

The Sociology of Jewry: Syllabi and Instructional Materials

Third Edition

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INTRODUCTION

Paul Burstein

Why a Syllabus Collection in the Sociology of Jewry?

Why take the trouble to organize a collection of syllabi on the Sociology of Jewry and write this introduction? The number of people using it will be small—faculty teaching a course on Jews for the first time, a few interested in what their colleagues are doing, the occasional student using the collection as a guide to independent study of the Jews.

I could say the motivation is a kind of professional public-spiritedness, wanting to help fellow sociologists with their teaching. And that was my initial motivation. But as I collected syllabi and looked carefully at what's in them, I concluded that the task is more important and more interesting than I originally believed. The syllabi collected here reflect the field (imperfectly, no doubt) but they will also influence it. The syllabi will affect what is taught in future courses on Jews. These courses will influence our students, whose understanding of Jews may influence the views of their friends, relatives, neighbors, and co-workers. And a small proportion of the students will become sociologists of Jewry themselves; what they learn in their first courses on Jews may very well affect their research agendas and what future generations know about Jewry.

This view may seem a bit grandiose, but I think there's something to it. It means that this collection may have consequences beyond the classroom; and the potential importance of those consequences makes it worthwhile, not just to organize the collection, but to consider carefully what it shows us about the sociology of Jewry as well.

Just over 50 years ago, Seymour Martin Lipset (1955:177) noted that “one of the most interesting problems for any discussion of Jewish sociology is to discover why there are so many Jewish sociologists and so few sociologists of the Jews.” “While it would be easy to reel off the names of dozens of important Jewish sociologists,” he continued, “it would be difficult, if not impossible, to list a dozen important sociological studies of the Jews.”

Lipset speculated that Jewish sociologists didn't study Jews because many had become sociologists in part to escape from their Jewishness; and were they to study Jews, they would run the risk “of being labeled ‘Jewish Jews’” (p. 178). He went on to say that “fortunately, this pattern seems to be dying among American Jewish scholars.” The younger generation was more comfortable in America, he thought, and he predicted that “if we meet again in another twenty-five years, we will have many important studies of the Jews to discuss.” In particular, there would be much research on “one of the most important problems which might be tackled by this new group of Jewish sociologists....the internal structure of the Jewish community.”

I think Lipset was wrong, at least with regard to the U.S. There are still relatively few sociologists of the Jews in the U.S. (Jewish or not); the sociology of Jewry is marginal to the field in a number of ways (Burstein 2004); and, ironically, one of the most noteworthy facts about the sociology of Jews is its lack of attention to the internal structure of the Jewish community.

The sociology of Jewry is a growing field, with courses being taught in an increasing number of colleges and universities, but it is still affected very strongly by the factors Lipset highlighted, as well as by more recent developments in Jewish life. And these factors and developments affect our syllabi.

Syllabi in the Sociology of Jewry: Beginnings

In 1946, *Social Forces* published “An Elementary Syllabus in the Sociology of the Jews,” by Kurt H. Wolff, a refugee scholar who fled Germany in 1933 with his teacher, Karl Mannheim, and taught at Southern Methodist University and Ohio State University before moving to Brandeis University, where he spent most of his career. The syllabus is noteworthy for a couple of reasons beyond its having been published in a major journal so long ago. First, Wolff saw it not as the basis for an entire course on the sociology of the Jews, but instead as an aid to including material on Jews in courses in “race relations, social disorganization, minorities, or, if the syllabus is treated more briefly, introductory sociology” (p. 451). He couldn’t imagine (at least not in the pages of *Social Forces*) an entire course on Jews. (Today, few would imagine including material on Jews in courses on race relations, social disorganization, minorities, or introductory sociology.)

Second, the syllabus focused on three topics Wolff saw as especially urgent to include in courses on Jews, in the immediate aftermath of World War II and the Holocaust: statistics, by which he meant demographic data on where Jews lived and how their numbers and distribution had been affected by the rise of the Nazis and the Holocaust; “race” (his quotation marks, p. 451), meaning an analysis of why Jews should not be considered a “subrace,” but perhaps as having “a certain degree of ethnic identifiability” (p. 455); and anti-Semitism. It’s easy to understand why a German-Jewish refugee, writing when he did, would focus on those topics, yet it’s hard not to notice how much he left out: Judaism, the circumstances of Jews in the U.S. (suddenly the center of world Jewry), Zionism and the Jewish settlement in Palestine, Jewish organizations, and, of course, what Lipset called the internal structure of the Jewish community.

In 1992, the ASA published the first syllabus collection and curriculum guide on the Sociology of Jewry, edited by Jack Nusan Porter. In his preface to the second edition, published in 1998, Porter began by writing that “When I put together the first edition in 1992, I noted that the sociology of Jewry was in the doldrums” (1998:1). He had hoped that the first edition would “revitalize the field; but it has not happened.” His own table of contents showed that. Though it included 34 syllabi, only ten were from sociology departments. Of those, most focused entirely on Jewish life in the U.S., with two more general comparative-historical syllabi and one focusing on Israel. Porter did “sense some movement” (p. 1), but it was slow.

Syllabi in the Sociology of Jewry: Today

Most American sociology departments don’t teach courses on Jews. This is not surprising; sociology departments do not teach courses about very many groups, except perhaps African-Americans. There are few courses on white American ethnic groups or on other racial minorities, on particular religions, or even on countries other than the U.S. (except for Canada, in Canada).

The paucity of courses, while not surprising, does make the design of such courses especially challenging. Those of us who want to teach about Jews have no textbooks written from a sociological perspective (except perhaps Heilman [1995], but that covers only a 50-year period), and few colleagues to turn to for ideas. Often we don’t even know who such colleagues might be. This syllabus collection is intended to promote the sharing of ideas and identification of colleagues—to help create a community of those teaching about Jews.

I found considerably more syllabi on the sociology of Jewry, and the study of Jewry in closely-related social-scientific disciplines, than Porter did. Partly this may reflect the development of the web and the increasing tendency to post syllabi where they may be found in Google searches. But I'm sure there has been a considerable increase in the teaching of the sociology of Jewry. Some of the syllabi have been developed by faculty new to the field. The number of faculty positions in the sociology of Jewry, though small, has been growing. And courses are now available at liberal arts colleges and research universities throughout the country.

To find syllabi, I searched on the web using a variety of key words ("sociology" and "Jewry," "Jewish," "Israel," etc.). I also searched the websites of a substantial number of major American departments, asked everyone I wrote to to suggest other faculty to whom I might write, and contacted sociologists who had published on topics related to Jews in major sociology journals. When I asked faculty if I could include their syllabi here, most were very agreeable, but a few didn't respond despite repeated attempts at contact. Of course I've only included syllabi I was given permission to include. I make no claim that I have either a complete set or anything like a random sample. But I did get enough to be useful, and to give us some idea of what undergraduates are learning about the sociology of Jewry today.

How to Design a Course on the Sociology of Jewry: Some Possibilities

Imagine that one wanted to design a general course on the sociology of Jewry. How might one begin?

One possibility would be to think in theoretical categories. What are the Jews? If they are a religion, a course could be organized as a course in the sociology of religion, with the Jews as a case study. If Jews are an ethnic group, a course about them could be organized as a course on ethnic and race relations. If they are a relatively new nation (Israel) with a diaspora, a course about them could draw on theories of the nation-state, modernization, and international migration.

A second possibility would be to think in terms of Jews' views of their own history. Just as courses on Spain are bound to reflect Spaniards' views of their own history, or courses on Christianity, Christians' views of the history of Christianity, so a course on Jewry would reflect what Jews think about themselves. There may very well be scholarly disagreements about the groups' history, but the disagreements themselves will reflect longstanding disagreements within the group, rather than the views of outsiders considering the group from a broader theoretical perspective.

Courses on Jewry seldom follow either approach explicitly. Instead, they begin in a commonsensical "how do we teach undergraduates" kind of way, based, no doubt, on the interests and expertise of the faculty. Most courses focus on Jewish life in the U.S., and most of the others on Israel. This is not surprising. Eighty percent of world Jewry lives in the U.S. and Israel. (The fact that I searched for syllabi in English no doubt mattered somewhat as well; had I searched in Hebrew, I would have found more courses on Israel, and searches in other European languages might have led to syllabi on Jews in other countries. But I'm not sure that would have happened; searches in English led to no courses at universities in English-speaking countries other than Canada.)

Most courses on the U.S., Canada, and Israel implicitly claim to be broad treatments of Jewish life; they have titles such as “The American Jewish Experience,” “American Jewish Life,” and “Israeli Society.” Others are more focused, with three highlighting “Jewish Identities,” two in the U.S. (Friedman and Wolf) and one in Israel (Farber), a couple focusing on women (Kaufman and Friedman, whose course is about women and identities), and one each on the Jewish experience in the Catskills (Brown), Jews in the South (Greene), and Judaism (Phillips). (Some titles may suggest courses covering Jews in other countries, but almost all the readings are about the U.S.) As a practical matter, these are survey courses, and, given the realities of undergraduate instruction, they are not likely to be organized explicitly around any particular approach—theoretical, historical, or otherwise. This eclecticism is bound to influence what is taught.

Comparative-Historical Courses on Jewry

Few of the courses analyze Jewry over long periods of time or beyond the borders of one or two countries, but those that do may be seen as especially important because they do more than the others to place Jewry in a broad historical and theoretical context. For hundreds of years, Jews have been a problem—the “Jewish problem”—in Europe and areas of European influence; they have been a challenge to nationalists, modernizers, and social theorists of many persuasions, and many debates about the nature of modern life have, at one time or another, focused on the Jews. As Chad Goldberg writes in the syllabus for his course on “The Jews, States, and Citizenship,”

while the course is primarily intended to shed light on the civic 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.’

It is thus in these courses that we see the Jewish experience and the broader European experience analyzed together, drawing together the work of major theorists of modernization (Weber, Simmel, Elias, Tilly, Poggi, Brubaker, Anthony Smith, Baumann, Stark, Sen, et al.), the most prominent scholars of European Jewish history (Mendes-Flohr, Reinhartz, Hertzberg, Jacob Katz, Goldscheider and Zuckerman, Vital), and Jewish intellectual figures (Freud, Spinoza, Arendt), along with major works of modern social science and culture. Even though the other courses explicitly draw on these only to a very limited extent, the issues and events covered in these courses provide the context for the others.

What We Teach About Jewish Life in North America, Mostly the United States

It’s not possible to learn what faculty are teaching just by reading syllabi. Faculty may emphasize some things rather than others in class, bring in additional material in lectures, and assign general texts (e.g., Sarna’s [2004] *American Judaism*) or edited collections (e.g., Farber

and Waxman [1999], *Jews in America*) that cover many topics without identifying each topic in the syllabus. And some faculty assign their own collections of photocopied materials without spelling out the details in the syllabi.

Nevertheless, the syllabi give us a good idea of what faculty emphasize. Judging by subject headings and titles of readings, almost all the courses consider ethnicity, assimilation, and religion. Most include material on Jewish migration to the U.S., Jewish identity, and feminism and gender issues in the Jewish community. Probably courses from a generation ago would have covered the same topics, except for feminism and gender. Feminism and concerns about gender have been a major source of challenge and change in the Jewish community, and, as in the social sciences in general, syllabi on the American Jewish community reflect this.

Beyond these key topics, faculty emphasize different aspects of the Jewish experience. A fair number of syllabi, but less than half, devote significant attention to subjects traditionally important to the Jewish community, including anti-Semitism, the Holocaust, Zionism, Jewish families and households, intermarriage, and the likely future of Jews in the U.S.; roughly the same number focus on newer topics, including gays, and “whiteness” as analyzed in Brodtkin’s (1998) *How Jews Became White Folks and What That Says About Race in America*.

A number of topics are considered less frequently, but by at least several faculty. These include the early period of Jewish life in the U.S., before the mass migration beginning in the 1880s; Jews in American politics (including the civil rights movement); Jewish economic success; recent groups of immigrants, particularly Russian and Israeli Jews; relationships between blacks and Jews; and Jewish education. The breadth of topics thus provides readers of this syllabus collection with the opportunity to learn not only about the various ways in which faculty approach the same topic, but about different views of what is important about American Jewry as well. In addition, the courses that focus on particular parts of the U.S. (Greene’s course on the South, Brown’s on the Catskills) show how to provide an especially rich portrait of Jewish life through their portrayal of local history and institutions.

Which theoretical categories, views of history, or master themes do the courses emphasize? If we look for theoretical readings not completely focused on Jews, it is clear that most are about ethnicity, immigration, and assimilation; students read Gordon (1964) and Alba and Nee (2003) on immigration and assimilation, and Gans (1979) and Waters (1990) on ethnicity. Very often the courses are organized to a considerable extent around issues long of concern to insiders writing the history of their own people—migration, assimilation, anti-Semitism, and the challenge of modernity to traditional Judaism. Some of these issues are the same as those addressed theoretically, but are dealt with from the perspective of insiders, with relatively little reference to social-scientific theories. There are almost no readings on the sociology of religion, and very few on migration or modernization.

However much faculty agree about what to include in courses about the Jews of North America, they agree much more about what not to include. Here my characterizations of syllabi may underestimate the extent to which some topics are covered, because they are mentioned in general treatments. Nevertheless, four gaps seem especially noteworthy.

First, there is almost nothing in most of these syllabi about Jewish organizations other than synagogues (and a number have very little about synagogues). Some syllabi include Sarna’s (2004) overview of American Jewish life, which includes some material on organizations, or

Elazar's "The Organization of the American Jewish Community" (Farber and Waxman 1999); Brown has something on summer camps, Chanes on the Jewish Council for Public Affairs, Kelner on the professionalization of Jewish organizations, Phillips, Rodman, and Weinfeld on Jewish education, Schoem on Hillel, and Tenenbaum on burial societies. On the whole, though, students taking the courses based on these syllabi would learn little or nothing about Jewish federations; service organizations like the Jewish Family Service; Jewish self-defense organizations such as the Anti-Defamation League; religious and outreach organizations such as Chabad; Zionist organizations; organizations that helped Jewish immigrants when they arrived in the U.S.; women's organizations; Jewish Community Centers; Jewish schools; Hillel; or AIPAC. They also ignore the vast number of new Jewish social, cultural and religious organizations founded during the past couple of decades, many but not all for young people, including JDate, JConnect, Aish, and many others. Oddly enough, a few syllabi include articles about fissures in the organized Jewish community, or about Jews being alienated from established organizations, without providing material on the organizations that are allegedly in conflict and from which Jews are alienated.

Second, the syllabi include very little on Zionism and Israel. The land of Israel has been central to Jewish life for thousands of years, and Jews' connection (or lack of connection) to it has been an important part of American Jewish life at least since the beginning of modern political Zionism at the end of the 19th century. Debates about Zionism and Israel, and more generally about whether Jews constitute a people, or only a religion, played a central role in the development of the different streams of Judaism in the U.S., and in the American response to the Holocaust (Leff 2005). According to some scholars (Cohen and Eisen 2000), Jews' attachment to Israel has been declining, while others claim that Jews' devotion to Israel makes them wins them the attention of Congress and the executive branch.

Third, there is very little in the syllabi about the contributions of Jews and the Jewish community to American life. Has the presence of Jews in the U.S. mattered to anyone but the Jews themselves? In a review of two major recent books on Jews and Judaism, Diner's (2004) *The Jews of the United States* and Sarna's (2004) *American Judaism*, Gelertner (2004) notes that both Sarna and Diner seem to agree that general treatments of Jewish life in the U.S. should consider the impact of Jews and Judaism on American life, but neither do so in any serious way. Doing so would mean going well beyond discussing individual Jews who have contributed to American life, to describing how Jews, acting as Jews, have made a difference—in the struggle for separation of church and state and the secularization of the public sphere, for example, and in the fight against discrimination, in getting the concept of the "Judeo-Christian tradition" accepted in American public life, and in the campaign to free Soviet Jewry and its impact on the fall of the Soviet Union. It could be argued that American life would be very different without the Jews. Surely this is worth some time in courses on the Jews.

And finally, most syllabi have little to say about the place of Jews in America today. We learn in many syllabi about the relations between Jews and blacks, but not about relations between Jews and other groups, or about Jews' educational and economic success.

What We Teach about Israel

It is difficult for those who study or teach about Jews in Europe or North America not to see the Jews as a unique group, with a very distinctive history. Perhaps that is why so little attempt is made, particularly in courses on Jews in North America, to consider Jews together with other groups or to use standard social-scientific theories to explain what they do.

Research and teaching on Israel is very different, at least within sociology. In the introduction to her UCLA course on Israeli society, Aziza Khazzoom writes that

Israeli sociologists tend to see Israel as not unique, or as fundamentally similar to other modern industrialized societies.... they analyze Israel as a culture plagued by cleavage and inequality, rather than as the homeland of the Jews.... most see Zionism as a nationalist discourse, a member of the family of ethno-nationalist discourses that arose in Eastern Europe in the late 19th century.... Israeli sociologists, in important ways, simply do not see Israel as special.

“In this class,” she goes on to say, “we will analyze Israeli society within the same framework that Israeli sociologists use, but we will also not assume that that is the correct framework to use.”

Khazzoom’s course then goes on to address the European Jewish background to the creation of Israel, the development of group definitions and boundaries in pre-state Palestine and in Israel, gender issues, government, relations between Jews and Palestinians, and other topics.

Almost all the courses on Israel cover Zionism and the creation of Israel, relations among different groups of Jews and Arabs (including, sometimes, how the groups themselves came to be defined), Judaism and its role in the state, and politics. Most, though not all, consider the security situation and its impact on Israeli society. Some consider gender issues and the relationship between Israeli Jews and Jews in other countries.

Social scientists’ (Israeli or not) tendency to see Israel as a society like other societies (as well as career imperatives for Israeli academics) has led to the publication of considerable work on Israel in the most prestigious journals in sociology and political science. Indeed, there may very well be more articles on Israeli Jews in the top journals than on American Jews. Lipset’s predictions about the development of a sociology of the Jews may have come true—but in Israel, not the U.S.

The Holocaust

I found only a couple of syllabi on the sociology of the Holocaust that could be included in this collection, but it is important to include them. Such courses are found in many history departments and Jewish Studies programs, and often attract very large enrollments (Jewish and non-Jewish). Though sociologists have contributed relatively little to the systematic empirical literature on the Holocaust, or on mass murder more generally, a sociological perspective can contribute greatly both to teaching (in these syllabi) and research on the topics (see, e.g., Brustein 2003; Chirot and McCauley 2006).

Conclusion

There has been tremendous progress in teaching the sociology of Jewry since Kurt H. Wolff made his modest suggestions for an elementary syllabus in 1946, and considerable progress even since the earlier editions of the ASA's Sociology of Jewry curriculum guides were published in the 1990s. The number of courses now taught, and the range and richness of material covered, creativity in assignments, and variety of ideas about what to teach, provide students in sociology and related fields with unprecedented opportunities to learn about a group of great importance.

I hope that the publication of this collection of syllabi and instructional materials, along with sessions at professional meetings about teaching the sociology of Jewry, will lead to further progress. Here are several suggestions about what we might focus on as we work to improve our courses.

First, courses on Jewish life outside of Israel should focus more attention on Jewish organizations. (Indeed, it's hard for me to understand why most courses pay little attention to such organizations.) Many organizations would fit readily into current syllabi. The many courses considering ethnicity and assimilation might usefully include material on organizations that played key roles in debates about Jewish ethnicity and assimilation, and in helping Jews to adapt to American life, including landsmanschaftn (Soyer 1997), Hebrew free loan associations (Tenenbaum 1993) and the National Council of Jewish Women (Korelitz 1995). Faculty highlighting feminism and gender could include material on Jewish women's organizations, some of which played significant roles in the Jewish community and provided women with public roles long before the rise of modern feminism (see, e.g., Korelitz 1995; McCune 2005). Courses considering anti-Semitism might include work on the major Jewish organizations fighting anti-Semitism (Svonkin 1997).

Second, as implied above, courses on Jewish life in North America should include more material on Zionism and Israel, and about the place of Jews in the societies in which they live—not just material about how Jews have been affected by their societies, but about how they have affected those societies as well.

Third, it would make sense to make use of theory in the sociology of religion. Recent work in the sociology of religion (e.g., Finke 2004) has much to say about the forces affecting the growth and decline of religious denominations—surely a matter of interest to those trying to understand Jewish life.

Fourth, faculty should think about including material that is down-to-earth and concrete, that reflects the specifics of Jewish life in the U.S. Some syllabi include articles about especially interesting local events (consumer boycotts, instances of racial conflict) and a few include field trips to local Jewish institutions (including informal “institutions” like restaurants). But there are some obvious gaps. Why is my syllabus the only one that includes anything about that quintessentially Jewish-American experience, the bar and bat mitzvah?

Finally—and this is a statement about the sociology of Jewry more than any specific course—it's worth noting how tied most of our courses are to Jewish communities in two countries, the U.S. and Israel. Most courses include little or nothing about Jews in other countries (the exceptions being the comparative-historical courses and those on the Holocaust); they say nothing about Jewish communities in Third World countries or about the movement of Jews from those countries (including Morocco, Iraq, Iran, and many others) to Israel. To imagine a sociology

course that would encompass world Jewry is a challenging prospect. Yet if we want our students to learn about the sociology of Jewry, surely we need to take up that challenge.

Note: Other syllabi on Israel are available at the website of the Association for Israel Studies, <http://www.aisraelstudies.org/>

Syllabi on Jewish history may be found at <http://jewishhistory.huji.ac.il/syllabi>

Data on North American Jewry may be found at the North American Jewish Data Bank, directed by Professor Arnold Dashefsky and located in the Roper Center at the University of Connecticut, <http://www.jewishdatabank.org/>

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- McCune, Mary. 2005. *"The Whole Wide World, Without Limits": International Relief, Gender Politics, and American Jewish Women, 1890-1930*. Detroit, MI: Wayne State University Press.
- Porter, Jack Nusan, editor. 1998. *The Sociology of Jewry: a Curriculum Guide and Critical Introduction*. Washington, DC: American Sociological Association.
- Sarna, Jonathan. 2004. *American Judaism: A History*. New Haven: Yale University Press.
- Soyer, Daniel. 1997. *Jewish Immigrant Associations and American Identity in New York, 1880-1939*. Cambridge, MA: Harvard University Press.

- Svonkin, Stuart. 1997. *Jews Against Prejudice: American Jews and the Fight for Civil Liberties*. New York: Columbia University Press.
- Tenenbaum, Shelly. 1993. *A Credit to Their Community: Jewish Loan Societies in the United States, 1880-1945*. Detroit: Wayne State University Press.
- Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. Berkeley: University of California Press.
- Wolff, Kurt H. 1946. "An Elementary Syllabus in the Sociology of the Jews." *Social Forces* 24:451-61.

**Soc. 341S -- THE JEWISH COMMUNITY:
A SOCIOLOGY OF DIASPORA JEWRY**

Mondays and Wednesdays 6:00 – 8:00
UC 175

2006 (Spring)

Y. Michal Bodemann

University of Toronto
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This seminar on modern diaspora Jewry will examine a variety of problems concerning ethno-national solidarity, ethnic relations, racism and genocide from a sociological perspective. First, how do sociologists think and write about these issues, and where do the Jews, as a nation, people, community, or just as a diasporic religion in the national censuses fit into all this? Here, we will therefore consider Marxist contributions and writings in the classical German tradition (Max Weber, Georg Simmel, and with an excursion to Robert Park and early American sociology). We will also review some modern--and postmodern--positions such as those by Hannah Arendt and Zygmunt Bauman.

In the second part, we will look at the evolution of Polish and German Jewry and the ways in which they came to be embedded in their respective environments; in the third section, we will deal with varying perspectives on the Shoah, or "Holocaust". How has the Shoah been narrated and remembered over the decades? We will look at the post-Shoah Jewish world, with special attention given to pre-and post-war German Jewry. Now that the old German Jewry has been wiped out, how do Germans imagine the Jew? And how do Jews think about the Jewish existence in Germany, at present and in the past?

We will then proceed to look at the emergence of the Jewish community in North America and its contemporary institutional and social structure in the US and Canada, especially Toronto. People active in the Jewish community will be invited to speak to the class.

Evaluation: Two group presentations on readings, class participation: **15%**; précis on all readings: **15%**; approx. five two minute tests: **10 %**; 25-30 p. max. research paper: **55%**; progress report due on 8 February: **5%**. Paper topics must be cleared with the instructor; collaborative projects of two or more students are encouraged, but must be cleared with the instructor; joint projects with other courses only with instructors' permission. The **précis** is a synopsis of scheduled readings which summarises individual sections or paragraphs and the reading as a whole. They are due on the day for which they are scheduled. For the **group presentation**, two or three students will sign up for scheduled readings and present and discuss them in the class; written outlines of these are discouraged; where necessary, they should not exceed one page.

Please remember: Last date to hand in your final papers and all other outstanding course work is **28 March**. All assignments must be typed.

COURSE SCHEDULE -

I. SOCIOLOGICAL DISCUSSIONS OF ETHNICITY, RACE AND NATION

9 January	Introduction: European Jewry before and after Emancipation, "ideological labour"; classical sociological theorists and ethnicity (suggested background reading: entry "History", Encyclopedia Judaica, vol. 8, pp. 668-769)
11 January PACKAGE)	Introduction; Max Weber on Ethnicity (Economy and Society; (1)..... (2)..... (3).....
16 January	Bodemann, "Priests, Prophets, Jews and Germans: the political bases of Weber's conception of ethno-national solidarities" (PACKAGE); to this: Max Weber, Ancient Judaism; (1)..... (2)..... (3).....
18 January	Weber (cont'd); Georg Simmel, The Stranger (PACKAGE) (1)..... (2)..... (3).....
23 January	Bauer, Marx and Lenin on the Jewish Question (PACKAGE) (1)..... (2)..... (3).....
25 January	Abram Leon, On the Jewish Question (PACKAGE); Edna Bonacich, Class Approaches... (PACKAGE) (1)..... (2)..... (3).....

30 January Trevor Roper, on Highland Tradition in Scotland; in: Hobsbawm and Ranger, The Invention of Tradition; to that: Hobsbawm, Nations and Nationalism (PACKAGE)
(1).....
(2).....
(3).....

1 February Hannah Arendt, "Antisemitism" in: The Origins of Totalitarianism
(1).....
(2).....
(3).....

II. TWO DIASPORA JEWRIES: THE POLISH AND THE GERMAN CASE

6 February Celia Heller, On the Edge of Destruction
read chs. 2, 3, 4; skim 5, 6; read 7, 8
(1).....
(2).....
(3).....

PROGRESS REPORT DUE

8 February Heller, cont'd; to this: Hillel Levine, Economic Origins of Antisemitism, chs. 2, 3, conclusion
(1).....
(2).....
(3).....

13 February Jacob Katz, Out of the Ghetto, chs. 1-6
(1).....
(2).....
(3).....

15 February review of projects

20 February **Reading Week**
27 February Katz, skim chs. 7, 8, read 10, skim 11, read 12
(1).....
(2).....
(3).....

III. THE SHOAH AND ITS NARRATIONS

- 1 March Scholem on German-Jewish Symbiosis (PACKAGE)
to that: Max Horkheimer, "The Jews and Europe" , Moritz Goldstein, "The German-Jewish Parnassus"
(1).....
(2).....
(3).....
- 6 March Friedländer, Nazi Germany and the Jews (read Intro, chs. 1 - 3; 6 or 7; 9 and 10)
(1).....
(2).....
(3).....
- 8 March Zygmunt Bauman, Modernity and the Holocaust
(1).....
(2).....
(3).....
- Arno Mayer, Why did the Heavens not Darken?
Hannah Arendt, Eichmann in Jerusalem
Raul Hilberg, The Destruction of the European Jews
(1).....
(2).....
(3).....
- 13 March Daniel Jonah Goldhagen, Hitler's Willing Executioners
read intro., chs. 1, 3, 4, 15; skim chs 6-14
(1).....
(2).....
(3).....
- Eugen Kogon, The Theory and Practice of Hell
- Bodemann, "Kristallnacht" (PACKAGE)
to this: James E. Young, "The Biography of a Memorial Icon: Nathan Rapoport's Warsaw Ghetto Monument"
(1).....
(2).....
(3).....

IV. THE EMERGENCE OF THE POST-WAR JEWISH WORLD: GERMANY

- 15 March post-war German Jewry (Bodemann, A Jewish Family in Germany Today. An Intimate Portrait)
(1).....
(2).....
(3).....

V. THE JEWISH COMMUNITY IN CANADA AND THE UNITED STATES

- 20 March Samuel Freedman, Jew vs. Jew. The Struggle for the Soul of American Jewry
to this: Egon Mayer, From Suburb to Shtetl
Paul Buhle, The Jews and American Communism
(1).....
(2).....
(3).....

- 22 March Paul Berman on Black-Jewish Relations (PACKAGE)
(1).....
(2).....
(3).....

- 27 March Erna Paris, The Jews. An Account of their Experience in Canada.

To this: Cyril Levitt The Riot at Christie Pitts
(1).....
(2).....
(3).....

ALL COURSE WORK DUE

- 29 March Gerald Tulchinsky, The Contours of Jewish History in Canada (in Brym et al., 1993)
(1).....
(2).....
(3).....

VI. GENDER AND JUDAISM

- 3 April Sheva Medjuck, "If I cannot dance to it, it's not my revolution: Jewish feminism in Canada today" (in Brym at al., 1993)
(1).....
(2).....
(3).....

5 April Irena Klepfisz, "Resisting and Surviving America"

(1).....

(2).....

(3).....

10 April (extended session) Presentations

12 April no class (Passover)

Judaic Studies 480/Political Science 451
Jewish Identities, Politics and Culture in an Age of Secularization
Zvi Gitelman **Winter 2004**

In the western world there are strong trends toward secularization, but fervently religious people can be found in modern, industrialized societies. On the other hand, the heightened visibility of militant, politicized Islam gives pause to those who see secularization as an inevitable, universal trend. Some see the confrontation of religious and secular *weltanschauungen* as a “clash of civilizations” with profound consequences for domestic and international politics. Others believe that religious and secular beliefs can be harmonized with a wide variety of domestic and international political systems. This course explores the relations among religion, identities and politics. How do religious beliefs and secular world outlooks affect political thinking and behavior, and, on the other hand, how does politics impinge on religious beliefs and practices?

One of the oldest cases of the intersection of ethnicity, religion and politics is that of the Jews. As religion and ethnicity began to be differentiated in modern times, Jews faced the challenge of re-defining themselves from a religious to an ethnic group. Some rejected this, others seized upon secular forms of Jewishness, and still others insisted on maintaining the ethno-religious fusion. This course aims to illuminate issues of ethnicity, religion and politics by exploring ways in which Jews have combined flexible self-definitions with the maintenance of characteristics that came to be regarded as defining; and how Jewish religious and secular conceptions of politics have been worked out. The Jewish experience should enable us to understand better broader issues of ethnic identity, national formation, the relationship between religion and ethnicity, and between them and politics. Can a group whose nexus was historically religious shift the ties that bind to secular culture and ethnicity in modern societies? In this regard the Jewish experience may be compared to those of Christian, Muslim and other religious groups who also seek their places in modern polities.

Requirements: There will be mid-term and final examinations, based on readings and lectures. The midterm will be on Tuesday, March 2. There is also a term paper, roughly 12-15 pages in length, required of all students, on a topic of your choosing. The paper will be due on Tuesday, March 23. If you wish to take this course for the Upper Level Writing Requirement, you must apply to the Sweetland Center for an Individual Arrangement Petition. Should your petition be granted, you will have to write two papers in addition to the term paper. One of these should be a discussion of secularization processes in traditions other than Judaism and among peoples other than Jews (for example, secularization in Western Europe today; secularization and anti-secularization in the Islamic world; ideologies of secularism in Western thought; the failure of secularist movements in the United States, etc.). The other paper should be a critical analysis of the readings in TWO of the sections below (designated by Roman numerals). Each paper should be between 12 and 15 pages. Due dates will be announced.

A coursepack is available at Accucopy on William Street. Most course readings will also be available on line, at a site to be announced, but not until a few weeks into the semester.

The mid-term will count for about 30 percent of the final grade, the paper and the final examination for about 35 percent each. For those taking the course for the ULW requirement, the three papers together will count for about half the final grade, the final exam for about 30 percent and the mid-term for about 20 percent.

My office hours are Tuesdays, 3:00-4:00, and Thursdays, 5:30-6:30, in 7759 Haven Hall. My phone number is 763-4393 and email is zvigitel@umich.edu

I. Identities and Politics

“Identity” is one of the most discussed concepts today in social sciences and the humanities. We explore the meaning and utility of the term and its relevance to politics and political scientists, and then take up one of the most complex ethnic and religious identities, that of Jews, which defies easy categorization but in modern times has become a controversial topic among Jews and non-Jews.

1. Anthony D. Smith, National Identity (University of Nevada Press, 1991), 1-42.
2. John Gillis, “Memory and Identity: The History of a Relationship,” in Gillis, ed., Commemorations: The Politics of National Identity (Princeton: Princeton University Press, 1994)
3. Perry London and Allissa Hirschfeld, “The Psychology of Identity Formation,” in David Gordis and Yoav Ben-Horin, eds., Jewish Identity in America (Los Angeles: Wilstein Institute of Jewish Policy Studies, 1991), 31-50.
4. Melville Herskovits, “Who are the Jews?” in Louis Finkelstein, ed., The Jews (Philadelphia: Jewish Publication Society, 1949) Vol. 4, 1151-1171.
5. Anthony D. Smith, “The Question of Jewish Identity,” in Peter Medding, ed., A New Jewry? Studies in Contemporary Jewry, VIII (Oxford University Press, 1992) 219-233.

II. Modernization, secularization and their impacts on societies, West and East

This section deals with the meanings of “secular” and “secularization” and historical trends toward secularization. This includes separation of religion and ethnicity and of church and state in modern Europe and America; the impact of the Enlightenment and the development of modern science; the spread of education and the development of educational institutions not linked to religious bodies. We study the role of Jews in secularization and, in turn, its impact on Jewish communities before the nineteenth century. We look at parallel trends in non-Western societies

1. David Martin, The Religious and the Secular (London, 1969), read “Secularization: The Range of Meaning,” 48-57.
2. Harvey Cox, The Secular City (New York, 1971), read “The Biblical Sources of Secularization,” 15-37.
3. Jonathan Israels, Radical Enlightenment (Oxford University Press, 2001) 3-22.
4. David Apter, “Political Religion in the New Nations,” in Clifford Geertz, ed., Old Societies and New States (NY: Free Press, 1963), 57-104.

5. Mark O'Keefe, "Religious Dropouts on the Rise," Ann Arbor News, November 27, 2003, p. A3.
6. Frank Bruni, "Faith Fades Where It Once Burned Strong," New York Times, October 13, 2003, A1, A5.
7. Paul Mendes-Flohr and Jehuda Reinharz, eds., The Jew in the Modern World, 2nd ed. (Oxford University Press, 1995), selections from N.H. Wessely and his critics, 70-80.

III. Jewish Responses to Modernization and Secularization: Separating Ethnicity and Religion

Our focus is how Jews responded, individually and collectively, to the possibilities of becoming "European," gaining secular education and possibly social acceptance.

