

Sociology/Jewish Studies 258
Fall 2009
Tu/Th 2:30 - 3:45 p.m.
Classroom: WHITE 4275

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Office hours: TBA

THE JEWS, STATES, AND CITIZENSHIP: A SOCIOLOGICAL PERSPECTIVE

Course Objectives

In this course we investigate the civil emancipation of European Jews—the process by which the Jews of Europe acquired full citizenship and equal rights—from the French Revolution in 1789 to the Russian Revolution in 1917. **The primary objective of the course is not simply to learn about events in modern Jewish history, but to identify historical patterns and to construct sociological explanations for them.**

To achieve this goal, the course will adopt a comparative-historical perspective, focusing on Britain, France, Germany (which was not unified until 1871), the Austrian Empire, and Russia (a case of failed emancipation prior to 1917).

The course will focus on the following questions:

- (1) What are the social causes of Jewish emancipation in nineteenth-century Europe? In other words, why did it occur?
- (2) Why did emancipation happen at different times and take different forms in different countries?
- (3) How did emancipation affect the social organization and collective identity of the Jews in Europe?
- (4) How did Jews respond to emancipation?

A secondary goal of the course is to use the topic of Jewish emancipation to introduce some themes and ideas in political and comparative-historical sociology, including state formation, citizenship, nationalism, ethnic conflict, and social movements. To this end, we will seek to relate emancipation to the broader social forces that transformed Europe in the nineteenth century, paying close attention to two master processes: (1) the development in Europe of a *modern capitalist economy* and related phenomena, including class formation, class conflict, and industrialization; and (2) the development of the *modern state*, including the impact of war, the timing of national unification in each country, and the emergence of nationalism. We may also consider other influences on emancipation, including the history of church/state relations, the historical legacy of prior arrangements for resolving conflicts between Protestants and Catholics, and the relative size, concentration, and migration of the Jewish population in and among different countries.

Third, while the course is primarily intended to shed light on the civil and political integration of Jews into modern Europe, **it will also use Jewish emancipation to better understand the formation of modern Europe itself.** As Yirmiyahu Yovel

writes: “Jews were not only the targets and victims of modern European upheavals; they also provided Europeans with a mirror, a crooked, passion-laden mirror, in which to see a reflection of their own identity problems. The ‘Jewish problem’ was basically a European problem: that is, not only a problem for Europe but a reflection of Europe’s own problem with itself, of how, in an age of rapid transformation, Europeans were understanding their own identity, future, and meaning of life.”

Course Format

The course meets twice per week, on Tuesdays and Thursdays. Every Tuesday will be set aside for a lecture on that week’s topic and assigned readings. Every Thursday will be devoted to discussion of the week’s topic, the assigned readings, and Tuesday’s lecture. To prepare for discussion, students are expected to attend lecture on Tuesday and complete all required reading assignments for each week before class on Thursday.

Course Requirements

Reading: Students are required to do a heavy amount of reading (about 67 pages per week on average). **If you are unable or unwilling to do this much reading consistently, you should drop the course now.** Please bring the assigned readings to class with you.

Attendance and participation: Students are required to attend class regularly, arrive on time, and participate in discussions each Thursday. You do not need to explain or justify occasional absences, but frequent tardiness, absences, or lack of participation will reduce your grade. Participation means talking, but I consider quality as well as quantity—in other words, not only how much you talk, but also whether your comments show that you have read and thought about the assigned texts. You should also try to relate your own thoughts to what your class mates have said. You are encouraged to raise questions, which counts as participation.

Mid-term and final papers: You are required to write a mid-term paper and a final paper, 5-7 pages each. Papers must be typed and double-spaced. See “Guidelines for Writing Papers” (hand-out) for further instructions.

