

Jews in the Modern World
JWST 20200 / HIST 20200
MWF 11:00-11:50 Friends 307

Professor Rebecca Lesses

Office: Muller 413

Office Hours: Wednesdays, 2:00-3:00, Thursdays, 10-11, and by appointment. I am in my office for much of the day, so you may be able to find me without making an appointment, but to be sure, please make an appointment.

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Course Description

How have Jews – both as individuals and as a group (or groups) formed their identities in the last five hundred years? How has Jewish identity changed over this period, spanning from the expulsion of the Jews of Spain in 1492 to the present-day Jewish communities of Europe, the United States, and the state of Israel? What are the different ways that Jews have expressed their Jewish identities in Poland, France, Iraq, Morocco, and Greece (among many other places)? How are Jews viewed and treated by others, ranging from wary co-existence in 16th-18th century Poland-Lithuania, acceptance as equal citizens in 19th century United States, and mass murder by Nazi Germany in the 20th century?

This course provides a focused introduction to modern Jewish history, from the expulsion of the Sephardic Jews from Spain in 1492 to contemporary Jewish life in the United States, Europe, and Israel. The course covers Jewish communities in diverse culture areas: the Ashkenazi Jewish culture of northern and eastern Europe, the diaspora Sephardic Jewish culture in North Africa and the Ottoman Empire, Jewish culture in the Islamic cultural sphere of North Africa and the Middle East, the emergence of Jewish communities in the Americas, and the founding of the state of Israel. We will discuss Jewish reactions to modernity in a variety of communities, the impact of European colonialism in North Africa and the Middle East, the effects of antisemitism and the Holocaust, and the emergence of Jewish centers in the Americas and the state of Israel. We will pay particular attention to the history of Jewish women in the various culture areas.

Student Learning Objectives

This course is part of the ICC – Integrative Core Curriculum – in the Identities theme and the Humanities perspective. It is also a Jewish Studies course and counts as a basic history course for the Jewish Studies minor (a student who chooses to minor in Jewish Studies will also be able to count this course as fulfilling an ICC requirement).

Theme-based learning objectives

- Identify, formulate and/or evaluate significant questions for exploration within the Theme
 - Assignment: An oral presentation (using Powerpoint or another kind of presentation software) on 1) a particular Jewish community; 2) an important figure in modern Jewish history; or 3) a very specific event in modern Jewish history.
- Communicate and advocate for their positions or conclusions
 - Assignment: Participate in a debate on Jewish emancipation or on changes in Judaism.

Humanities perspective learning objectives

- Understand and analyze human expression (such as language, texts, or images) through the lens of the humanities
 - In this course, students will learn how to analyze and interpret primary sources in order to understand how historians use them to formulate historical narratives. Assignment: A short

paper on several of the primary sources on a given topic, from which the student will write a historical narrative.

- Recognize and begin to appraise existing arguments and articulate arguments of their own; and
- Describe and interpret the values, beliefs, and behaviors of self and others in the context of historical and/or contemporary cultural institutions
 - In this course, students will write a research paper on a topic chosen by them that focuses on a key historical question, person, or Jewish community.

Course Topics

1. Sephardic Jewry
2. Jews, the Renaissance, and the Reformation
3. Jews in Eastern Europe
4. Jews in Western Europe
5. Religious and Intellectual Change
6. Jews in the 20th century: Antisemitism, Socialism, Zionism, Jews in America, World War I
7. The Holocaust
8. The State of Israel
9. At Home in America

BOOKS FOR PURCHASE: ONLINE AND IN BOOKSTORE

- John Efron, Steven Weitzman, and Joshua Holo, *The Jews: A History*, Pearson, 2014 (second edition). Access to the online edition of this book is also available from CourseSmart at a much lower price (\$35 vs. \$83). Make sure to buy the second edition.
- Paul Mendes-Flohr and Jehuda Reinharz, editors, *The Jew in the Modern World: A Documentary History*, Oxford University Press, 3rd edition, 2011. Make sure to buy the third edition.