1. Baruch Spinoza: A Theological Political Treatise (Hackett, 1998), pp. vii-xxxviii, xlv-xlvii, 1-21, 88-107, 149-156, 191-211, 230-238.
2. Conversion and assimilation. Todd Endelman, Radical Assimilation in English Jewish History (Indiana University Press, 1990), 1-7, 203-209.
3. George Schopflin, "Jewish Assimilation in Hungary: A Moot Point," ch. 6 in Bela Vago, ed., Jewish Assimilation in Modern Times (Westview, 1981) 76-87.
4. Reform Judaism. Paul Mendes-Flohr and Jehuda Reinharz, eds., The Jew in the Modern World, 2nd ed., (Oxford University Press, 1995), 155-160, 177-178.
5. Rejecting Modernity: Isolationist Orthodoxy. "An Ultra-Orthodox Position," in Paul Mendes-Flohr and Jehuda Reinharz, eds., The Jew in the Modern World, 2nd ed., (Oxford University Press, 1995), 202-204.
6. Attempts at synthesizing tradition and modernity:
 - a. S.R. Hirsch and Neo-Orthodoxy. "Religion Allied to Progress," in The Jew in the Modern World, *ibid.*, 197-202.
 - b. *Wissenschaft des Judentums*. The Jew in the Modern World, *ibid.*, pp. 219-221, 230-237.

IV. Secular Ideologies of Jewishness

Another response to modernity is Secular Judaism. It has been expressed in a variety of ways. In the late nineteenth and early twentieth centuries the most prominent of these expressions were Bundism, Zionism, Yiddishism, and, to a lesser extent, territorialism.

1. Zionism. Arthur Hertzberg, ed., The Zionist Idea (Meridian, 1960), 108-115, 143-147, 178-198, 249-250, 261-2, 331-2, 340-350, 353-366, 407-415, 451-453, 457-463, 525-528.
2. Bundism. Zvi Gitelman, Jewish Nationality and Soviet Politics (Princeton University Press, 1972), 27-46.
3. Yiddishism. Chaim Jitlovsky, "What is Jewish Secular Culture?" in Joseph Leftwich, ed., The Way we Think (Thomas Yoseloff, 1969), Volume One, 91-98.

4. Reconstructionism. Mordecai Kaplan, "Toward a Reconstruction of Judaism," The Menorah Journal, XIII, 2 (April 1927) 113-130.

V. Religion and Ethnicity

Some religions, such as Christianity and Islam, are "universal," in that they are not associated with a particular people or ethnic group. Others are "tribal," i.e., they are practiced by a single people (Judaism). The challenge to non-religious members of that people is to separate religion from their ethnicity. This section examines and compares that process among several peoples. It also takes up a third issue of membership, that is, citizenship in states that define themselves religiously and/or ethnically, and those that do not.

1. Genesis, ch. 15; Deuteronomy, chapters 29-31 [not in course pack. Read any version of the Bible].
2. Anthony D. Smith, The Ethnic Origins of Nations (Oxford: Basil Blackwell, 1986), 119-125.
3. Judith Nagata, "Particularism and Universalism in Religious and Ethnic Identities: Malay Islam and Other Cases," in Stuart Plattner and David Maybury-Lewis, eds., The Prospects for Plural Societies (Washington, D.C.: American Ethnological Society, 1984).
4. Anthony Smith, "Chosen Peoples"; Cynthia Enloe, "Religion and Ethnicity"; and Paschalis Kitromilides, "Orthodoxy and Nationalism," all in John Hutchinson and Anthony D. Smith, eds., Ethnicity (Oxford: Oxford University Press, 1996), 189-208.

VI. Jewish Secular Societies

Secular Jewish culture and ways of life can be found in many modern societies. We examine them in Europe, Israel, and North America in this and the next two sections.

1. Sigmund Freud to B'nai Brith, in Paul Mendes-Flohr and Jehuda Reinharz, eds., The Jew in the Modern World (2nd ed., 1995), 278-79.
2. The Soviet Experiment in Secular Jewishness. Zvi Gitelman, Jewish Nationality and Soviet Politics (Princeton University Press, 1972), pp. 266-318.
3. Secularizing trends in Eastern Europe. Ezra Mendelsohn, The Jews of East Central Europe between the Two World Wars (Indiana University Press, 1983) 43-68.
5. Chaim Grade, "My Quarrel with Hersh Rasseynner," in Grade, The Seven Little Lanes (New York, 1972), 79-111.
6. Ruth Wisse, ed. The I.L. Peretz Reader (Schocken, 1990) 88-104.

VII. Secular Jewish Identity in Israel.

1. Eliezer Schweid, "Judaism in Israeli Culture," in Dan Urian and Efraim Karsh, eds., In Search of Identity: Jewish Aspects in Israeli Culture, 9-28.
2. Charles Liebman, "Secular Judaism and its Prospects," in Urian and Karsh, 29-48.
3. Yaakov Malkin, Menachem Elon and Naftali Rothenburg in Naftali Rothenburg and Eliezer Schweid, eds., Jewish Identity in Modern Israel (Urim, 2002) pps. 113-122, 156-179.

VIII. Contemporary Secular Jewish Thought

1. Renee Kogel and Zeev Katz, eds., Judaism in a Secular Age (Ktav, 1995) 299-323.
2. Yakov Malkin, Secular Judaism (Vallentine, Mitchell, 2004) 1-66.
3. Dan Cohn-Sherbok, Harry Cook and Marilyn Rowens, A Life of Courage (International Institute for Secular Judaism, 2003), 277-312.

IX. Secular Jewishness and Jewish Identities Today: Empirical Realities

What do Jews in America, Europe, and Israel believe and do? We look critically at some empirical studies, honing our skills as social scientists.

1. Egon Mayer, Barry Kosmin and Ariela Keysar, American Jewish Identity Survey 2001.
2. Charles Liebman and Elihu Katz, The Jewishness of Israelis, 1-37.
3. chapters by Stephen Miller (UK), Lars Dencik (Sweden), Andras Kovacs (Hungary) and Charles Liebman (Israel and the US) in Zvi Gitelman, et al, eds., New Jewish Identities (CEU Press, 2003) 45-60, 75-104, 211-242, 291-316.

X. The Persistence and Revival of Religion

Why and how does religion survive in secular societies? We examine theories of religion as protest against modernization and against materialism; of religion as a form of personal salvation, spiritual fulfillment, and as a “haven for ethnicity.”

1. Somini Sengupta and Larry Rohter, “Where Faith Grows, Fired by Pentecostalism,” New York Times, October 14, 2003, A1,A10.
2. Amy Waldman, “A Secular India or Not? At Strife Scene, Vote is Test,” New York Times, December 12, 2002.
3. Rodney Stark, “Secularization, R.I.P.,” Sociology of Religion, v.60, n.3, 1999, 249-273.
4. Lynn Davidman, Tradition in a Rootless World (California), 29-33, 82-107.
5. Debra Renee Kaufman, Rachel’s Daughters: Newly Orthodox Jewish Women (Rutgers), 7-35.
6. Amartya Sen, “Secularism and its Discontents,” in Kaushik Basu and Sanjay Subrahmanyam, eds., Unraveling the Nation (Penguin Books), 11-43.
7. John Voll, “Islamic Renewal and the ‘Failure of the West,’” in Richard Antoun and Mary Hegland, ed., Religious Resurgence (Syracuse University Press, 1987) 127-143.

XI. Secularization, Identities and Politics

1. Daniel Philpott, “The Challenge of September 11 to Secularism in International Relations,” World Politics, 55, 1 (2002) 66-95.

2. selections from Pippa Norris and Ronald Inglehart, Sacred and Secular: Religion and Politics Worldwide (forthcoming, Cambridge University Press; readings to be distributed in class).
3. Mark Tessler, "Islam and Democracy in the Middle East: The Impact of Religious Orientations on Attitudes toward Democracy in Four Arab Countries," Comparative Politics, v. 34, n.1 (2002), 237-254.
4. Samuel Huntington, "The Clash of Civilizations?" Foreign Affairs, v. 72, n.3 (Summer 1993), 22-49.

Sociology/Jewish Studies 258

Fall semester 2006

Tuesday/Thursday 11:00 a.m. - 12:15 p.m.

Classroom: 367 Van Hise

Professor Chad Alan Goldberg

Office: 8116B Social Science

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Office hours: Tues./Thurs. by appointment

THE JEWS, STATES, AND CITIZENSHIP: A SOCIOLOGICAL PERSPECTIVE

Course Objectives

In this course we will investigate the civic emancipation of European Jews – the process by which European Jews acquired full and equal citizenship – from the French Revolution in 1789 to the Bolshevik Revolution in 1917. The purpose of the course is not to teach a narrative of events in modern Jewish history, but instead to construct sociological explanations for historical outcomes and patterns. To achieve this objective, the course will adopt a comparative-historical perspective, focusing primarily on Britain, France, Germany, and Russia (the last as a case of failed emancipation prior to 1917). The course will focus on the following key questions:

- (1) What are the social origins of Jewish emancipation in nineteenth-century Europe? Why did it occur? Who pushed emancipation, who opposed it, and why? Under what conditions was emancipation most likely?
- (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 Jews in Europe? Were these effects the same in all countries? Why or why not?
- (4) How did Jews respond to emancipation? Why did they respond in different ways?

A second goal of this course is to provide an introduction to political and comparative-historical sociology, including theories of state formation, citizenship, nationalism, and ethnic conflict. Rather than learn these theories as an abstract and formal body of knowledge, you will have the opportunity to learn, test, and build theory as sociologists do, by confronting and solving problems (namely, the four questions listed above). 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 highlighted by previous sociological research: (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 and political centralization, the timing of national unification in each country, and the emergence of nationalism. We may also consider other factors such as 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.

Finally, while the course is primarily intended to shed light on the civic 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 Requirements

Reading: Students are required to do a heavy amount of reading (up to 100 pages per week) and to complete assigned readings before each class meeting. 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 each day.

Attendance and participation: The course will be run seminar-style, and class time will be devoted to discussion of the assigned texts. Students are required to attend class regularly, arrive on time, and participate fully and actively in class discussions based on the readings. You are encouraged to raise questions about the assigned readings (this counts as participation). You do not need to explain or justify occasional absences, but frequent tardiness, absences, or lack of participation will reduce your overall grade.

Five pop quizzes: There will be five pop quizzes throughout the semester. Each quiz will consist of four short-answer or multiple-choice questions about that day’s reading assignment. You may use your notes (but not the assigned texts) to answer the questions. The questions will be simple, straightforward, and easy if you have completed the reading assignment. You will be given 15 minutes to take each quiz.

Mid-term and final papers: You are required to write a mid-term essay and a final essay, 5-7 pages each. You may write on any course-related topic of your choice, but the paper must try to explain rather than merely describe some aspect of Jewish emancipation. (See “Guidelines for Writing Papers” for further instructions.) Essays must be typed and double-spaced.

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 two 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 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 essay. You may submit the file on a diskette or as an e-mail attachment to

cgoldber@ssc.wisc.edu. Essays handed in late will generally not be accepted unless you have received an extension from me.

Academic misconduct: If you have any questions about what constitutes academic misconduct, please consult <http://www.wisc.edu/students/conduct/uws14.htm> before proceeding in this course. If you have questions about plagiarism specifically, please consult the hand-out “Quoting, Paraphrasing, and Acknowledging Sources,” available at the Writing Center (6171 Helen C. White Hall). You are expected to be familiar with these guidelines before you submit any written work in this course; lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. All essays will be screened with anti-plagiarism software, and any instance of plagiarism or other misconduct will be dealt with strictly according to university policy.

There is no final exam during exam week.

Grading

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

Attendance & participation:	15 points
Five pop quizzes:	20 points (4 points each)
Mid-term paper:	30 points
Final paper:	35 points

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

Reading Assignments

There are three main books for the course, all of which are available from the University Book Store. These books will also be on reserve at College Library:

- 1) Lloyd P. Gartner, *History of the Jews in Modern Times* (Oxford University Press, 2001).
- 2) Gianfranco Poggi, *The Development of the Modern State: A Sociological Introduction* (Stanford University Press, 1978).
- 3) David Vital, *A People Apart: A Political History of the Jews in Europe, 1789-1939* (Oxford University Press, 1999).

For supplementary reading, I recommend Victor Karady, *The Jews of Europe in the Modern Era: A Socio-Historical Outline* (Budapest: Central European University Press, 2004). Though challenging for undergraduates, it provides a superb sociological analysis of modern Jewish history.

Reading assignments marked with an asterisk (*) will be distributed as hand-outs or in a course packet on reserve at College Library and available at Bob’s Copy Shop in University Square.

Students who are not familiar with European history may wish to consult an introductory textbook such as John M. Merriman, *A History of Modern Europe* (New York: W. W. Norton, 1996), also on reserve at College Library.

I. JEWS IN EUROPE BEFORE THE MODERN ERA

September 5

Introduction to the course.

Recommended: Theda Skocpol, "Emerging Agendas and Recurrent Strategies in Historical Sociology," in *Vision and Method in Historical Sociology*, ed. Theda Skocpol (New York: Cambridge University Press, 1984), 356-391.

September 7

Poggi, *Modern State*, "The Feudal System of Rule," 16-35.

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

* Max Weber, excerpt from "Class, Status, Party" (hand-out, originally published 1922).

* Arnaldo Momigliano, "A Note on Max Weber's Definition of Judaism as a Pariah-Religion," *History and Theory* 19, no. 3 (Oct. 1980): 313-318.

September 12

Poggi, *Modern State*, "The Standestaat," 36-59.

Vital, *People Apart*, 1-25.

September 14

* Calvin Goldscheider and Alan S. Zuckerman, "The Jewish Condition in Premodern Europe" in *The Transformation of the Jews* (Chicago: University of Chicago Press, 1984), 11-28.

* Eli Lederhendler, "The Medieval Legacy of the Polish-Lithuanian Kahal," in *The Road to Modern Jewish Politics* (Oxford University Press, 1989), 11-35.

II. REFORM AND REVOLUTION IN THE WEST, TSARISM IN THE EAST, 1780 – 1815

September 19

Poggi, *Modern State*, "The Absolutist System of Rule," 60-85.

* 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.

* 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.

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

September 21 - Britain, France, and Germany

Gartner, *History of the Jews*, 95-121.

Vital, *People Apart*, 29-42.

Recommended: Gartner, *History of the Jews*, 83-94.

September 26 - France

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

September 28 - France

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

Vital, *People Apart*, 42-62.

October 3 - Germany

Vital, *People Apart*, 63-69.

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

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

Recommended: T. H. Marshall, "Citizenship and Social Class," in *Class, Citizenship, and Social Development* (Garden City: Doubleday, 1964), 65-122.

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

October 5 - Russia

Gartner, *History of the Jews*, 36-39, 68-70, 122-126.

Vital, *People Apart*, 69-98.

Recommended: Karady, *Jews of Europe*, chap. 1-2.

Recommended: Lederhendler, *Road to Modern Jewish Politics*, chap. 2.

III. AFTER NAPOLEON, 1815 - 1880

October 10 - Religious, demographic, economic, and educational change

MIDTERM PAPER DUE (DRAFT VERSION).

Gartner, *History of the Jews*, 128-155.

* Goldscheider and Zuckerman, *Transformation of the Jews*, "The First Waves of Social and Economic Modernization in Europe," 42-62.

Recommended: Goldscheider and Zuckerman, *Transformation of the Jews*, "New Religious Ideologies and Institutions," 63-75.

Recommended: Vital, *People Apart*, chap. 2, especially 130-135, 163-165.

October 12 - Political change

Poggi, *Modern State*, "The Nineteenth-Century Constitutional State," 86-116.

Gartner, *History of the Jews*, 155-161.

Vital, *People Apart*, 165-183.

October 17 - Russia

Gartner, *History of the Jews*, 162-180, 185-190.

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

Recommended: Lederhendler, *Road to Modern Jewish Politics*, chap. 3-5 and conclusion.

October 19 - Anti-Semitism, the AIU, and the Damascus Affair

Vital, *People Apart*, 183-205, 232-248.

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

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

Recommended: Karl Marx, "On the Jewish Question," in *The Marx-Engels Reader*, ed. Robert C. Tucker (New York: W. W. Norton, 1978), 26-52 (originally published 1843).

Recommended: Vital, *People Apart*, 211-232.

October 24 - German nationalism and anti-Semitism

Vital, *People Apart*, 248-277.

* Anthony D. Smith, "'Ethnic' and 'Civic' Nationalism," in *Nationalism* (Malden, MA: Polity Press, 2001), 39-42.

* 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.

Recommended: Anthony D. Smith, "Theories" in *Nationalism* (Malden, MA: Polity Press, 2001), 62-86.

Recommended: David Sorokin, "The Impact of Emancipation on German Jewry," in *Assimilation and Community*, ed. Jonathan Frankel and Steven J. Zipperstein (New York: Cambridge University Press, 1992), 177-198.

October 26 - Anti-Semitism in Germany and France, the Dreyfus Affair

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

* 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.

Recommended: Karady, *Jews of Europe*, 197-243, 299-371.

IV. CRISIS AND RESPONSE:

MIGRATION, SOCIALISM, ZIONISM, 1881-1914

October 31 - The crisis of 1881, emigration from Russia

MIDTERM PAPER DUE (REVISED VERSION).

Gartner, *History of the Jews*, 238-242, 258-266.

Vital, *People Apart*, 281-297, 317-345.

November 2 - Socialism and Zionism

Vital, *People Apart*, 346-366.

Gartner, *History of the Jews*, 243-258.

November 7 - Zionism

Vital, *People Apart*, 366-400.

* Goldscheider and Zuckerman, *Transformation of the Jews*, "Modernization in Large and Organized Jewish Communities," 94-115.

November 9 - Socialism

Vital, People Apart, 400-415.

- * Goldscheider and Zuckerman, Transformation of the Jews, "The Rise and Development of Jewish Political Movements in Europe," 116-135.

November 14 - The Bund

Vital, People Apart, 415-437.

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

November 16 - Zionism

Vital, People Apart, 437-475.

- * Joseph Goldstein, "Some Sociological Aspects of the Russian Zionist Movement at its Inception," Jewish Social Studies 47, no. 2 (Spring 1985): 167-178.

November 21 - Organization and intercession (in Russia and Romania)

- * Goldscheider and Zuckerman, Transformation of the Jews, "The Tempo and Intensity of Modernization," 79-93.

Vital, People Apart, 476-509.

November 23: Thanksgiving holiday (no class).

November 28 - Kishinev and the Russian Revolution of 1905

FINAL PAPER DUE (DRAFT VERSION).

Vital, People Apart, 509-535, 566-593.

Recommended: Vital, People Apart, 535-540, 593-640.

November 30 - The Dreyfus Affair revisited

Vital, People Apart, 540-566.

- * Emile Durkheim, "Antisémitisme et crise sociale," in Textes, vol. 2 (Paris: Editions de Minuit, 1975), 252-254 (hand-out, originally published 1899, translated by instructor).

Recommended: Karady, Jews of Europe, 243-297.

V. WORLD WAR AND REVOLUTION IN RUSSIA, 1914-1918

December 5 - The First World War and the Balfour Declaration

Gartner, History of the Jews, 267-276.

Vital, People Apart, 643-675, 687-702.

December 7 - The Bolshevik Revolution and the Russian civil war

Gartner, History of the Jews, 281-294.

Vital, People Apart, 703-728.

Recommended: Arno J. Mayer, "The Perils of Emancipation: Protestants and Jews," Archives de sciences sociales des religions 40, no. 90 (Apr.-Jun. 1995): 5-37.

December 12 - The Paris Peace Conference: A New World Order?

Vital, *People Apart*, 728-754.

Gartner, *History of the Jews*, 294-301.

December 14 - Final reflections

FINAL PAPER DUE (REVISED VERSION).

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

Recommended: Goldscheider and Zuckerman, "Transformation of the Jews, "Modernization, Conflict, and Ethnic Cohesion" and "The Bases of Ethnic Cohesion," 3-10, 223-242.

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

SES 2999 Special Topics Course: Jews, Identity, and Difference

Instructor: **Dr. Sheryl Nestel**
Summer Session I 2005

DEPARTMENT OF SOCIOLOGY AND EQUITY STUDIES IN EDUCATION, OISE/UT

Day and Time: Tuesday and Thursday 5:30 – 8:30 PM
Place: Rm 8-200
Office Hours: By appointment
Office no. 12-203
Phone: 416 923-6641 Extension 6018
E-mail: snestel@oise.utoronto.ca

Course Website: <http://link.library.utoronto.ca/MyUTL/guides/index.cfm?guide=sherylnestel>

A. Introduction

This course examines the multiple and contradictory identities ascribed to and embraced/resisted by Jews in contemporary Western societies. Relying substantially on anti-essentialist theories of identity, the course begins with some foundational assumptions: 1) that identities, including Jewish identity, are not static but constantly in production and subject to contestation and revision, 2) that identities are both culturally constructed and historically embedded, and 3) that the analytic categories of race, gender, sexuality and class articulate in the production of identities. Within this theoretical framework, we will explore practices of Jewish identity construction and trace the role of shifting relations of power in these practices. New forms of Jewish cultural, political and spiritual resistance to cultural erasure will be surveyed as will contemporary expressions of anti-Semitism. Finally, we will explore the implications of new conceptualizations of Jewish identity for anti-racist politics, scholarship and pedagogy and the role for an “autonomous Jewish Voice” (Boyarin, 1996) in critical social analysis.

The course readings are drawn from an emerging body of literature associated with “The New Jewish Studies” (Heller, 1999) which utilizes cultural studies, feminist, postcolonial, postmodern, queer and anti-racism frameworks to rethink the terms in which Jewish identity has been represented. Reflecting an emergent literature, the readings often raise more questions than they answer but will hopefully help generate lively classroom debate and inspire participants to engage in new modes of scholarly inquiry.

B. Course requirements

Class preparation

This course is structured around substantial weekly readings and in-class discussions. Suggestions for further readings are listed for each week. Completion of the required readings and ample preparation for discussion are absolutely essential.

The following are some suggestions for preparing for class discussions: Begin by outlining what you believe to be the major arguments in the article. We will spend time in class talking about the process of reading the article. The discussion may begin with some of the following questions: What personal resources did you bring to your reading? What outside resources did you consult? What parts of the article require further clarification for you? You will be expected to discuss your own critical engagement with the course readings including: How did the article influence your own thinking? How can you apply the author's insights to your academic work/ workplace/activism? How would you challenge the author's conclusions? Finally, each student will be encouraged to pose one or two questions that will stimulate further discussion of the week's major themes.

Evaluation of class participation will comprise 25% of the final course grade.

Course paper

A 15-20 page paper is due Monday, July 11 ; the grade will represent 75% of the final mark. Students may choose from a variety of options for the final paper which include, but are not limited to the following: 1) a critical review essay of recent writing in an area related to Jewish identity, 2) a critical, theoretically-informed autobiographical essay (see for example Caplan,, Behar, and Shohat in the assigned readings) or 3) a research paper on a topic relevant to the course focus. The final class session will be devoted to student presentations of their work-in progress on the course paper (see below). Students are encouraged to meet with the instructor to discuss the final paper. A 2-3 paragraph proposal for the final paper is due in class Thursday May 26.

Writing should be clear, direct and grammatically correct. Papers should be typed double-spaced, preferably in an easy-to-read font and size (please do not use anything below 10 pt). Always include page numbers for citations or quotes from the assigned reading. For any additional citations, please use any conventional academic referencing format such as APA, MLA, etc (see below for cyberlinks). If you have not already done so, it may be helpful to choose a reference style, learn it well, and employ it consistently in your academic writing. This will save you time and effort as you proceed in your academic career and make it easier to submit your work for publication if you choose to do so. Don't hesitate to use the resources (courses, writing labs, etc.) offered by the university to improve your writing skills. Your ideas will enjoy a better reception if they are expressed with clarity and elegance.

The University of Toronto site for writing resources (includes reference styles)
<http://www.utoronto.ca/writing>

The Harvard University Writing Site (grammar, punctuation, style, etc.)
<http://www.fas.harvard.edu/~wricntr/html/tools.htm>

Student presentations of work in progress

In the final class meeting students will be required to make a brief (10-15 minute) presentation about their work-in-progress for the course paper. You will be asked to outline the topic you have chosen, discuss your approach to the research/writing, and describe the resources with which you are working.

C. Course materials

Students will need to obtain the following texts. Books may be purchased at the Toronto Women's Bookstore 73 Harbord (at Spadina) Tel. 416 922-8744. Several copies of *Maus* are available through the Toronto Public Library.

- 1) Art Spiegelman's *Maus I* and *Maus II* (see session III below for detailed reference). There are also several copies in the U of T Library system as well as in the Toronto Public Library system.
- 2) *Insider/Outsider: American Jews and Multiculturalism*, ed. D Biale, M Galchinsky, S Heschel (see session X below for detailed reference).

Course readings appearing on the syllabus with an asterisk (*) can be accessed on the course website: <<http://link.library.utoronto.ca/MyUTL/guides/index.cfm?guide=sherylnestel>>. If you are not working at computer on campus, you must have a U of T library card in order to access the website; when prompted, you must enter your library card number and PIN (usually the last four digits of your student number). If you are unfamiliar with using web-based materials, please consult the instructor.

- 4) The remainder of the required readings will be made available for photocopying.

Students who are unfamiliar with Jewish history and culture are urged to read at least one background text. For example: Nicholas De Lange, *An Introduction to Judaism* Cambridge University Press, 2000 . or Melvin Konner, *Unsettled: An Anthropology of the Jews*, New York: Viking Compass, 2003.

Course Schedule

I. May 3 – Introduction

*Heller S. 1999. The New Jewish Studies: Defying Tradition and Easy Categorization. *The Chronicle of Higher Education* 45.21: 1-6 (internet version).

Horowitz SR. The Paradox of Jewish Studies in the New Academy. In *Insider/Outsider: American Jews and Multiculturalism*, ed. D Biale, M Galchinsky, S Heschel, pp. 116-130. Berkeley, Los Angeles and London: University of California Press.

Rubin-Dorsky J. & Fisher-Fishkin S 1996. Glossary of Hebrew, Yiddish and “Yinglish” Terms. *People of the Book: Thirty Scholars Reflect on Their Jewish Identity*. Madison: Univ. of Wisconsin Press.

II. May 5 - Troubling Jewish Identity

Silberstein L, J. 2000. Mapping, Not Tracing: Opening Reflection. In *Mapping Jewish Identities*, ed. LJ Silberstein, pp. 1-36. New York: New York University Press

*Charmé SZ. 2000. Varieties of Authenticity in Contemporary Jewish Identity. *Jewish Social Studies* 6: 133-55

Klepfisz I. 1990. Khaloymes/Dreams in Progress: Culture, Politics, and Jewish Identity. In *Dreams of an Insomniac: Jewish Feminist Essays, Speeches and Diatribes*, pp. 187-211. Portland, Oregon: The Eighth Mountain Press

Film to be shown in class: *Treyf* produced, written & directed by Alisa Lebow and Cynthia Madansky. [New York, NY] : Treyf Productions, 1998.

Further reading:

Stratton, J., 2000. *Coming Out Jewish*. London and New York: Routledge

III. May 10 – The Holocaust and Contemporary Jewish Identity I

Spiegelman A. 1986. *Maus I: A Survivor's Tale. My Father Bleeds History*. New York: Pantheon

Spiegelman A. 1991. *Maus II: A Survivor's Tale. And Here My Troubles Began*. New York: Pantheon

Further reading:

Friedman MA. 2000. The Labor of Remembrance. In *Mapping Jewish Identities*, ed. LJ Silberstein, pp. 97-121. New York: New York University Press.

Geis D (Ed.). 2003. *Considering Maus: Approaches to Art Spiegelman's "Survivor's Tale" of the Holocaust*. Tuscaloosa and London: Univ. of Alabama Press.

LaCapra D. 1998. 'Twas the Night Before Christmas: Art Spiegelman's *Maus*. In *History and Memory after Auschwitz*, pp. 139-79. Ithaca and London: Cornell University Press.

*Staub M. 1995. The Shoah Goes On and On: Remembrance and Representation in Art Spiegelman's 'Maus'. *Melus* 20.3, 33-47.

*Roy, S. (2002) *Living with the Holocaust: The Journey of a Child of Holocaust Survivors*. *Journal of Palestine Studies* 23. 1, pp. 5-12

Film to be shown in class: *Punch Me in the Stomach* starring Deb Filler; director, Francine Zuckerman; producers, Francine Zuckerman and Jonathan Dowling. Toronto, Ont : Punch Me in the Stomach Productions, Inc. 1995.

IV. May 12 – The Holocaust and Contemporary Jewish Identity II

Finkelkraut A 1994. All German Jews? In *The Imaginary Jew*, pp. 17-34. Lincoln and London: University of Nebraska Press

Suchoff D 1994. Introduction. In A Finkelkraut *The Imaginary Jew*, pp. vii - xviii. Lincoln and London: University of Nebraska Press

Novick P 1999. "Would They Hide My Children?" In *The Holocaust in American Life*, pp. 170-206. Boston and New York: Houghton Mifflin

Young J E 1995. The U.S. Holocaust Memorial Museum: Memory and the Politics of Identity. In L Nochlin and T. Garb (Eds.) *The Jew in the Text: Modernity and the Construction of Identity*. London: Thames and Hudson.

Further reading:

Bauman Z. 2000. The Holocaust's Life as a Ghost. In *The Holocaust Ghost: Writings on Art, Politics, Law and Education*, ed. FC Decoste, B Schwartz, pp. 3-15. Edmonton, Alberta: University of Alberta Press

Bialystok, F. 2000. *Delayed Impact: The Holocaust and the Canadian Jewish Community*. Kingston and Montreal: McGill-Queens Univ. Press.

*Whitfield SJ. 2000. Reflections on Peter Novick's *Holocaust in American Life: Two Perspectives*. *Judaism* 49.4: 484-492

Staub ME. 1999. "Negroes are not Jews: Race, Holocaust Consciousness, and the Rise of Jewish Neoconservatism. *Radical History Review* 75: 3-27

Finkelstein, N. 2000. *The Holocaust Industry: Reflections on the Exploitation of Jewish Suffering*. New York: Verso

V. May 16 - Constructing Jewish Difference

Gilman, S 1985. Introduction: What are Stereotypes and Why Use Texts to Study Them? In *Difference and Pathology: Stereotypes of Sexuality, Race, and Madness* 15-35. New York and London: Cornell University Press.

Gilman S 1991. *The Jewish Nose: Are Jews White? Or the History of the Nose Job*. In *The Jew's Body* 169-93. New York and London: Routledge

Gilman SL 1996. *A Problem Still*. In *Smart Jews: The Construction of the Image of Jewish Superior Intelligence*, pp. 1-30. Lincoln: University of Nebraska Press.

*Glenn, S. (2002) *In the Blood? : Consent, Descent, and the Ironies of Jewish Identity*. *Jewish Social Studies* 8. 2/3: 139-152

Further reading:

*Freedman J. 1998. *Angels, Monsters, and Jews: Intersections of Queer and Jewish Identity in Kushner's Angels in America*. *PMLA - Publication of the Modern Language Association* 113: 90-102

Itzkovitz D. 1997. *Secret Temples*. In *Jews and Other Differences: The New Jewish Cultural Studies*, ed. D Boyarin, J Boyarin, pp. 176-202. Minneapolis London: University of Minnesota Press

*Kaplan S. 2003. *If There Are No Races, How Can Jews Be a "Race"?* *Journal of Modern Jewish Studies* 2, 1: 79-96.

*Kun J. 1999. *The Yiddish are Coming: Mickey Katz, Antic-Semitism, and the Sound of Jewish Difference*. *American Jewish History* 87.4: 343-374.

Gilman S 2003. *Jewish Frontiers: Essays on Bodies, Histories, and Identities*. New York: Palgrave MacMillan.

NO CLASS MEETING MAY 18

VI. May 24 - Anti-Semitism

*The Facts (Judeophobia). *New Internationalist*, 372, October, 2004 18-20.

*Butler J 2003. *No, it's not Anti-Semitic*. *London Review of Books*, 25.16 , August 21, 2003.

*Eberstadt F 2004. A Frenchman or a Jew? New York Times Magazine February 29, 2004. 48-51, 61.

Freedland J 2004. Is Anti-Zionism Anti-Semitism? In R Rosenbaum (Ed.) Those Who Forget the Past. New York: Random House. 422-437.

*Klug B 2004. The Myth of the New Anti-Semitism: Reflections on Anti-Semitism, Anti-Zionism and the Importance of Making Distinctions. The Nation 278. 4 23-35.

*Anti-Semitism New and Old (response to Klug) The Nation 278.4, April 12, 2004.

*Wieseltier L 2002. Hitler is Dead - Against Ethnic Panic. The New Republic, May 27, 2002. p.19.

Films to be shown in class: Discordia: When Netanyahu Came to Town (NFB, 2004) Ben Addelman and Samir Mallaland

Confrontation at Concordia. Prod. and Dir. Martin Himel, 2003.

Further reading:

Bauman Z. 1998. Allo-Semitism: Premodern, Modern, Postmodern. In Modernity Culture and 'the Jew', ed. B Cheyette, L Marcus, pp. 143-56. Stanford: Stanford University Press

McGrath R. 1996. Shaking the Family Tree: A Personal Exploration of Anti-Semitism in Newfoundland. Canadian Woman Studies 16.4: 12-16

Heschel S. 1990. Anti-Judaism in Christian Feminist Theology. Tikkun 5.3: 25-8, 95-7

Shain M. 1999. Ethnonationalism, Anti-Semitism, and Identity Politics: The North American and South African Experiences In Jewries at the Frontier, ed. SL Gilman, M Shain, pp. 335-350. Chicago: University of Illinois Press

*Joseph, B. 2002. Returning to Safe. Tikkun, 17.1: 22-25.

VII. May 26- Jews and Whiteness

Braude CB. 1999. From the Brotherhood of Man to the World to Come: The Denial of the Political in Rabbinic Writing under Apartheid. In Jewries at the Frontier, ed. SL Gilman, M Shain, pp. 259-89. Chicago: University of Illinois Press

Brodin K 1998. How Did Jews Become White Folks? In How Jews Became White Folks and What That Says about Race in America, pp. 25-52. New Brunswick, N.J.: Rutgers University Press

Kaplan C. 1998. "Beyond the Pale": Rearticulating U.S. Jewish Whiteness. In *Talking Visions: Multicultural Feminism in a Transnational Age*, ed. E Shohat, pp. 451-84. Cambridge: MIT Press

Further reading:

Kaye/Kantrowitz M 1996. Jews in the U.S.: The Rising Costs of Whiteness. In *Names We Call Home: Autobiography on Racial Identity*. B Thompson & S Tyagi (Eds.) 121-37. New York and London: Routledge

Britzman DP 1998. Narcissism of Minor Differences and the Problem of AntiRacist Pedagogy. In *Lost Subjects, Contested Objects: Toward a Psychoanalytic Inquiry of Learning*, 97-112. Albany: State University of New York Press.

Jacobson MF1998. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge, USA & London: Harvard Univ. Press.