This course is taught in conjunction with the University of Wisconsin’s Undergraduate Writing Fellows Program. Writing Fellows are a group of highly talented, carefully selected, and extensively trained undergraduates who serve as peer writing tutors in classes throughout the College of Letters and Science. I have asked the Fellows assigned to this course to read the first draft of each paper you write, make thoughtful and constructive comments, and hold one-to-one conferences with each of you to help you revise the paper before you resubmit it for a final grade. Every student must therefore (1) submit a draft version of each paper to the Writing Fellows, (2) meet with a Writing Fellow to discuss the paper before submitting the revised version, and (3) resubmit a revised version of the paper for a grade. Please provide a printed copy and computer file

of the revised paper. You may submit the file to www.turnitin.com. Papers handed in late will generally not be accepted unless you have received an extension in advance.

Academic misconduct: If you have questions about what constitutes academic misconduct, please consult <http://students.wisc.edu/saja/misconduct/UWS14.html> before proceeding in the course. For questions about plagiarism, please consult the hand-out “Quoting, Paraphrasing, and Acknowledging Sources,” posted on my home page (<http://www.ssc.wisc.edu/~cgolddber/>). You are expected to be familiar with these guidelines before you submit any written work in the course. All papers will be screened for plagiarism, and any instance of plagiarism or other misconduct will be dealt with strictly according to university policy.

Grading

Your overall grade for the semester will be calculated on a 100-point scale as follows:

Attendance	10 points
Participation (including quality)	15 points (unsatisfactory/adequate/excellent)
Mid-term paper	
First draft	5 points (credit/no credit)
Meeting with Writing Fellow	5 points (credit/no credit)
Revised draft	25 points (A-F)
Final paper	
First draft	5 points (credit/no credit)
Meeting with Writing Fellow	5 points (credit/no credit)
Revised draft	30 points (A-F)

There is no final exam during exam week.

A = 95-100, AB = 90-94, B = 85-89, and so forth.

Reading Assignments

The course relies on five main texts:

1. Werner J. Cahnman, *Jews and Gentiles: A Historical Sociology of Their Relations* (New Brunswick: Transaction, 2004)
2. S. N. Eisenstadt, *Jewish Civilization: The Jewish Historical Experience in a Comparative Perspective* (Albany: State University of New York Press, 1992)
3. Lloyd P. Gartner, *History of the Jews in Modern Times* (Oxford University Press, 2001)
4. Calvin Goldscheider and Alan S. Zuckerman, *The Transformation of the Jews* (Chicago: University of Chicago Press, 1984)
5. Victor Karady, *The Jews of Europe in the Modern Era: A Socio-Historical Outline* (Budapest: Central European University Press, 2004)

All five books are on reserve at College Library, except Eisenstadt, which is available through NetLibrary at <http://madcat.library.wisc.edu/cgi-bin/Pwebrecon.cgi?BBID=5124761>. In addition, Gartner can be purchased from the University Book Store.

These five books are supplemented with articles and selections from other books. All required reading assignments (except Gartner and Eisenstadt) will be available in PDF format from <https://learnuw.wisc.edu/>.

Students who are unfamiliar with European history may wish to consult an introductory textbook such as John M. Merriman, *A History of Modern Europe*.

PART I: THE JEWS IN EUROPE BEFORE THE MODERN ERA

WEEK 1 (Sep. 3): Orientation and introduction to the course

No reading

WEEK 2 (Sep. 8-10): Comparative-historical sociology / pre-modern Europe

Roseann Giarrusso et al., *A Guide to Writing Sociology Papers*, sixth edition (New York: Worth, 2008), 3-22.

Charles Tilly, *Big Structures, Large Processes, Huge Comparisons* (New York: Russell Sage, 1984), 80-86.

Gianfranco Poggi, *The State: Its Nature, Development, and Prospects* (Cambridge: Polity Press, 1990), 34-42.

Gartner, *History of the Jews*, 1-21.

Goldscheider and Zuckerman, *Transformation of the Jews*, 11-28.

Recommended:

Salo W. Baron, "Ghetto and Emancipation," in *The Menorah Treasury*, ed. Leo W. Schwarz (Philadelphia: Jewish Publication Society of America, 1964 [1928]), 50-63.

Cahnman, *Jews and Gentiles*, 53-63.

Eisenstadt, *Jewish Civilization*, 43-83.

Karady, *Jews of Europe*, 1-15, 44-45, 47-50.

Gerhard Lenski, *Power and Privilege* (New York: McGraw-Hill, 1966), 189-296.