AVAILABLE ON SAKAI

Articles not in the two required books will be available on Sakai – they will be marked as [Sakai] on the class schedule of readings.

BOOKS ON RESERVE

All of the required reading will also be on reserve in the library.

COURSE REQUIREMENTS:

1. Class attendance. 5% for class attendance. I believe that learning occurs both in class and out of class, when a person works alone and in a group. Attendance is required in this class in order to hear lectures, to participate in discussions, to make presentations, and to participate in debates.

2. Class participation (10%). Participation includes asking questions and speaking up during class discussions, taking part in small group discussions, and active listening to lectures and to classmates. Since participation is dependent upon being in class, poor attendance will also reflect poorly on class participation.

Class participation is an integral part of this course. Students should come to class prepared to discuss the daily assignments. All students are expected to participate in a thoughtful, well-prepared manner that is grounded in the course assignments. All members of the class are expected to reflect critically on the ways in which they can contribute to constructive rather than destructive class dynamics. I often call upon students and may not wait for students to volunteer themselves. Take notes on lectures and class discussions: your notes will help you with the written and oral assignments, and with the course exams.

3. Debates (10%) – there will be two debates in the class, on October 2 and October 28. Each student will participate in one debate. One way of learning how to understand arguments made by others and then advocating for your own position is take part in a debate. The topics we cover in this class were subjects of intense debate in their time, and through class debates we can come to understand why the participants felt so passionately about their own positions.

The debates will cover two important questions about how Jews in Europe became “modern.” The first debate will be on the topic of whether Jews should be permitted to enter the mainstream of society, rather than existing as a separate group, often living in ghettos? The second debate will discuss whether Judaism (the religion) should be adapted to the needs of the modern world?

3. An oral presentation (15%). This assignment requires you to choose 1) a particular Jewish community; 2) an important figure in modern Jewish history; or 3) a very specific event in modern Jewish history to present to your fellow students. The presentations will be scheduled throughout the semester in relation to the relevant course topics. This assignment requires research that goes beyond the assigned readings. You must use Powerpoint or another kind of presentation software, and prepare a handout on the topic. The presentation should take about 10 minutes. This is a list of possible topics and the due dates, although you can suggest another topic you are interested in.

- a) 9/9 – Salonica (city in Greece with a Jewish majority for several hundred years, also called Thessalonika in modern Greek)
- b) 9/11 – Baruch de Spinoza (Jewish philosopher in Amsterdam who was excommunicated by the Sephardic Jewish community)
- c) 9/16 – Shabbetai Zevi (he claimed to be the Messiah, from Izmir in current-day Turkey)
- d) 9/23 – Glikl of Hameln (also called Gluckel – a Jewish woman in early modern Germany, author of an autobiography that reveals much about Jewish women’s lives in the period)
- e) 10/5 – Napoleon and the Jews (why was Napoleon so ambivalent toward Jews?)
- f) 10/7 – Jews of Iraq (especially Baghdad, the capital) or Jews of Algeria
- g) 10/14 – Jacob Frank, a later follower of Shabbetai Zevi, who led a heretical movement in Poland
- h) 10/14 – the Ba’al Shem Tov, the founder of Hasidism
- i) 11/2 – the term “antisemitism” – where does it come from and why was it coined?
- j) 11/4 – the Bund – the Jewish Social Democratic Party – why did Jews in Russia form their own Socialist Party?
- k) 11/6 – Max Nordau, one of the founding fathers of the Zionist movement
- l) 11/6 – Theodor Herzl, founder of political Zionism
- m) 11/13 – Jews in Birobidzhan, the Jewish republic in Siberia, established by Stalin

4. A short paper (3 pages) (10%) on several of the primary sources on a single topic in order to learn how historians use primary sources to formulate a historical narrative. The paper should be written on one of the following topics, and will be due on the relevant date:

- a) 10/7 – Jews under Ottoman and European Colonial Rule
- b) 10/9 – Russian Jewry and the State
- c) 10/14 – Polish Jewry
- d) 11/2 – Modern Antisemitism
- e) 11/6 – Zionism

4. Midterm Exam (15%): October 12, in the classroom

5. Research Paper (20%), due November 16. This is a paper on a topic of your own choosing in modern Jewish history. This paper is an opportunity to focus on a specific subject. For example, if you want to

write a paper on the Holocaust, I will ask you to focus on its impact on a specific Jewish community, or events during a specific time period. The paper should not simply recount events, but engage with historical debates about the topic. The finished paper should be 7 pages long, excluding the title page and the bibliography (both required). Reference style should be MLA.

6. Final Exam (15%): Monday Dec. 14 10:30-11:30am, in the classroom

CLASS POLICIES

1. No plagiarism on papers or cheating on examinations. ALL WRITTEN WORK MUST BE YOUR OWN. Please consult the Student Handbook for a complete statement of the Ithaca College policy on plagiarism, including definitions of plagiarism and proper citation of sources. Plagiarism includes using another student's paper to write your own, or lending your paper to another student (do not do this!). **I refer proven cases of plagiarism or cheating to the Judicial Affairs office.**

2. Class attendance policy: Students are expected to attend all classes, and they are responsible for work missed during any absence from class. In accordance with New York State law, students who miss class due to their religious beliefs shall be excused from class or examinations on that day. Any student who misses class due to a verifiable family or individual health emergency, or to a required appearance in a court of law, shall be excused.

2 unexcused absences permitted. If additional classes must be missed because of illness, athletic exercises, concerts, job interviews, court summons, or other unavoidable activities, please let me know with a full explanation and if possible a note from the relevant authority (doctor, coach, chorus leader, Dean of Students office, etc.). More than two unexcused absences will lead to reduction of the course participation grade.

3. Respect for others in the class is required. This includes:

Arrive to class on time.

Turn off your cell-phone before class starts. No texting or playing games on cellphones during class.

No use of laptops in class without special permission.

Don't eat noisy food in class (e.g., potato chips). If you must eat in class, please throw away your trash after class.

Please do not leave the room during class except in case of dire physical need. (That is, use the bathroom before class starts)

Respect the instructor and your classmates – listen when they speak and avoid whispering or passing notes in class.

4. All written work must be done to pass the class. This includes exams and papers.

5. If you need help with your writing: Please come speak to me. I also recommend the Writing Center (<http://www.ithaca.edu/hs/depts/writing/writingcenter>), in Smiddy 107, which is run by the Department of Writing. Hours: M-F 9-5 and S-Th 7-10 pm. The Writing Center Annex in Smiddy 309 is open Sunday-Thursday, 7-10 pm. It is advisable to make an appointment – call 274-3315 or sign up online at <https://ithaca.mywconline.com>.

6. Students with disabilities: please make an appointment with me early in the semester and let me know how the class can best be made accessible for you. Also, please have Student Accessibility Services send me a letter with your specific needs. This is the official Ithaca College statement:

“In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with

Disabilities Act, reasonable accommodations will be provided to qualified students with documented disabilities. Students seeking accommodations must register with Student Accessibility Services and provide appropriate documentation before any accommodations can be provided. Please note that accommodations are not retroactive so timely contact with Student Accessibility Services is encouraged.”

7. If you are having personal or family problems, and find it difficult to complete your assignments – please speak to me to set up special arrangements. Please, do not simply stop coming to class! This is a statement from the campus counseling center:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Ithaca College provides cost-free mental health services through the Center for Counseling and Psychological Services (CAPS) to help you manage personal challenges that threaten your personal or academic well-being.

In the event I suspect you need additional support, expect that I will express to you my concerns and the reasons for them. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help (e.g., CAPS, Health Center, Chaplains, etc.), if needed, is available.

Schedule of Classes (subject to change)

Readings from *The Jews: A History* use the acronym JAH.