VIII. May 31- Both/And: Hybrid Identities

Behar R 1996. The Story of Ruth, the Anthropologist. In *People of the Book: Thirty Scholars Reflect on their Jewish Identity*, ed. J Rubin-Dorsky, SF Fishkin, pp. 261-79. Madison: University of Wisconsin Press

Rich A 1982. Split at the Root. In *Nice Jewish Girls: A Lesbian Anthology*, ed. ET Beck, pp. 67-84. Watertown, Mass: Persephone Press

Shohat E 1999. Taboo Memories and Diasporic Visions: Columbus, Palestine and Arab-Jews. In *Performing Hybridity*, ed. M Joseph, JN Fink, pp. 131-56. Minneapolis: University of Minnesota Press

Further reading:

*Radin J 2004. Better Off Than You Would Have Been: Feminist Legacies for Transnational Adoptive Families in the Jewish Community. *Nashim: A Journal of Jewish Women's Studies & Gender Issues* 8 (2004) 143-154

Walker R 2001. *Black, White and Jewish: Autobiography of a Shifting Self*. New York: Riverhead

Gilbel-Azloulay K 1997. *Black, Jewish and Interracial: It's Not the Colour of Your Skin, but the Race of Your Kin, and Other Myths of Identity*. Durham and London: Duke Univ. Press.

Khazzoom L 2003. *The Flying Camel: Essays on Identity by Women of North African and Middle Eastern Jewish Heritage*. New York: Seal Press.

Shneer D & Aviv C (Eds.) 2002. *Queer Jews*. New York: Routledge.

Boyarin D, Itzkovitz D & Pellegrini A (Eds.) 2003. *Queer Theory and the Jewish Question*. New York: Routledge

Film to be shown in class: *Fresh Blood : a Consideration of Belonging : a video* / by B. H. Yael. Toronto : V Tape, 1996.

IX. June 2 - Jews, Gender and Difference

Berger M 1996. *The Mouse that Never Roars: Jewish Masculinity on American Television*. In *Too Jewish: Challenging Traditional Identities*, ed. NL Kleeblatt, pp. 93-107. New Brunswick, New Jersey: Rutgers University Press

Boyarin D 2000. *The Colonial Drag: Zionism, Gender, and Mimicry*. In F Afzal-Khan, K Seshadri-Crooks (Eds.) *The Pre-Occupation of Postcolonial Studies* 234-65. Durham and London: Duke University Press

Prell R-E 1999. *The Jewish American Princess: Detachable Ethnicity, Gender Ambiguity and Middle Class Anxiety*. In *Fighting to Become Americans: Jews, Gender, and the Anxiety of Assimilation* 177-208. Boston: Beacon Press

Further reading:

Garber M 2001. *Moniker*. In *Our Monica, Ourselves in*. L Berlant & L Duggan (Eds.) , 175-202. New York and London: New York University Press

Pellegrini A 1997. *Jewishness As Gender*. In *Performance Anxieties: Staging Psychoanalysis, Staging Race*, pp. 17-37. New York and London: Routledge

Peskowitz M & Levitt L 1997. *Judaism Since Gender*. New York and London: Routledge.

X. June 7- Jews and Other "Others"

*Goldschmidt H. 2000. *Peoples Apart: Race, Religion, and Other Jewish Differences in Crown Heights*, pp. 1-51. Unpublished Doctoral Thesis, Department of Anthropology, University of California at Santa Cruz.

Seidman N. 1998. *Fag-Hags and Bu-Jews: Towards a Jewish Politics of Vicarious Identity*. In *Insider/Outsider: American Jews and Multiculturalism*. In D Biale, M Galchinsky & S Heschel (Eds.) 254-68. Berkeley, Los Angeles and London: University of California Press

Further reading:

Greenberg, C. *Pluralism and it's Discontents*. In *Insider/Outsider*

Film to be shown in class: *Fires in the Mirror: Crown Heights, Brooklyn and Other Identities* / conceived, written and performed by Anna Deavere Smith, based on her stage play ; directed by George C. Wolfe. [New York] : Public Television Playhouse, Inc., 1993.

XI. June 9 - Israel, Zionism and Diasporic Jewish Identities

Pre-reading (for those unfamiliar with the history of Zionism): Herzberg, Arthur (1959) Introduction in *The Zionist Idea*, pp. 15-100. New York: Harper and Row.

Nimni E 2003. From Galut to T'futsoth: Post-Zionism and the Dislocation of Jewish Diasporas. In E Nimni (Ed.) *The Challenge of Post-Zionism: Alternatives to Israeli Fundamentalist Politics*. London and New York: Zed Books 117-152.

Galchinsky M. 1998. Scattered Seeds: A Dialogue of Diasporas. In *Insider/Outsider: American Jews and Multiculturalism*, ed. D Biale, M Galchinsky, S Heschel, pp. 185-211. Berkeley, Los Angeles and London: University of California Press

Boyarin D & Boyarin J 1993. Diaspora: Generation and the Ground of Jewish Identity. *Critical Inquiry* 19: 693-725

Further reading:

*Golan D et al 1999. The Jewish Diaspora, Israel, and Jewish Identities: A Dialogue. *South Atlantic Quarterly* 98: 1/2 Winter/Spring 1999. 95-116.

Silberstein LJ. 1999. Mapping Zionism/Zionist Mapping. In *The Postzionism Debates: Knowledge and Power in Israeli Culture*, pp. 15-46. New York, London: Routledge.

*Shain, Y & Bristman B 2002. Diaspora, Kinship and Loyalty: The Renewal of Jewish National Security. *International Affairs* 78.1 69-95.

*Kirshenbaum G. (2003) Zionism and its Discontents. *Tikkun*, 18.6, 51-53.

Habib J 2004. *Israel, Diaspora and the Routes of National Belonging*. Toronto: Univ. of Toronto Press

Ellis M 2002. *Israel and Palestine -- Out of the Ashes: The Search for Jewish Identity in the 21st Century*. London: Pluto Press

XII. June 14- Reconfiguring Jewish Identity: Spiritual, Cultural, Pedagogical, and Political Interventions

Adler R 1998. *Here Comes Skotsl: Renewing Halakhah. Engendering Judaism: An Inclusive Theology and Ethics*. Philadelphia and Jerusalem: The Jewish Publication Society 21-60.

*Svigals A. 1998. Why We Do This Anyway?: Klezmer as Jewish Youth Subculture. *Judaism* 47: 43-9

Simon R. 1995. Face to Face with Alterity: Postmodern Jewish Identity and the Eros of Pedagogy. In *Pedagogy: The Question of Impersonation*, ed. J. Gallop pp. 90-105. Bloomington and Indianapolis: Indiana University Press.

*Krawitz, C 2004. A Voice from Within: A Challenge for the Conservative Jewish Movement and its Gay/Lesbian Activists. *Nashim: A Journal of Jewish Women's Studies & Gender Issues* 8 (2004) 165-174.

The Tikkun Community: Core Vision @ <http://www.tikkun.org/community>

Film to be shown in class - Trembling Before G-D. `

Further Reading:

Boyarin J. 1996. The Tree of Knowledge and the Tree of Life. In *The Narrow Bridge: Jewish Views on Multiculturalism*, ed. M Brettschneider, pp. 207-18. New Brunswick, New Jersey: Rutgers University

Ruttenberg D 2001. *Yentl's Revenge: The Next Wave of Jewish Feminism*. New York: Seal Press.

Elon A, Hyman NM, Waskow A 2000. *Trees, Earth and Torah: A Tu B'Shvat Anthology*. Philadelphia: Jewish Publication Society.

Aleph alliance for Jewish Renewal <<http://www.aleph.org/advisory.html>>

XIII. Date TBA - Student Presentations of Work in Progress

Brown University
Department of Sociology

Sociology 187-10/Judaic Studies 198-2

A SUMMER EDEN: THE JEWISH EXPERIENCE IN THE CATSKILLS

Phil Brown

Office Hours: M, W 11-12

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Semester I

1997-1998

This seminar explores the Jewish experience in the Catskill Mountains of New York State. Students will read scholarly work from the areas of history, sociology, anthropology, Jewish studies; and literature, including fiction, essays, poetry, autobiography, biography, and memoirs. They will view documentary and feature films about the Catskills, and listen to music developed and/or widely played there. They will examine archival material, including photos, hotel brochures and postcards, synagogue memorial books, artifacts, local government and business records, and newspaper articles.

A century ago, New Yorker Jews, hungry for mountain air, good food, and a Jewish environment combined with an American way of leisure, created a resort area unique in the world. By the 1950s over a million people each year inhabited the "summer world" of hotels, bungalow colonies, and summer camps. These resorts shaped American Jewish culture, enabling Jews to become more American while at the same introducing the American public to immigrant Jewish culture. Home-grown entertainment provided America with a rich supply of comedians, musicians, and singers. Legions of young men and women used the Catskills as a springboard to successful careers and marriages.

In the 1950s and 1960s the Catskills reached the pinnacle of their history, and starting in the 1970s declined till the point where only a handful of major resorts remain. The once-teeming roads of the Catskills are largely barren, with most hotels and bungalow colonies burned, decayed, or destroyed. Many who worked and vacationed there are very old and may not be able to provide their history in a short while. There is precious little time left for scholars, educators, artists, and others to save what remnants there are and to preserve the legacy of this monumental American Jewish cultural phenomenon. In 1995, following a successful conference on the History of the Catskills, a group of scholars and interested persons formed the Catskills Institute to preserve this legacy. Students participating in this seminar will be part of that effort.

Depending on their interests, students may be linked with scholars around the country who are specializing in one aspect of the Jewish Catskills experience. These consultant scholars are members of the Executive Committee and Advisory Board of the Catskills Institute, an

organization co-founded by the professor. For example, a student interested in synagogue life will be linked with an anthropologist studying the synagogues of the areas. A student interested in Yiddish literature about the Catskills will be linked to a Judaic Studies scholar in that field. There are a substantial number of such scholars who will be eager to work with students in this fashion. This will give students a sense of being part of a larger scholarly effort that simultaneously advances scholarly knowledge and disseminates popular representations of that work.

- Seminar participants will also have the option of working on one of the following project groups:
- Developing a multimedia CD on the history and culture of the Catskills.
- Producing video documentaries based on existing footage, as well as new footage to be shot by students.
- Producing posters and other graphic art based on Catskills material.
- Upgrading material and artistically improving the Catskills Institute website (hosted at Brown). This will include a project on "virtual hotels," where users can click on a layout of a hotel, and enter any building and then any room, learning about the people working and staying there.
- Assisting in a museum installation now being designed by the Revolving Museum in Boston.
- Assisting in other museum exhibitions.
- Assisting in obtaining and cataloging additions to the Catskills Institute archive collection, to be maintained at the American Jewish Historical Society at Brandeis University.
- Conducting interviews and collecting oral histories and memoirs to add to the growing database of Catskills materials.
- Helping plan the Fourth Annual History of the Catskills Conference.

By being involved with a project group and/or an external mentor, students will have a valuable experience of working in collaborative scholarly efforts and in making the results very publicly accessible.

Lectureship on the Catskills

As part of my work on the Catskills, I have received money from the Brown University Lectureship Program to sponsor a series of four speakers. These will be broadly announced to the public. Those speakers who give their lectures on Wednesday will come to the seminar as well, where they will cover different material than in the public lecture. Please arrange to hear all four talks, at noon on the following days:

- Tues. October 7 -- Maurie Sacks
- Wed. October 8 -- Shalom Goldman
- Wed. October 22 -- Irwin Richman
- Fri. Nov. 21 -- Eileen Pollack

Catskills Institute Website

Be sure to visit the website at http://www.brown.edu/Research/Catskills_Institute/ to get more material relevant to the course. Some required reading is available on the website. Your suggestions for additions to the website, including some of your own work for the seminar, is welcome.

Course Requirements

- Reaction papers: 4 or 5 short reaction papers, based on course readings, films, and other materials
- Film screenings -- some screenings will be in the evenings. When possible, two different times will be scheduled.
- Major project: either a research paper, or a media/arts project such as mentioned above.

Required Books

(LR= library reserve)

Phil Brown, Catskill Culture: Mountain Rats and Others Remember the Great Jewish Resort Area (Temple University Press, forthcoming) [LR]

Eileen Pollack, Paradise, New York [LR]

Irwin Richman The Bungalow Colony: From Kuchalein to Cottage (Temple University Press, forthcoming) [LR]

Terry Kay Shadow Song (Washington Square Press)

Harvey Frommer and Myrna Frommer, It Happened in the Catskills (Harcourt)

Cissie Blumberg, Remember the Catskills: Stories by a Recovering Hotelkeeper (Purple Mountain Press)

Cahan, Abraham, The Rise of David Levinsky (Harper)

Herman Wouk, Marjorie Morningstar (Doubleday)

"The Jewish Catskills" special issue of the Jewish Folklore and Ethnology Review

Sullivan County Map (Marshall Penn-York Maps)

(All required books except [LR] are available at the bookstore and have been placed on library reserve)

Reading Packet

There is a reading packet available at Jo-Art Copy. These are all required readings. Please purchase your copy right away.

Sept. 3

1) Introduction

film in class: "The Rise and Fall of the Borscht Belt" (Peter Davies)

~Guest consultant: Lauren Bass -- website development

Sept. 10

2) Origins

Frommer and Frommer, It Happened in the Catskills "Prologue" and Chapters 1, 2

Joel Pomerantz, Jennie and the Story of Grossingers (pp. 74-93) (R)

Eileen Pollack, Paradise, New York (manuscript) (LR)

Maurie Sachs, "Introduction to the Jewish Catskills in Jewish Folklore and Ethnology Review

~Guest consultant: Jerry Beck -- director, The Revolving Museum; artist

Recommended

Evers, Alf. 1972. The Catskills: From Wilderness to Woodstock. Garden City: Doubleday.

Alf Evers, Elizabeth Cromley, Betsy Blackmar, and Neil Harris, eds. Resorts of the Catskills

Stefan Kanfer, A Summer World: The Attempt to Build a Jewish Eden in the Catskills, From the Early Days of the Ghetto to the Rise and Decline of the Borscht Belt.

Sept. 17

3) Hotel Life

Frommer and Frommer Chapters 4, 5

Cissie Blumberg, Remember the Catskills: Stories by a Recovering Hotelkeeper

Murray Posner, "Resort Problems and Prospects: A Personal View" Pp. 418-435 in David Gold, ed., The River and the Mountains: Readings in Sullivan County History (R)

audiotape: Eileen Pollack reading from her novel

film in class - "Murray Posner's Tour of Brickmans"

film (outside showing): "Sweet Lorraine" (Steve Gomer)

~Guest consultant: Mary Benton, Professor of Art, RISD; graphic and poster art

Recommended

Mordechai Richler "The Catskills: Land of Milk and Money" Holiday July 1965

Sept. 24

4) Local Life: Farmers and Others

John Conway, Retrospect: An Anecdotal History of Sullivan County, New York Ch. 6 "Crime and Punishment" (R)

Clarence Steinberg, "Lore Leading the Catskill Jewish Farmers" in Jewish Folklore and Ethnology Review

Gold, David. 1981. "Jewish Agriculture in the Catskills." Agricultural History. 1981, 55:31-49

Pollack, "Past, Future, Elsewhere" (R)

Jack Keiser, "Farm Life in the Thirties" Pp. 294-301 in David Gold, ed., The River and the Mountains: Readings in Sullivan County History (R)

Abraham Lavender, "Shouting for Cooperation, Caring, and Community: The Mountain Hotelman and Catskill Jewish Values" in Jewish Folklore and Ethnology Review

~Guest consultant: Cindy Klein -- filmmaker

recommended

Clarence Steinberg and Abraham Lavender Jewish Farmers of the Catskills (Univ. Press of Florida)

Martin Boris, Woodridge 1946

Stefan Kanfer, A Summer World: The Attempt to Build a Jewish Eden in the Catskills, From the Early Days of the Ghetto to the Rise and Decline of the Borscht Belt.

Oct. 8

5) Literature of the Catskills

Isaac Bashevis Singer, "The Yearning Heifer" (R)

Hortense Calisher, "Old Stock" (R)

Abraham Cahan, The Rise of David Levinsky

Shalom Goldman, "Reading the Borscht Belt" in Jewish Folklore and Ethnology Review

poetry: Michel Licht, "Catskill Mountains -- Impressions;" Yehoash, "From the Catskill Mountains;" H. Leivick, "Evening Song at Neversink" (R)

^Guest speaker: Shalom Goldman, Professor of Middle Eastern Studies, Emory University

Recommended

Harvey Jacobs Summer on a Mountain of Spices. New York: Harper & Row, 1975

Sydney Offit He Had it Made. New York: Crown. 1959.

Philip Roth The Professor of Desire. New York: Farrar, Straus, and Giroux. 1977

Reuben Wallenrod, Dusk in the Catskills

Oct. 15

6) Magic, Memories, and Meaning

Terry Kay, Shadow Song

Shirley Paris, "Heiden Hotel" (on website)

Phil Brown, short stories: "Back to the Dining Room," "A Catskills Muse," "Return to the Mountains," "The Make-Believe Hotel," "The Boss' Visitor" (available by email as WORD files)

videotape: group reading of "Return to the Mountains" at Third Annual History of the Catskills Conference

Oct. 22

7) Bungalow Colonies and Kuchalayns

Irwin Richman, Borscht Belt Bungalows (Reserve)

Eugene Calden, "Kuchalayn" (R)

^Guest speaker: Irwin Richman, Professor of American Studies, Pennsylvania State University (Middletown)

Oct. 29

8) Working in the Catskills

Mark Hutter, "Summertime Servants: The 'Shlockhaus' Waiter." Pp. 203-225 in Glenn Jacobs, ed. The Participant Observer. NY: George Braziller. (R)

Tania Grossinger, Growing Up at Grossingers Pp. 68-86 (R)

Frommer and Frommer Chapter 7

Recommended

Sydney Offit He Had it Made

Nov. 5

9) Entertainment

Frommer and Frommer Chapters 3, 6

Joey Adams, The Borscht Belt excerpts (R)

Marcia Littenberg, "The Tumbler: Carnivalian Laughter in the Catskills" in Jewish Folklore and Ethnology Review

John Conway, Retrospect Ch. 5 "Entertainment"(R)

film excerpts in class -- "Mr. Saturday Night," "Festival of Comedy," klezmer concert at Catskills conference

Recommended

Adams, Joey with Henry Tobias. 1966. The Borscht Belt NY: Bobbs-Merrill

Moss Hart, Act One: An Autobiography

Nov. 12

10) Religion

Maurie Sacks, "The Synagogues of Sullivan County: A Research Report" in Jewish Folklore and Ethnology Review

Eileen Pollack "The Rabbi in the Attic" (R)

Book of Remembrance of the Hebrew Congregation of Loch Sheldrake (LR)

recommended:

Abraham, Pearl. The Romance Reader New York: Riverhead Books. 1995

Kranzler, George. Hasidic Williamsburg: A Contemporary Hasidic Community. Northvale, NJ: Jason Aronson Inc. 1995

Eisenberg, Robert.. Boychiks in the Hood: Travels in the Hasidic Underground. New York: Harper Collins. 1995

Nov. 19

11) Sex Roles and Sexuality

Vivian Gornick. "The Catskills Remembered," pp. 30-61 in Approaching Eye Level Boston: Beacon Press. 1996 (R)

Herman Wouk, Marjorie Morningstar

Phyllis Deutsch, "Theater of Mating: Jewish Summer Camps and Cultural Transformation" American Jewish History (R)

film in class: "A Singles Weekend at the Concord" (Connie Marks)
film (outside showing): "Marjorie Morningstar"

Recommended

Arthur Kober, Having Wonderful Time (also available in Bennett Cerf and Van Cartmel, eds.,
Sixteen Famous American Plays)

Dec. 3

12) The Catskills Legacy/Conclusion

Phil Brown, Catskill Culture: Mountain Rats and Others Remember the Great Jewish Resort
Area (LR; also available by email as WORD files)

Frommer and Frommer, Epilogue

film in class: Channel 5 Chronicle on Brown's Hotel

Dec. 10

13) Student Reports and Presentations of Final Projects

The American Jewish Community Sociology/SISJE 377	spring quarter 2006 T Th 1:30-3:20 Thomson 134
Professor Paul Burstein	Savery 201B 543-7088 burstein@u.washington.edu office hours T 11:30-12:30, W 1:30-3:00, and by appointment

The first group of Jews to arrive in North America did not receive a warm welcome. Fleeing from persecution in Brazil, their ship driven off course, attacked by pirates, they arrived in New Amsterdam (later to become New York) in the late summer of 1654, only to be met with hostility by the governor, Peter Stuyvesant, who saw them as “the deceitful race—such hateful enemies and blasphemers” and wanted to expel them. An appeal to Stuyvesant’s superiors in the Netherlands produced an order that the Jews be allowed to stay—provided they took care of themselves and didn’t become a burden on the taxpayers.

They did take care of themselves, and over the years millions more followed. Jews, who had been persecuted in Europe for many centuries, hoped that the religious freedom and economic opportunities to be found in the U.S. would enable them to prosper, individually and as a community.

This course is about the Jewish community in the United States—the many ways in which Jews met the challenge of life here. We will study Jewish migration to the U.S.; how Jews struggled to adapt Judaism to life in their new country; how they created organizations to help each other, to educate their children, and maintain their culture; how anti-Semitism and the fear of anti-Semitism affected their approach to American life; and how they contributed to American life in many areas, from the economy to the development of ideas about what it means to be an American. We will consider conflicts in the Jewish community over how to deal with life in the U.S., and the hopes and fears of the community about what the future will bring.

This course is also about the United States itself: how the guarantees of religious freedom in the Constitution and Bill of Rights affect religious life; how both freedom and pressure to conform affect minorities; and how minorities in turn affect American law, culture, politics, economic development, and Americans’ vision of their country’s future.

COURSE TOPICS AND SCHEDULE:

March 28: Background and beginnings: who moved to America, and what they found

Nicholas DeLange, *Introduction to Judaism*, pp. 1-6, 26-29.

Calvin Goldscheider and Alan Zuckerman, *The Transformation of the Jews*, ch.

1 (“Modernization, Conflict, and Ethnic Cohesion”) and 2 (“The Jewish Condition in Premodern Europe”)

Jonathan Sarna, *American Judaism*, ch. 1 (“Colonial Beginnings”)

Peter Stuyvesant exchange (from Marcus, editor, *The Jew in the Modern World*, pp. 29-33)

“Dr. Benjamin Rush Describes a Jewish Wedding, 1787” (Marcus, pp. 140-42)

“Touro Synagogue” (from Marcus, pp. 108-110)

****March 30: Video: The Longest Hatred**** (Note: dates are subject to change.)

April 4: Adapting to a New Society: Theoretical Issues

United States Constitution, article VI, section 3 (“no religious test”) and Bill of Rights, first amendment

Samuel Rabinove, “How—and Why—American Jews Have Contended for Religious Freedom,” *Journal of Law and Religion* 8 (1990): 131-140.

Sarna, *American Judaism*, pp. 36-41, 75-91.

Richard Alba and Victor Nee, “Rethinking Assimilation Theory for a New Era of Immigration,” *International Migration Review* 31 (1997): 826-41.

Roger Finke, “Innovative Returns to Tradition,” *Journal for the Scientific Study of Religion* 43 (2004): 19-34.

****April 6: Video: “Fiddler on the Roof”****

Response questions, to be explained below; **if you choose to answer these, they will be due at the beginning of class on Monday, April 4.**

1. Sarna writes (p. 75) of three “competing strategies” for preserving American Judaism.

Describe the three strategies and the differences among them.

2. Alba and Nee report (pp. 829-30) that Milton Gordon (a major figure in the study of ethnic relations in the U.S.) argued that acculturation is an inevitable, one-way process for minority groups. Explain what acculturation is, and the implications of its being inevitable and one-way.

3. What important question about this week’s readings would you like to have addressed, and why? You may ask about something you’d like clarified, possible implications of an author’s argument, why the argument should be believed in the face of contradictory evidence, etc. These should be the sorts of questions you would like significant class time devoted to, or could imagine discussing informally outside of class.

April 11: Mass Migration and Adapting to American Life

Sarna, *American Judaism*, pp. 151-84, 193-207

Daniel Soyer, *Jewish Immigrant Associations and American Identity*, ch. 3 (“Landsmanshaft Culture and Immigrant Identities”) and 4 (“Brothers in Need”)

Some key Yiddish words used in Soyer: *landsgman*, a person from the same town, region, or country as a particular individual (plural is *landsglayt*); *landsgmanshaft* is an organization of *landsglayt*, or an informal community (plural is *landsgmanshaftn*).

April 11: discuss paper topics

April 12 (14 Nissan): Passover begins, first seder (celebrates Exodus from Egypt)

April 13: Video: “Sephardic Jews and the Pike Place Market”

Response questions:

1. Sarna writes (p. 161) that during the period of mass migration of Jews to the U.S., there was a “collapse among immigrants of spiritual life as East European Jews had traditionally known it.” Provide some evidence of this collapse and state what, according to Sarna, were some reasons for it.
2. “Landsmanshaft members attained collectively, through their associations, the independence and dignity that would have been difficult for them to achieve individually,” Soyer says (p. 112). What sort of “independence and dignity” is he writing about? How did *landsgmanshaftn* help them attain this, and why would it have been difficult for them to achieve it individually?
3. Question 3 is the same every week; it is part of every set of response questions

April 18: Americanization, Antisemitism, and the Holocaust

Seth Korelitz, “‘A Magnificent Piece of Work’: The Americanization Work of the National Council of Jewish Women,” *American Jewish History* 83 (1995): 177-203.

Leonard Dinnerstein, *Antisemitism in America*, ch. 7 (“Antisemitism at High Tide”)

Sarna, *American Judaism*, pp. 258-71.

Max Frankel, “Turning Away from the Holocaust,” *New York Times*, November 14, 2001, H10.

Hasia Diner, “Post-World-War-II American Jewry and the Confrontation with Catastrophe,” *American Jewish History* 91 (2003): 439-67.

April 20: Video: “The Jazz Singer” (1927)

Response questions:

1. Dinnerstein writes (p. 145) that “many Jews in the United States had a sense of desperation” in response to the intensity of anti-Semitism. Describe some of the most important manifestations of anti-Semitism in the U.S.
2. How did American Jews respond to the Holocaust from the 1940s until the mid-1960s?
3. Same as in previous weeks

April 25: Some Contributions of Jews to American Life

- Irving Saposnik, “Jolson, Judy, and Jewish Memory,” *Judaism* 50 (2001): 410-25.
Andrew Heinze, *Jews and the American Soul*, pp. 140-49.
Stuart Svonkin, *Jews Against Prejudice*, ch. 1 (“From Self-Defense to Intergroup Relations”)
Deborah Dash Moore, “Jewish GIs and the Creation of the Judeo-Christian Tradition,” *Religion and American Culture* 8 (1998): 31-53.
Rabinove, “How—and Why—American Jews Have Contended for Religious Freedom,” pp. 140-52.
June Neal, “Kosher’s Charisma,” *Hartford Courant*, February 5, 2006, p. 6
Ritzy Ryciak, “Island Albertson’s is Kosher King,” *Mercer Island Reporter*, June 1, 2005, p. B1
Joanne Starkey, “Kosher Persian in a Lush Setting,” *New York Times*, January 1, 2006, p. 14

April 25 (27 Nissan): Yom HaShoah (Holocaust Remembrance Day), begins previous evening

April 25: Video: *The Simpsons*, “Like Father, Like Clown”

April 27: take-home midterm distributed

Response questions:

1. According to Heinze and Svonkin, Jews played a very important role in 20th century struggles against religious, racial, and ethnic prejudice and discrimination. Describe Jews’ intellectual and organizational contributions to these struggles.
2. Moore writes (pp. 33-34) that the “concept of the Judeo-Christian tradition” emerged from World War II. What does she mean by this?
3. Same as in previous weeks

May 2: Jewish Identity and American Politics

Sarna, *American Judaism*, pp. 306-23.

Deborah Dash Moore, "Israel as Frontier" (from *To the Golden Cities: Pursuing the American Dream in Miami and L.A.*)

Joshua Zeitz, "'If I am not for myself...': The American Jewish Establishment in the Aftermath of the Six Day War," *American Jewish History* 89 (2001):253-60.

Stephen Whitfield, "Liberalism," in *American Space Jewish Time*.

May 3 (5 Iyar): Israel Independence Day (begins previous evening)

*****May 4: midterm due 1:00 p.m. (to be submitted electronically)*****

Response questions:

1. In "Israel as Frontier," Moore writes about the movie *Exodus*, which opened in December, 1960. In the movie, Kitty, a non-Jewish American nurse in Israel around the time the state was created, expresses what Moore (p. 254) describes as the "universalist American creed of equality," saying "People are the same no matter what they're called." The response from Ari Ben Canaan is "Don't ever believe it. People are different. They have a right to be different. They like to be different. It's no good pretending that differences don't exist." Moore remarks that Ari's answer is "A bold statement for a Jew to make to an American audience in 1960!" What makes this statement bold?

2. According to Whitfield (p. 87), "the policies that Jews support and the causes that they champion, the values that they cherish and the appeals that charm or alarm them do not correspond with the political profile of any other group." Explain what Whitfield means by this, and provide examples.

3. Same as in previous weeks

May 9: Jewish Education and Economic Success

Paul Burstein, "Jewish Economic and Educational Success in the United States"

Isa Aron, et al., "Contemporary Jewish Education," in *Cambridge Companion to American Judaism*

Peter Beinart, "The Rise of Jewish Schools," *The Atlantic Monthly* (October 1999): pp. 21-22.

Michael Massing, "Should Jews be Parochial?" *American Prospect* 11 (November 2000): 30-35.

Sylvia Barack Fishman, *Jewish Life and American Culture*, ch. 2-4.

*****May 9: Video: Family Guy, "Wish Upon a Weinstein"*****

*****May 11: in-class analysis, "Guide to Jewish Washington"*****

*****May 11: term paper topics must be submitted by this date*****

Response questions:

1. Burstein writes (p. 13) that “Jews’ success can be explained to a substantial extent with the human capital approach, but a significant part of their success cannot be explained that way.” Explain what he means by this.
2. Aron, Zeldin, and Lee write (p. 147) that there has been “a decade of sustained concern and support for Jewish education that is without precedent in American Jewish life.” Describe some recent changes in Jewish education, keeping in mind (see p. 146 and elsewhere) that “Jewish education” encompasses a wide range of activities in many institutional settings.
3. Same as in previous weeks

May 16: Bar Mitzvah, Bat Mitzvah, and Feminism in American Jewish Life

Judith Plaskow, *Standing Again at Sinai*, pp. 24-31.

Regina Stein, “The Road to Bat Mitzvah in America” (from Pamela Nadell and Jonathan Sarna, *Women and American Judaism*).

Blu Greenberg, “Will There Be Orthodox Women Rabbis?” *Judaism* 33 (1984): 23-33.

Mark Oppenheimer, *Thirteen and a Day: The Bar and Bat Mitzvah Across America*, pp. 3-28, 53-72.

May 18: Video: *From Strength to Strength: the First 75 Years*

Response questions:

1. Stein writes (p. 229) that “most of the discussion of bat mitzvah took place within the Conservative movement, which felt the opposing forces for tradition and change most strongly.” Describe these opposing forces.
2. Oppenheimer writes that b’nai mitzvah (the plural of bar mitzva and bat mitzvah together) ceremonies and celebrations are often a “sour experience” (p. 10), that in popular culture they are often “trotted out to be mocked” (p. 12), that they are “successful Jewish rituals” (p. 19), and that they are often “meaningful and moving” (p. 19). How can the ceremonies and celebrations be all of these things?
3. Same as in previous weeks

May 23: Jewish Households and Organizational Connections

Fishman, *Jewish Life and American Culture*, ch. 5-7

Jack Wertheimer, “Surrendering to Intermarriage,” *Commentary* (March 2001): 25-32.

*****May 25: papers due 1:00 p.m.** (but may be turned in earlier; to be submitted electronically)***

Response questions:

1. Fishman writes (p. 116) that “despite communal anxiety, changing lifestyles of Jewish mothers and fathers have not led to a waning of interest in Jewish ‘family values.’ Quite the contrary, adjusted lifestyles have given rise to a new version of the normative Jewish parent.” What does she mean by this?
2. Fishman claims (p. 173) that Jews’ attitudes toward, and involvement in, Jewish communal organizations differs greatly today from what it was historically. Describe some of these differences.
3. Same as in previous weeks

May 30: Prospects

Craig Horowitz, “The Return of Antisemitism,” *New York* magazine, December 15, 2003.
Sarna, *American Judaism*, pp. 356-74.
Stephen J. Whitfield, “Prospects” (in *In Search of American Jewish Culture*)

*****May 30: take-home final distributed*****

Response questions:

1. “At the dawn of the twenty-first century,” Sarna writes (p. 356), “no religious group in America is more number-conscious than Jews.” What numbers are they particularly concerned about, and why?
2. Whitfield claims (p. 237) that “there is simply no longer a serious way of being Jewish—and of living within Jewish culture—without Judaism.” What does he mean by that?
3. Same as in previous weeks

June 2 (6 Sivan), Shavu’ot (celebrates giving of the Torah at Mount Sinai), begins previous evening

***** June 9: final exam due 4:20 p.m.** (to be submitted electronically)***

COURSE REQUIREMENTS:

Grades in this course will be based on brief response papers addressing the readings (25% of your grade), a take-home midterm due May 4 (15%), a short paper on some aspect of Jewish life in Seattle (15%), a take-home final (35%), and class participation (10%).

Response papers (25%):

To help you prepare for class, you must write brief responses to questions about the readings. These are due at the beginning of class on Tuesday for that week's readings; thus, for example, for the readings for the week of April 4, the responses are due at the beginning of class on April 4. No late response papers will be accepted. The maximum length for each set of three response questions is 600 words (each answer may be of any length within that maximum; wordprocessing programs will count the number of words for you).

The analyses will be graded pass/fail. Each "pass" gets .8 points, meaning that five produce a grade of 4.0 for that part of the course grade, four produce a grade of 3.2, etc. One summary that receives a failing grade may be rewritten for full credit. *You may not do any more than three during the last half of the quarter—from the week of May 2 on.*

Take-home midterm due May 4 (15%): questions will be distributed on April 27.

Electronic submission: Both examinations and the paper in this course are to be submitted to Prof. Burstein electronically (burstein@u.washington.edu), as attachments to emails, in either WordPerfect or Microsoft Word. The file name must include your last name, first name, an identifier for the assignment, the course number and year. For the midterm, the file must be called 'lastname firstname 377 midterm 2006.' For the final, the file must be called 'lastname firstname 377 final 2006.' For the paper, the file must be called 'lastname firstname 377 paper 2006.' Your name, the exam or paper title, and the date of submission are to be on the paper itself.

Style: Both examinations and the paper are to be straight text (not in outline form), left-justified, single-spaced text with double-spacing between paragraphs, 12-point font, one-inch margins on all four sides.

Papers and examinations submitted without following these rules will be returned ungraded; if they are resubmitted after the time they are due, they will be treated as late.

Seattle Jewish Life paper (15%):

You must write a short paper (1,500 words maximum) on some aspect of American Jewish life, based on your own research in the Seattle area. These papers are to be experiential, meaning that you investigate something about Jewish life, as opposed to just reading about it in the library. You are to do the paper in two steps: first, write a brief proposal (no more than 250 words) and get it approved by Prof. Burstein; then, write the paper. The proposal is due May 11, but it

would be a good idea to do it and get approval earlier. **No papers on topics not approved in advance by Prof. Burstein will be accepted.** The papers may be handed in at any time after the topic is approved, but no later than 1:30 p.m., May 25.