Mark A. Schneider, *The Theory Primer* (New York: Rowman & Littlefield, 2006), 1-29.

David Vital, *A People Apart: A Political History of the Jews in Europe, 1789-1939* (Oxford University Press, 1999), 1-25.

II. REFORM AND REVOLUTION IN THE WEST, TSARISM IN THE EAST

WEEK 3 (Sep. 15-17): Enlightenment and absolutist reform

Poggi, *The State*, 42-51.

Gartner, *History of the Jews*, 61-62, 65-68, 83-94, 95-104.

Goldscheider and Zuckerman, *Transformation of the Jews*, 31-41.

Karady, *Jews of Europe*, 148-169.

Recommended:

Cahnman, *Jews and Gentiles*, 97-109.

Karady, *Jews of Europe*, 117-131.

Vital, *People Apart*, 29-42, 63-69.

WEEK 4 (Sep. 22-24): The French Revolution

Rogers Brubaker, "The French Revolution and the Invention of National Citizenship" in *Citizenship and Nationhood in France and Germany* (Cambridge: Harvard University Press, 1992), 35-49.

Charles Tilly, "The Emergence of Citizenship in France and Elsewhere," in *Citizenship, Identity and Social History*, ed. Charles Tilly (Cambridge, UK: University of Cambridge, 1996), 223-236.

Gartner, *History of the Jews*, 104-121.

Cahnman, *Jews and Gentiles*, 111-121.

Karady, *Jews of Europe*, 131-147.

Recommended:

Brubaker, "Introduction" in *Citizenship and Nationhood*, 1-17.

Michael Mann, "Ruling Class Strategies and Citizenship," *Sociology* 21, no. 3 (Aug. 1987): 339-354.

Bryan S. Turner, "Outline of a Theory of Citizenship," *Sociology* 24, no. 2 (May 1990): 189-217.

Vital, *People Apart*, 42-62.

WEEK 5 (Sep. 29-Oct. 1): The French Revolution (cont'd)

Arthur Hertzberg, chapters I and X in *The French Enlightenment and the Jews* (New York: Columbia University Press, 1968), 1-11, 314-368.

Gary Kates, "Jews into Frenchmen: Nationality and Representation in Revolutionary France," *Social Research* 56, no. 1 (Spring 1989): 213-232.

WEEK 6 (Oct. 6-8): Emancipation in Western Europe, 1815-1870

Poggi, *The State*, 52-62.

Gartner, *History of the Jews*, 128-161.

Goldscheider and Zuckerman, *Transformation of the Jews*, 42-62.

Eisenstadt, *Jewish Civilization*, 89-108.

Recommended:

Goldscheider and Zuckerman, *Transformation of the Jews*, 63-75.

Vital, *People Apart*, 165-183, 232-248.

WEEK 7 (Oct. 13-15): The Jews in the Russian Empire

Gartner, *History of the Jews*, 36-39, 68-70, 122-126, 162-180, 185-190.

Cahnman, *Jews and Gentiles*, 77-87.

Karady, *Jews of Europe*, 173-181.

Eisenstadt, *Jewish Civilization*, 108-115.

Recommended:

Karady, *Jews of Europe*, 191-196.

Vital, *People Apart*, 69-98, 146-165, 205-211.

III. ASSIMILATION AND ANTI-SEMITISM

WEEK 8 (Oct. 20-22): The rise of antisemitism and nationalism

Midterm paper (draft version) due Oct. 20 in class

Gartner, *History of the Jews*, 213-238.

Karady, *Jews of Europe*, 327-343.

Anthony D. Smith, *Nationalism* (Malden: Polity Press, 2001), 9-15, 39-42, 43-61.

Recommended:

Rogers Brubaker, "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis," *International Sociology* 5, no. 4 (Dec. 1990): 379-407.

Smith, *Nationalism*, 62-86, 99-102.

Vital, *People Apart*, 183-205, 248-277, 540-566.

WEEK 9 (Oct. 27-29): The theories of antisemitism

William I. Brustein and Ryan D. King, "Anti-Semitism in Europe before the Holocaust," *International Political Science Review* 25, no. 1 (Jan. 2004): 35-53.