Readings from *The Jew in the Modern World* use the acronym JMW.

Readings on Sakai are marked [Sakai].

Introduction

August 26: Introduction

- handouts: syllabus; handout on the expulsion from Spain

Topic 1: Sephardic Jewry

August 28: What is the early modern period? Spanish Jews: inquisition and expulsion

Readings:

- JAH 209-216.

August 31, September 2 & 4: Sephardic Jews of the Ottoman Empire, history and culture.

Readings:

August 31

- JAH 217-220; [Sakai]: Annette B. Fromm, “Hispanic Culture in Exile.”

Sept. 2

- JAH 221-223; [Sakai]: Morris M. Faierstein, “Safed Kabbalah and the Sephardic Heritage”

Sept. 4

- JAH 223-224; [Sakai]: Pamela Dorn Sezgin, “Jewish Women in the Ottoman Empire”

September 7 – No class, Labor Day

September 9: Ottoman Jewry: Salonica

Readings:

- [Sakai]: Mark Mazower, “The Arrival of the Sephardim”

September 9: Evening program “The Essence: A Yiddish Theater Dim Sum”

7:30 pm, Hoerner Theatre, Dillingham. Attendance is free, and strongly encouraged.

September 11: Sephardic Jews in Western Europe: Conversos and “Port Jews”

Jews in Amsterdam, London, Dutch Brazil; Uriel da Costa and Baruch de Spinoza

Readings:

- JAH 247-256
- On Baruch de Spinoza: JMW: pp. 62-65 – “The Writ of Excommunication Against Baruch Spinoza,” “On the Election of the Jews” (by Spinoza).
- On Jews in the Americas: JMW: pp. 499-511 – Introduction, Petition to Expel the Jews from New Amsterdam (by Peter Stuyvesant), Reply to Stuyvesant’s Petition (by the Dutch West India Company), Rights of the Jews of New Amsterdam, Declaration of Independence, Virginia Act of 1785, Constitution of the United States, Message of Welcome to George Washington, Reply to the Hebrew Congregation of Newport (by Washington), “An Observant Jewish Woman in America” (by Rebecca Samuel), and “A Country where religious distinctions are scarcely known.”

September 14 – No class, Rosh Hashanah

September 16: Shabbetai Zevi, the False Messiah

Readings:

- JAH 256-258.
- [Sakai]: Mark Mazower, “Messiahs, Martyrs, and Miracles” (about Shabbetai Zevi and the Jews of Salonica)
- [Sakai]: Shabbethai Zevi, False Messiah, 1666 – personal account by an English diplomat, Paul Rycaut
- JMW, pp. 829-832, “The Donme Affair: A Letter on Assimilation” (1925), by a Sabbatian from Salonica

Topic 2: Jews in Eastern Europe

September 18 & 21: Jews in early modern Eastern Europe: Poland-Lithuanian Commonwealth

Jewish privileges and limitations; Jews as lease-holders; Jewish community; Chmielnicki massacres; Ashkenazi culture; men and women

Readings:

- **Sept. 20:** JAH 234-244
- **Sept. 23:** [Sakai]: Moshe Rosman, “Gender Roles in Ashkenaz,”
- [Sakai] Glikl of Hameln;
- JAH 245 (on Glikl of Hameln)

September 23 – No class, Yom Kippur

Topic 4: Jews in Western Europe

September 25: When does the modern period of Jewish history begin?

Changing boundaries in the 18th century.