The paper must be connected to some broad theme or issue raised in the course. To show the connection, you must cite at least two readings or lectures, with appropriate bibliographical details, in the paper, and show how what you are writing about is related to what is discussed in those readings or lectures.

The range of possible topics is very large. We will discuss some in class on April 11. Two sources on reserve at Odegaard Library may help you think about topics: *Family of Strangers: Building a Jewish Community in Washington State*, by Molly Cone, Howard Droker, and Jacqueline Williams; and “The Guide to Jewish Washington,” produced annually by the JT News, which describes a wide range of Jewish organizations, activities, and resources in the Seattle area.

A few possible topics:

1. Attend a Jewish Sabbath service and a Protestant Sunday service, and compare the two in light of what the readings say about how Jewish religious forms were affected by those of the dominant Protestant culture.
2. Examine the packaged food items in your kitchen and see how many are kosher (in accord with Jewish dietary laws); for the items that are not kosher, go to a local grocery and find out how many could easily be replaced by comparable kosher products.
3. To examine certain kinds of connections between the Jewish community and the general Seattle community, find a list of major contributors to a Jewish organization and lists of contributors to several community organizations (such as the Seattle Symphony, the Seattle Art Museum, nonprofit theaters, and the UW), see who is on both lists, and try to find out something about them.
4. Interview several older, male, Jewish graduates of the UW and find out about the history of Jewish fraternities here.
5. The Langston Hughes Performing Art Center is housed in what was formerly the Jewish Synagogue of Chevra Bikur Cholim. Find out how a synagogue building became an important center for the Seattle African-American community.
6. Yom HaShoah (Holocaust Remembrance Day) occurs from sundown April 24 through sundown April 25. Attend a local ceremony marking the event and visit the Washington State Holocaust Education Resource Center to find out some ways the Holocaust affects the local Jewish community.

Note: Some Jewish organizations are quite security-conscious; you may need to take this into account when planning visits. In addition, some organizations (notably synagogues) have certain rules for dress and behavior that it’s important to know about in advance of a visit. Where appropriate, these issues will be addressed in response to your paper proposals.

Take-home Final Exam (35%): questions will be distributed on May 30.

Class participation (10%):

The class participation grade will be based on constructive questions asked during lectures and contributions to class discussion. “Constructive” means “reasonable in the class context;” it does not mean “correct.”

Submitting assignments on time: Response papers are due at the beginning of class every Tuesday after the first week; no late response papers will be accepted. Exams and “Seattle Jewish life” papers submitted late will be penalized as follows: papers submitted late but within 24 hours of the time due will have the grade reduced by 0.3; for each additional 24 hour period or fraction thereof, an additional 0.3. “Submitted late” means “sent” after the mandated time according to Prof. Burstein’s email inbox.

Plagiarism and other forms of academic misconduct:

Students are responsible for knowing what constitutes plagiarism and other forms of academic misconduct and for avoiding them. See

<http://depts.washington.edu/grading/issue1/honesty.htm#plagiarism>. If you have any questions about how the rules apply in specific cases, please ask Prof. Burstein.

Readings:

Two books are on sale for this course at the University Book Store: *American Judaism: A History*, by Jonathan Sarna, and *Jewish Life and American Culture*, by Sylvia Barack Fishman. These books are also on reserve at Odegaard. The other readings are all available in a packet at Professional Copy 'n' Print, 4200 University Ave. NE; they are also available electronically at the course website. For readings that are excerpts from books, you will find the books on hard-copy reserve at Odegaard.

Website:

Some material relevant to the course, including the syllabus and edited versions of the overheads used in lectures, will be found at the website for this course, which is within the website of the Department of Sociology. The site for the course is <http://www.soc.washington.edu/academics/courses/classpage.asp?cid=1552>

Barnard College

BC 3250 Spring, 2003

Professor Jerome A. Chanes

Sociology of Jewish Life in America

Syllabus

Course Objectives: —Sociology of Jewish Life in America“ is designed to develop the student’s knowledge and understanding of the American Jewish community. The word —community“ in this context means both America’s Jews as a discrete group in the United States, and the organized institutional structure of the group.

Course Overview: The course begins with exploring the questions —Who are Jews?“ and —Who are American Jews?“ in the context of our understanding of patterns of ethnicity. A brief historical overview of the development of the organized Jewish community from its seventeenth-century beginnings to the present day follows. Particular attention is paid to the waves of Jewish immigration to the United States, with a comparative sociological analysis of developments in each generation. The course will explore concepts of —assimilation“ and —acculturation.“ The bulk of the course will be devoted to explorations of discrete topics: American Jewish religion and Jewish denominational patterns, the demography of American Jews, the Jewish family, the Jewish woman, Jewish identity, the organizational (—federal“) structure of the American Jewish community, antisemitism, the communal agenda of American Jews and the changing contours of the agenda, American Jewish self-perceptions, and the future of American Jewry will be amongst the issues discussed.

Readings: See accompanying Bibliography for assigned and supplementary readings. Many of the readings are collected in the Course-Book, which students are required to purchase. Additional photocopied materials will be handed out in class.

The list of assigned readings looks overwhelming; don’t get scared. The majority of assigned readings are very short.

Course Outline:

Please note that we will have a number of guest lecturers. The dates noted for these lecturers are preliminary; they will be confirmed early in the semester. The order of discussion of topics in this syllabus is subject to change.

Week 1:

—The American Jewish Community“: What’s That?

We will review theoretical perspectives in sociology, as prelude to their application to the American Jewish community. We examine central concepts of ethnicity, race, religion, and

culture in the context of the individual, the group, the community, and begin an exploration of Judaism in the context of American democratic and cultural pluralism.

Readings:

Readings will be handed out in class.

Week 2.

How Did the American Jewish Community Come to Be?

I. Immigration and Antecedents

II. The —Generations— of American Jews

A brief summary of the history of American Jews, viewed through the prism of successive waves of immigration, as an evolution from a group of individuals to a polity.

Readings:

Roberta Rosenberg Farber and Chaim I. Waxman, *Jews in America: A Contemporary Reader* (hereafter Farber and Waxman, Reader), Chapter 1 (Waxman).

Jerome A. Chanes, *A Primer on the American Jewish Community* (hereafter Chanes, Primer), pp. 2-6. [To be handed out.]

Chaim I. Waxman, *America's Jews in Transition*, pp. 3-28, 29-61

Week 3.

1 How Did the American Jewish Community Come To be? (Cont.) Readings:

Waxman, *America's Jews in Transition* (see previous assignment)

2 Ethnicity and Adaptation: Acculturation and Change

An exploration of the ways in which American Jews adapted to their surroundings; comparisons with other ethnic groups.

Readings:

Waxman, *America's Jews in Transition*, pp. 62-80

Marshall Sklare, —Assimilation and the Sociologists,“ *Commentary*, (May, 1965).

[Course-Book]

Seymour Leventman, —From Shtetl to Suburb“ [Course-Book]

Herbert Gans, —Symbolic Ethnicity“ [Course-Book]

Marshall Sklare, *Observing America's Jews*, pp. 21-36, 131-145, 205-214. Compare Sklare's analysis to that of Gans.

Meyer Liben. —Homage for Benny Leonard“ [Course-Book]
Michael Walzer, —What does it Mean to be an ”American“?“

Week 4.

American Jewish Religion: American Jewish —Denominations“

GUEST LECTURERS: JACK WERTHEIMER, JEWISH THEOLOGICAL SEMINARY;
LAWRENCE GROSSMAN, EDITOR, AMERICAN JEWISH YEAR BOOK

A discussion and analysis of the evolution and emergence of a distinctive —American Jewish religion.“ Are the Jewish movements (Orthodox, Conservative, Reform, Reconstructionist) —denominations“?

Readings:

Chanes, Primer, pp. 8-10.

Glazer, American Judaism, pp 22-60.

Lawrence Grossman, —Jewish Religion in America,“ in Linzer, Schnall, and Chanes, A

Portrait of the American Jewish Community (hereafter Portrait), pp 77-116 [Course-Book]

Farber and Waxman, Reader, chapters 16 (Soloveitchik); 17, (Wertheimer)

Jack Wertheimer, A People Divided, pp 3-17, 95-159

(Anyone doing a paper on American Jewish denominations **is strongly urged** read Bernard Lazerwitz, J. Alan Winter, Arnold Dashefsky, and Ephraim Tabory, Jewish Choices: American Jewish Denominationalism, pp. 3-30. [On reserve])

—What Jews Believe“ [Course-Book]

Week 5.

1. The American Jewish Family: Marital Status, Gender Issues, Divorce, Intermarriage

Readings:

Steven Bayme, Dru Greenwood, and Joel Block, —Intermarriage: Three Views,“ in Linzer, Schnall, and Chanes, Portrait, pp. 139-164.

Farber and Waxman, Reader, Chapters 4 (Fishman); 7 (Bayme)

David Singer, —Living with Intermarriage,“ from Marshall Sklare, ed., American Jews: A Reader (1983). [Course-Book]

Egon Mayer, —Intermarriage and Modern Jewish Family Life in the United States: A Research Perspective,“ from Carol Diament, ed. Jewish Marital Status (1989). [Course-Book]

(Anyone doing a paper on intermarriage ought read: Lazerwitz, et al, Jewish Choices, pp. 93-122 [On reserve].)

2. Jewish Women in America: Feminism Thirty Years Later

Readings:

Judith Plaskow, —The Jewish Feminist: Conflict in Identities,“ and Blu Greenberg in Elizabeth Koltun, ed. The Jewish Woman: New Perspectives, pp. 3-10. [Plaskow, an early Jewish feminist leader, wrote her essay in 1973. Does it yet resonate?]

Charlotte Baum, Paula Hyman, and Sonya Michel, Jewish Women in America, pp 1-16, 235-261

Cynthia Ozick, —Notes toward Finding the Right Question,“ in Susannah Heschel, ed. On Being a Jewish Feminist: A Reader. pp.120-151. [Ozick wrote her essay in 1979. Does it yet resonate?]

[These materials are in the Course-Book.]

Week 6.

The Demographics of American Jewry Whither the American Jewish Community? (I)

How many Jews are there? Who is counted as a —Jew“? What questions are the surveys asking? What is not being asked?

Readings:

Bethamie Horowitz, (paper to be handed out in class)

Highlights from the 1990 National Jewish Population Survey [On Reserve in the Barnard Library.]

Lazerwitz et al, Jewish Choices, pp. 123-145. [Course-Book]

(Anyone doing a paper on demographics, or on the demographic profile of American Jewry, **must** read Sidney Goldstein, —Profile of American Jewry: Insights from the 1990 National Jewish Population Survey,“1992 American Jewish Year Book. [On reserve; for your convenience, copies of Goldstein’s paper are available from Professor Chanes.]

Week 7.

Constructing a Modern Jewish Identity Whither the American Jewish Community? (II)

How do we view parallel Jewish societies, namely Israel and the USA? How are the core issues of identity and continuity viewed in each?

Readings:

Charles S. Liebman and Steven M. Cohen, *Two Worlds of Judaism: The Israeli and American Experiences*, pp. 13-34, 123-156, 157-175.

Jack Wertheimer, et al, —How to Save America's Jews,“ Commentary [Course-Book]

Stephen S. Whitfield, *In Search of American Jewish Culture*, pp. 224-247 [Course-Book]

Week 8.

11th MARCH: MIDTERM EXAMINATION

1 **Antisemitism and Intergroup Relations: The World —Post-September 11th**

What is —antisemitism“? What constitutes —Jewish security“ œ or for that matter group security for any community œ in America? How much antisemitism is there œ and what's not out there?

Readings:

Farber and Waxman, *Reader*, Chapter 6 (Chanes). [**Do you agree with Chanes's analysis?**]

Jerome A. Chanes, ed., *Antisemitism in America Today: Outspoken Experts Explode the Myths*, Chapters 2 (Wertheimer), 7 (Gary Rubin), 16 (Hertzberg). [Chapter 2 sets a historical context. Chapter 2 is on Black-Jewish relations and —Black antisemitism“. Chapter 16 is Arthur Hertzberg's somewhat idiosyncratic analysis. What do you think?]

Henry Louis Gates, —Black Demagogues and Pseudo-Scholars,“ *New York Times* (20th July, 1992. [Course-Book]

Jonathan Rosen, —The Uncomfortable Question of Anti-Semitism,“ *New York Times* (4th November, 2001) [Course-Book]

Week 9.

1. Intergroup Relations (continued): Black-Jewish Relations

Guest Lecturer: Jonathan Rieder, Barnard College

Were the Crown-Heights riots paradigmatic for Black-Jewish conflict? Ethnography and Black-Jewish relations.

Readings:

Jonathan Rieder, —Reflections on Crown Heights: Interpretive Dilemmas and Black-Jewish Relations,“ in Jerome A. Chanes, *Antisemitism in America Today*, chapter 17.

Jonathan Rieder, —Crown of Thorns“, *The New Republic* (14th October, 1991) [Course-Book]

2. American Jews and the Public Affairs Agenda.

A discussion of the issues of concern for American Jews, and how and why issues are selected for Jewish communal action.

Guest Lecturer: Martin J. Raffel, Jewish Council for Public Affairs

Jerome A. Chanes, —Jewish Involvement in the American Public-Affairs Agenda,“ in Linzer, Schnall, and Chanes, *Portrait*, pp. 177-190.

JCPA Agenda for Public Affairs [Copies to be handed out.]

Chanes, *Primer*, pp. 22-28

Week 10.

The Changing Agenda of American Jews: New Responses to Modernity Whither the American Jewish Community? (III)

Guest Lecturer: William Helmreich, City College of New York, CUNY Graduate Center

Readings:

Chanes, *Primer*, pp 28-30

Samuel C. Heilman, *Portrait of American Jews: The Last Half of the 20th Century*, pp. 101-164

Jack Wertheimer, et al, —How to Save America’s Jews,“ *Commentary* Vol. 101, No. 1 (January, 1996) [Course-Book]

Seymour Martin Lipset, —Some Thoughts on the Past, Present, and Future of American Jewry,“ *Contemporary Jewry* (1994). [Course-Book]

Philip Roth, —The Defender of the Faith“ [Course-Book]

Week 11.

Jewish Organizations: Why so Many, and How Did All of These Get Here in the First Place?

A discussion of the principles that underlie the organizational structure of the American Jewish community.

Readings:

Farber and Waxman, chapter 5 (Elazar).

Jonathan Woocher, Sacred Survival: The Civil Religion of American Jews, pp. 1-21.

[What is Woocher's thesis? How does the thesis hold up?]

Week 12.

The Holocaust in American Jewish Life: —Generations of the Holocaust—

The Holocaust has emerged as a central reality for many American Jews. When and how did this happen? The class will explore the —psychology of victimization.“

Guest Lecturer: Dr Eva Fogelman, Center for Social Research, CUNY Graduate Center

Readings:

Eva Fogelman, —Therapeutic Alternatives for Holocaust Survivors and Second Generation.“ [Course-Book]

William Helmreich, Against All Odds, pp. 183-216, 263-276.

Week 13.

Selections from American Jewish literature [in Course-Book].

Guest lecturer: Alan Mintz, Jewish Theological Seminary

Week 14.

—I Have Always Said That the Hardest Thing to Predict is the Future. But...“

Sylvia Barack Fishman, Jewish Life and American Culture, pp. 179-190 *

Course Requirements:

Examinations: There will be a mid-term examination, in class, on **XXXXX, 2003**; and a final examination (date to be announced) covering the work of the entire semester. The examinations will include both —objective-type“ and essay questions, and will test your knowledge and understanding of the readings and your integration of class discussions.

Class Participation: Students are expected to attend classes, prepare assigned readings, and participate in discussions.

Papers: There will be one paper for this course. **The paper will be due on Tuesday, 8th April, 2003.**

Your paper will be a **brief** essay in which you will explore —Issues Confronting the American Jewish Community.“

Select an issue of interest to you, currently addressed (or perhaps not) by the American Jewish community. (A list of suggested topics, reflective of topics covered in class æ by no means exhaustive æ appears below.) Explore the issue, using appropriate readings, salting in our discussions. This is a **short** paper; the important thing, therefore, is to focus in on and understand the question you are addressing, and to develop an approach to answering the question. Is the issue addressed in the literature? If it isn't, that is important to know as well; it may suggest that the issue hasn't been explored. Why might that be? . . . If there is lots of literature, you may want to identify approaches to the issue . . . And so on. **Interviews are encouraged.**

For the paper, in addition to the source materials relevant to your topic, please look at **one** of the following eight books, each a —classic“ of the literature in American Jewish sociology:

Marshall Sklare, *Conservative Judaism: An American Religious Movement* (New York: Schocken, 1972).

Sidney Goldstein and Calvin Goldscheider. *Jewish Americans: Three Generations in a Jewish Community* (Englewood Cliffs, NJ: Prentice-Hall, 1968)

Arnold Dashefsky and Howard M. Shapiro, *Ethnic Identification Among American Jews: Socialization and Social Structure* (Lanham, MD: University Press of America, 1974, reprinted 1993).

Marshall Sklare, *Jewish Identity on the Suburban Frontier: A Study of Group Survival in the Open Society* (New York: Basic Books, 1967).

Louis Wirth. *The Ghetto* (Chicago: University of Chicago Press, 1928, reprinted 1956)

David Sidorsky, ed., *The Future of the Jewish Community in America* (New York: Basic Books, 1973)

Charles S. Liebman, *The Ambivalent American Jew: Politics, Religion, and Family in American Jewish Life* (Philadelphia: Jewish Publication Society, 1973)

Nathan Glazer, *American Judaism, Second Edition, Revised* (Chicago: University of Chicago Press, 1989)

Place the book that you choose to read (each one is a —golden oldie“ of the literature of American Jewish sociology) in the context of the times in which it was written, in light of our discussions in class. Your thinking ought be along the lines of the following questions: What did the author(s) set out to do? What is the book’s thesis, and on what view is the thesis premised? In your opinion, does the thesis hold up today? What are your views in this area? THEN . . . what does the author say (or not say; silence is sometimes more important) about the topic you are exploring. You should do a comparative analysis with other materials you are reading on the topic you are exploring.

Remember: As always, **Believe nothing. Question everything.** The fact that the book is a classic—and all of these are—does not mean that the book’s thesis is not nonsense today. Or, maybe it yet holds up very well and deserves its status as “classic.” It’s up to you to determine. Don’t be afraid to deliver a judgment on anything and everything that you read.

Topics for your paper (suggested list, not exhaustive; **feel free to come to me with a topic that is not on this list**):

- Issues in the Jewish Family: Intermarriage, Divorce, —continuity,“ the Jewish aged
- Jewish Identity: Who is a Jew? How is Jewish identity determined?
- Assimilation, adaptation, and acculturation
- Jewish Demographic Patterns: Who is a Jew, and how many are there? How many will there be?
- Education æ Jewish literacy (or illiteracy)
- Jewish-Christian relations
- Intergroup relations (including Black-Jewish, Muslim-Jewish, Hispanic-Jewish, and so on)
- Antisemitism
- The resettlement of Soviet Jews in America: assimilation or integration
- The Jewish woman and Jewish feminism
- In the aftermath of the Holocaust
- The Jewish public-affairs agenda (e.g. church-state separation, social and economic justice, political and legislative activity)
- Israel
- American Jewish religion: —denominational“ patterns; issues in American

Orthodox, Conservative, Reform movements; religious pluralism, and so on . . . The list is endless . . . These questions are merely suggestive; they are meant to stimulate your thinking about issues that grab you. Other questions may occur to you.

Length? Short. I suggest as a guideline no more than seven pages (2000 words max). You may find that it is a more challenging exercise doing a short, highly-focused, paper than a long one full of b.s.. *

Papers must be typed on 8-1/2" x 11" paper, double-spaced, with at least one-inch margins on all sides. Follow any citation form with which you are comfortable (MLA, Turabian, Chicago, American Psychological, etc.); what is required is you are consistent in its usage. Footnote or endnote all references (including interviews, if any). A bibliography of all sources is required.

**THE UNIVERSITY OF CONNECTICUT
FALL 2006**

**DEPARTMENT OF SOCIOLOGY
ARNOLD DASHEFSKY**

**SOCIOLOGY 343/242HW
AMERICAN JEWRY**

Office Hours:

Tuesday and Thursday, 1:00-2:00 p.m.

Manchester Hall, Room 222; Tel: 486-4289 or 486-4423; E-Mail: Arnold.Dashefsky@uconn.edu

Required Readings: Most are paperback editions.*

Cohen, S.M. & C.S. Liebman	The Quality of American Jewish Life , American Jewish Committee (CL: pamphlet)
Dashefsky, A. & H.M. Shapiro (DS)	Ethnic Identification Among American Jews , ** UPA
Glazer, N.	American Judaism , University of Chicago (GL)
Lazerwitz, B., J. Winter, A. Dashefsky and E. Tabory	Jewish Choices ,** SUNY Press (LWDT)
Lipset, S.M. and E. Raab	Jews and the New American Scene , Harvard (LR)
Mayhall, Wayne	Sociology (WM)
Porter, J. and S. Hoffman	Sociology of Jewry , ASA (PH: Source Book)
Sarte, J.P.	Anti-Semite and Jew, Schocken (SA)
United Jewish Communities	NJPS 2000-01: Strength, Challenge, and Diversity in the American Jewish Population (NJPS)***

*All are on reserve in the Babbidge Library.

**Royalties earned from Bookstore sales will go to the UConn Foundation.

***Available for downloading at: www.jewishdatabank.org

Course Objectives: In teaching this course, I seek to

1. expose students to a social scientific understanding of the evolution of Jewish civilization and the associated factors drawn from the subfields of demography, intergroup relations, social organization and social psychology which shape changes in identity and community;
2. illustrate how the theories and methods of sociology expand our understanding of the behavior of Jews and the changing American society in which they reside; and
3. highlight the interplay between theory and research and its implications for social issues and policies.

Course Description: This course applies several perspectives of sociological analysis to the experience of Jewry in the U.S. Theoretical and empirical materials bearing on these topics and their implications for the future of American Jewry will be discussed. This course may be useful to students interested in such topics as religion, ethnicity, intergroup relations, intermarriage, prejudice and discrimination, etc. Student presentations of their research papers form an integral part of the course.

Schedule of Examinations and Paper:

- | | |
|-------------------------------|-----------------------------|
| 1. Midterm Exam (25%): | Tuesday, October 10, 2006 |
| 2. Term Paper (50%): | |
| a. Proposal and Presentation | Tuesday, September 19, 2006 |
| b. Partial Rough Draft | Tuesday, October 31, 2006 |
| b. Final Draft (20 pp) | Tuesday, December 5, 2006 |
| 3. Final Exam (25%): | Thursday, December 12, 2006 |

Notes: On special needs, any student who has special needs should see me as soon as possible.

On Academic Misconduct: The Dean has asked us to refer students to the rules of academic misconduct. **Cheating or plagiarism will not be tolerated in this course.** The relevant sections (Part VI – A and B) of the Student Code are applicable. They may be found at <http://vm.uconn.edu/~dosa8/code2.html>.

COURSE OUTLINE – SOC 343/242HW

Week of: Readings	Lecture and Discussion Topic	Discussion of
Aug. 29	I. Introduction to Sociological Study of American Jewry: How does the sociological approach apply to the study of the American Jewish community and identity?	WM
Sept. 5	II. Historical Overview	GL: pp. vii-x, Chs. 1-5
Sept. 12	How has past social history	GL: Chs. 6-9 & Intro 1989
Sept. 19	affected community and identity?	LWDT: Chs. 1-4
Sept. 26	III. Demographic Perspective	LWDT: Chs. 5-8
Oct. 3	How do demographic factors influence	NJPS: pp. 1-19 & Preamble
Oct. 10	community	NJPS: pp. 20-63
	MIDTERM EXAM	
Oct. 17	and identity?	SA: Preface & Chs. 1-2
Oct. 24	IV. Intergroup Relations	SA: Chs. 3-4

Oct. 31	How does anti-Semitism shape community and identity?	LR: Chs. 1-4
Nov. 7	V. Social Organization	LR: Chs. 5-7
Nov. 14	How do organizational factors modify community and identity?	DS: Intro & Preface, Chs. 1-5
Nov. 21	THANKSGIVING BREAK	
Nov. 28	VI. Social Psychology	DS: Chs. 6-8
Dec. 5	How does social interaction affect community and identity?	CL: All PH: pp. 1-33
Dec. 12	FINAL EXAM	

THE PAPER OPTIONS

- I. **RESEARCH DESIGN:** The object of this paper is to design all the steps of your own study. You need not, however, carry out the research: merely design it. Following are some suggested steps for carrying out the research design and a suggested outline for your paper. The articles should be drawn from the scholarly literature utilizing, e.g., Sociological Abstracts or PsychInfo databases.
 - A. **PROBLEM and HYPOTHESIS**
 1. General area of interest.
 2. Restatement of problem: narrowly defined in terms of a specific “Effect” you are trying to explain in terms of a specific “Cause(s).”
 3. Reason for suggesting this area of study.
 - B. **LITERATURE REVIEW AND BACKGROUND RESEARCH**
 1. Survey relevant journal articles from databases of the scholarly literature, e.g., Sociological Abstracts or PsychInfo databases.
 2. Summarize at least seven or eight articles in a one-page abstract for each.
 3. Define concepts important to your study.
 4. State at least one hypothesis.
 5. State your theoretical rationale, based on the review of the literature. Why does your hypothesis seem plausible? Does your hypothesis grow out of some larger theoretical framework or body of work?
 6. Indicate which are the independent and the dependent variables. Remember that a variable has at least two categories (female/male) or values (high status/low status).
 7. Indicate any other variables that might be relevant and why.

- C. **EMPIRICAL RESEARCH (You do NOT have to carry out the research).**
1. Research strategy.
 2. Sample selection.
 3. Procedures in data collection. Indicate how key variables are operationalized.
 4. Projected analysis: Dummy tables may be constructed.
- D. **SUMMARY AND CONCLUSIONS**
1. Brief summary.
 2. Limitations of your research design.
 3. Suggestions for further research.
- E. **REFERENCES:** Whenever you use an idea or a quote that is not your own, add a parenthetical reference in this form (**Pettigrew 2005: 212**), i.e., including author, date of publication and page or pages. At the end of your paper, include a complete list of references in alphabetical order according to the style of the *American Sociological Review*: **Smith, Ann and C.D. Jones. 2000. "The Effects of Socioeconomic Status on Mental Disorders." *American Sociological Review* 65: 101-24.**
- F. **NOTE ON PROPOSAL:** The three-page proposal (which when revised, becomes the first three pages of your paper) should include A. and B. above but needs to include only two article summaries or abstracts.
- II. **LITERATURE REVIEW/BIBLIOGRAPHIC ESSAY:** The object of this paper is to become an expert on ONE SPECIFIC SUB-TOPIC in an area related to the course. To do this, one has to present an organized review of the sociological and social psychological literature available and tell the reader what we already know and what we need to know. It is best to develop a set of several central research questions (at least 2-3) which will guide you in your review of the literature. The paper should be organized with meaningful sub-headings within which various aspects of the literature are reviewed, reflecting those central questions. The paper should begin with "Introduction," go on with 3-4 sub-sections mentioned above, and should conclude with a section on "Summary and Implications for Further Research." A minimum of 12-14 journal articles from the scholarly literature drawn from Sociological Abstracts or PsychInfo Databases, should be summarized in a one-page abstract for each. Following is a possible outline of your paper.
- A. **INTRODUCTION**
1. What is your topic of interest?
 2. Why are you interested in it?
 3. What are the three central, analytic, research questions you will be examining?
- B. **REVIEW** of literature for Question 1 (Give a short title, e.g. "Parental Influences.")
- C. **REVIEW** of literature for Question 2 (Give a short title, e.g., "Sibling Influences.")
- D. **REVIEW** of literature for Question 3 (Give a short title, e.g., "Peer Influences.")

- E. SUMMARY AND IMPLICATIONS FOR FURTHER RESEARCH
 - 1. Summary
 - 2. What related questions remain unanswered?
 - 3. What might be 1-2 hypotheses to be subsequently tested and why?

 - F. REFERENCES: Whenever you use an idea or a quote that is not your own, add a parenthetical reference in this form (Pettigrew 2005: 212), i.e., including author, date of publication and page or pages. At the end of your paper, include a complete list of references in alphabetical order according to the style of the *American Sociological Review*: Smith, Ann and C.D. Jones. 2000. "The Effects of Socioeconomic Status on Mental Disorders." *American Sociological Review* 65: 101-24.

 - G. NOTE ON PROPOSAL: The three-page proposal (which when revised, becomes the first three pages of your proposal) should include A. above and two article summaries or abstracts.
- III. GENERAL NOTES FOR THE PAPER OPTIONS:
- A. Please give your paper a TITLE that describes the specific topic and use appropriate sub-headings in the text. It will be much more interesting for both you and me. Be creative! Also label your proposal either Literature Review or Research Design.

 - B. Sample copies of past papers are available in my office.

 - C. In order to find appropriate articles, you should rely, as noted above, on SOCIOLOGICAL ABSTRACTS or PSYCHINFO. These are available in the Reference Section of the Library or may be accessed via the Library's Web Page. When reviewing articles, be sure to include a statement on:
 - 1. Central research questions or hypothesis
 - 2. Theoretical approach
 - 3. Sample selection and size
 - 4. Methods of data collection
 - 5. Methods of data analysis
 - 6. Important findings and conclusions

 - D. Limit your summary of each article to one page.

 - E. For this seminar, a 20-page paper is required.

**YESHIVA UNIVERSITY
STERN COLLEGE**

Dr. R. R. Farber
M, W 11:55-1:10

Fall 2006

The Sociology of the American Jewish Community
SOC 1730C

In this course we examine the assimilation of American Jewry into American culture and how it is differentiated from this culture. We begin with a sociological history of the American Jewish population, followed by recent survey research. We then examine differences between the enclave culture of the ultra-Orthodox and modern Orthodoxy.

Required Readings

- Cohen, Steven M. and Arnold M. Eisen. 2000. *The Jew Within: Self, Family, and Community in America*. Bloomington: Indiana University Press.
- Farber, Roberta Rosenberg and Chaim I. Waxman, eds. 1999. *Jews in America: A Contemporary Reader*. Hanover: Brandeis / New England University Press.
- Levine, Stephanie Wellen. 2003. *Mystics, Mavericks, and Merrymakers: An Intimate Journey Among Hasidic Girls*. NY: NYU Press.
- Smith, Tom W. 2005. *Jewish Distinctiveness in America: A Statistical Portrait*. NY: The American Jewish Committee.

Additional readings may be assigned throughout the term.

Student Requirements

1. Students are required to attend classes, prepare the assigned readings, and participate in class discussion. Absence of three (3) times or more will result in a lower final grade.
2. Students are required to take the Midterm and Final Examinations.
3. Students are responsible for researching and writing a term paper of 10 typewritten, double-spaced pages (not including endnotes and bibliography), with proper and consistent citation for footnotes (or endnotes) and bibliography. The paper should be on a topic in which you are very interested. See suggestions for term paper topics and illustrations of proper citation included in this syllabus.
4. The term paper due date is: **Wednesday 12/11/06. Late papers will not be accepted.**
*****IMPORTANT*** ALWAYS SAVE TERM PAPER DRAFTS ON AT LEAST TWO DIFFERENT DISKS! EXCEPTIONS WILL NOT BE MADE FOR PAPERS LOST BECAUSE OF COMPUTER FAILURES OR BECAUSE THE DOG ATE YOUR PAPER!**

Grading

- 10% - Class Attendance, Preparation, and Participation
30% - Term Paper
30% - Midterm Examination
30% - Final Examination

My e-mail: rrfarber@yu.edu. My office is Room 1004 at 245 Lex. Ave., 212-340-7767.

**YESHIVA UNIVERSITY
STERN COLLEGE**

Dr. R. R. Farber

Fall 2006
M, W 11:55-1:10

SOC 1730C -- Reading Assignments

1. Wk. of 8/23: Sociological Perspective and American Jews

Readings: Farber and Waxman: Introduction - Chapter 1.

On Reserve: Mills; Berger (both found in Eve L. Howard, *Classic Readings in Sociology*, 3rd ed., Wadsworth.)

2. Wk. of 8/28-8/30: The Great Transformation

Reading: Jeffrey D. Sachs, *The End of Poverty*, Penguin, Chapter 2. **On Reserve.**

Farber and Waxman: Chapter 2 (Chiswick).

3. Wk. of 9/6: Jews in America: First and Second Generations, 1880-1944

Readings: Weinberg: *The World of Our Mothers*, pps. 185-264. **On Reserve.**

Hester Street – Video

4. Wk. of 9/11-9/13: Third and Forth Generations, 1945-1985

Readings: Waxman, *America's Jews*. Chapters 4 – 5, pps. 81-134. **On reserve.**

On Reserve: M. Jay Rosenberg, "My Evolution as a Jew," pps. 165-172 in *The Jewish Sixties* edited by Michael E. Staub.

Woocher, 1985. "Sacred Survival: American Jewry's Civil Religion."

Joselit, 1990, chapter 4: "The Jewish Priestess and Ritual: The Sacred Life of American Orthodox Women."

5. Wk. of 9/18-9/20: Fifth Generation, 1985-2005

Readings: **On Reserve:** David Brooks, ch. 6, "Spiritual Life" in *Bobos in Paradise*, pps. 218-254.

Annelise Orleck, "Soviet Jews," pps. 111-140 in Nancy Foner, ed. 2001, *New Immigrants in NY*. NY: Columbia University Press.

Esther Kustanowitz, "Two Jews, Three Blogs," *Present Tense Magazine*. Apr.10, 2006.

6. Wk. of 9/27: Constructing a Modern Jewish Identity

Readings: Farber and Waxman: chs. 8 (Fishman) & 15 (Liebman).

***** **CHAG SAMEACH!** *****

7. Wk. of 10/18: Constructing a Modern Jewish Identity

Readings: Farber and Waxman, chapters 11 (Waxman) and 14 (Farber)

On Reserve: Greenebaum, Jessica, "Conceptualizing Reform Judaism" in *Contemporary Jewry* 2003-2004, Vol. 24:82-103.

Michaelson, Jay, "Grassroots Spirituality," *Forward*, Aug. 4, 2006.
Farber, Roberta R. "Fragmentation and Unity." *CARS* 2003.
Farber, Roberta R. "Is American Jewry A Diaspora Population?" *CARS* 2005.

8. **Wk of 10/23-10/25: Patterns of Assimilation and Distinctiveness**
Readings: Smith, pps. 1-62.
 AJYB 2004:114-142.
 American Jewish Committee, "Young Jewish Adults." **On Reserve.**
 7/28/06.
9. **Wk. of 10/30 ****MIDTERM******
10. **11/1: Jewish Organizational Life**
Readings: Farber and Waxman: ch. 5 (Elazar)
11. **Wk. of 11/6-11/8: Anti-Semitism**
Readings: Farber and Waxman: ch. 6 (Chanes).
 ADL Reports – **On Reserve**
 Wertheimer, "Antisemitism in the United States: A Historical Perspective," pps. 33-58, in Chanes, *Antisemitism in America Today*. **On Reserve.**
 Shapiro, Sharona, "Beware Youthful Dearborn's Angry Intolerance," *Forward Forum*.
12. **Wk. of 11/13-11/15: Jewish Life and American Culture**
Readings: Cohen and Eisen, chapters 1-5.
13. **Wk. of 11/20-11/22: Jewish Life and American Culture**
Readings: Cohen and Eisen, chapters 6-8.
14. **Wk. of 11/27-11/29: Enclave Communities: The Counterculture Orthodox**
Readings: Levine: *Mystics, Mavericks, & Merrymakers*
 Video: *A Life Apart: Hasidim in America*
15. **Wk. of 12/4-12/6: Denomination, Religion, and Ethnicity in America**
Readings: Farber and Waxman: chapter 17 (Wertheimer).
16. **Wk. of 12/11: Conclusion**
Readings: Farber and Waxman: chapter 18, Conclusion.

