195-215

##### **August 27: The Jewish Enlightenment**

*JMW*, part I, nos. 8-13; part II, nos. 3-23

Salomon Maimon, *An Autobiography*, ed. and trans. by Moses Hadas (1967), 72-95

Lloyd Gartner, *History of the Jews in Modern Times*, 83-104

David Sorkin, *The Transformation of German Jewry* (1987), 13-78

##### **August 29: Revolutionary Europe and the Jews**

*JMW*, part. III, nos. 1-6, 10-15, 18-26

Lloyd Gartner, *History of the Jews in Modern Times*, 104-127

Pierre Birnbaum and Ira Katznelson, "Emancipation and the Liberal Offer," in idem, *Paths of Emancipation* (1995), 3-36

Werner Mosse, "From 'Schutzjuden' to 'Deutsche Staatsbürger jüdischen Glaubens': The Long and Bumpy Road of Jewish Emancipation in Germany," Pierre Birnbaum and Ira Katznelson, eds. *Paths of Emancipation: Jews, States and Citizenship* (1995), 59-93

### **August 29: Branching Out**

*JMW*, part IX, nos. 11

"Causes of Emigration, 1837-1840," Joseph L. Blau and Salo W. Baron, ed. *The Jews of the United States, 1790-1840: A Documentary History* (1963), 3: 803-805

Avraham Barkai, *Branching Out: German-Jewish Immigration to the United States, 1820-1914* (1994), 125-190

Hasia R. Diner, *The Jews of the United States* (2004), 71-88

### **September 3: Responses to the Modernity: Religious Reform**

*JMW*, part IV nos. 1-8

Lloyd Gartner, *History of the Jews in Modern Times*, 128-161

Michael Meyer, *The Origins of the Modern Jew* (1967), 115-143

L. Scott, "The Narrating Architecture of Emancipation," *Jewish Social Studies*, 6 (2000): 1-30

### **September 5: Responses to Modernity: Wissenschaft des Judentums**

*JMW*, part V, nos. 1-8

Ismar Schorsch, "Breakthrough in the Past: The Verein für Cultur und Wissenschaft der Juden," Ismar Schorsch, *From Text to Context: The Turn to History in Modern Judaism* (1994), 205-232

Nils Roemer, *Jewish Scholarship and Culture in Nineteenth-Century Germany: Between History and Faith* (2005), 26-46

### **September 10: From Poland to Late Imperial Russia: The State and Its Jews**

*JMW*, part VIII, nos. 2-4, 6, 8

Lucy Dawidowicz, *The Golden Tradition* (1996), 119-129, 148-153

Lloyd Gartner, *History of the Jews in Modern Times*, 162-185

Michael Stanislawski, *Tsar Nicholas I and the Jews: The Transformation of Jewish Society in Russia, 1825-1855* (1983), 49-96

David Biale, "A Journey Between Worlds: East European Jewish Culture from the Partitions of Poland to the Holocaust," *Cultures of the Jews: A New History* (2002), 3: 799-862

### **September 12: In the Russian Empire, 1855-1917**

*JMW*, part VIII, nos. 5-7, 9, 16-21

Lloyd Gartner, *History of the Jews in Modern Times*, 185-190, 238-248

Michael Stanislawski, "Russian Jewry, the Russian State, and the Dynamics of Jewish Emancipation," Pierre Birnbaum and Ira Katznelson, eds. *Paths of Emancipation* (1995), 262-283.

Benjamin Nathans, *Beyond the Pale: The Jewish Encounter with Late Imperial Russia* (2002), 201-307

## **Interpretation of primary source is due on September 17**

### **September 17: Sephardic Jewry**

*JMW*, part VII, nos. 9-10

Aron Rodrigue, *Jews and Muslim: Images of Sephardi and Eastern Jewries in Modern Times* (2003), 69-93 and 105-134

Reeva Spector Simon, Michael Menachem Laskier, and Sara Regueur, eds. *The Jews of the Middle East and North Africa in Modern Times* (2003), 65-83 and 242-250

Aron Rodrigue, "The Ottoman Diaspora: The Rise and Fall of Ladino Literary Culture,"

David Biale, ed. *Cultures of the Jews: A New History* (2002), 3: 863-885

### **September 19: Urbanization and the Jews**

Steven M. Lowenstein, "The Rural community and the Urbanization of German Jewry," *Central European History* 13, 3 (1980): 218-236

Richard Cohen, "Urban Visibility and Biblical Vision: Jewish Culture in Western and Central Europe in the Modern Age," David Biale, ed. *Cultures of the Jews: A New History* (2002), 3: 731-796