Readings:

- JAH 259-268
- Short presentation on the Jews of Worms, Germany

September 28 – No class, Sukkot

September 30 & October 2: Jews through Jewish and non-Jewish eyes: Should Jews be admitted to European society? Debate #1

Readings:

- JAH 268-272
- **Sept. 30:** Enlightenment: Kant and Mendelssohn
 - Kant (in “Readings” folder on Sakai): “What is Enlightenment?” by Immanuel Kant, and in JMW, “The Euthanasia of Judaism,” by Kant (pp. 113-114).
 - Mendelssohn (in JMW, pp. 65-66, 94-96, 104-106): “Moses Mendelssohn Visits the Seer of Koenigsberg,” “The Right to be Different,” by Mendelssohn, “Judaism as Revealed Legislation.”
- **October 2:** The argument over Jewish emancipation
 - Christian Wilhelm von Dohm, Johann David Michaelis, and Moses Mendelssohn on Jewish Emancipation (in JMW, pp. 27-41): “Concerning the Amelioration of the Civil Status of the Jews” (von Dohm), “Arguments against Dohm” (Michaelis), “Response to Dohm” (Mendelssohn), “Remarks Concerning Michaelis’s Response to Dohm” (Mendelssohn).

October 5-9: Jewish Emancipation and Colonialism

Readings:

- **Oct. 5: Jewish emancipation in Europe: French Revolution and Central Europe**
 - JAH 272-275 (French Revolution and Napoleon), 277-279 (Italy and Germany),
 - JMW: 121-128, 145-159: Documents from the French Revolution, Napoleon and the Jews (the Parisian Sanhedrin).
- **Oct. 7: Jews under Ottoman and European Colonial Rule**
 - JAH 280-281 (Jews in the Ottoman Empire)
 - JMW: “Introduction” and Maps of the Middle East: pp. 435-439 and 440-443.
 - Jewish life in Arab lands: JMW 453-454, “Travail in an Arab land” (by Samuel Romanelli); 455-458, “A Critique of Popular Moroccan Jewish Culture,” by Yishaq ben Ya’is Halewi.
 - Jews in the Ottoman Empire: JMW 449-450, “The Privileges and Immunities of the Non-Muslim Communities” (by the Ottoman Sultan Abdulmecid)
 - Algeria under French colonialism: JMW 445-447, The Crémieux Decree and its Aftermath;
 - Iraq under British colonialism: JMW 451-452, “Petition for British Citizenship” (by the Jewish community of Baghdad)
- **October 9: Russian Jewry and the State**
 - JAH 281-285

- JMW 350-356: “A People That Dwells Apart,” Tsar Alexander I: “Statutes Concerning the Organization of Jews”; Tsar Nicholas I: “Statutes Regarding the Military Service of Jews”; “Delineation of the Pale of Settlement”; Tsar Alexander III: “The May Laws”

October 12: Midterm Exam

Topic 5: Religious, Cultural, and Intellectual Changes

October 14: Polish Jewry: Heresy, Mysticism, and Rationalism

Readings:

- JAH 287-298
- [Sakai]: “The Frankists”
- JMW, pp. 365-371: “The New Hasidim,” “Excommunication of the Hasidim,” “How I Became a Hasid”; pp. 372-375: “The Volozhin *Yeshivah*,” “The Musar *Yeshivah*.”

October 16 – No class, Fall Break

October 19: Haskalah, the Jewish Enlightenment

Readings:

- JAH 298-315
- JMW 357-360: Haskalah and Maskilim in Eastern Europe

October 21 British Colonialism and the Jews of India: Guest lecture by Dr. Barbara Johnson, professor emerita of Anthropology at Ithaca College

Readings:

- [Sakai]: Introduction to Indian Jewish Communities
- Primary Sources, in JMW (pp. 292-296, 458-463, 472-475): “Appeal to All Israelites”, “Our First Thirty-Five Years” (both by the Alliance Israélite Universelle), “Letter to the Jewish Community of Marrakesh” (by Stella Corcos), “Need for Alliance Schools in Algeria” (by Moise Nahon), “Traditional Schools in Constantinople: A Critique” (by Moise Fresco), “General Instructions for Teachers” (in Alliance schools), “A ‘Feminist’ Looks at the Women of Fez” (by N. Benchimol), “Responsum on Women’s Suffrage” (by Ben-Zion Uzziel)

Recommended Reading:

- [Sakai]: Frances Malino, “The Women Teachers of the Alliance Israélite Universelle,” in Course Reader, pp. 58-68.