Term Paper Topic Suggestions

The following topics are intended to stimulate your thinking. You are **not** required to choose a topic from this list. If you choose one of the ideas listed below, it will need to be worked through to be appropriate for a term paper. **It is required that you number the pages in your paper and staple them together.**

Topics

Jewish poverty: Today and Yesterday.
Contemporary Anti-Semitism
Earlier Anti-Semitism
How does Multiculturalism affect the Jews?
Jewish Day School Education in America
Feminism in Jewish Life: Implications for Jewish Family Life
Women's Prayer Groups
Teaching Gemara to Women
Denominational Judaism
 The Turn to the Right
 Commitment Issues
Modern Jewish Identity
Drugs, Abuse, and Divorce in the Jewish Community
Domestic Abuse within the Jewish Community
Services for special-needs children
Dropouts from Orthodox Jewry
Jewish Poverty
Issues in Jewish Demography
Ba'alei Teshuvah

Examples of form to be used in citations and bibliographic references

The form for citing references is as follows.

In the text of the paper, you should cite a reference in the following way:

“They all cried their last night together” (Lemon 1992, p. 20). The Lemon book (1992) should then be cited in the bibliographic reference section at the end of the paper.

In the bibliography section the following form should be used:

Angel, Marcel. 1998. *Tonight We Dance*. NY: Random House Publishers.

Angel, Marcel. 1997. “Interesting Little Tidbits.” In *Twenty-Nine Steps to the Future*. Pp. 25-38. NY: Vintage Press.

Angel, Marcel. 1987. “Eighteen Years Later.” *The Journal of Literature*. Vol. 20:18-30.

Selected Bibliography

Fishman, Sylvia Barack. 2004. *Double or Nothing? Jewish Families and Mixed Marriage*.

Lebanon: Brandeis U. Press/ UPNE.

2000. *Jewish Life and American Culture*. Albany: SUNY Press.

1993. *A Breath of Life: Feminism in the American Jewish Community*. NY: Free Press.

- Fishkoff, Sue. 2003. *The Rebbe's Army: Inside the World of Chabad-Lubavitch*. NY: Schocken Books.
- Goldstein, Sidney and Alice Goldstein. 1996. *Jews on the Move: Implications for Jewish Identity*. Albany: State University of New York Press.
- Heilman, 2006. Samuel. *Sliding to the Right: The Contest for American Orthodoxy*. Berkeley: University of California Press.
- Joselit, Jenna Weissman. 1990. *New York's Jewish Jews: The Orthodox Community in the Interwar Years*. Bloomington: Indiana University Press.
- Keysar, Ariela, Barry A. Kosmin, and Jeffrey Scheckner. 2000. *The Next Generation: Jewish Children and Adolescents*. NY: SUNY Press.
- Kaplan, Dana Evan and Eric H. Yoffie. 2003. *American Reform Judaism: An Introduction*. New Brunswick: Rutgers University Press.
- Mintz, Jerome R. 1992. *Hasidic People: A Place in the New World*. Cambridge: Harvard University Press.
- Sarna, Jonathan. 2004. *American Judaism: A History*. New Haven: Yale University Press.
- Schwartz, Shuly Rubin. 2006. *The Rabbi's Wife: The Rebbetzin in American Jewish Life*. NY: NYU Press.
- Shapiro, Edward S. 2006. *Crown Heights: Blacks, Jews, and the 1991 Brooklyn Riot*. Lebanon, NH: Brandeis University Press/ UPNE.
- Silverstein and French, *Alternatives to Assimilation*
- Sklare, Marshall. 1983. *American Jews: A Reader*. NY: Behrman House, Inc.
- Susser, Bernard and Charles S. Liebman. 1999. *Choosing Survival: Strategies for a Jewish Future*. NY: Oxford University Press.
- Waxman, Chaim I. 2001. *Jewish Baby Boomers: A Communal Perspective*. NY: SUNY Press.
- Wertheimer, Jack ed. 2002. *Jews in the Center: Conservative Synagogues and their Members*. New Brunswick: Rutgers University Press.
- Whitfield, Stephen. 1999. *In Search of Jewish Culture*. Hanover: Brandeis/ New England.

Sociology 190.008 – *Sociology of American Jewry*
Fall 2006 M 12-2, Wheeler 205 **Claude S. Fischer, Professor**

PRELIMINARY SYLLABUS

Overview: This seminar provides an introduction to the sociological study of the Jewish American community. Readings and discussion (and perhaps films) will probably cover, in the first part of course: the history of Jews/Judaism in the United States; the immigrant experience; upward mobility in America; community structure; assimilation; and religious practice. Students will select the topics to be covered in the subsequent few weeks among subjects such as American Jews and: antisemitism, intermarriage, Israel, American politics, American popular culture, the college campus, other minorities, and the Holocaust. The last couple of weeks will be devoted to student presentations.

Evaluations: Students will be graded on (oral and written) participation in class, one-page weekly essays on the readings, and, most notably, an independent research paper and presentation.

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*Paper:* As of now, the paper assignment shapes up to be this: A 15-25 pp. paper on any subject within the area of the sociology of American Jewry, broadly defined. The paper can be a library-research paper, or it can involve primary interview or ethnographic or historical research, or could be secondary analysis of survey data. Virtually all options are open. Note that the syllabus calls for handing in a précis and some references by October 23 and an outline of the paper by November 20. The paper will be due December 11.

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Background: Some people will not be familiar with some of the concepts, terms, background history. For a quick introduction to the history of Jews before the American period, see, for example, <http://www.bartleby.com/65/je/Jews.html>. Also, you can do quick look-ups for unfamiliar terms and ideas at <http://www.jewfaq.org>. And there is a glossary at the back (pp. 423ff) of Sarna, *American Judaism*.

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*Course Web Site:* The class has a website set up on “bspace” (<http://bspace.berkeley.edu>). I will use it to post readings and announcements.

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Assigned Books (Note: for first part of course)

Cohen and Eisen, *The Jew Within: Self, Family, and Community in America*. Hardcover. (\$28 list price)

Sarna, *American Judaism*. Yale University Press. Paperback. (\$20 list price).

Articles and chapters: Will be provided by the instructor, perhaps in form of a reader.

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*Sociology 190 – Sociology of American Jewry – Fall 2006 – Preliminary syllabus / p. 2 Provisional Schedule.*

*PART I. Basic Topics*

Wk. 1 – Aug. 28 – Introductory Meeting

Wk. 2 – Sept. 4 – LABOR DAY – NO CLASS – but be reading Sarna, *American Judaism*, for week 3

Wk. 3 – Sept. 11 – Overview of Jewish-American History Read: (1) Excerpt on “transformationalist” vs. “assimilationist” debate in Shapiro, *A Time for Healing*, pp. 250-54; (2) Sarna, *American Judaism*.

Wk. 4 – Sept. 18 – Immigration Read: (1) Sorin, *A Time for Building*, Ch. 3 (40pp.); (2) Glenn, *Daughters of the Shtetl*, Ch. 2 (40pp.); (3) Cohen (ed.), *America: The Dream of My Life*, pp. 256-71 (11pp.).

Wk. 5 – Sept. 25 – Making It in America – Read: (1) Fishman, *Jewish Life and Culture*, Ch. 2 (18pp.); (2) Burstein, “Jewish Educational and Economic Success in the United States: A Search for Explanations” (30pp.) – *on web site*; (3) Moore, *To the Golden Cities*, Ch. 2 (30 pp.); (4) Whitfield, “Movies in America as Paradigms of Accommodation,” in Seltzer and Cohen, *The Americanization of the Jews* (12 pp.).

Wk. 6 – Oct. 2 – YOM KIPPUR – NO CLASS – but be reading ahead and thinking about a paper topic.

Wk. 7 – Oct. 9 – Assimilation Issues – (*We will also decide on topics for weeks 10-13.*) Read: (1) Feingold, *A Time for Searching*, Ch. 2 (26pp.); (2) Wilder, “Socioeconomic Attainment and Expressions of Jewish Identification, 1970 and 1990.” (17pp.) – *on web site*; (3) Fishman, *Double or Nothing*, Ch’s 1 & 5 (35pp.); (4) Wertheimer, “How to Save American Jews,” *Commentary*, 1996 (6 pp.) – *on web site*; (5) Goldscheider, “Are American Jews Vanishing Again?” (6 pp.) – *on web site*; (6) Heilman, “The Ninth *Siyum HaShas*,” in Seltzer and Cohen, *The Americanization of the Jews* (17 pp.).

Wk. 8 – Oct. 16 – Organizational Life Read: (1) Eliazar, “The Organization of the American Jewish Community,” in Farber & Waxman, *Jews in America* (27pp.); (2) Cohen, “Jewish Giving's New Era” (4pp.); (3) Fishman, *Jewish Life and Culture*, pp. 159-177 (19pp.). (Start Cohen & Eisen, *Jew Within*.)

Wk. 9 – Oct. 23 – Religious Life Read: (1) Liebman, “Ritual, Ceremony and the Reconstruction of Judaism in the United States,” in Farber & Waxman, *Jews in America* (13pp.); (2) Cohen and Eisen, *The Jew Within*. Due: A one-page précis of the paper project, with a handful of references.



*Part II. Student-Chosen Topics.* We will cover four topics decided on by the class. Among the candidates for these topics are: anti-Semitism; demographics; intermarriage; American Jews & Israel; Jews and American politics; Jews and American popular culture; Jews on college campuses; American Jewry and memory of the Holocaust; Jews and African Americans; the synagogue; the Jewish community and feminism; ... and topics students will volunteer.

*Note:* During these four weeks, we will go light on the assigned readings; students will be expected to be doing

Sociology 190 – *Sociology of American Jewry* – Fall 2006 – Preliminary syllabus / p. 3  
reading for the research paper.

Wk. 10 – Oct. 30 – TBA

Wk. 11 – Nov. 6 – TBA

Wk. 12 – Nov. 13 – TBA

Wk. 13 – Nov. 20 – TBA – Due: Outline of the research paper.

*Part III. Student Presentations.*

Wk. 14 – Nov. 27 – Presentations 1.

Wk. 15 – Dec. 4 – Presentations 2.

Paper will be due Dec. 11, noon.

**Soc. 190. 008 / Fall, 2006**  
**Sociology of American Jewry**  
**Claude S. Fischer, Instructor**

Bibliography: Supplementary List of Sources for Research Paper ----- (Version 1.0 of August 27, 2006)

Notes: Melvyl lists over 10,000 books in the U.C. Library on the subjects of "Jews" + "United States." Heaven knows how many articles one can find. Clearly, the list is but a tiny fragment of what is out there. It is the tip of the iceberg, based on what I have tripped across. (Thanks to Paul Burstein, Jon Norman, and Rich Cain.)

This bibliography is divided into a (1) large section on books and articles, (2) a section on magazines and journals; and (3) web sites and organizations. Some of the items have brief annotations because I have read them or know about them.

While this list focuses on scholarly sources, it also includes journalistic and Jewish organizational sources. A large chunk of writing (and some scholars' research, too) is funded by or produced for the Jewish community. Also, ethnic-national literature like this often reflects romanticism and/or special pleading. You should read with that in mind.

## BOOKS AND ARTICLES

### A. General, Overviews, Comprehensive, and Collections

- Cohen, Steven, American Modernity and Jewish Identity – the big issues  
Davidman, L., and S. Tannenbaum (eds.) 1994. Feminist Perspectives on Jewish Studies.  
Farber, Roberta Rosenberg and Chaim I. Waxman, eds. 1999. Jews in America: A Contemporary Reader.  
Fischel, J. and S. Pinsker (eds.) 1992. Jewish-American History and Culture: An Encyclopedia  
Glazer, Nathan. American Judaism, Second Ed. – short history of Jews in America  
Goldscheider, Calvin. 1986. Jewish Continuity and Change.  
Goldscheider, Calvin. 1986. The American Jewish Community: Social Science Research and Policy Implications.  
Goldscheider, Calvin. 2005. Studying the Jewish Future. University of Washington Press.  
Goldscheider, Calvin, and A. S. Zuckerman, The Transformation of the Jews – sociological analysis of critical cultural shifts from pre-modern Europe to modern America.  
Goldstein, Sidney, and Calvin Goldscheider. 1968. Jewish Americans: Three Generations in a Jewish Community – report on survey of the Boston Jewish community  
Heilman S. 1982. "The Sociology of American Jewry," Annual Review of Sociology 8: 135-60.  
Herberg W. Protestant Catholic Jew. – classic 1950s statement defining American society in this 3-part scheme.  
Himmelfarb M. 1973. The Jews of Modernity.  
Kaplan, Dana Evan (ed.). 2005. The Cambridge Companion to American Judaism. New York, NY : Cambridge University Press.

- Karp, Abraham. 1988. *Jewish Continuity in America: Creative Struggle in a Free Society*. Tuscaloosa: The University of Alabama Press, 1998.
- Liebman, Charles. 1973. *The Ambivalent American Jew*.
- Lipset, S. M. (ed.), *American Pluralism and the Jewish Community*. (Including Lipset, "A Unique People in an Exceptional Country.")
- Marcus Jacob R. 1990. *To Count a People: American Jewish Population Data, 1585-1984*.
- Marcus, Jacob R., ed. 1996. *The Jew in the American World*. Detroit: Wayne State University Press.
- Rose, P. (Ed.), *The Ghetto and Beyond: Essays on Jewish Life in America – papers largely on assimilation issues* c. 1970
- Sachar, Howard M. 1985. *Diaspora – overview of situation of Jews in various countries of the world* c. 1980
- Sarna, Jonathan (ed.) 1997. *The American Jewish Experience*. Second Ed. Holmes & Meier. – mainly historical articles
- Seltzer, Robert M., and Norman J. Cohen (eds.). 1995. *The Americanization of the Jews*. New York University Press. – varied items from lit crit to sociology on assimilation issues
- Sidorsky, D. (ed.), 1973. *The Future of the Jewish Community in America* Silberman, Charles. *A Certain People: American Jews and Their Lives Today*. – a pop (and cheerleading) overview of American Jewish history and participation
- Slezkine, Yuri. 2004. *The Jewish Century*. – literary study that sees European Jewish culture as defining the 20th Century, with a few stops in the United States
- Steinberg, S. *The Ethnic Myth – critique of idea that real ethnic identity persists* *The National Jewish Population Survey 2000-01*. 2003. "Report: Strength, Challenge and Diversity in the American Jewish Population." United Jewish Communities [http://www.ujc.org/content\\_display.html?ArticleID=83252](http://www.ujc.org/content_display.html?ArticleID=83252) – latest snapshot of American Jewish population, a controversial one (I have copy).
- Zenner, W. P. (ed.), *Persistence and Flexibility: Anthropological Perspectives on the American Jewish Experience*. State University of New York Press. – anthropological/ethnographic studies

## B. General History

- Ben-Sasson, H. H. (ed.), *A History of the Jewish People – encyclopedic history of Jews from the dawn of time*
- Cowan, Neil M. and Ruth Schwartz Cowan, *Our Parents' Lives: The Americanization of Eastern European Jews – interviews and study of immigrant generation*
- Davidowicz, L. *On Equal Terms: Jews in America, 1881-1981*.
- Diner, Hasia. 2004. *The Jews of the United States, 1654 to 2000*. U.C. Press.
- Feingold, H. L., *Zion in America – history to 1980 or so*
- Hertzberg A. *The Jews in America – popular history by well-known rabbi*
- Karp, Abraham J. 1985. *Haven and Home: A History of the Jews in America*. New York: Schocken Books.

Katz, Jacob. 1973. *Out of Ghetto: The Social Background of Jewish Emancipation, 1770-1870* – key statement of thesis that European emancipation undercut Jewish community and created Jewish modernity

Kessner, T. 1977. *The Golden Door*. Oxford University Press. – compares fates of Italian and Jewish immigrants in New York.

Rubin, S. J. (ed.). 1991., *Writing Our Lives: Autobiographies of American Jews, 1890-1990*.

Sachar, H.M. 1992. *A History of the Jews in America*. New York: Knopf.

Sachar, H. M. 1977. *The Course of Modern Jewish History*. Updated Edition. Dell.

*The Jewish People in America Series*, Johns Hopkins University Press, 1992:

Faber, E. *A Time for Planting: The First Migration, 1654-1820*.

Diner, H. *A Time for Gathering: The Second Migration, 1820-1880*.

Sorin, G. *A Time for Building: The Third Migration, 1880-1920*.

Feingold, H. *A Time for Searching: Entering the Mainstream, 1920-1945*.

Shapiro, E. *A Time for Healing: American Jewry Since World War II*.

*The American Jewish History series*, ed. By Jeffrey Gurock. 1997-. Routledge – several volumes of articles from the journal

### C. History of Immigrants (mostly immigrants of 1880s-1910s)

Barkai, Avraham. 1994. *Branching Out: German-Jewish Immigration, 1820-1914*.

Diner, Hasia. 2001. *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration*.

Dwork, Deborah. 1981. "Health Conditions of Immigrant Jews on the Lower East Side of New York: 1880-1914." *Medical History [Great Britain]* 25(1): 1-40.

Fishman, Sylvia Barack. 2000. *Jewish Life and American Culture*. State Univ. Of New York Press – drawing on 1990 national survey, Jews' accommodations to America

Fishman, Sylvia Barack. 2004. *Double or Nothing: Jewish Families and Mixed Marriage*. Brandeis University Press – interviews with mixed couples (and kids).

Glenn, Susan. *Daughters of the Shtetl: Life and Labor in the Immigrant Generation* – young women immigrants working in New York

Heinze, A. *Adapting to Abundance* – the encounter between immigrants and American consumer society

Helmreich, William B., *Against All Odds: Holocaust Survivors and the Successful Lives They Made in America* – as title says

Howe, Irving. *World of Our Fathers* – the classic, massive history of immigrants to New York's Lower East Side

Metzker, Bintel Brief – excerpts from a newspaper column to which immigrants wrote with their problems

Morawska, Ewa. 1996. *Insecure Prosperity: Small-Town Jews in Industrial America, 1890-1940*. Princeton U. Pr. – Jews in eastern Pennsylvania.

- Smith, J., *Family Connections: A History of Italian and Jewish Immigrant Lives in Providence, RI, 1900-1940 – comparison of immigrant lives*
- Soyer, Daniel. 2001. *Jewish Immigrant Associations and American Identity in New York, 1880-1939.*
- Weinberg, *The World of Our Mothers.*
- Weisser, Michael. 1985. *A Brotherhood of Memory: Jewish Landsmanshaftn in the New World – immigrant fraternal societies*
- Wirth, Louis. 1928. *The Ghetto.* – classic urban ethnography; compares Jewish community in Frankfurt, Germany, and Chicago

#### D. Religion (see also A. General and E. Assimilation)

- Cohen, Steven M., and Arnold Eisen. 2000. *The Jew Within: Self, Family, and Community in America.* – sociologist and religion scholar use interviews to see how American Jews move to personal-based understandings of faith
- Davidman, Lynn. *Tradition in a Rootless World: Women Turn to Orthodox Judaism – interviews with women who “found” orthodoxy*
- Eisen, Arnold. 1998. *Rethinking Modern Judaism: Ritual, Commandment, Community.* – major religion scholar discusses how Judaic thinkers and rabbis compromised with modern America
- Eisen, Arnold. 1983. *The Chosen People in America,* Indiana University Press. – how the religious authorities coped with America (and issue of “chosenness”)
- Feldman, E. 1990. *Dual Destinies: The Jewish Encounter with Protestant America.*
- Furman, Frida Kerner. 1987. *Beyond Yiddishkeit: The Struggle for Jewish Identity in a Reform Synagogue.* Albany, NY: State University Press of New York.
- Heilman, Samuel. *Synagogue Life: A Study in Symbolic Interactionism – ethnography of daily life in an Orthodox synagogue*
- Heilman Samuel C. 2005. “How Did Fundamentalism Manage to Infiltrate Contemporary Orthodoxy?” *Contemporary Jewry* 25. (<http://assj.cmjcs.org/journals/25/Heilman.pdf>)
- Heilman, Samuel, and Steven Cohen. *Cosmopolitans & Parochials: Modern Orthodox Jews in America;*
- Helmreich, William B., *The World of the Yeshiva.*
- Kaufman, David. 1999. *Shul with a Pool: The “Synagogue-Center” in American Jewish History.* Hanover, NH: Brandeis University Press, 1999.
- Kaufman, Debra Renee. *Rachel's Daughters: Newly Orthodox Jewish Women – study of secular women who became Orthodox*
- Korros, Alexandra S., and Jonathan D. Sarna. 1988. *American Synagogue History: A Bibliography and State-of-the-Field Survey.* New York: Marcus Wiener.
- Kunin, Seth D. 1998. *God’s Place in the World: Sacred Space and Sacred Place in Judaism.* London: Cassell, 1998.
- Lazerwitz, Bernard, J. Allen Winter, and Arnold Dashefsky. 1988. "Localism, Religiosity, Orthodoxy and Liberalism: The Case of Jews in the United States." *Social Forces* 67: 229-242.
- Neusner J. 1972. *American Judaism: Adventure in Modernity.*
- Wertheimer, Jack (ed.). 2003. *The American Synagogue: a Sanctuary Transformed.* – essays on history of the synagogue.

### E. Assimilation (See also A. General)

- Bershtel S., and A. Graubard, *Saving Remnants: Feeling Jewish in America*. – tensions on assimilation
- Biale, David et al (eds.). 1998. *Insider/Outsider: American Jews and Multiculturalism*. U.C. Press (also online <http://ark.cdlib.org/ark:/13030/ft5199n9tq/>)
- Brodkin, Karen. 1998. *How Jews Became White Folks & What That Says about Race in America*. New Brunswick, NJ: Rutgers University Press.
- Burstein, Paul. 2005. "Jewish Educational and Economic Success in the United States: A Search for Explanations." Paper presented to the Association of Jewish Studies – what are the explanations and why haven't they been studied? (I have copy.)
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- Goldscheider, Calvin. 2003. "Are American Jews Vanishing Again?" *Contexts* 2 (Winter): 18-24. – a different look at intermarriage issue, as opportunity
- Gordon, Milton. *Assimilation in American Life*..– classic statement on theory of assimilation
- Joselit, Jenna Weissman. 1994. *The Wonders of America: Reinventing Jewish Culture, 1880-1950*. – Jews reorganize American Judaism around family and family celebrations
- Kahan, Arcadius. 1978. "Economic Opportunities and Some Pilgrims' Progress: Jewish Immigrants from Eastern Europe in the U.S., 1890-1914," *Journal of Economic History* 38 (1978): 235-51.
- Kosmin, B. 1992. "The Permeable Boundaries of Being Jewish in America," *Moment*: 30-33.
- Kugelmass, Jack (ed.), *Between Two Worlds* – collections of articles on assimilation issues
- Mayr, E. 1981. *Patterns of Intermarriage Among American Jews* – probably out of date, but may be of historical interest.
- Medding et al. 1992. "Jewish Identity in Conversionary and Mixed Marriages." *American Jewish Yearbook*.
- Model, Suzanne W. 1988. "Italian and Jewish Intergenerational Mobility: New York, 1910." *Social Science History* 1988 12(1): 31-48.
- Moore, D. D., *At Home in America* – the fitting in of the children of the immigrants

- Perlmann, Joel. 1989. *Ethnic Differences: Schooling and Social Structure among the Irish, Italians, Jews and Blacks in an American City, 1880-1935*. Cambridge U. Pr.
- Sklare, Marshall, *Jewish Identity on the Suburban Frontier*, Second Ed. – classic study of 2nd generation Jews adapting to 1950s suburbia
- Smith, Christian & Faris, Robert. 2005. "Socioeconomic Inequality in the American Religious System: An Update and Assessment." *Journal for the Scientific Study of Religion* 44 (1), 95-104.
- Smith, Tom W. 2005. *Jewish Distinctiveness in America: a Statistical Portrait*. American Jewish Committee.  
<http://www.ajc.org/site/apps/nl/content3.asp?c=ijITI2PHKoG&b=846741&ct=1583267> – compilation from survey data on how Jews' views differ from other Americans'
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#### F. Jewish Community and Organizations

- Elazar D. *Community and Polity: The Organizational Dynamics of American Jewry*.
- Freedman, Samuel. 2000. *Jew vs. Jew: The Struggle for the Soul of American Jewry*. – journalist recounts cases of internal community struggles over issues from Israel to Who is a Jew?
- Goldberg, J. J. 1996. *Jewish Power: Inside the American Jewish Establishment*. – best-selling book by journalist on different organizations and lobbies and effect on American politics.
- Simmons Erica. 2006. *Hadassah and the Zionist Project*. Rowman.
- Tannenbaum, S. 1993. *A Credit to Their Community: Jewish Loan Societies in the United States, 1880-1945*.
- Weisser, Michael. 1985. *A Brotherhood of Memory: Jewish Landsmanshaftn in the New World – immigrant fraternal societies*
- Wertheimer, Jack. 1995. "Jewish Organizational Life in the United States since 1945." *American Jewish Year Book* 95: 3-98.

#### G. Jews and American Politics

- Cohen, Steven M., and Charles S. Liebman. 1997. "American Jewish Liberalism: Unraveling the Strands." *Public Opinion Quarterly* 61 (Autumn): 405-430 – using survey studies, suggesting that liberal voting is not rooted in Jewish values per se
- Glazer, N. and D. P. Moynihan, *Beyond the Melting Pot*, pp. 1-20, 288-305, 310-315. – classic study of ethnic politics in N.Y.C.
- Legge, Jerome S, Jr. 1995. "Explaining Jewish Liberalism in the United States: An Exploration of Socioeconomic, Religious, and Communal Living Variables." *Social Science Quarterly* 76 (March): 124-141
- Staub, Michael E. 2002. *Torn at the Roots: The Crisis of Jewish Liberalism in Postwar America*. – debates over politics inside the Jewish community into the 1970s
- Svonkin, Stuart. 1997. *Jews against Prejudice : American Jews and the Fight for Civil Liberties*.

## H. On-Campus

Hillel National Task Force [c. 1993] "A Defining Moment: The Campus Community in the 21st Century."

Klingenstein, Susanne, *Jews in the American Academy, 1900-1940: The Dynamics of Intellectual Assimilation*.

Lipstadt, Fredman, and Sediler-Feller. 2005., "American Jewry and the College Campus." Report of the American Jewish Committee – discussion of anti-semitism on campus (I have copy).

Sales, An., and L. Saxe. 2006. "Particularism in the University: Realities and Opportunities for Jewish Life on Campus." Cohen Center for Modern Jewish Studies, Brandeis University, and Avi Chai Foundation. – survey of Jewish students on 20 campuses on their involvement (I have copy).

Sanua, Marianne. 2003. *Going Greek: Jewish College Fraternities in the United States, 1895-1945*. Wayne State University Press.

## I. American Jews and Israel

Liebman, Charles., and S. Cohen, *Two Worlds of Judaism – compare-and-contrast of how American and Israeli Jews approach Judaism*

Society Magazine. 2005. "Symposium on The Jewish Divide over Israel." November.

Wald, K.D., and B. Williams. 2005. "American Jews and Israel: The Sources of Homeland Salience." PRPES Working Paper #70, Weatherhead Center, Harvard University.

<http://wcfia.harvard.edu/rsrhpapsun.asp?ID=1055> – low salience and for whom

Waxman, C. 1976. "The Centrality of Israel in American Jewish Life," *Judaism* 25 (Spring): 175-87.

## J. Jews and American Culture

Brook, Vincent. 2003. *Something Ain't Kosher Here: The Rise of the Jewish Sitcom*. Rutgers University Press.

Buhle, Paul. *From the Lower East Side to Hollywood: Jews in American Popular Culture*.

Gabler, Neal. *An Empire of Their Own : How the Jews Invented Hollywood* – popular account of the Jewish movie moguls tried to make movies (and themselves) apple-pie American

Heize, Andrew. 2004. *Jews and the American Soul: Human Nature in the 20th Century*. – how Jews and Jewish concerns helped shape emerging ideas about human nature and psychology

Hoberman, J. and Jeffrey Shandler (eds.). 2003. *Entertaining America : Jews, Movies, and Broadcasting*. Jewish Museum – a museum collection guide.

Hollinger, David. 1996. *Science, Jews, and Secular Culture: Studies in Mid-twentieth-century American Intellectual History*. Princeton University Press. – how Jews contributed to secularism

Whitfield, Stephan J. 1999. *In Search of American Jewish Culture*. University Press of New England.

Zurawik, David. 2003. *The Jews of Prime Time*. University Press of New England.



## K. Antisemitism

Dinnerstein, L. 1994. Antisemitism in America.

Jaher, F. 1994. A Scapegoat in the Wilderness: The Origins and Rise of Anti-Semitism in America.

Selznick, Gertrude J. and Stephen Steinberg. 1969. The Tenacity of Prejudice: Anti-Semitism in Contemporary America – important, if old, book on surveys of antisemitism.

## L. Other

Baum, C., et al. 1976., The Jewish Woman in America.

Ginsberg Yona. Jews in a Changing Neighborhood – c. 1972 study of elderly Jews facing in racially changing neighborhood

Meyerhoff, Barbara, Number Our Days – study of elderly Jews around senior citizen center in Santa Monica c. 1970

Nadell, P., and J. Sarna (eds.) 2001. Women and American Judaism: Historical Perspectives.

## JOURNALS and MAGAZINES

### A. Scholarly Publications

American Jewish History American Jewish Yearbook Contemporary Jewry Jewish Social Studies Jewish Journal of Sociology Modern Judaism Studies in Contemporary Judaism Western States Jewish Historical Quarterly YIVO Annual of Jewish Social Science

### B. Jewish Community Publications

Commentary Magazine – politically neoconservative, religiously centrist Forward – conservative Judaism Mainstream Moment Magazine – politically liberal, religiously centrist Tikkun

Magazine – left Longer lists of magazines:

<http://www.jr.co.il/hotsites/j-mag.htm>

[http://dir.yahoo.com/Society\\_and\\_Culture/Religion\\_and\\_Spirituality/Faiths\\_and\\_Practices/Judaism/News\\_and\\_Media/Magazines/](http://dir.yahoo.com/Society_and_Culture/Religion_and_Spirituality/Faiths_and_Practices/Judaism/News_and_Media/Magazines/)

### C. PLACES and WEB SITES

General informational site on Jewish topics – <http://www.myjewishlearning.com> – lots of different kinds of specific pages, one of which is American Jewish history

Library of Congress web site connected to exhibition on American Jewish history –

<http://www.loc.gov/exhibits/haventohome/> Nextbook – <http://www.nextbook.org/index.html> —

Jewish cultural matters Jewsweek – <http://www.jewsweek.com/bin/en.jsp?enPage=HomePage> –

sassy Jews in the news Jewish Data Bank – <http://www.jewishdatabank.org/default.asp> – access

to surveys on Jews National Hillel organization – <http://www.hillel.org/hillel/NewHille.nsf/index>

– the national organization for Jews on campus Association for the Social Scientific Study of

Jewry – <http://www.assj.org/> – publishers of Contemporary Jewry Maurice and Marilyn Cohen

Center for Modern Jewish Studies – <http://www.cmjs.org/> – lots of research reports on Jewish community

Jackson School of International Studies

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Winter 2001

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## **Contemporary Jewish American Identities and Communities**

### **Course Description and Objectives:**

For much of the middle decades of the twentieth century, the organized Jewish community in the United States had turned its attention toward helping needy Jews abroad. Now that other Jewish communities in distress have been rescued or rebuilt, American Jews are starting to look inward again. An ongoing but submerged debate about what it means to be Jewish in the contemporary United States and what the implications are for the organized Jewish community has resurfaced on the American scene today in new forms. The basic question in the debate is whether a distinctive Jewish community is headed toward assimilation, irrelevance, and ultimately disappearance in an open society; whether it is experiencing a “revival;” or whether it is merely “transforming” the ways in which Jewish experience is lived.

This course will explore what it means to be Jewish in today’s multicultural U.S. society from an interdisciplinary social science perspective. Readings and films will be used to examine the complexity of this question—to which no one fixed answer will be provided. Rather, students will gain familiarity with and learn to analyze some of the attempts different groups and communities have made to construct their Jewish identities. Characterized neither by uniform religious practice nor belief, Jews in the United States seem more diverse than ever. In this context, we will consider a host of controversial matters pertaining to Jewish American identities. How has the Holocaust affected the Jewish identity of survivors and their children? How have the recent arrivals of Iranian Jews, Israeli Jews, post-Soviet Russian Jews, and Cuban Jews challenged the meaning of Jewish American identity and community? To what extent has feminism and the movement for gay/lesbian/bisexual rights transformed what it means to be a Jewish man or Jewish woman in America? How do the children of interfaith and interethnic marriages—where one parent identifies as Jewish American and the other does not—think about personal and community identities? Is a new melting pot producing a new singular Jewish American identity? Or are Jews increasingly choosing/holding onto multiple identities—such as Russian *and* Jewish *and* American, Christian *and* Jewish, African American *and* Jewish American? Or? These are some of the issues the course will explore. In sum, the meaning and future of Jewish American identities and communities is the broad question to be addressed in course readings, films, lectures, discussions, and assignments.

**Required Texts:** The following books are available for purchase at the University Bookstore. In addition, a set of readings is available for purchase at Rams Copy Center, 4144 University Way NE.

Sara Bershtel and Allen Graubard, [Saving Remnants: Feeling Jewish in America](#)  
Katya Gibel Azoulay, [Black, Jewish, and Interracial](#)  
Art Spiegelman, [MAUS I](#)

Barbara Myerhoff, Number Our Days

Samuel Freedman, Jew vs. Jew: The Struggle for the Soul of American Jewry

### **Course Format and Requirements:**

**Attendance and Participation** is essential (15% of grade). Course participants are expected to come to class prepared to engage in a lively and informed exchange. Some sessions will combine supplemental lecture material provided by the professor with class discussion of the readings and films.

**Weekly Reflection Papers:** (35% of grade). Due every Tuesday in class starting January 9, 2001. Late reflection papers will not be accepted. Course participants will write weekly essays that are 2-4 pages (typed and double-spaced) in which the substantive questions/issues raised by the readings in light of the main themes of the course are addressed. Although the basics of grammar, punctuation, and style must be attended to, creative and lively experimental writing will be highly appreciated. Your essays however **MUST** be informed by the assigned readings; cite text or author, and also page. This will be a major consideration in the evaluation of your papers. Essays will be graded plus (excellent), check + (good), check (fair/average), check – (poor), or 0 (no credit).