Chad Alan Goldberg, "Introduction to Émile Durkheim's 'Anti-Semitism and Social Crisis,'" *Sociological Theory* 26, no. 4 (Dec. 2008): 299-323.

Norbert Elias, "On the Sociology of German Anti-Semitism," *Journal of Classical Sociology* 1, no. 2 (2001): 219-225.

Karady, *Jews of Europe*, 313-327.

Recommended:

William I. Brustein, *Roots of Hate: Anti-Semitism in Europe before the Holocaust* (New York: Cambridge University Press, 2003).

Eric Dunning et al., "Introduction to Norbert Elias's 'On the Sociology of German Anti-Semitism,'" *Journal of Classical Sociology* 1, no. 2 (2001): 213-217.

Morris Ginsberg, "Anti-Semitism," in *Essays in Sociology and Social Philosophy*, vol. 2: *Reason and Unreason in Society* (New York: Macmillan, 1960), 196-212.

Karady, *Jews of Europe*, 299-313, 346-371.

WEEK 10 (Nov. 3-5): Antisemitism and liberalism

Cahnman, *Jews and Gentiles*, 123-149.

Marcel Stoetzler, *The State, the Nation, and the Jews: Liberalism and the Antisemitism Dispute in Bismarck's Germany* (Lincoln: University of Nebraska Press, 2008), 1-13, 275-308.

WEEK 11 (Nov. 10-12): Assimilation and identity

Midterm paper (revised version) due Nov. 10 in class

Karady, *Jews of Europe*, 197-201, 205-243.

Zygmunt Bauman, "Exit Visas and Entry Tickets: Paradoxes of Jewish Assimilation," *Telos* 77 (Fall 1988): 45-77.

Recommended:

David Sorkin, "The Impact of Emancipation on German Jewry," in *Assimilation and Community*, eds. J. Frankel and S. J. Zipperstein (New York: Cambridge University Press, 1992), 177-198.

WEEK 12 (Nov. 17-19): Assimilation and identity (cont'd)

Jeffrey C. Alexander, "The Jewish Question," in *The Civil Sphere* (New York: Oxford University Press, 2006), 459-496, 500-502.

Goldscheider and Zuckerman, *Transformation of the Jews*, 79-115.

Recommended:

Chad Alan Goldberg, "Reflections on Jeffrey C. Alexander's *Civil Sphere*," *Sociological Quarterly* 48, no. 4 (2007): 629-639.

IV. CRISIS AND RESPONSE: MIGRATION, SOCIALISM, ZIONISM, 1881-1914

WEEK 13 (Nov. 24): The crisis of 1881

Gartner, *History of the Jews*, 238-266.

Karady, *Jews of Europe*, 181-186.

Eisenstadt, *Jewish Civilization*, 141-159.

Recommended:

Vital, *People Apart*, 281-297, 317-535, 566-593.

***** THANKSGIVING RECESS November 26-29 *****

WEEK 14 (Dec. 1-3): Zionism and other forms of Jewish nationalism

Final paper (draft version) due Dec. 1 in class

Karady, *Jews of Europe*, 243-297.

WEEK 15 (Dec. 8-10): Jewish political movements

Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader* (Malden: Blackwell, 2003), 3-7, 11-14, 315-317.

Goldscheider and Zuckerman, *Transformation of the Jews*, 116-135.

Peter Y. Medding, "Towards a General Theory of Jewish Political Interests and Behaviour," *Jewish Journal of Sociology* 19, no. 2 (Dec. 1977): 115-144.

WEEK 16 (Dec. 15): World war and revolution in Russia, 1914-1918

Gartner, *History of the Jews*, 267-276, 281-301.

Karady, *Jews of Europe*, 186-191.

Arthur Hertzberg, "The Emancipation: A Reassessment after Two Centuries," *Modern Judaism* 1, no. 1 (May 1981): 46-53.

Recommended:

Vital, *People Apart*, 643-675, 687-754.

Final paper (revised version) due Dec. 20 at 12:05 p.m.