October 23, 26, & 28: Religious Changes among Jews in Europe and the Middle East – Debate #2

Readings:

- JAH 317-322
- Primary Sources in JMW
 - **Oct. 23:**
 - Introduction – pp. 177-181
 - Reform (October 10) – pp. 182-187, 192-195, 201-209: Constitution of the Hamburg Temple, “The Light of Splendor” (by Eliezer Liebermann), “The Sword which Avenges the Covenant” (by Meyer Bresselau, a response to the Hamburg Rabbinical Court), Decisions of Reform Rabbinical Councils from 1844-45
 - Responses to Reform (October 12) – pp. 187-192: “These are the Words of the Covenant” (by the Hamburg Rabbinical Court, denouncing the new Hamburg

Temple), “A Reply Concerning the Question of Reform” (by Hatam Sofer, who is viewed as one of the founders of Ultra-Orthodox Judaism)

○ **Oct. 26**

- Conservative – pp. 217-219: “On Changes in Judaism” (by Zecharias Frankel)
- Neo-Orthodoxy – pp. 220-224: “Religion Allied to Progress” (by Samson Raphael Hirsch)
- Ultra-Orthodoxy: 196-201, 224-229: “Last Will and Testament” (by the Hatam Sofer), “Mendelssohn’s *Biur* [translation and commentary on the Bible] is heretical,” by Moses Schick, and “The Manifesto of Ultra-Orthodoxy.”

○ **Oct. 28**

- [Sakai]: Zvi Zohar, “Religion: Rabbinic Tradition and the Response to Modernity.”

October 26, 7:30 pm: Annual Holocaust Lecture, given by Dr. Wendy Lower, author of “Hitler’s Furies: German Women in the Nazi Killing Fields.” Attendance is strongly encouraged.

Topic 6: Jews in the 20th Century

October 30: Jewish demographics and the move to cities

Readings:

JAH 325-329; JMW 879-891 (scan the various tables)

November 2: Modern Antisemitism

Readings:

- JAH 329-345
- Primary Sources (in JMW, pp. 306-311, 319-332) – “The Victory of Judaism over Germandom” (by Wilhelm Marr), “The Question of the Jew is a Question of Race” (by Karl Duehring), “Judaism: Race or Religion?” (by Ernest Renan), “A Word about our Jewry” (by Heinrich von Treitschke), “Another Word about our Jewry” (by Theodor Mommsen), “Of the People of Israel” (by Friedrich Nietzsche), “The Racists’ Decalogue” (by Theodor Fritsch), “J’Accuse” (by Émile Zola).
- Recommended Reading: Marvin Perry and Frederick M. Schweitzer, “The Diabolization of Jews,” and “*Homo Judaicus Economicus*: The Jew as Shylock, Parasite, and Plutocrat,” in *Antisemitism: Myth and Hate from Antiquity to the Present*, available on Ebrary

November 4 & 6: Jews and Politics: Jewish socialism and nationalism

Nov. 4: Jewish Socialism and Diaspora Nationalism

Readings:

- JAH 345-349
- JMW, pp. 397-402: “Cultural Autonomy” (by Simon Dubnow), and documents from the Jewish Bund (Workers’ Union in Poland and Russia).

Nov 6: Zionism

Readings:

- JAH 349-358
- JMW, pp. 585-587, 597-603, 605-608, 616-623, 483-488: Introduction, “The Revival of Hebrew” (by Eliezer Ben Yehuda), “A Solution of the Jewish Question” (by Theodor Herzl), The Basle Program, “The First Zionist Congress” (by Ahad Haam), “Jewry of Muscle” (by Max

Nordau), “The Uganda Plan” (by Herzl), Anti-Uganda Proposal (7th Zionist Congress), Resolution on Palestine (7th Zionist Congress), Sephardic responses to Zionism

November 9: Jews in America: German Jews and Eastern European Jews

Readings:

- JAH 359-364
- Primary Sources, in JMW, pp. 530-531, “Leo Frank Lynched”; pp. 532-533, “Jewish Immigration into the United States: 1881-1948”; pp. 545-546, “The Division Between German and Russian Jews.”