**Oral Presentation of one set of assigned readings:** (10% of grade). Each course participant will take responsibility for preparing and presenting to the class an outline of one set of assigned readings, and some discussion questions related to the readings. One person alone, or two people together may do this. Class members may choose their own date (i.e., set of assigned readings), or be assigned to them. In any case, I need to have a complete list of presenters and dates by the end of the second week of classes. The presentation should include a very brief summary statement, but focus mostly on discussing the issues at stake in the readings, their strengths and weaknesses, and their relevance for understanding the meaning and future of Jewish American identities and communities. Each course participant is to provide a typed outline of the presentation with discussion questions (or his/her part of it) to the professor within one day of the presentation. These may be submitted on email or in my mailbox. Presentations will be graded plus (excellent), check+ (good), check (fair), check – (poor), or 0 (no credit).

**Term Paper:** “Conceptualizing and Writing a Life As An Expression of Jewish Identity” (40% of grade). Due March 8. Write a 12-15 page paper based on the life history of a person you have interviewed regarding the impact Jewish identity has had or continues to have on shaping his/her past life experiences, as well as relationships with others in the present-day. The life history account may center on Jewish community experiences, inter- or intra-communal relations, cross-cultural/ethnic socialization experiences, immigrant experiences, identity concerns, critical incidents, participation in a social movement related to Jewish identity. Some questions to raise with your interviewee: How, at various points and with particular life decisions, has s/he become conscious of, or altered his/her awareness of him/herself as an American of Jewish origin or affiliation? How have Jewish values, themes, patterns of thought shaped his/her everyday life and work, and how did s/he become aware of this? How did a Jewish background shape a choice of work or life-style? How did it inform his/her relations with non-Jews in

particular, and his/her relation to American culture in general? What kind of internal dialogue, questioning, and negotiations has your interviewee pursued within him/herself to arrive at an understanding of his/her Jewishness? How well you relate the major points made by the interviewee to course readings, course films, class discussions, *and* outside readings will be a major consideration in the evaluation of your papers.

### READING AND DISCUSSION SCHEDULE

Being Jewish in America: Framing the Questions, the Experiences, the Feelings

Jan. 4 Introduction to course content and requirements  
Bershtel and Graubard, pp. 1-44, 62-89

Jan. 9 Bershtel and Graubard, pp. 93-161  
Marla Brettschneider, 1996. "Introduction: Multiculturalism, Jews, and Democracy: Situating the Discussion," in *The Narrow Bridge: Jewish Views on Multiculturalism* ed. by M. Brettschneider. New Brunswick: NJ, 1-24.  
(photocopy)

***Film: "Gefilte Fish" (1988; 15 minutes)***

*Recommended:*

Melanie Kaye/Kantrowitz, 1992. "Jews, Class, Color, and the Cost of Whiteness" in Kaye/Kantrowitz, *The Issue is Power*. San Francisco, CA: Aunt Lute Foundation Books, 139-149.

Dina Dahbany-Miraglia, 1988. "American Yemenite Jews: Interethnic Strategies" in *Persistence and Flexibility: Anthropological Perspectives on the American Jewish Experience* ed. by W. Zenner. Albany, NY: SUNY, 63-78.

Sandra Haar, 1996. "Seeds of Doubt: Constructing a Sephardi Identity," *Bridges*, vol. 6, no. 1, (Summer), 36-42.

Barbara Kessel, 2000. "Crypto-Jews," in B. Kessel, *Suddenly Jewish: Jews Raised as Gentiles Discover Their Jewish Roots*. Hanover, NH: Brandeis University, pp. 17-38.

Jonathan Boyarin, "Waiting for a Jew: Marginal Redemption at the Eighth Street Shul," in *Between Two Worlds: Ethnographic Essays on American Jewry* ed. by Jack Kugelmass. Ithaca: Cornell Univ., pp. 52-76.

David Gerber, 1996. "Visiting Bubbe and Zeyde: How I Learned about American Pluralism before Writing about it" in *People of the Book: Thirty Scholars Reflect on their Jewish Identity* ed. by Jeffrey Rubin-Dorsky and Shelley Fisher Fishkin. Madison: Univ. of Wisconsin Press, 117-134.

Nancy K. Miller, "Haddasah Arms," in *People of the Book*, 153-168.

Doris Friedensohn, "Yom Kippurs at Yum Luk: Reflections on Eating, Ethnicity, and Identity," in *People of the Book*, 245-257.

## **Who's a Jewish American? : The Sociological Study of Ethnicity and Jewish American Identity**

- Jan. 11 Mary Waters, 1990. "Introduction," pp. 1-15; "Flux and Choice in American Ethnicity," pp. 16-51; "Costs of a Costless Community," pp. 147-168. *Ethnic Options: Choosing Identities in America*. Berkeley: Univ. of CA. (photocopy)
- Jan. 16 Karen Brodtkin Sacks, 1994. "How Did Jews Become White Folks?" In *Race* ed. by Steven Gregory and Roger Sanjek. New Brunswick, NJ: Rutgers Univ., pp. 78-102. (photocopy)
- David Biale, 1998. "The Melting Pot and Beyond: Jews and the Politics of American Identity," in *Insider/Outsider: American Jews and Multiculturalism* ed. by D. Biale, M. Galchinsky, and S. Heschel. Berkeley, CA: Univ. of California, pp. 17-33. (photocopy)

### *Recommended readings:*

- Alba, Richard D. 1990. *Ethnic Identity: The Transformation of White America*. New Haven, CT: Yale Univ.
- Stephen Cornell and Douglass Hartmann. 1998. *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks, CA: Pine Forge
- Bruce A. Phillips. 1990. "Sociological Analysis of Jewish Identity" in *Jewish Identity in America*. Edited by David M. Gordis and Yoav Ben-Horin. Los Angeles, CA: Wilstein Institute of Jewish Policy Studies, 3-25.
- Jeffrey Scheckner. 1998. "The 1990 National Jewish Population Survey" In *A Portrait of the American Jewish Community*. Edited by Noroman Linzer, David Schnall, and Jerome Chanes. Westport, CT: Praeger, 29-44
- Laurence Silberstein, 2000. "Mapping, Not Tracing: Opening Reflection" in *Mapping Jewish Identities* ed. by L. Silberstein (NY: New York University), pp. 1-36.
- United Jewish Communities. October 25, 1999. *National Jewish Population Survey 2000* (unpublished draft), New York, 1-67.

## **African Americans, Jewish Americans, and Multiculturalism: Blacks and Jews/Black Jews/Jewish African Americans**

- Jan. 18-23 Katya Gibel Azoulay, 1997. *Black, Jewish, and Interracial*
- Jan. 25 Clayborne Carson, 1997. "Black-Jewish Universalism in the Era of Identity Politics" in *Struggles in the Promised Land: Toward a History of Black-Jewish Relations in the United States* by Jack Salzman and Cornel West, eds. (NY: Oxford Univ. Press), pp. 177-196. (photocopy)
- Cheryl Greenberg, 1998. "Pluralism and its Discontents: The Case of Blacks and Jews" in *Insider/Outsider*, pp. 55-87. (photocopy)

*Film: "Blacks and Jews"(1997; 85 minutes)*

*Recommended:*

- Yvonne Chireau, 2000. "Black Culture and Black Zion: African American Religious Encounters with Judaism, 1790-1930, An Overview," in *Black Zion*, by Y. Chireau and N. Deutsch (NY: Oxford University Press), pp. 15-33.
- Bernard Wolfson, 2000. "African American Jews: Dispelling Myths, Bridging the Divide" in *Black Zion*, pp. 33-54.
- Paul Berman ed., 1994. *Blacks and Jews: Alliances and Arguments* (NY: Delacorte).

**Jewish American Identity After the Holocaust: The Children of Survivors**

- Jan. 30 Art Spiegelman, 1986. *MAUS I: A Survivor's Tale: My Father Bleeds History*. NY: Pantheon.
- Art Spiegelman, 1991. Excerpts from *MAUS II: A Survivor's Tale: And Here My Troubles Began*. NY: Pantheon. (photocopy)

*Recommended readings:*

- Dan Bar-On, 1995. *Fear and Hope: Three Generations of the Holocaust*. Cambridge, MA: Harvard Univ.
- Alan Berger, 1997. *Children of Job: American Second-Generation Witnesses to the Holocaust*. Albany, NY: SUNY.
- Martin S. Bergmann and Milton E. Jucovy, eds., 1982. *Generations of the Holocaust*. NY: Columbia Univ.
- Brown, Cherie, 1995. "Beyond Internalized Anti-Semitism: Healing the Collective Scars of the Past," *Tikkun* vol. 10, no.2, (March-April), 44-46.
- Helen Epstein, 1979. *Children of the Holocaust: Conversations with the Sons and Daughters of Survivors*. NY: Penguin.
- Marianne Hirsch, 1997. "Mourning and Post-Memory" in M. Hirsch, *Family Frames: Photography, Narrative, and Postmemory*. Cambridge, MA: Harvard Univ., pp. 17-40.
- Leo Spitzer, 1998. *Hotel Bolivia: The Culture of Memory in a Refuge from Nazism*. NY: Hill and Wang.

**On Being Feminist and Jewish**

- Feb. 1 Bershtel and Graubard, ch. 8, "Liberations, Jewish Style"
- Riv-Ellen Prell, 1990. "Rage and Representation: Jewish Gender Stereotypes in American Culture" in *Uncertain Terms: Negotiating Gender in American Culture* ed. by Faye Ginsberg and Anna Lowenhaupt Tsing. (Boston: Beacon), pp. 248-266. (photocopy)
- Paula Hyman, 1997. "Jewish Feminism Faces the American Women's Movement: Convergence and Divergence" (Ann Arbor, MI: Jean and Samuel Frankel Center for Judaic Studies, The University of Michigan). (photocopy)

*Recommended:*

- Joyce Antler, 1995. *Jewish Women/Jewish Men: The Legacy of Patriarchy in Jewish Life* (San Francisco, CA: Harper).

- Sylvia Barack Fishman, 1993. *A Breath of Life: Feminism in the American Jewish Community* (NY: The Free Press).
- Sylvia Barack Fishman, 1995. "Triple Play: Deconstructing Jewish Women's Lives," in *Gender and Judaism* ed. by T. M. Rudavsky. NY: New York Univ., pp. 255-277.
- Aviva Cantor, 1995. "The Rise and Future of Jewish Feminism" in *Jewish Women/Jewish Men* ed. by A. Cantor. NY: HarperCollins, pp. 411-441.
- Lynn Davidman and Shelly Tenenbaum, 1994. "Toward a Feminist Sociology of American Jews," in *Feminist Perspectives on Jewish Studies* ed. by L. Davidman and S. Feldman (New Haven: Yale), pp. 140-168.
- Regina Morantz-Sanchez, 2000. "Two Female Characters in Search of a Theory: Mapping Jewish Identity through Personal Narrative" in *Mapping Jewish Identities* ed. by Laurence J. Silberstein (NY: New York University), pp. 159-173.

### **On Being Lesbian/Gay/Bisexual and Jewish**

- Feb. 6 Bob Goldfarb, 1996. "Klal Israel: Lesbians and Gays in the Jewish Community" in *The Narrow Bridge*, pp. 58-72. (photocopy)
- Rebecca Alpert, 1997. "'Lesbian and Jewish: What's the Problem?'" in *Like Bread on the Seder Plate: Jewish Lesbians and the Transformation of Tradition* by R. Alpert, (NY: Columbia Univ.), pp. 1-16. (photocopy)
- Faith Rogow, 1990. "Why is this decade different from all the other decades?: A Look at the Rise of Jewish Lesbian Feminism," *Bridges* vol. 1, no. 1 (Spring), pp. 67-79. (photocopy)

- Feb. 8 ***Film: "The Return of Sarah's Daughters" (1997; 56 minutes)***

#### *Recommended:*

- Evelyn Torton Beck, ed. 1982. *Nice Jewish Girls: A Lesbian Anthology*. (Watertown: Persephone Press).
- Christie Balka and Andy Rose, eds., 1989. *Twice Blessed: On Being Lesbian, Gay, and Jewish* (Boston: Beacon).
- Bonnie Zimmerman, 1996. "The Challenge of Conflicting Communities: To be Lesbian and Jewish and a Literary Critic" in *People of the Book*, pp. 203-216.

### **The Orthodox: Jewish Continuity? Jewish Revival? Or?**

- Feb. 13 Bershtel and Graubard, ch. 5, "The Resilience of Orthodoxy"
- Debra Kaufman, 1995. "Engendering Orthodoxy: Newly Orthodox Women and Hasidism" in *New World Hasidim: Ethnographic Studies of Hasidic Jews in America* ed. by Janet S. Belcove-Shalin (Albany, NY: SUNY), pp. 135-160. (photocopy)
- Janet S. Belcove-Shalin, 1995. "Home in Exile: Hasidim in the New World" in *New World Hasidim*, pp. 205-236. (photocopy)
- Feb. 15 ***Film: "A Life Apart" (1997; 95 minutes)***

*Recommended:*

- Pearl Abraham, 1995. *The Romance Reader* (NY: Riverhead Books). a novel.  
Lynn Davidman, 1991. *Tradition in a Rootless World: Women Turn to Orthodox Judaism* (Berkeley: Univ. of CA).  
Liz Harris, 1985. *Holy Days: The World of a Hasidic Family* (NY: Summit Books)  
Bonnie Morris, 1995. "Agents or Victims of Religious Ideology?: Approaches to Locating Hasidic Women in Feminist Studies" in *New World Hasidim*.

**Aging and Jewish in America**

Feb. 20-22 Barbara Myerhoff, 1978. *Number Our Days* (NY: Simon & Schuster).

Feb. 22 *Film: "Number Our Days" (1977; 29 minutes)*

**New Jewish Immigrants in the U.S.: Assimilation? Multiculturalism? Transnationalism?**

Feb. 27-Mar1

- Ruth Behar, 1994. "Mi Puente/My Bridge," *Bridges*, vol. 4, no. 1, (Winter/Spring), 63-70. (photocopy)  
Shoshana Feher, 1998. "From the Rivers of Babylon to the Valleys of Los Angeles: The Exodus and Adaptation of Iranian Jews" in *Gatherings in Diaspora: Religious Communities and the New Immigration* ed. by R. Stephen Warner and Judith Wittner (Philadelphia: Temple Univ.), pp. 71-94. (photocopy)  
Fran Markowitz, 1988. "Jewish in the USSR, Russian in America" in *Persistence and Flexibility*, pp. 79-95. (photocopy)  
Steven J. Gold, 1997. "Transnationalism and Vocabularies of Motive in International Migration: The Case of Israelis in the United States" *Sociological Perspectives*, vol. 40, no. 3, pp. 409-427. (photocopy)

March 1 *Film: "The Andreyevs of Brighton Beach" (1994; 40 minutes)*

*Recommended:*

- Steven J. Gold, 1999. "From 'the jazz singer' to 'what a country!' A Comparison of Jewish migration to the United States, 1880-1930 and 1965-1998," *Journal of American Ethnic History* (Spring), v. 19, no. 3, pp. 114-142.  
Steven J. Gold, 1995. *From the Workers' State to the Golden State: Jews from the Former Soviet Union in California* (MA: Allyn & Bacon).  
Fran Markowitz, 1993. *A Community in Spite of Itself: Soviet Jewish Emigres in New York* (Washington D.C.: Smithsonian).  
Moshe Shokeid, 1988. *Children of Circumstances: Israeli Immigrants in New York* (Ithaca, NY: Cornell Univ.).

**Assessing the Future of Jewish Identity**

March 6-8 Samuel Freedman, 2000. *Jew Vs Jew: The Struggle for the Soul of American Jewry*. (NY: Simon & Schuster).



Jackson School of International Studies  
SISJE 438/WOMEN 438  
Winter 2006  
MEB 243, T/Th 1:30-3:20pm

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## ***JEWISH WOMEN IN CONTEMPORARY AMERICA: MULTIPLE AND INTERSECTING IDENTITIES***

### **Course Description and Objectives:**

“For most Jewish women,” according to historian Joyce Antler, “identity has been a blend of opportunities and traditions, an intersection that could reconcile their multiple loyalties—as Jews, women, and Americans—but often only in a manner that was painful, inconsistent, and equivocal.” Poet and lesbian feminist Adrienne Rich described herself as “split at the root,” pained from seeing “too long from too many disconnected angles” and fearful that she could “never bring them whole.” Confronted with racism and anti-Semitism even among family and friends, Rebecca Walker, author of *Black, White and Jewish* writes: “[There is] something inside of me I know they hate. And so even as we stand there together I am struggling to find my ground, to know where I really belong.”

This seminar focuses on the multiple ways Jewish American women have defined, expressed, and questioned conflicting components of their identities over the last century. We will examine a range of texts (e.g., scholarly and theoretical essays about identity, historical, sociological, and anthropological research studies, literary essays, memoirs, interviews, films) in order to illustrate and understand how Jewish women confront feelings of dissonance and fragmentation in the search for “home,” a sense of belonging and a coherent self. We will explore how women adapt, negotiate, and re-define a variety of contemporary American Jewish identities.

In different periods and at different points in their lives, Jewish American women may have discarded, affirmed, or reshaped their Jewish heritage, giving it new meanings, blending options, changing directions, sometimes reversing course. Rather than collapsing all Jewish American women together into a single unchanging unified group, we will assume that both commonalities and differences exist-- in terms of religious/spiritual faith and practice/expression, cultural or ethnic/national background, class or economic position, race, sexual orientation, political views. We will question the extent to which the identity concerns and identity struggles of Jewish American women are similar to or different from women of other ethnic groups.

Readings, writing assignments, and class discussions will examine the complex question of what it means to be a Jewish woman with multiple and intersecting identities in contemporary America—to which no one fixed answer will be provided. Rather students will gain familiarity with, learn to analyze, and to use some of the approaches and methods different scholars have employed to explore questions of identity and Jewish American women’s lives.

### **Required Texts:**

- Rebecca Walker, *Black White and Jewish: Autobiography of a Shifting Self* (Penguin, 2001).
- Stephanie Wellen Levine, *Mystics, Mavericks and Merrymakers: An Intimate Journey Among Hasidic Girls* (New York Univ. Press, 2003).
- Danya Ruttenberg, ed. *Yentl's Revenge: The Next Wave of Jewish Feminism* (Seal Press, 2001).
- Course reader (i.e., RP available at Ram Copy Center on the Ave.)

### **Course Format and Requirements:**

- **Regular Participation** is the lifeblood of a seminar. Students are expected to complete the assigned reading by the specified class date and participate fully and actively in all class discussions. (10 % of grade)
- **Autobiography Through the Prism of Gender, Religion, Race, and Ethnicity** (10% of grade): 4-5 pages typed. Two drafts of this essay are due. The first is not graded. First draft due in class on Jan. 10 and final essay to be graded due on Jan. 31. See handout.
- **Integrative Learning Journal** (40% of grade; see handout)
- **Take home final exam** (40 % of grade)

### **READING AND DISCUSSION SCHEDULE**

- Tues. 1/3      **Jewish, American, and Female in the 20<sup>th</sup> Century: What's the Problem? : Introduction to themes and requirements of the seminar**
- Thurs. 1/5      **The Problem: Locating Jewish American Women in Contemporary Scholarly Debates on the Social Construction, Transformation, and Intersection of Identities**
- Jews, American Multiculturalism, and Identity Politics**  
(RP) David Biale, "The Melting Pot and Beyond: Jews and the Politics of American Identity," in *Insider/Outsider: American Jews and Multiculturalism*, ed. D. Biale (Berkeley: Univ. of CA, 1998), 17-33
- Tues. 1/10      **Jews and Gender**  
(RP) Paula Hyman, "Gender and the Shaping of Modern Jewish Identities," *Jewish Social Studies* V.8, Nos. 2-3, Winter/Spring 2002, pp. 153-161

(RP) Riv-Ellen Prell, "Rage and Representation: Jewish Gender Stereotypes in American Culture," in *Uncertain Terms*, eds. F. Ginsberg and A. Tsing (Boston: Beacon, 1990), 248-266.

**\*First draft of your autobiography due in class; small group discussion of autobiographies**

Thurs. 1/12 **The intersection of gender and Judaism as a religion**

Film, "Half the Kingdom" (1989, 59 minutes)

Tues. 1/17 **Jews and Race/Ethnicity**

(RP) Karen Brodtkin Sacks, "How Did Jews Become White Folks?" in *Race*, eds. S. Gregory and R. Sanjek (Rutgers, 1994), 78-102.

(RP) Mary Waters, "Optional Ethnicities: For Whites Only?" in *Origins and Destinies: Immigration, Race, and Ethnicity in America*, eds. Silvia Pedraza and Ruben Rumbaut (Wadsworth, 1996), 444-454

Thurs. 1/19 **Perspectives on Multiple and Intersecting Jewish Women's Identities**

(RP) Ruth Frankenberg, "Growing Up White: The Social Geography of Race" and "Questions of Culture and Belonging" in Frankenberg, R. *White Women, Race Matters: The Social Construction of Whiteness* (Univ. of Minnesota, 1993), pp. 43-70, 191-235.

Tues. 1/24 (RP) Jessica Greenebaum, "Placing Jewish Women into the Intersectionality of Race, Class, and Gender," *Race, Gender & Class* 10/31/1999, V.6, No.4, 41-53

(RP) Debra Renee Kaufman, "Embedded Categories: Identity Among Jewish Young Adults in the U.S.," *Race, Gender & Class* 10/31/1999, V.6 No.4, 76-83

Thurs. 1/26 (RP) Tobin Belzer, "A Jewish Identity at the Intersection of Race, Gender, and Class: Dorothy Feiner Rodgers," *Race, Gender & Class* 10/31/1999, V.6, No.4, 152-160

(RP) Hinda Seif, "A 'Most Amazing Borsht': Multiple Identities in a Jewish Bisexual Community," *Race, Gender & Class* 10/31/1999, V.6, No.4, 88-101

Tues. 1/31 **Where is a Jewish American woman at home? Questioning some touchstones of identity**

**(A.) Holocaust, Exile, and Memory for Contemporary Jewish American Women**

(RP) Marianne Hirsch, "Pictures of a Displaced Childhood," in *Family Frames: Photography, Narrative, and Postmemory* by M. Hirsch, (Harvard, 1997), pp. 217-240.

(RP) Debra Kaufman, "Post-Holocaust Memory: Some Gendered Reflections," in *Gender, Place, and Memory in the Modern Jewish Experience*, eds. Judith Baumel and Tova Cohen (Valentine Mitchell Publishers, 2003), 187-196.

*\*Revised autobiographical essay due in class*

- Thurs. 2/2 **(B.) American Feminism and the Jewish Feminist Movement: What's the Difference?**
- (RP) Paula Hyman, "Jewish Feminism Faces the American Women's Movement: Convergence and Divergence" (1998)
- (RP) "Listen to her Voice: The Ma'yan Report" 2005.
- Tues. 2/7 Film "The Return of Sarah's Daughters" (1997; 56 minutes)
- Thurs. 2/9 (RP) Deborah Einhorn, "Feminism, Families, and Fertility: An Exploration of Feminist Responses to the Jewish 'Population Panic'" (The Haddassah-Brandeis Institute at Brandeis University, Working Paper Series, No. 12, May 2005)
- Tues. 2/14 **(C.) Daughter of the Civil Rights and Feminist Movements: integrating identities in contemporary America**
- Walker, pp. 1-166
- Thurs. 2/16 Walker, pp. 169-320
- Tues. 2/21 **(D.) Orthodox Religious Observance Today and Jewish American Women**  
Levine, chapters 1-5
- Thurs. 2/23 Levine, chapters 6-10
- Tues. 2/28 **Jewish Women and New Wave Jewish Feminism**  
In Ruttenberg, pp. xv-101
- Thurs. 3/2 In Ruttenberg, pp. 102-211; take-home exam questions handed out in class
- Tues. 3/7 **Jewish Women's Identities and Implications for the Future**  
Wrap-up discussion; evaluation of course
- Thurs. 3/9 Take-home exams due in class

## American Ethnic Studies 232

### The American Jewish Experience Carswell 208

Monday, Wednesday, Friday – 9:00 – 9:50 AM

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Instructor: **Dana M. Greene, Ph.D.**

Office: Carswell 203

Office Hours: Monday, 3:00 – 4:00 PM, Tuesday, 1:00 – 2:00 PM, Wednesday, 3:00-4:00 PM,  
and by appointment

Office Telephone: (336) 758-3260

E-mail: [greenedm@wfu.edu](mailto:greenedm@wfu.edu)

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#### **Course Description:**

What does it mean to be Jewish in the United States today? Is there a difference between being Jewish American or an American Jew in today's multicultural US society? Are those who claim to be Jewish referring to religion, race, or ethnicity? Who is Jewish? Who is a Jew? Who defines who is Jewish and who is not? How has this definition evolved in contemporary US society? What challenges confront the future of Jewish identity in the United States?

The United States is home to the largest, and some would argue, most influential Jewish community in the world. Drawing on multiple macro and microsociological theoretical perspectives in sociology, this course will draw on socio-historical, religious, and cultural perspectives in its Sociological exploration of the development of the Jewish community and Jewish social and religious institutions in the United States by placing specific emphasis on the intersection of religion, ethnicity, race, culture, and community. Students will explore Jewish immigration patterns, labor movements, Ashkenazic, Sephardic, and Mizrahi cultures, traditional denominations and religious innovations, gendered experiences, and Jewish interaction with “mainstream” American culture.

The course will begin by exploring the questions, “Who are the Jews?” and “Who are American Jews?” in the context of our understanding patterns of US ethnicity. Drawing on the arguments presented in Nathan Glazer's (1957) *American Judaism* in which Glazer explores the divisiveness among American Jews and many of the tensions that threaten the community (i.e., the trend toward a more observant religious community and a disengagement with forms of liberal thinking), this course will present a brief historical overview of the development of the organized Jewish community from its seventeenth-century origins to the present day. We will explore the sociological concepts of immigration, assimilation and acculturation in its consideration of American Jewish religion and Jewish denominational patterns, the demography of American Jews, the Jewish family, the Jewish woman and Jewish feminism, Jewish identity, the organizational structure of the American Jewish community, anti-Semitism, the communal agenda of American Jews and the changing contours of the agenda, American Jewish self-perceptions, and the future of American Jewry.

### **Required Texts:**

Davidman, Lynn. 1991. *Tradition in a Rootless World: Women Turn to Orthodox Judaism*. Berkeley: University of California Press. (Denoted in Syllabus as **D**)

Kaufman, Debra Renee. 1991. *Rachel's Daughters: Newly Orthodox Jewish Women*. New Brunswick: Rutgers University Press. (Denoted in Syllabus as **K**)

*Heeb* (Denoted in Syllabus as **H**) – **Available for purchase from the American Ethnic Studies Office**

Additional articles in Coursepack (Denoted in Syllabus as **CP**)

### **Course Requirements:**

- **Attendance:**

Attendance in class is very important and will be taken daily. If you are not present at the beginning of class, you will be counted absent. Each class session is worth six (6) points and students will be penalized six points per missed class session after the first two unexcused absences (an absence will be excused only in the event of a documented emergency or if you are away on documented university business). This applies to both excused and unexcused absences. I suggest that you use your absences carefully. Do not waste your allowed absences on trivial matters – if you get sick, you will be out of luck. In addition, you are responsible for any announcements or handouts from any class period that you miss.

Students should feel as though they may openly express their ideas and/ or concerns with the material covered. At times, we will be discussing current issues and events, as they are applicable to the lectures and readings. It is imperative that you attend class regularly so that (1) students become comfortable with classmates; and, (2) an element of trust is established in the classroom. This element of trust is important because of the nature of the course material. Students should recognize that while other people may have different or divergent views, it is important to treat others and their opinions with respect.

Most importantly, please remember that our discussions are your opportunity to clarify issues and concepts as well as to challenge course materials. Please feel free to raise questions about any material that you would like to discuss. I will leave time every class session for student questions and input. Your ideas and views are important. Please PARTICIPATE in our discussions!

- **Reading:**

The reading load for this class is moderate, and will usually be fun and interesting. Students are expected to come to class having done the readings for the week under which they are listed. Please be advised that I will NOT be lecturing solely from the reading. Reading material will be

supplemented with films, guest speakers, and other outside materials. Students will also be held responsible for the material provided by these alternatives to regular lectures.

The books for the course are available for purchase at the Bookstore. The coursepack is available for purchase at the Copy Center located in the Benson Center. The magazine (Heeb) will be available for purchase from the American Ethnic Studies Program Office in Carswell Hall. An announcement will be made in class and via e-mail when the magazines have arrived.

To encourage all students to complete the assigned readings, I will give unannounced reading quizzes throughout the semester.

- **Movies:**

Several times throughout the term, clips from commercial movies will be shown to supplement course materials. These films are REQUIRED material and attendance at each viewing is, therefore, MANDATORY. Content from films is “fair game” for examinations and other course requirements.

- **Exams:**

There will be two examinations. Your examinations will be based on materials from your reading, lecture, and discussion, as well as from supplementary materials such as films, guest lecturers, etc. The midterm examinations will be distributed on the days on which they are listed and due on the days on which they are listed. The final examination/ paper will be cumulative. Exams will be given only on the days under which they are listed and make-up exams will not be given except in extraordinary circumstances and only if I am contacted in advance.

- **Policy on Academic Dishonesty:**

Statement on Academic Dishonesty

**Academic dishonesty** may take the form of cheating under the following conditions:

1. using unauthorized material including textbooks, notes, or handouts during an examination
2. supplying or communicating in any way unauthorized information to another student during an examination
3. submitting work that is not the student’s own for papers, assignments, and exams
4. submitting or using falsified data
5. stealing or achieving unauthorized access to an exam
6. using an alternate, stand-in, or proxy during an examination
7. submitting the same work for credit in two classes without receiving permission from the instructors prior to doing so

**Plagiarism** may be defined as the copying and submission of another person's work that is not your own. If you have any questions regarding whether something might constitute plagiarism, please err on the side of caution and cite your source. You may also feel free to contact me for assistance. I am here to help you!

- **Grading and Evaluation**

Your final semester grade will be calculated according to the following point scale:

- 150 points            Attendance and participation
- 200 points            Two Reaction Papers
- 250 points            Course Paper
- 400 points            Exams (Exam #1= 150 points; Final Examination = 250 points)

If you wish to determine your progress in the course, you may do so by adding up your total points earned in the class and then referring to the following chart:

|          |    |         |    |           |   |
|----------|----|---------|----|-----------|---|
| 940-1000 | A  | 800-834 | B- | 663-698   | D |
| 900-939  | A- | 765-799 | C+ | Below 662 | F |
| 870-899  | B+ | 734-764 | C  |           |   |
| 835-869  | B  | 699-733 | C- |           |   |

- **Late Paper Policy**

**All written work is to be submitted by the beginning of the class session on the day on which it is due. Any work that is submitted after lecture has begun will be considered late and a grade of zero (0) will be assigned.** As such, you are encouraged to submit all required work in a timely fashion and to remain mindful of assignments and their due dates. If you have an emergency that prohibits you from submitting your work in a timely fashion, it is your responsibility to contact me in advance of the deadline.

Each student must complete each assignment. If you fail to complete each assignment (including reaction papers, in-class exercises, and the course paper), you will fail the course.

*I reserve the right to modify the course schedule or content, as deemed necessary and appropriate to meet course goals.*

- **Communication**

While telephones and answering machines are effective ways of contacting me (I do return telephone calls if you leave a message on my office voicemail or at my home), I am most easily



contacted on e-mail (my e-mail address, once again, is [greenedm@wfu.edu](mailto:greenedm@wfu.edu)). I tend to check my e-mail several times daily and tend to respond quickly. Therefore, I urge you to use the Internet to contact me should you need an immediate response to a problem or question that you may have.

- **Miscellaneous Issues**

If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (758-5929) within the first two weeks of the semester.

If you would like assistance with your written assignments, please feel free to make use of the University Writing Center. The Writing Center is located in 117 Reynolda Hall and may be reached at 758-5768.

- **Out of Class Activities**

On several occasions, we will be participating in activities and taking field trips to various locations within the local Jewish American community. Students are strongly encouraged to participate in each outing and experience. Participation in these activities will factor into your final course grade.

- **Syllabus**

**Wednesday, January 15**

- LECTURE TOPIC: Welcome and Introduction to the Course

**Friday, January 17**

- LECTURE TOPIC: Who are the Jews? What is Judaism? Why Study the Jews as an American Ethnic Community?
- No reading assignment

**Monday, January 20**

- No class – Martin Luther King Jr. holiday

**Wednesday, January 22**

- LECTURE TOPIC: Establishing an American Jewish Community
- Read CP, Jacob R. Marcus, “The American Colonial Jew: A Study in Acculturation”
- Read CP, Jonathan D. Sarna, “The Impact of the American Revolution on American Jews”
- Read CP, Malcolm H. Stern, “The 1820s: American Jewry Comes of Age”

### **Friday, January 24**

- LECTURE TOPIC: Establishing an American Jewish Community
- Read CP, Chaim Waxman, “The Sociohistorical Background and Development of America’s Jews”

### **Monday, January 27**

- LECTURE TOPIC: The “German Period” in American Jewish History
- Read CP, Michael A. Meyer, “America: The Reform Movement’s Land of Promise”

### **Wednesday, January 29**

- LECTURE TOPIC: Eastern European Jewish Immigration to America
- Read CP, Deborah Dwork, “Immigrant Jews On the Lower East Side of New York: 1880-1914”
- Read CP, Paula E. Hyman, “Immigrant Women and Consumer Protest: The New York City Kosher Meat Boycott of 1902”
- **Reaction paper #1 assigned**

### **Friday, January 31**

- LECTURE TOPIC: Immigration and Adaptation
- Read CP, Hasia R. Diner, Selections from *A Time for Healing*, Pp. 142- 168

### **Monday, February 3**

- LECTURE TOPIC: Immigration and Adaptation
- Read CP, Hasia R. Diner, Selections from *A Time for Healing*, Pp. 169-230

### **Wednesday, February 5**

- LECTURE TOPIC: Immigration and Adaptation
- Read CP, Andrew R. Heinze, “Adapting to Abundance: Luxuries, Holidays, and Jewish Identity”

### **Friday, February 7**

- LECTURE TOPIC: Immigration and Adaptation
- Read CP, Rhonda Levine, “Immigrant Adaptation, Ethnic Mobility, and the Political Economy of Milk: German Jewish Cattle Dealers in Rural New York, 1940-1980”

### **Monday, February 10**

- LECTURE TOPIC: Coming to Terms with Jewish Life in America

- Read CP, Jeffrey S. Gurock, “The Emergence of the American Synagogue”
- Read CP, Marshall Sklare, “The Conservative Movement: Achievements and Problems”
- Read CP, Bernard Lazerwitz et al, “Denominations in American Religious Life” – pp. 3-30
- **Reaction paper #1 due**

### Wednesday, February 12

- LECTURE TOPIC: Coming to Terms with Jewish Life in America
- Read CP, Bernard Lazerwitz et al, “Denominations in American Religious Life” – pp. 33-62\

### Friday, February 14

- LECTURE TOPIC: Coming to Terms with Jewish Life in America
- Read CP, Bernard Lazerwitz et al, “Denominations in American Religious Life” – pp. 63-92
- **Course paper assignment distributed**

### Monday, February 17

- LECTURE TOPIC: Coming to Terms with Jewish Life in America
- Read CP, Melvin Urofsky, “Zionism: An American Experience”
- Read CP, Jeffrey Shandler and Beth S. Wenger, eds., *Encounters with the “Holy Land:” Place, Past, and Future in American Jewish Culture*, pp. 11-57
- **7:00 PM LECTURE AT UNC-G, DR. JONATHAN SARNA**

### Wednesday, February 19

- LECTURE TOPIC: Coming to Terms with Jewish Life in America - Zionism
- No reading assignment
- **Reaction paper #1 scores returned to students**

### Friday, February 21

- LECTURE TOPIC: The Holocaust and Beyond
- Read CP, Henry L. Feingold, “Who Shall Bear Guilt for the Holocaust: The Human Dilemma”
- **Midterm examination questions distributed in class**

### Monday, February 24

- LECTURE TOPIC: The Holocaust and Beyond
- Read CP, Peter Novick, “We Are Not Equipped to Answer”
- **Midterm examinations due**

### **Wednesday, February 26**

- LECTURE TOPIC: The Holocaust and Beyond
- Read CP, Jack Wertheimer, “The Turbulent Sixties”
- Read CP, Arthur Hertzberg, “United States Jewry: A Look Forward”

### **Friday, February 28**

- LECTURE TOPIC: Cohesion and Conflict: Jews in American Society
- Read CP, Daniel Elazar, “The Organization of the American Jewish Community”

### **Monday, March 3**

- LECTURE TOPIC: Cohesion and Conflict: Jews in American Society
- Read CP, Jerome Chanes, “Antisemitism and Jewish Security in Contemporary America: Why Can’t Jews Take Yes for an Answer?”