Steven M. Lowenstein, "Was Urbanization Harmful to Jewish Tradition and Identity in Germany?" *Studies in Contemporary Jewry* 15 (1999): 80-106

Yuri Slezkine, *The Jewish Century* (2004), 114-127

### **September 24: The Role of Gender; Varieties of Modern Judaism**

*JMW*, part VI nos. 8 and 21

Pauline Wengeroff, "Memoirs of a Grandmother," Lucy Dawidowicz, *The Golden Tradition* (1996), 160-168

Paula Hyman, *Gender and Assimilation in Modern Jewish History: The Roles and Representation of Women* (1995), 50-92

Marion A. Kaplan, "Tradition and Transition: Jewish Women in Imperial Germany,"

Judith Baskin, ed., *Jewish Women in Historical Perspective* (1991), 202-221

### **September 26: Midterm Exam**

### **October 1: Modern Antisemitism**

*JMW*, part VII, nos. 4, 11-27

Lloyd Gartner, *History of the Jews in Modern Times*, 213-238

Michael Meyer, "Great Debate on Antisemitism: Jewish Reaction to New Hostility in Germany, 1879-1881," *YLB* 11 (1966): 137-170

Helmut Walser Smith, *The Butcher's Tale: Murder and Anti-Semitism in a German Town* (2002), 55-89

Albert S. Lindemann, *The Jew Accused: Three Anti-Semitic Affairs. Dreyfus, Beilis, Frank, 1894-1915* (1991), 94-128

### **October 3: Pogroms in the East**

*JMW*, part VIII, nos. 27, 28, 29;

Hayim Nahman Bialik, "On the Slaughter," T. Carmi, ed., *The Penguin Book of Hebrew Verse* (1981), 512-513

Edward Judge, *Easter in Kishinev: Anatomy of a Pogrom* (1992), 49-75  
Jonathan Frankel, "The Crisis of 1881-82 as a Turning Point in Modern Jewish History,"  
David Berger, ed., *The Legacy of Jewish Migration: 1881 and Its Impact* (1983), 9-22

### **October 8: Jewish Literature**

Ilan Stavans, ed. *The Oxford Book of Jewish Stories* (1998), 44-53  
Shalom Aleichem, "Hodel," Emanuel Litvinoff, ed., *The Penguin Book of Jewish Short Stories* (1979), 29-45  
David G. Roskies, "Modern Jewish Literature," Burton L. Visotzky and David E. Fishman, eds., *From Mesopotamia to Modernity* (1999), 233-254  
**Film:** Fiddler on the Roof

### **October 10: Post-liberal Ideologies**

*JMW*, part X, nos. 2-5, 8-10, 13  
Robert Alter, ed. *Modern Hebrew Literature* (1975), 87-101  
Arthur Hertzberg, *The Zionist Idea* (1970), 204-231, 256-260, 290-302, 305-327  
Lloyd Gartner, *History of the Jews in Modern Times*, 248-266  
Michael Berkowitz, *Zionist Culture and West European Jewry before the First World War* (1993), 8-39, 144-164  
Michael Stanislawski, *Zionism and the Fin de Siècle* (2001), 1-18, 98-115  
**Film:** *The Land of Promise* (1935) at  
<http://www.spielbergfilmarchive.org.il/kv/prestate1.html>

### **October 15: Jews in Poland**

Jeffrey Shandler, ed. *Awakening Lives: Autobiographies of Jewish Youth in Poland Before the Holocaust* (2002), 275-295, 296-320, and 321-343  
Ezra Mendelsohn, *The Jews of East Central Europe Between the World Wars* (1983), 11-83  
**Film:** *Images Before My Eyes*

### **October 17: Jews in the Soviet Union**

*JMW*, part VIII, nos. 35-43  
Eliezer Greenberg and Irving Howe, eds. *Ashes out of Hope: Fiction by Soviet Yiddish Writers* (1977), 124-192  
Zvi Gitelman, *A Century of Ambivalence: The Jews of Russia and the Soviet Union, 1881 to the Present* (2001), 59-87 and 88-114

### **October 22: The Renaissance of Jewish Culture in Weimar Germany**

Joseph Roth, *The Wandering Jews* (2001), 68-79  
Anton Kaes, Martin Jay and Edward Dimendberg, eds. *The Weimar Republic Sourcebook* (1994), 250-253 and 272-275  
*JMW*, 278-279  
Michael Brenner, *The Renaissance of Jewish Culture in Weimar Germany* (1996), 153-184  
Inka Bertz, "Jewish Renaissance – Jewish Modernism," Emily D. Bilski, *Berlin Metropolis: Jews and the New Culture, 1890-1918* (1999), 102-145