November 11: World War I

Readings:

- JAH 367-371

November 13: Jews and Jewish culture in interwar Europe

Soviet Russia, Eastern Europe, the Balkans; Jewish cultural life

Readings:

- JAH 371-389
- JMW 415-417, “Minorities Treaty”; pp. 428-429, “Birobidzhan: A Jewish Autonomous Region”

November 16: Zionism and the British Mandate

Readings:

- JAH 390-401
- Primary Sources in JMW, pp. 660-670 – The Balfour Declaration, Zionist Manifesto issued after the Balfour Declaration, Proposal to the General Assembly of the Workers of Eretz Israel, the Churchill White Paper, Mandate for Palestine.
- pp. 690-697: “Jewish Needs Vs. Arab Claims” (by Vladimir Jabotinsky), The Peel Commission Report, The White Paper of 1939, Statement on the McDonald White Paper of 1939
- Recommended Reading
Tom Segev, *One Palestine, Complete: Jews and Arabs under the British Mandate* (New York: Metropolitan Books, 2000).

November 16: Research Paper due

November 18: Jews of Muslim lands

Readings:

- JAH 401-405
- Primary Sources in JMW, p. 454, “Beginnings of Westernization and Reform in the Mellah Fez”; pp. 465-466, “French Naturalization of Moroccan Jews”; pp. 466-467, “French to Replace the Local ‘Jargon’: Casablanca”; 478-479, “A Baghdad Rabbi Decries the Decline of Traditional Morals” (by Simeon Agasi); and 479-480, “De-Judaization among the Jews of Tunisia and the Steps Needed to Fight it” (by L. Loubaton)

November 20: No class: Instructor attending Society of Biblical Literature conference

November 23-27: Thanksgiving Break, no classes

Topic 7: The Holocaust

November 30: The Holocaust: The Jews in Nazi Germany (1933-1939)

Readings:

- JAH 407-423
- Primary Sources, in JMW, p. 716-719, 722-726, 729-733, 735-740, 742-745 – “A Letter on the Jewish Question” (by Adolf Hitler), *Mein Kampf* (by Hitler), First Racial Definition, Decrees Excluding Jews from German Cultural and Public Life (1933-1943), “Why the Nuremberg Laws” (by Hitler), the Nuremberg Laws, Reports on Kristallnacht, “Prophecy of Jewry’s Annihilation, January 30, 1939” (by Hitler).

December 1: The Holocaust: The Destruction of European Jewry

Readings:

- JAH 423-443
- Primary Sources in JMW: pp. 744-749 (The Plight of the Refugees, The Jewish Refugee Community of Shanghai), pp. 755-759 (Life and death in the Warsaw Ghetto), pp. 491-492 (Report of the Iraqi Commission of Inquiry on the *Farhud*), pp. 750-754 (“We Must Finish with the Jews,” by Hans Frank) and “Protocols of the Wannsee Conference”; pp. 762-769 (Warsaw Ghetto uprising), pp. 777-778 (“A Secret Speech on the Jewish Question,” by Heinrich Himmler), pp. 787-788 (Estimated number of Jews killed by the Nazis).

Topic 8: The State of Israel

December 4: Establishment of the State of Israel

Aftermath of the Holocaust; Mass immigration to Israel

Readings:

- JAH 444-453
- Primary Sources in JMW: pp. 706-714 (UN Resolution on Palestine, Proclamation of the State of Israel, The Law of Return)

December 7: Israel’s Wars

Readings:

- JAH 453-458

Topic 9: At Home in America

December 9: Jews in America

Readings:

- JAH 458-465

December 11: Last Day of Class and Review for Final Exam

Final Exam: Monday Dec. 14 10:30-11:30 am, in the classroom.