### **Wednesday, March 5**

- LECTURE TOPIC: Cohesion and Conflict: Jews in American Society
- Read CP, Sylvia Barack Fishman, “Negotiating Egalitarianism and Judaism: American Jewish Feminisms and Their Implications for Jewish Life”
- **Midterm examination scores returned to students**

### **Friday, March 7**

- LECTURE TOPIC: Constructing a Modern Jewish Identity
- Read CP, Chaim Waxman, “Center and Periphery: Israel in American Jewish Life”

### **Monday – Friday, 10-14 March**

- No class – Spring Break
- Read CP, Peter Medding, et al, “Jewish Identity in Conversionary and Mixed Marriages”

### **Monday, March 17**

- LECTURE TOPIC: Religion and Spirituality: Denominational Responses to Postmaterialist Values
- Read CP, Charles Liebman, “Ritual, Ceremony, and the Reconstruction of Judaism in the United States”
- Read CP, Jack Wertheimer, “Religious Movements in Collision: A Jewish Culture War?”
- Read CP, Marshall Sklare, “The Jewish Religion in America”
- **Reaction paper #2 assignment distributed**

**Wednesday, March 19**

- LECTURE TOPIC: Jewish Identity Formation: Politics
- Read CP, Roberta Rosenberg Farber, “Creative Decision Making and the Construction of a Modern Jewish Identity”
- Read CP, Marla Brettschneider, “Multiculturalism, Jews, and Democracy: Situating the Discussion”

**Friday, March 21**

- LECTURE TOPIC: Jewish Identity Formation: Politics
- Read CP, Martha Ackelsberg, “Toward a Multicultural Politics: A Jewish Feminist Perspective”
- Read CP, Melanie Kaye/ Kantrowitz, “Stayed on Freedom: Jew in the Civil Rights Movement and After”

**Monday, March 24**

- LECTURE TOPIC: Racializing the American Jew – Is the Jew White?
- Read CP, Karen Brodtkin, Selections from *How Jews Became White Folks and What that Says About Race in America*

**Wednesday, March 26**

- LECTURE TOPIC: Racializing the American Jew – Is the Jew White?
- Read CP, Karen Brodtkin, Selections from *How Jews Became White Folks and What that Says About Race in America*

**Friday, March 28**

- LECTURE TOPIC: The Intersection of Gender and Judaism
- Read D, pp 1-73

**Monday, March 31**

- LECTURE TOPIC: The Intersection of Gender and Judaism
- Read D, pp 74-173
- **Reaction paper #2 due**

**Wednesday, April 2**

- LECTURE TOPIC: The Intersection of Gender and Judaism
- Read D, pp 174-206

### **Friday, April 4**

- LECTURE TOPIC: Gender and the Return to Modern Orthodoxy
- Read **K**, pp. 1-35

### **Monday, April 7**

- LECTURE TOPIC: Gender and the Return to Modern Orthodoxy
- Read **K**, pp. 36- 112

### **Wednesday, April 9**

- LECTURE TOPIC: Gender and the Return to Modern Orthodoxy
- Read **K**, pp. 113-130
- **Reaction paper #2 scores returned to students**

### **Friday, April 11**

- LECTURE TOPIC: Gender and the Return to Modern Orthodoxy
- Read **K**, pp. 131-168

### **Monday, April 14**

- LECTURE TOPIC: Jewish Feminism
- Read **CP**, A.C. Hall, “The Nice Jewish Boy”
- Read **CP**, Jennifer Bleyer, “From Riot Grrl to Yeshiva Girl”
- Read **CP**, Ophira Edut, “Bubbe Got Back”

### **Wednesday, April 16**

- LECTURE TOPIC: Jewish Feminism
- Read **CP**, Danya Ruttenberg, “Blood Simple”
- Read **CP**, Emily Wages, “You Wear a Kippah?”
- Read **CP**, Loolwa Khazzoom, “United Jewish Feminist Front”

### **Friday, April 18**

- No class – Good Friday

### **Monday, April 21**

- LECTURE TOPIC: Jewish Feminism
- Read **CP**, Tobin Belzer, “On Being a Jewish Feminist Valley Girl”
- Read **CP**, Dalia Sofer, “Of These, Solitude”

**Wednesday, April 23**

- LECTURE TOPIC: Judaism in Popular Culture
- Read **H**

**Friday, April 25**

- LECTURE TOPIC: Judaism in Popular Culture
- Read **H**

**Monday, April 28**

- LECTURE TOPIC: So What Does it Mean to be Both Jewish and American?
- Read **CP**, Michael Walzer, "What Does It Mean to Be an "American?"
- **Course paper due**

**Wednesday, April 30**

- LECTURE TOPIC: Wrap up/ Conclusion to the Course/ Review for Final

**Tuesday, May 6**

- Course papers returned to students via E-mail

**Friday, May 9**

- **Final Exam - 9:00 AM**

Enjoy your Summer! See you in the Fall!

## FYS 100

### Jews in the American South Carswell 204

Monday, Wednesday, and Friday, 9:00 – 9:50 AM

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Instructor: **Dana M. Greene, Ph.D.**

Office: Carswell 203

Office Hours: Monday, 10:00 – 11:00 AM, Wednesday, 3:00 – 4:00 PM, and by appointment

Office Telephone: (336) 758-3260

Home Telephone: (336) 851-9131\*

\* Please do not call after 10:00 PM unless it is a dire emergency

E-mail: [greenedm@wfu.edu](mailto:greenedm@wfu.edu)

IM: dogletsmom

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### **Course Description:**

This First Year Seminar on Jews in the American South is structured around the origins and development of the Jewish community in the Southern United States, beginning with the transformation of the ghetto communities in Europe and American immigration. Students shall explore the variety of American Judaisms as they developed in the Southern United States (south of the Mason-Dixon line) and will focus on the way in which structural factors like gender, generation, ethnicity, and social class have shaped the experiences of American Jews in the Southern United States. The course will be informed by the theme of modernization and its impact on contemporary Southern Jewish life, including such questions as assimilation/ religious and ethnic particularism, Southern Jewish race relations, Southern Jewish feminisms, and the adaptation of Judaism within the Bible Belt.

### **Required Texts:**

Bauman, Mark K. and Berkeley Kalin, eds. 1997. *The Quiet Forces: Southern Rabbis and Black Civil Rights, 1880s-1990s*. Tuscaloosa: University of Alabama Press. (Denoted in Syllabus as **Bauman**)

Elovitz, Mark H. 1974. *A Century of Jewish Life in Dixie: The Birmingham Experience*. Birmingham: University of Alabama Press. (Denoted in Syllabus as **Elovitz**)

Evans, Eli N. 1997. *The Provincials: A Personal History of Jews in the South*. New York: The Free Press. (Denoted in Syllabus as **Evans1**)

Evans, Eli N. 1994. *The Lonely Days Are Sundays: Reflections of a Jewish Southerner*. Jackson: University of Mississippi Press. (Denoted in Syllabus as **Evans2**)



Glazer, Nathan. 1986. *American Judaism*. Chicago: University of Chicago Press. (Denoted in Syllabus as **Glazer**)

Rogoff, Leonard. 2001. *Homelands: Southern Jewish Identity in Durham and Chapel Hill, North Carolina*. Tuscaloosa: University of Alabama Press. (Denoted in Syllabus as **Rogoff**)

Rosen, Robert. 2000. *The Jewish Confederates*. Columbia: University of South Carolina Press. (Denoted in Syllabus as **Rosen**)

### **Coursepack**

Additional articles as announced in class. These articles will be posted online on **Blackboard**.

### **Course Requirements:**

- **Attendance:**

Attendance in class is very important and will be taken daily. If you are not present at the beginning of class, you will be counted absent. Each class session is worth six (6) points and students will be penalized six points per missed class session after the first two unexcused absences (an absence will be excused only in the event of a documented emergency or if you are away on documented university business). This applies to both excused and unexcused absences. I suggest that you use your absences carefully. Do not waste your allowed absences on trivial matters – if you get sick, you will be out of luck. In addition, you are responsible for any announcements or handouts from any class session that you miss.

Students should feel as though they may openly express their ideas and/ or concerns with the material covered. At times, we will be discussing current issues and events, as they are applicable to the lectures and readings. Therefore, it is imperative that you attend class regularly so that (1) students become comfortable with classmates; and, (2) an element of trust and comfort is established in the classroom. This element of trust and comfort is important because of the nature of the course material, and because we are all here learning together. Students should recognize that while other people may have different or divergent views, it is important to treat others and their opinions with the utmost respect.

Most importantly, please remember that our discussions are your opportunity to clarify issues and concepts as well as to challenge course materials. Please feel free to raise questions about any material that you would like to discuss. I will leave time every class session for student questions and input. Your ideas and views are important. Please PARTICIPATE in our discussions!

- **Reading:**

The reading load for this class is moderate, and will usually be fun and interesting. Students are expected to come to class having done the readings for the day under which they are listed.

Please be advised this is a SEMINAR course. This means that I will not be lecturing solely from the reading materials, nor will this be primarily a lecture-based course. Instead, the success of this course will come from YOU, the students, and your ability to draw on the reading materials as they are assigned to present cogent analytical arguments that critically evaluate the issues and topics. Reading material will be supplemented with films, guest speakers, and other outside materials. Students will also be held responsible for the material provided by these alternatives to regular lectures.

The books for the course are available for purchase at the Bookstore. The Coursepack is available for purchase in the Benson Center Copy Center.

If I get the sense that students are not reading, and, in that event, to encourage all students to complete the assigned readings, I will give unannounced reading quizzes throughout the semester. If given, scores from the pop quizzes will be factored into your attendance and participation score.

- **Movies:**

Several times throughout the term, clips from commercial movies and documentaries will be shown to supplement course materials. These films are REQUIRED material and attendance at each viewing is, therefore, MANDATORY. Content from films is “fair game” for examinations and other course requirements.

- **Papers:**

Critical writing assignments are an integral part of the First Year Seminar program at Wake Forest University. To that end, there will be five formal paper assignments (three reaction papers, a midterm prospectus, and a final course paper) that will form the basis of your grade in this course.

Please note that my paper policy is **STRINGENT. I DO NOT ACCEPT LATE PAPERS!** All papers are due via email or the Digital Drop Box by 9 AM on the day on which they are due. Failure to submit a paper on time will

- **Policy on Academic Dishonesty:**

Statement on Academic Dishonesty

**Academic dishonesty** may take the form of **cheating** under the following conditions:

1. using unauthorized material including textbooks, notes, or handouts during an examination
2. supplying or communicating in any way unauthorized information to another student during an examination
3. submitting work that is not the student’s own for papers, assignments, and exams

4. submitting or using falsified data
5. stealing or achieving unauthorized access to an exam
6. using an alternate, stand-in, or proxy during an examination
7. submitting the same work for credit in two classes without receiving permission from the instructors prior to doing so

**Plagiarism** may be defined as the copying and submission of another person's work that is not your own. If you have any questions regarding whether something might constitute plagiarism, please err on the side of caution and cite your source. You may also feel free to contact me for assistance. I am here to help you!

- **Grading and Evaluation**

Your final semester grade will be calculated according to the following 1000 point scale:

- 125 points            Attendance and participation
- 225 points            Reaction papers
- 200 points            Midterm paper prospectus
- 175 points            Final course paper course presentation
- 275 points            Course paper

If you wish to determine your progress in the course, you may do so by adding up your total points earned in the class and then referring to the following chart:

|          |    |         |    |           |   |
|----------|----|---------|----|-----------|---|
| 940-1000 | A  | 800-834 | B- | 663-698   | D |
| 900-939  | A- | 765-799 | C+ | Below 662 | F |
| 870-899  | B+ | 734-764 | C  |           |   |
| 835-869  | B  | 699-733 | C- |           |   |

- **Late Paper Policy**

**All written work is to be submitted by the beginning of the class session on the day on which it is due. Any work that is submitted after lecture has begun will be considered late and a grade of zero (0) will be assigned.** As such, you are encouraged to submit all required work in a timely fashion and to remain mindful of assignments and their due dates. If you have an emergency that prohibits you from submitting your work in a timely fashion, it is your responsibility to contact me in advance of the deadline.

Each student must complete each assignment. If you fail to complete each assignment (including all papers, in-class exercises, etc.), you **will** fail the course.

- **Course Goals**

By the end of the term, you should:

- have a basic understanding of the social, political, cultural, and religious principles at work in the Jewish community and how those principles have been redefined and reconceptualized in the unique Jewish communities that emerged in the American South over time;
- have a solid understanding of Southern Jewish experiences that enables you to understand and trace, critically, the forces at work in the American South relating to the various social, cultural, racial, ethnic, and religious pressures facing the group;
- be able to trace the development of all five religious sub-denominations as they have been defined, uniquely, in the American South;
- develop analytical and communication skills that help you understand, explore, and accept divergent perspectives on racial, cultural, and religious issues in the Jewish American South;
- be able to apply the knowledge and skills that you gain in the course to deepen your own understanding of religious diversity in the American South.

*I reserve the right to modify the course schedule or content, as deemed necessary and appropriate to meet course goals.*

- **Communication**

While telephones and answering machines are effective ways of contacting me (I do return telephone calls if you leave a message on my office voicemail or at my home), I am most easily contacted on e-mail (my e-mail address, once again, is [greenedm@wfu.edu](mailto:greenedm@wfu.edu)). I tend to check my e-mail several times daily and do respond quickly. Therefore, I urge you to use the Internet to contact me should you need a more immediate response to a problem or question that you may have.

- **Miscellaneous Issues**

If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (758-5929) within the first two weeks of the semester.

If you would like assistance with your written assignments, please feel free to make use of the University Writing Center. The Writing Center is located in 117 Reynolda Hall and may be reached at 758-5768.

**\*\*\*Please be absolutely certain that ALL cellular telephones, pagers, palm pilots, and other electronic communicatory devices are turned OFF (not silenced, or on vibrate) while you are in class. If such a device goes off in my class, the owner of it will be asked to leave the class immediately and will not be permitted back into class until the following class session.\*\*\***

- **Syllabus**

**Wednesday, January 14**

- LECTURE TOPIC: Welcome and Introduction to the Course

**Friday, January 16**

- LECTURE TOPIC: Who are the Jews? What is Judaism? Why Study the Jews as an Ethnic Community in the South?
- Read **Glazer** Introduction, Beginnings of American Judaism, 1654-1825

**Monday, January 19**

- **NO CLASS – MARTIN LUTHER KING JR. DAY**

**Wednesday, January 21**

- LECTURE TOPIC: Establishing an American Jewish Community
- Read **Coursepack** Jacob R. Marcus, “The American Colonial Jew: A Study in Acculturation”
- Read **Coursepack** Jonathan D. Sarna, “The Impact of the American Revolution on American Jews”
- Read **Coursepack** Malcolm H. Stern, “The 1820s: American Jewry Comes of Age”

**Friday, January 23**

- LECTURE TOPIC: Establishing an American Jewish Community
- Read **Coursepack** Chaim Waxman, “The Sociohistorical Background and Development of America’s Jews”
- **REACTION PAPER ASSIGNMENT #1 DISTRIBUTED**

**Monday, January 26**

- LECTURE TOPIC: Introducing the South
- **FILM:** “Shalom Y’all”

**Wednesday, January 28**

- LECTURE TOPIC: Tobacco Town Jews
- Read **Evans1** “An Inconsequential Town,” “Growing Up in the Family Store”
- **REACTION PAPER ASSIGNMENT #2 DUE**

### **Friday, January 30**

- LECTURE TOPIC: The Jewish Immigrant in the South: In Search of a New Identity
- Read **Evans1** “To Be An American,” “Tobias: Nine Generations in Charleston”

### **Monday, February 2**

- LECTURE TOPIC: The Jewish Confederates
- Read **Evans1** “The Jewish Confederates Face Reconstruction”
- **MIDTERM PAPER PROSPECTUS ASSIGNMENT DISTRIBUTED**

### **Wednesday, February 4**

- LECTURE TOPIC: The Jewish Confederates
- Read **Rosen** Prologue (“Our Sons Will Defend This Land”), Part I (“This Land, Our Palestine”)

### **Friday, February 6**

- LECTURE TOPIC: The Jewish Confederates
- Read **Rosen** Chapter 3 (“Hebrew Officers and Israelite Gentlemen”)

### **Monday, February 9**

- LECTURE TOPIC: The Jewish Confederates
- Read **Rosen** Chapter 4 (“Jewish Johnny Rebs”)
- **REACTION PAPER ASSIGNMENT #2 DISTRIBUTED**

### **Wednesday, February 11**

- LECTURE TOPIC: The Jewish Confederates
- Read **Rosen** Part III (“Sympathetic Soul and Busy Hands”)

### **Friday, February 13**

- LECTURE TOPIC: The Jewish Confederates
- Read **Rosen** Part IV (“In Our Unhappy Land”)

### **Monday, February 16**

- LECTURE TOPIC: The Birth of a Southern Jewish Community
- Read **Elovitz** Part I (“The Birth of a Jewish Community: 1871-1900”)

### **Wednesday, February 18**

- LECTURE TOPIC: Adjusting to Life in the Jewish South
- Read **Elovitz** “A Radically Different Image and Life-style: The East European Immigrants,” “World’s Apart: The Emanu-El Community Prospers”

### **Friday, February 20**

- LECTURE TOPIC: Adjusting to Life in the Jewish South
- Read **Elovitz** “The K.K.K. and a New Temple in a House Divided”
- Read **Evans1** “Anti-Semitism in the South”
- **REACTION PAPER ASSIGNMENT #2 DUE**

### **Monday, February 23**

- LECTURE TOPIC: Adjusting to Life in the Jewish South: Perceptions and Discrimination
- Read **Coursepack** Jack Nelson, “Prologue”

### **Wednesday, February 25**

- LECTURE TOPIC: Adjusting to Life in the Jewish South: Perceptions and Discrimination
- Read **Coursepack** Jack Nelson, first half of “Book One”

### **Friday, February 27**

- LECTURE TOPIC: Adjusting to Life in the Jewish South: Perceptions and Discrimination
- Read **Coursepack** Jack Nelson, second half of “Book One”

### **Monday, March 1**

- LECTURE TOPIC: Adjusting to Life in the Jewish South: Perceptions and Discrimination
- Read **Coursepack** Jack Nelson, “Book Two”
- **MIDTERM PAPER PROSPECTUS DUE**

### **Wednesday, March 3**

- LECTURE TOPIC: Race Relations in the Southern Jewish Community: Jews and Blacks
- Read **Bauman** Bobbie S. Malone, “Rabbi Max Heller, Zionism, and the “Negro Question”: New Orleans, 1891-1911”

### **Friday, March 5**

- LECTURE TOPIC: Race Relations in the Southern Jewish Community: Jews and Blacks
- Read **Bauman** Mark Cowett, "Morris Newfield, Alabama, and Blacks, 1895-1940"; Berkley Kalin, "A Plea for Tolerance: Fineshriber in Memphis"

### **Monday, March 8 – Friday, March 12**

**NO CLASS – ENJOY YOUR SPRING BREAK!!!**

### **Monday, March 15**

- LECTURE TOPIC: The Civil Rights Movement and the Southern Jewish Community
- Read **Bauman** Marc Dollinger, "'Hamans' and Torquemadas": Southern and Northern Jewish Responses to the Civil Rights Movement, 1945-1965"; Carolyn Gray LeMaster, "Civil and Social Rights Efforts in Arkansas Jewry"

### **Wednesday, March 17**

- LECTURE TOPIC: The Civil Rights Movement and the Southern Jewish Community
- Read **Bauman** Patricia M. LaPointe, "The Prophetic Voice: Rabbi James A. Wax"; Terry Barr, "Rabbi Grafman and Birmingham's Civil Rights Era"
- **REACTION PAPER ASSIGNMENT #3 DISTRIBUTED**

### **Friday, March 19**

- LECTURE TOPIC: The Civil Rights Movement and the Southern Jewish Community
- Read **Bauman** Leonard Rogoff, "Divided Together: Jews and African Americans in Durham, North Carolina"; Clive Webb, "Big Struggle in a Small Town: Charles Mantinband of Hattiesburg, Mississippi"

### **Monday, March 22**

- LECTURE TOPIC: The Civil Rights Movement and the Southern Jewish Community
- Read **Bauman** Malcolm Stern, "The Year They Closed the Schools"; Micah D. Greenstein and Howard Greenstein, "'Then and Now': Southern Rabbis and Civil Rights"

### **Wednesday, March 24**

- LECTURE TOPIC: Felt Discrimination in the Southern Jewish American Community
- Read **Evans1** "New Orleans – the Velvet Rut," "The Burned Out Cross of the Klan"



### **Friday, March 26**

- LECTURE TOPIC: Black – Jewish Relations
- Read **Evans1** “The Maids and Black Jesus,” “Israelites and the Ex-Slaves”, “Southern Jews in Crisis”
- **REACTION PAPER ASSIGNMENT #3 DUE**

### **Monday, March 29**

- LECTURE TOPIC: Southern Jewish Politics
- Read **Evans1** “The Changing Provincials”
- Read **Evans2** Part II: Southern Politics and History

### **Wednesday, March 31**

- LECTURE TOPIC: Southern Jewish Politics
- Read **Evans2** Part III: The Past and the Future

### **Friday, April 2**

- LECTURE TOPIC: Politics + Jewish Community =? In the South: The Question of Identity in North Carolina
- Read **Rogoff** Chapters 1-5

### **Monday, April 5**

- LECTURE TOPIC: Politics + Jewish Community =? In the South: The Question of Identity in North Carolina
- Read **Rogoff** Chapters 6-9

### **Wednesday, April 7**

- LECTURE TOPIC: The Impact of the Holocaust and Zionism on the Southern Jewish Community
- Read **Elovitz** “Zionism in Birmingham”, “Toward Unity”

### **Friday, April 9**

**NO CLASS – GOOD FRIDAY OBSERVANCE**

### **Monday, April 12**

- LECTURE TOPIC: The Impact of the Holocaust and Zionism on the Southern Jewish Community

- Read **Rogoff** Chapters 10-12

### **Wednesday, April 14**

- LECTURE TOPIC: The Impact of the Holocaust and Zionism on the Southern Jewish Community
- Read articles posted on **Blackboard**

### **Friday, April 16**

- **FILM:** America and the Holocaust: Deceit and Indifference

### **Monday, April 19**

- LECTURE TOPIC: The Impact of the Holocaust and Zionism on the Southern Jewish Community
- Read **Evans2** Part IV (“Israel, the Holocaust, and Jewish History”)
- **COURSE PAPER ASSIGNMENT DUE**

### **Wednesday, April 21**

- LECTURE TOPIC: The Contemporary Jewish American Community
- Read articles posted on **Blackboard**
- “Delta Jews”

### **Friday, April 23**

- In class student presentations

### **Monday, April 26**

- In class student presentations

### **Wednesday, April 28**

- LECTURE TOPIC: Where are the Southern Jews Now?/ Conclusion to the Course
- In class student presentations

*Have a GREAT Summer!*

Course: **Women in Jewish Culture** Course Number: Soc. U259 **Professor Debra Kaufman**  
515 Holmes Extension 4270 Email: [dkaufman@neu.edu](mailto:dkaufman@neu.edu)

Office Hours: Monday: 4:30-5:30  
Wednesday: 12:30- 1:30 and  
by appointment

Course Description:

Using some of the tools of contemporary feminist theory and methodology, this course will focus on questions about and issues related to Jewish women's ethnic and religious identities in the United States. The changing relationship of women to Judaism will be analyzed by focusing on Jewish women's experiences in America since the turn of the century. We will look at several key institutions-----work, family, and religion----- through the perspective of literature and film.

Evaluation:

Substantial readings are assigned for classroom sessions. These readings will form the basis of class discussions. All students are expected to complete these readings before each class and to participate in the discussions. Students will be expected to write short response papers for assigned readings. In addition, students will take responsibility for at least one class discussion. The response papers and the class discussions will constitute 40% of the grade. There will be an essay type, in-class final during the last week of class that will be worth 60% of the grade.

Books:

Required:

Sylvia Fishman (1992). Follow My Footprints. Hanover, N.H.: University Press of New England (FMF)

Debra Kaufman (1993). Rachel's Daughters. New Brunswick, N.J.: Rutgers University Press. (RD)

All other readings are on reserve in the Library

Week One: In the Beginning: Some Biblical Images of Women (May 4)

Readings: Handouts in  
class

Week Two: Immigrant America and its Cultural Antecedents (May 9-11)

Readings:

In: (FMF) The Eastern European Milieu: Toward a Feminist Sensibility (pp. 63-160)

Dislocation and /survival in Immigrant America (pp. 163-244) Film: Hester Street  
(May 11)

Week Three: The Jewish American Princess (May 16-18)

Readings:

In: (FMF) The Evolution of Literary Types: The “Jewish Mother” and the “Jewish American Princess” (pp. 247-285)

Films: Marjorie Morningstar (May 16) and Private Benjamin (May 18)

Week Four: Jewish Identity from the 1960s to 2000 (May 23-25)

Readings: (On Reserve)

Kaufman, “Gender and Jewish Identity among Twenty-Somethings in the United States” in Religion in a Changing World edited by M. Couseneau, 1998 (Chapter on reserve)

Kaufman, “Embedded Categories: Identity Among Jewish Young Adults in the U.S.” in Race, Gender and Class 1999 (6): 76-87 (article on reserve).

Kaufman, “Post Holocaust Memory: Some Gendered Reflections” in Gender, Place and Memory in the Modern Jewish Experience edited by Judith Tydor Baumel and Tova Cohen (Chapter on reserve)

Kaufman, “Better the Devil You Know...and Other Contemporary Identity Narratives” in Platforms and Prayer Books, edited by Dana Evan Kaplan, 2002 (Chapter on reserve)

Kaufman, “Youth and its Discontents” (Chapter One) in Rachel’s Daughters.

Film: The Way We Were (May 25)

Week Five: Newly Orthodox Jewish Women in America (June 1)

Readings: Rachel’s Daughters (Chapters 2-6).

Week Six: Jewish Mothers and Daughters (June 6-8)

Readings: Real Women: Jewish Mothers and Daughters Explore New Paths (In FMF, pp. 299-381)

Film: Kissing Jessica Stein (June 8)

Week Seven: Contemporary Jewish Women (June 13-15)

Readings: Contemporary Soldier Women in a Changing World (IN FMF, pp. 384-494)

June 15: In-class Essay.

Prof. Shaul Kelner  
(615) 322-7506 (x27506)  
s.kelner@vanderbilt.edu

Office: Garland Hall Rm. 201-C  
Office hours: MW 11:15-12:15  
& by appointment

**SYLLABUS**  
**Jewish Studies 155**  
**Sociology of Contemporary Jewish Life**  
Fall 2005  
MWF 10:10 – 11:00 AM

**COURSE OBJECTIVE:**

This course will examine how Jews, Jewish communities, and Judaism adapt to a changing world. We will focus primarily, although not exclusively, on the American Jewish experience.

In our exploration of contemporary Jewish life, we will be guided by some core questions at the heart of sociology:

- What is the relationship between the individual and the group?
- What is the nature of authority?
- What holds social groups together?
- What causes social groups to change?
- How does the economy affect cultural life?
- What is the place of religion in modern society?
- How are people sorted into ethnic groups, and to what consequences?

Questions like these provide the general context that will help us make sense of key trends, innovations, dilemmas and flashpoints in Jewish life today: They will frame our conversations about Jewish identity, assimilation, inter-denominational conflict, Israel-Diaspora relations, and more. As we learn about the major organizational and behavioral patterns of Jewish life, these questions will help us to see how the topics we discuss fit into the broader context of today's world.

Throughout the course, I will ask you to keep in mind two key goals. One is to enrich your own understanding of the Jewish experience by mastering the material in the readings and discussions. The other is to enable yourself to think beyond the particular case we will be focusing on, and to train yourself to think sociologically about religion, ethnicity, and social groups more generally. The issues we will be discussing are not only Jewish issues. Rather, they capture Jewish responses to things like change, complexity, individualism, diversity and risk – aspects of the modern condition that affect all societies and cultures. Learning to think sociologically will help you to make sense of these *leitmotifs* of modern life as you encounter them in diverse ways throughout your own lives.

## **REQUIRED TEXTS:**

Cohen, Steven M. and Arnold M. Eisen. 2000. *The Jew Within: Self, Family and Community in America*. Indiana University Press, Bloomington and Indianapolis, IN.

Freedman, Samuel G. 2000. *Jew vs. Jew: The struggle for the soul of American Jewry*. New York: Simon & Schuster.

Heilman, Samuel C. 1992. *Defenders of the Faith: Inside Ultra-Orthodox Jewry*. New York: Schocken Books.

Seltzer, Robert M. and Norman J. Cohen, eds. 1995. *The Americanization of the Jews*. NYU Press, New York and London.

Other texts will be available on E-RES, on the web, or in the library.

## **STUDENT REQUIREMENTS AND GRADING:**

### **Participation in Discussions:**

The point of studying ideas is to engage them. This can only happen if our classroom discussion is lively and vigorous. Student participation is critical and will therefore count toward 10% of your final grade in the class.

### **Reading Journal:**

Because our discussions will be centered on texts, reading the material is a *sine qua non* for a successful learning experience. To help you get the most out of the readings, you will keep a "reading journal." This is a written record of your reactions to the readings: Which points strike you? Which arguments do you strongly disagree with? Which don't you understand? What do and don't you like about a specific argument? How do readings from several authors relate to one another or not relate? You will write a journal entry for each day's reading assignment. Each week's journal must be submitted to me via email by the following Monday morning, 8:00 AM. Although the length of your journal entries will likely vary from week to week, the quality of the entries should not. I expect all you to demonstrate a serious, thoughtful engagement with the readings. The journals will be worth 15% of your grade.

### **Worksheets:**

You will need to develop a ready command of some basic facts and concepts in order to understand the broader issues that will emerge in the readings, discussions, assignments and exams. Five brief worksheets will help you to acquire a command of this material. The five topics covered by the worksheets will be 1) Jewish religion, 2) sociological concepts, 3) modern Jewish history, 4) Jewish communal organization and 5) Jewish communal demographics. Each worksheet will be 1-2 pages, and will consist of things like definitions, and short-answer questions. Each worksheet will be graded on a pass/fail basis. Because command of this material is crucial for understanding the major themes of this course, you may, through October 10<sup>th</sup>,

repeat the assignment as many times as necessary until you pass. After October 10<sup>th</sup>, no new submissions will be accepted and your grade for this assignment will stand as it is. Prior to October 10<sup>th</sup>, there is no set due date for these assignments. You may submit them at your leisure. It is to your advantage to submit them as early as possible, to give yourself the most time to redo any that you do not pass. Each worksheet will be weighted equally, and the composite grade for this set of assignments will count for 15% of your overall grade.

### **Empirical Research Project:**

One of the things that distinguishes the sociology of Jewish culture from other approaches to the study of Jews and Judaism is its empirical grounding. Sociologists collect and analyze data. You will follow the method adopted by Cohen and Eisen (see “Required Texts,” above) and conduct in-depth interviews about the construction of Jewish identity. Your research paper will compare and contrast the ways that two individuals construct their Jewish identities, paying attention to themes introduced in the course, and also to the influence of factors like gender, age, socio-economic status, and the like. More details will be provided when the assignment is given. A passing grade on this assignment will require that you uphold standards of ethical research, protecting your respondents’ confidentiality and ensuring that their participation is entirely voluntary. The paper will be 7-10 pages in length (Times New Roman 12 point font, 1.5 spacing), and should present both your data (i.e., quotations from your respondents) and your analysis. This research paper will count for 20% of your overall grade.

### **Book Club:**

From a list that I will provide, the class will collectively decide on a work of American Jewish fiction that we will read over the course of the semester. You will write a short paper (c. 4-6 pages, Times New Roman 12 point font, 1.5 spacing) discussing how the book addresses themes raised in class. I will provide further guidance and instructions after you have selected the book. On the day that the papers are due, we will meet as a book club, to discuss the book. Your paper and your contribution to the group discussion will each toward your grade for this assignment, at a ratio of 75% to 25%. The Book Club will count for 20% of your overall grade.

Options:

- Allegra Goodman, *Kaaterskill Falls* (1999)
- Tova Mirvis, *The Ladies Auxiliary* (2000)
- Philip Roth, *The Plot Against America: A Novel* (2004)
- A.B. Yehoshua, *Mr. Mani* (1993) [Translated by Hillel Halkin]

### **Exam:**

There will be a final exam that counts for 20% of your grade. The final exam will be comprehensive, covering material from the entire semester. Exam questions will be drawn from among a list of questions that will be provided to you prior to the exam.

**Grading:**

|                            |     |
|----------------------------|-----|
| Class Participation        | 10% |
| Reading Journal            | 15% |
| Worksheets                 | 15% |
| Empirical Research Project | 20% |
| Book Club                  | 20% |
| Final                      | 20% |

**Attendance Policy:**

Class participation constitutes 10% of your grade. You cannot participate if you are not in class.

**Late Work:**

Late assignments are reduced one letter-grade for each day they are overdue.

**Resources:**

As needed, I will add resources to the course website that you may helpful. This would include, for example, links to online glossaries of Jewish terms, and to web portals that will help you locate Jewish resources on the internet.

**Honor Code:**

Vanderbilt’s Honor Code governs all tests and assignments in this course. I expect that you will thoroughly familiarize yourself with the Honor Code, and adhere to it in both letter and spirit. If you have any questions about this, please ask me, not another student. Uncertainty about the code does not excuse a violation.