**October 24: East and West**

**Film:** *East and West*

**Research essay is due on October 29**

**October 29: Paul Wegener's *Der Golem***

**Film:** *Der Golem*

Noah Isenberg, *Between Redemption and Doom: The Strains of German-Jewish Modernism* (1999), 77-104

**October 31: The Destruction of European Jewry**

*JMW*, part XI, nos. 1-20

Lloyd Gartner, *History of the Jews in Modern Times*, 304-318, 347-395

Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany* (1998), 17-73

Lucy Dawidowicz, *The War Against the Jews* (1986), 48-69 and 97-260

Michael R. Marrus, *The Holocaust in History* (1987), 8-30

**November 5: The Holocaust and the Wannsee Conference**

*JMW*, part XI, nos. 21-37

Lucy Dawidowicz, *The War Against the Jews* (1986), 279-310

Mark Roseman, *The Wannsee Conference and the Final Solution: A Reconsideration* (2002)

Christian Gerlach, "The Wannsee Conference, the Fate of German Jews and Hitler's Decision in Principle to Exterminate all European Jews," Omer Bartov, ed., *The Holocaust. Origins, Implementation, Aftermath* (2000), 106-161

**November 7: Liberation and the Displaced Persons**

"Harrison Report," Leonard Dinnerstein, *America and the Survivors of the Holocaust, Contemporary American History Series* (1982), 291-395

Josef Rosensaft, "Our Belsen," *Belsen* (1957), 24-51

Atina Grossmann, "Victims, Villains, and Survivors: Gendered Perceptions and Self-Perceptions of Jewish Survivors in Postwar Germany," *Journal of the History of Sexuality*, 11:1-2 (2002), 291-318

Atina Grossmann, "Home and Displacement in a City of Bordercrossers: Jews in Berlin, 1945-1949," Jack Zipes and Leslie Morris, eds. *The Changing German/Jewish Symbiosis* (2002)

Frank Stern, "The Historic Triangle: Occupiers, Germans and Jews in Postwar Germany," *Tel Aviver Jahrbuch für Deutsche Geschichte* 19 (1990): 47-76

**November 12: Israel and the post-Holocaust Diaspora**

*JMW*, part XI, nos. 38-43

Lloyd Gartner, *History of the Jews in Modern Times*, 383-437

Tom Segev, *Elvis in Jerusalem: Post-Zionism and the Americanization of Israel* (2003), 99-141

Yael Zerubavel, *Recovered Roots: Collective Memory and the Making of Israeli National Tradition* (1995), 192-213

Noah Efron, *Real Jews: Secular Versus Ultra-Orthodox. The Struggle for Jewish Identity in Israel* (2003), 99-141

### **Book review is due on November 14**

#### **November 14: Jews in Europe and America**

Stephen J. Whitfield, "Declarations of Independence: American Jewish Culture in the Twentieth Century," *Cultures of the Jews* (2002), 3: 377-424

Jeffrey Shandler, *Adventures in Yiddishland: Postvernacular Language and Culture* (2005), 32-58

Arthur Hertzberg, *The Jews in America: From Centuries of an Uneasy Encounter: A History* (1989), 316-333 and 350-376

Ruth Gruber, *Virtually Jewish: Reinventing Jewish Culture in Europe* (2002), 25-71

#### **November 19: Final Exam**

#### **November 21: Conclusion**

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### **Grading Policy**

Three papers (each 20%) and two exams (each 20%). Grades are based on clarity, analysis, understanding of the subject, and creativity. In addition, you must comply with university policies regarding dishonesty, cheating and plagiarism..

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### **Course & Instructor Policies**

Attendance and class participation. *Make-up exams are possible only in special cases.* Late papers will lose 10% of their value for every day they are late – after ten days the grade is 0.

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### **Technical Support**

If you experience any problems with your UTD account you may send an email to: [assist@utdallas.edu](mailto:assist@utdallas.edu) or call the UTD Computer Helpdesk at 972-883-2911.

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### **Field Trip Policies**

#### **Off-campus Instruction and Course Activities**

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related*

activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

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## **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are



attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Copyright Notice**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to

ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

## **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

## **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22

PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)  
[disabilityservice@utdallas.edu](mailto:disabilityservice@utdallas.edu)

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***These descriptions and timelines are subject to change at the discretion of the Professor.***