**Class Schedule**

| Date                                         | Day | Topic           | Readings                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------|-----|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Living in Modern and Postmodern Times</b> |     |                 |                                                                                                                                                                                                                                                                                                                          |
| 24-Aug                                       | W   | Introduction    |                                                                                                                                                                                                                                                                                                                          |
| 26-Aug                                       | F   | Modernity       | 1885 Pittsburgh Platform Declaration of Principles of Reform Judaism (online, see OAK).<br><br>Mordecai Kaplan, “Needed: A Program of Reconstruction,” Ch. 7 in <i>Judaism as a Civilization</i> , pp. 80-7.<br><br>Samson Raphael Hirsch, excerpt from the "18th Letter", in <i>The Nineteen Letters</i> , pp. 122-129. |
| 29-Aug                                       | M   | Postmodernity   | Explore websites of <i>Heeb &amp; Jewcy</i> (online, see OAK)                                                                                                                                                                                                                                                            |
| 31-Aug                                       | W   | Modern or Pomo? | <i>None (work on Worksheets)</i>                                                                                                                                                                                                                                                                                         |



| Wrestling with Change, Uncertainty and Flux |   |                                                     |                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------|---|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2-Sep                                       | F | The Only Constant...                                | <i>Jew vs. Jew</i> , Prologue & Ch 1                                                                                                                                                                                                                                                                    |
| 5-Sep                                       | M | Dislocations                                        | Chaim Waxman, "The Sociohistorical Background and Development of America's Jews," in <i>Jews in American</i> , Farber & Waxman, eds. pp 7-15.<br><br>Steven M. Cohen "The Challenge of Modernity," ch. 1 in <i>American Modernity and Jewish Identity</i> , pp. 6-23.                                   |
| 7-Sep                                       | W | Scapegoating                                        | Riv Ellen Prell, "Strangers in Paradise," ch.5 in <i>Fighting to Become Americans</i> , pp. 142-176.                                                                                                                                                                                                    |
| 9-Sep                                       | F | Creating Islands of Stability: Memory & Nostalgia   | Susan Wasserman, "Recreating Recreations on the Lower East Side" ch. 7 in Diner et al. <i>Remembering the Lower East Side</i> , pp155-175<br><br>Eve Jochnowitz, "Memory and Identity at Lower East Side Jewish Restaurants", ch. 9 in Diner et al. <i>Remembering the Lower East Side</i> pp. 212-225. |
| 12-Sep                                      | M | Creating Islands of Stability: Memory & Nostalgia   | Field Trip to Noshville Delicatessen for conversation with owner                                                                                                                                                                                                                                        |
| 14-Sep                                      | W | Politics of Memory                                  | Jeffrey Shandler "The Big Event", ch. 6 in <i>While America Watches</i> , pp. 155-178.                                                                                                                                                                                                                  |
| 16-Sep                                      | F | Politics of Memory                                  | Yael Zerubavel, "The Fall of Masada" and "Masada and the Meaning of Death" chs. 5 & 11 in <i>Recovered Roots</i> , pp. 60-76, 192-213.                                                                                                                                                                  |
| 19-Sep                                      | M | Creating Islands of Stability: Text                 | (skim) Haym Soloveitchik, "Rupture and Reconstruction: The Transformation of Contemporary Orthodoxy" <i>Tradition</i> 28:4 pp. 64-130 (online, see OAK)                                                                                                                                                 |
| 21-Sep                                      | W | Creating Islands of Stability: Enclaves             | Heilman, <i>Defenders</i> chs. 1-3                                                                                                                                                                                                                                                                      |
| 23-Sep                                      | F | Creating Islands of Stability: Enclaves             | Heilman, <i>Defenders</i> chs. 4, 7, 8. (also recommended but not required, chs. 5& 6)                                                                                                                                                                                                                  |
| 26-Sep                                      | M | Creating Islands of Stability: Enclaves             | <i>Jew vs. Jew</i> "Who owns Orthodoxy" & Ch. 4, pp. 217-274                                                                                                                                                                                                                                            |
| 28-Sep                                      | W | Creating Islands of Stability / Legitimizing Change | Ahad Ha`am "Imitation and Assimilation" in <i>Selected Essays of Ahad Ha`am</i> , pp. 107-124;<br><br>Excerpt from Ahad Ha`am "The Jewish State and the Jewish Problem" in <i>The Zionist Idea</i> pp. 266-267; (The entire essay is included plus a brief bio)                                         |
| 30-Sep                                      | F | Legitimizing Change: Religious Reform               | <i>no reading</i>                                                                                                                                                                                                                                                                                       |
| 3-Oct                                       | M | Legitimizing Change: Traditionalizing               | <i>Jew vs. Jew</i> "Judaism & Gender" & Ch 3. pp. 115-161                                                                                                                                                                                                                                               |
| 5-Oct                                       | W | ROSH HASHANAH, NO CLASS                             |                                                                                                                                                                                                                                                                                                         |
| 7-Oct                                       | F | Legitimizing Change: Traditionalizing               | Eric Hobsbawm, "Inventing Traditions," ch 1 in Hobsbawm and Ranger, <i>The Invention of Tradition</i> , pp. 1-14.                                                                                                                                                                                       |

| <b>Wrestling with Complexity</b>         |   |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|---|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10-Oct                                   | M | Professionalizing Jewish Life                                   | Deborah Dash Moore "A Collective Enterprise," ch 6 in <i>At Home in America</i> pp. 148-174.                                                                                                                                                                                                                                                                                                                    |
| 12-Oct                                   | W | Professionalizing Jewish Life                                   | Howell S. Baum, "The Baltimore Jewish Community, the Associated, and Strategic Planning", ch 2 in <i>The Organization of Hope</i> , pp. 15-30.                                                                                                                                                                                                                                                                  |
| 14-Oct                                   | F | Scientific Control                                              | United Jewish Communities 2000-1 National Jewish Population Survey 2000-1 (online, see OAK)                                                                                                                                                                                                                                                                                                                     |
| 17-Oct                                   | M | Scientific Control                                              | Sidney Goldstein & Alice Goldstein, "Implications for American Jewry," ch 8 in <i>Jews on the Move</i> , pp. 309-331<br><br>OR -- Lazerwitz et al., "Summation, Conclusion and Recommendations," ch. 8 in <i>Jewish Choices: American Jewish Denominationalism</i> , pp. 123-145;<br><br>OR – Rela Mintz Geffen, "Changing Family Structures" in <i>The Jewish Family &amp; Jewish Continuity</i> , pp. 117-130 |
| <b>Wrestling with the Sovereign Self</b> |   |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 19-Oct                                   | W | The Sovereign Self                                              | Steven M. Cohen & Arnold Eisen, <i>The Jew Within</i> , ch. 2                                                                                                                                                                                                                                                                                                                                                   |
| 21-Oct                                   | F | SUKKOT, NO CLASS                                                |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 24-Oct                                   | M | The Sovereign Self                                              | Cohen & Eisen, <i>The Jew Within</i> , ch. 4 "Ritual"                                                                                                                                                                                                                                                                                                                                                           |
| 26-Oct                                   | W | OCTOBER BREAK, NO CLASS                                         |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 28-Oct                                   | F | Changes in Rabbinic Authority                                   | Cohen & Eisen, <i>The Jew Within</i> , ch 4 "God & the Synagogue"<br><br>Jack Wertheimer "The Rabbi Crisis" <i>Commentary</i> (online, see OAK)                                                                                                                                                                                                                                                                 |
| 31-Oct                                   | M | The Customer is Always Right: Jewish Culture in the Free Market | Jenna Weissman Joselit "Red Letter Days," ch. 3 in <i>The Wonders of America</i> , pp. 89-133.                                                                                                                                                                                                                                                                                                                  |
| 2-Nov                                    | W | Old Bottles, New Wine                                           | Jenna Weissman Joselit, "Jewish in Dishes" ch. 15, in Seltzer & Cohen reader, pp. 247-264.                                                                                                                                                                                                                                                                                                                      |
| 4-Nov                                    | F | Return to Tradition                                             | Lynn Davidman, "Teachings on Jewish Religious Observance" ch. 6 in <i>Tradition in a Rootless World</i> , pp. 136-173                                                                                                                                                                                                                                                                                           |
| 7-Nov                                    | M | The Identity Industry                                           | Seymour Fox, et al. Chapter 1 in <i>Envisioning Jewish Education</i> , pp 5-12<br><br>Selections from Hillel Birthright Israel Staff Manual                                                                                                                                                                                                                                                                     |
| <b>Wrestling with Risk</b>               |   |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9-Nov                                    | W | Empowerment: State Power                                        | Shlomo Avineri, "From Emancipation to Autoemancipation," ch. 7 in <i>The Making of Modern Zionism</i> , pp. 73-82.                                                                                                                                                                                                                                                                                              |
| 11-Nov                                   | F | Empowerment: Non-State Power                                    | J.J. Goldberg, "Opening the Golden Door, " ch. 5 in <i>Jewish Power</i> , pp. 109-132                                                                                                                                                                                                                                                                                                                           |

|                                 |   |                                |                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|---|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14-Nov                          | M | Universalism and Particularism | Greenberg & Wald, "Still Liberal After All These Years?" ch. 9 in <i>Jews in American Politics</i> , pp. 161-193.                                                                                                                                                                                                             |
| 16-Nov                          | W | Diaspora and Homeland          | <i>Jew vs. Jew</i> Israel & America & ch. 4 pp162-216                                                                                                                                                                                                                                                                         |
| <b>Wrestling with Diversity</b> |   |                                |                                                                                                                                                                                                                                                                                                                               |
| 18-Nov                          | F | Denominationalism              | <i>Jew vs. Jew</i> , "Who is a Jew," pp. 71-79.                                                                                                                                                                                                                                                                               |
| 21-Nov                          | M | THANKSGIVING BREAK, NO CLASS   |                                                                                                                                                                                                                                                                                                                               |
| 23-Nov                          | W | THANKSGIVING BREAK, NO CLASS   |                                                                                                                                                                                                                                                                                                                               |
| 25-Nov                          | F | THANKSGIVING BREAK, NO CLASS   |                                                                                                                                                                                                                                                                                                                               |
| 28-Nov                          | M | Feminism                       | Ellen Umansky, "Feminism and Reform Judaism," pp. 267-283.<br><br>Paula Hyman, "Ezrat Nashim"; pp. 284-295<br><br>Judith Hauptman, "Ethical Challenge of Feminist Change," pp. 296-308<br><br>-- all in Seltzer & Cohen Reader, <i>The Americanization of the Jews</i>                                                        |
| 30-Nov                          | W | Interfaith marriage            | Fishman, "Mixed Messages are the Medium" ch. 9, in <i>Double or Nothing</i> , pp. 124-151;<br><br>Jack Wertheimer, Charles Liebman and Steven M. Cohen, "How to Save American Jews," <i>Commentary</i> , January 1996, 101:1, pp47- 51 (online, via OAK)<br><br>JOI response to Wertheimer, Liebman & Cohen (online, via OAK) |
| 2-Dec                           | F | Queer Jews                     | Film: <i>Trembling Before Gd</i>                                                                                                                                                                                                                                                                                              |
| <b>Closing</b>                  |   |                                |                                                                                                                                                                                                                                                                                                                               |
| 5-Dec                           | M | Book Club                      | Roth, <i>The Plot Against America</i>                                                                                                                                                                                                                                                                                         |
| 7-Dec                           | W | Review                         |                                                                                                                                                                                                                                                                                                                               |

HEBREW UNION COLLEGE LOUCHEIM SCHOOL OF JUDAIC STUDIES

JS 381 **The Jew in American Society**, Fall 2006

**Bruce A. Phillips**  
Hebrew Union College  
213-749-3424 x4251  
[bphillip@usc.edu](mailto:bphillip@usc.edu)  
[bphillips@huc.edu](mailto:bphillips@huc.edu)

DESCRIPTION OF THE COURSE

This course examines the impact of American society on the American Jew , and the impact of the American Jew on American society. The course is both historical and sociological: it examines the sociology of American Jewry as it has developed over the nineteenth and twentieth centuries. Both the changing sociological profile of the American Jew and the changing organization of the American Jewish community are examined. Commonalties and differences between Jews and other American ethnic groups are discussed throughout the course.

COURSE REQUIREMENTS

1. All reading assignments from the attached schedul are are to be read in prpeparation for the class.
2. Two journals consisting of 2-3 pages reflecting on issues in the course. These are due on Sept 19 and November 7.
3. One 10-12 page research paper on any topic covered by the course. This is due on

GRADING

The final grade is determined according to the following formula:

Journals ..... 40%  
Research Paper..... 60%

READING MATERIALS

All reading materials are on the course reader CD, and are referred to be title and number in the reading assignments. Three demographic articles are used throughout and are referred to as TEXT #1, TEXT #2, and TEXT #3:

|                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEXT #1 Kosmin, B., S. Goldstein, et al. (1991). Highlights of the CJF 1990 National Jewish Population Survey, Council of Jewish Federations. (On CD-parts a & b)                                                                                 |
| TEXT # 2 Goldstein, S. (1992). "Profile of American Jewry: Insights from the 1990 National Jewish Population Survey." <u>American Jewish year Book 1992</u> . D. Singer. New York, American Jewish Committee-Jewish Publication Society: 77-173 . |
| TEXT # 3 <u>The National Jewish Population Survey 2000-01: Strength, Challenge And Diversity In The American Jewish Population</u> . New York, UJC: 31 .                                                                                          |



PART III

JEWIS IN THE AMERICAN SOCIAL STRUCTURE

|                     |                                                                                                                                                                                                                          |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tuesday, Sept. 12,  | OCCUPATIONAL MOBILITY                                                                                                                                                                                                    |
| Reading             | Handlin “A Century of Jewish Immigration” pp 11-18 (CD #4)<br>Text #1 pp 10-12<br>Text #2 pp. 112-116<br>Text #3 p 6, pp 23-25<br>Kotler-Berkowitz, Economic Vulnerability in the American Jewish Population.(CD # 7     |
| Thursday, Sept 14,  | Educational Attainment                                                                                                                                                                                                   |
| Reading             | Handlin “A Century of Jewish Immigration” pp 42-47 (CD #4)<br>Text #1 pp 10-12<br>Text #2 pp. 110-112<br>Text #3 p 6                                                                                                     |
| Tuesday, Sept. 19,  | Jewish Success and Jewish Culture                                                                                                                                                                                        |
| Reading             | Vermeulen, Culture & Inequality, parts 1 & 4 (CD #8)<br>Burstein, “Jewish Educational and Economic Success” (CD #9)                                                                                                      |
| Thursday, Sept. 21, | Where Jews Live in America                                                                                                                                                                                               |
| Reading             | Handlin “A Century of Jewish Immigration” pp 22-27 (CD #4)<br>Kosmin, Ritterband, & Scheckner ”Jewish Population in the United States, 1986” (CD # 10)<br>Sheskin, Geographic Differences Among American Jews. (CD # 11) |
| Tuesday, Sept. 26,  | Suburbanization                                                                                                                                                                                                          |
| Reading             | Phillips, Faultlines: The Seven Socio-Ecologies of Jewish Los Angeles, (CD # 12)                                                                                                                                         |
| Thursday, Sept. 28, | The Jewish Family –Household composition                                                                                                                                                                                 |
| Reading             | Text #1 pp 17-18<br>Text #2 pp. 116-128<br>Text #3 p 36                                                                                                                                                                  |

|                    |                                                                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tuesday, Oct. 03,  | The Jewish Family –Fertility                                                                                                                               |
| Reading            | Text #1 pp15-16<br>Text #2 PP 121-124<br>Text #3 pp 3-5<br>Bayme, Bamidbar: Do Numbers Matter?, (CD # 13)                                                  |
| Thursday, Oct. 05, | American Jews and Politics: Liberalism                                                                                                                     |
| Reading            | Smith, Jewish Distinctiveness in America pp 1-33 (CD #14)<br>Foes Take Aim at McKinney (CD# 15a)<br>Mideast Remarks Haunt Dingell (CD#15b)                 |
| Tuesday, Oct. 10,  | American Jews and Politics: The Jewish Vote                                                                                                                |
| Reading            | The American Religious Landscape and the 2004 Presidential Vote<br>(CD #16)<br>Greenberg, Quinlan, Rosner-Presidential Vote 2004-Jewish Voters<br>(CD #17) |
| Thursday, Oct. 12, | American Jews and Politics: Jewish Politicians                                                                                                             |
| Reading            | Kinky Friedman –Governor of Texas? (CD #18)                                                                                                                |

PART IV JEWIS AND OTHER AMERICANS

|                    |                                                                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tuesday, Oct. 17,  | HISTORY                                                                                                                                                                              |
| Reading            | Levitas, History of Anti-Semitism in the United States (CD #19)<br>Strom , Who Rules America (CD #20)<br>La Raza and the Jews (CD #25)<br>Weinstein fights Air Force Academy (CD#26) |
| Thursday, Oct. 19, | CURRENT                                                                                                                                                                              |
| Reading            | ADL Anti-Semitism in America, 2002 (CD #21)<br>Tobin & Groenman Anti-Semitic Beliefs in the US (CD# 22)                                                                              |





|                    |                                                        |
|--------------------|--------------------------------------------------------|
| Tuesday, Nov. 28,  | JEWISH STUDENTS AND JEWISH IDENTITY                    |
| Reading            | Sales & Saxe Particularism in the University (CD # 31) |
| Thursday, Nov. 30, | GENERATION Y AND CULTURAL JUDAISM                      |
|                    | <u>Generation Y Re-Boot Study</u> (CD #32)             |

*Hebrew Union College-Jewish Institute of Religion*

Jerome S. Loucheim School of Judaic Studies

JS 382: **Judaism as an American Religion**

Spring, 2006

**Dr. Bruce A. Phillips**, Instructor

Office: 213-749-3424 x4251

Home: 323-857-6652

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Office Hours: Tuesday & Thursday 10-12 or call for appointment

DESCRIPTION OF THE COURSE

This course examines the impact of American society on Judaism. The course is both historical and sociological: it presents American Judaism as it has developed over the nineteenth and twentieth centuries in the context of American religion. Contemporary perspectives in the sociology of religion will be presented and applied to American Judaism.

TEXTS

Jonathan D. Sarna, American Judaism [AJ]

Dana Kaplan (ed).Cambridge Companion to American Judaism [CC]

COURSE REQUIREMENTS AND GRADING

- 1 All reading assignments from the attached schedule are to be read in preparation for the class. (10%)
2. Presentation of a reading in class (10%)
3. A 10-15 page research paper on any topic covered by the course (80%)

READING ASSIGNMENTS

|                               |                                                            |
|-------------------------------|------------------------------------------------------------|
| American Beginnings           |                                                            |
| Tuesday, January 10,<br>2006  | Introduction to course                                     |
| Thursday, January 12,<br>2006 | [AJ], Chapter 1                                            |
| Adapting to a New Society     |                                                            |
| Tuesday, January 17,<br>2006  | [CC] Ch. 1 Eli Farber, "Preservation to innovation         |
| Thursday, January 19,<br>2006 | [AJ], Chapter 2                                            |
| Tuesday, January 24,<br>2006  | [CC] Ch. 2 Lloyd P. Gartner, "American Judaism, 1880-1945" |
| Thursday, January 26,<br>2006 | [AJ], Chapter 3                                            |

| American Jewish Denominations                |                                                                               |
|----------------------------------------------|-------------------------------------------------------------------------------|
| Tuesday, January 31, 2006                    | Lazerwitz, "A Comparison of Major United States Religious Groups (handout)    |
| Thursday, February 02, 2006                  | [AJ], Chapter 4                                                               |
| Tuesday, February 07, 2006                   | [CC] Ch. 3 Dana Kaplan, "Trends in American Judaism form 1945 to the present" |
| Thursday, February 09, 2006                  | [CC] Ch. 6 Sherwin, "Thinking Judaism through: Jewish theology in America"    |
| Tuesday, February 14, 2006                   | [CC] Ch. 4: Lawrence Grossman "Jewish religious denominations"                |
| Thursday, February 16, 2006                  | Ament, "American Jewish Religious Denominations" [handout]                    |
| Judaism at Mid-Century: Suburbs              |                                                                               |
| Tuesday, February 21, 2006                   | [CC] Ch. 15 Glazer, "The American Jewish urban experience"                    |
| Thursday, February 23, 2006                  | Sam Heilman, "Judaism in the Suburbs" [handout]                               |
| Tuesday, February 28, 2006                   | Phillips, "Fault Lines: Jews in the Geography of Los Angeles" [handout]       |
| Judaism and Jewish Identity: One & the Same? |                                                                               |
| Thursday, March 02, 2006                     | [CC] Ch. 7 Liebman, "The essence of American Judaism"                         |
| Tuesday, March 07, 2006                      | [CC] Ch. 9 Kaufman, "The place of Judaism in American Jewish identity"        |
| Thursday, March 09, 2006                     | [CC] Ch. 16 Woocher, "Sacred survival revisited"                              |
| Tuesday, March 14, 2006                      | USC vacation                                                                  |
| Thursday, March 16, 2006                     | USC vacation                                                                  |
| Tuesday, March 21, 2006                      | [CC] Ch. 8 Aron et. Al. "Contemporary Jewish education"                       |

|                          |                                                                                        |
|--------------------------|----------------------------------------------------------------------------------------|
| Jewish Practice          |                                                                                        |
| Thursday, March 23, 2006 | [CC] Ch. 5 Waxman, "Patterns of American Jewish religious behavior"                    |
| Tuesday, March 28, 2006  | [CC] Ch. 12 Geffen, "Life-cycle rituals: Rites of passage in American Jewish families" |
| The Synagogue            |                                                                                        |
| Thursday, March 30, 2006 | [AJ] Chapter 3                                                                         |
| Tuesday, April 04, 2006  | [CC] Ch. 18 Chiswick, "The economics of American Judaism"                              |
| Thursday, April 06, 2006 | Phillips, "Is Synagogue Membership a Rational Choice?" [handout]                       |
| Tuesday, April 11, 2006  | PASSOVER-CLASS WILL NOT MEET                                                           |
| Intermarriage            |                                                                                        |
| Thursday, April 13, 2006 | Phillips, Re-Examining Intermarriage -Part 1[handout]                                  |
| Tuesday, April 18, 2006  | Phillips, Re-Examining Intermarriage -Part 2[handout]                                  |
| Thursday, April 20, 2006 | Bruce Phillips "Half Jewish"; --Jewish Practice in Mixed Marriages [handout]           |
| The Future               |                                                                                        |
| Tuesday, April 25, 2006  | [CC] Ch. 23 Phillips, "American Judaism in the twenty-first century"                   |
| Thursday, April 27, 2006 | [CC] Afterward, Sarna "The study of American Judaism: A Look Ahead"                    |

*The Hebrew University of Jerusalem*

Rothberg International School – Division of Undergraduate Studies

JESNA Lainer Interns for Jewish Education

Fall 2004/5765

**The North American Jewish Community and Its Continuity Challenge**

Sundays, 2:15-4:15 pm

**Mr. Peretz Rodman, Instructor**

Cell: 054-428-1805. Home: 673-2862 Fax: 672-1320

E-mail: peretz@alumni.brandeis.edu IM: (sorry, clueless)

Office hours: Sun. 4:15-5:00 pm or by appointment.

Goals and Objectives

In this course, participants will develop familiarity with major critical approaches to the American and Canadian Jewish experience, using insights from history and sociology. They will examine some of the responses of the organized Jewish community to the challenge of maintaining Jewish identity, both individual and communal, that employ the tools of what is broadly known as “education.” Participants will be expected to formulate their own individual definitions of what constitutes a desired “Jewish continuity” and develop strategies for promoting it.

**Course Requirements**

- Regular attendance at class sessions and participation in class activities. (15% of course grade)
- A written response to one or more readings for each week's topic to be submitted by e-mail (see p.1) before class or on paper at the beginning of that class. Later responses will be accepted, but not more than fourteen days after the relevant class. (Exception: responses to week 1 readings will be accepted until November 14.) Length: 350-800 words. Responses may include questions, challenges, examples, contrasts, or any other relevant thoughts stimulated by the reading. The instructor will respond with his own written comments, to which participants are invited but not required to respond. (25% of course grade)
- A short mid-term paper of roughly 3-6 pages (double spaced), following any of the following three models: (25% of course grade)
  - (1) A description and analysis of a Jewish educational program in which you have participated, describing its rationale and evaluating its results.
  - (2) A critical response to a long article or book chapter (20 pp. minimum) on one of the course topics or a related topic.
  - (3) A critical response to a written curriculum or published instructional materials in light of ideas and concepts that emerge from the course.

The instructor is available to assist in developing a topic proposal. Topic proposals should be presented in writing to the instructor by November 14. After approval, papers should be completed and turned in by December 5.

- A final presentation on January 2, based on preparation during the preceding weeks. Each student will be asked to write (a) his/her own definition of, and rationale for, Jewish continuity in North America (2-4 pp.) and (b) a description (4-8 pp.) of a Jewish educational program or institution that he/she has designed to contribute to achieving that continuity.

A short written proposal is to be submitted (by e-mail or on paper) by 19 December, and a final written version should be ready for presentation at our last meeting, on January 2. (35% of course grade)

### **Syllabus**

Note: Required reading will normally be found in the reader produced for the course. Recommended readings will usually be available at the Rothberg School library.

1. The Challenge of Continuity: Where are We? Who are We? (October 17)

#### Reading for October 17:

- Steven M. Cohen and Arnold M. Eisen, *The Jew Within* (Bloomington & Indianapolis: Indiana University Press, 2000), 182-207 (“Conclusion”). [933.5(73)/C 678]
- Jonathan D. Sarna, *American Judaism: A History* (New Haven: Yale University Press, 2004), 356-374, 419-421 (“Conclusion: American Judaism at a Crossroads” and accompanying notes). [933.5(73)/S 246]

2. Jewish Education: For What? (October 24)

#### Reading for October 24:

- Perry London, “Jewish Identity Must be Primary,” *Agenda* 1:1 (Fall 1992), 8-9.
- Walter Ackerman, “Learning to Read the Culture,” *Agenda* 1:1 (Fall 1992), 10-11.
- Ronald A. Brauner, “Ideology is the Basis of Commitment,” *Agenda* 1:1 (Fall 1992), 11-12.
- Jonathan Woocher, “Toward a ‘Unified Field Theory’ of Jewish Continuity,” *A Congregation of Learners: Transforming the Synagogue into a Learning Community*, ed. Isa Aron et al. (New York: UAHC Press, 1995), 14-55.
- [Recommended: Riv-Ellen Prell, “Reflections on the Social Science of American Jews and Its Implications for Jewish Education,” *A Congregation of Learners*, 139-153.]

3. Formal Education: Jewish Schools (October 31)

Reading for October 31:

- Walter Ackerman, "What We Know About... Schools," *What We Know About Jewish Education*, ed. Stuart L. Kelman (Los Angeles: Torah Aura Productions, 1992), 21-31.
- Samuel Heilman, "Inside the Jewish School," *What We Know About Jewish Education*, 303-330.

4. Beyond the Classroom: Jewish Education in "Informal" Settings (November 7)

Reading for November 7:

- Barry Chazan, "A Philosophy of Informal Jewish Education" (unpublished monograph).
- David Resnick, "What If Formal Jewish Education is Really Informal?" *Agenda 3* (Fall 1993), 9-14.
- Seymour Fox, "Ramah: A Setting for Jewish Education," *The Ramah Experience: Community and Commitment*, ed. Sylvia C. Ettenberg and Geraldine Rosenfeld (New York: Jewish Theological Seminary of America, 1986), 19-37.

5. Jewish Family Education and Jewish Adult Education (November 14)

Reading for November 14:

- Betsy Dolgin Katz, "What We Know About... Adult Education," *What We Know About Jewish Education*, 97-101.
- Diane Tickton Schuster, *Jewish Lives, Jewish Learning: Adult Jewish Learning in Theory and Practice* ((New York: UAHC Press, 2003), 80-101 (Ch. 4: "More than Just 'Standing' at Sinai: Jewish Adults as Learners and Teachers").
- /additional reading to be announced/

Note: mid-term paper topic proposals are due.

6. Building Community in/through Jewish Education (November 21)

Reading for November 21:

- Tracy Kaplowitz, "Community Building: A New Role for the Jewish Day School," *Journal of Jewish Education* 68:3 (Winter 2002), 29-47.
- Isa Aron, "From the Congregational School to the Learning Congregation: Are We Ready for a Paradigm Shift?" *A Congregation of Learners*, 56-77
- [Recommended: Joseph Reimer, "When Synagogue and School are Joined," *A Congregation of Learners*, 93-118.]

7. Building Character, Facing Dilemmas: Moral Education and Jewish Education (November 28)

Reading for November 28:

- Clive Beck, *Better Schools: A Values Perspective* (New York-Philadelphia-London: Falmer Press, 1990), 143-156 (Ch. 13: "Morals and Values Education").
- Earl Schwartz, *Moral Development: A Practical Guide for Jewish Teachers* (Denver: Alternatives in Religious Education, 1983), 5-29 ("Introduction").
- [Recommended: David Breakstone, "Moral Education: The Challenge to Conservative Judaism," *Conservative Judaism* 49:3 (Spring 1997), 32-42.]

8. Spirituality and Jewish Education (December 5)

Reading for December 5:

- Michael Strassfeld, *A Book of Life: Embracing Judaism as a Spiritual Practice* (New York: Schocken Books, 2002), xi-xix ("Introduction").
- Lawrence Hoffman, *The Journey Home: Discovering the Spiritual Wisdom of the Jewish Tradition* (Boston: Beacon Press, 2002), 1-18 (Ch. 1: "Returning Home: Spirituality With Jewish Integrity").
- [recommended: Stuart Matlins, ed., *The Jewish Lights Spirituality Handbook: A Guide to Understanding, Exploring & Living a Spiritual Life* (Woodstock, Vermont: Jewish Lights, 2001.)

Note: mid-term papers are due.

9. Education for Peoplehood: Jewish Ethnicity and National Identity in the Age of Spirituality (December 19)

Reading for December 19:

- /reading to be announced/

Note: final paper/presentation topic proposals due.

10. The Jewish Educator: Leader, Role Model, Teacher (December 26)

Reading for December 26:

- Isa Aron, "What We Know About... Jewish Teachers," *What We Know About Jewish Education*, 35-42.
- Sharon Feinman-Nemser, "What We Know About... Learning to Teach," *What We Know About Jewish Education*, 51-57.
- Susan Wall and Steven M. Cohen, *Excellence in Youth Trips to Israel*, xx-xx ("The Staff").

11. Making it Happen: Your Proposals (January 2)

In-class presentations of final assignments.



## **Sociology of the American Jewish Community**

**David Schoem** dschoem@umich.edu

Sociology 410, Section 001 Winter 2003

Wednesday 2-5 1448 Mason Hall

Office Hours: Mon – 2- 4pm

3519 LSA Bldg. Phone: 764-3528 (Soc); 647-4860 (MCSP)

This course will examine current issues and ongoing controversies within the American Jewish community as it reviews broadly the sociological literature on American Jewry. Students will first look at the broader context of American society, including issues of democratic values, religious freedom and racial stratification. Students will then explore topics such as Jewish identity, intergroup and intragroup relations, group survival, and community structure and organization as the class explores the efforts, conflicts and struggles of American Jews as they strive to maintain themselves as a community in a pluralistic society.

Students will study the internal Jewish debates about identity, assimilation, and continuity/renaissance and consider how and whether those community debates reflect the broader external context of American diversity, inclusion and exclusion. The class will examine differing viewpoints about the demographic, organizational and ideological components comprising the American Jewish community, including community concerns for self-defense and survival, and issues of power and privilege. What do American Jews mean by "community" and how best to define the diverse communities of the American Jewish Community? The course will also take some time to explore the process of dialogic conversations as a model for discussing contentious issues facing the Jewish community.

This course fulfills LS&A's Race and Ethnicity requirement. As such, there will be substantial emphasis on issues of race and ethnicity as a framework for understanding the experience of the American Jewish community. Indeed, it is the distinctive American approach to issues of race and religion that have created conditions for the Jewish community to at once flourish socio-economically and civically yet also find itself beset by issues of assimilation and survival concerns. The class will also explore related issues of tolerance and intolerance within the Jewish community.

The course will be conducted seminar style, and its success will depend heavily on active student participation (15%). There will be discussion of readings, films, and student presentations of book reports and research papers. Regular attendance is expected, of course, and students who miss more than three class meetings will receive a failing grade for the course. Written work includes a 5-7 page book review/ dialogue paper (25%), an 8-10 page integrative essay using the class readings to discuss a major theme of the American Jewish Community (30%), and a (collaborative) 10-15 page research paper (30%).

## **Required Class Texts** (available at Shaman Drum Bookstore)

Cohen, Steven M. and Arnold Eisen. 2000. **The Jew Within: Self, Family, and Community in America**. Bloomington, Indiana: Indiana U. Press

Freedman, Samuel. 2000. **Jew vs. Jew: The Struggle for the Soul of American Jewry**. NY: Simon and Schuster.

Goldberg, J.J.1996. **Jewish Power: Inside the American Jewish Establishment**. NY: Addison-Wesley.

Hirsch, Ammiel and Yosef Reinman. 2002. **One People, Two Worlds**. NY: Schocken Books.

Lerner, Michael and Cornel West. 1995. **Jews and Blacks: Let the Healing Begin**, NY: Grosset/Putnam Book.

## **Coursepack** (available at Ulrich's)

Abramowitz, Yosef. 1995. "The DeNerdification of Hillel" **Moment**. February.

Adams, Maurianne and Bracey, John. 1999. **Strangers and Neighbors: Relations Between Blacks and Jews in the United States**. U. of Massachusetts Press. Articles by Carson, Hacker, Lester, and Sacks

Atkin, Ruth and Adrienne Rich. 1997. "'J.A.P.'- Slapping" in Estelle Disch **Reconstructing Gender**. Mountainview, CA: Mayfield Publ. Chapter 4, 45-48

Bayme, Stephen. 1994. "Intermarriage and Communal Policy: Prevention, Conversion, and Outreach in Bayme and Rosen **The Jewish Family and Jewish Continuity**. Hoboken, NJ: KTAV, 285 - 293

Cantor, Aviva. 1995. "The Bankruptcy of American Jewish Communal Life in Cantor, **Jewish Women/Jewish Men**. San Francisco: Harper San Francisco, Chapter 11, 255-280

Declaration of Independence

Dinnerstein, Leonard. 1994. "Summary and Conclusion" in Dinnerstein **Anti-Semitism in America**. NY: Oxford, 245-250

Goldscheider, Calvin. 1986. "A Sociological Overview of the American Jewish Community" in Calvin Goldscheider. **The American Jewish Community**. Atlanta: Scholars Press. p.7-31

Hoffman, Paul. 1994. "The Science of Race" **Discover**. November, p.4

Johnson, Allan. 2001. **Privilege, Power and Difference**. NY: McGraw Hill. Chapter 3

Lipset, Seymour Martin. 1990. "A Unique People in an Exceptional Country" in Lipset Seymour Martin Lipset (ed.). **American Pluralism and the Jewish Community**. New Brunswick: Transaction Books(Chapter One, 3-29)

Lipset, Seymour Martin and Earl Raab. 1995. "The Riddle of the Defensive Jew" in Lipset and Raab, **Jews and the New American Scene**, Cambridge: Harvard, Chapter 4, 75-110  
The Preamble and Amendments to the United States Constitution

Rappaport, Nessa. 1993. "Five Words for Jewish Leaders: You Still Don't Get It" **Tikkun**, Vol. 8 No. 1, Jan-Feb

Ruby, Walter. 1996. "Reform vs. Conservative: Who's Winning?" **Moment**. April.

Schoem, David and Sylvia Hurtado (eds.). 2001. **Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace**. Ann Arbor: UM Press. Chapter 1

Solomon, Diane, 1995. "Outreach, Inreach and Overreach" **Moment**. February.

Waxman, Chaim. 1990 "Is the Cup Half-Full or Half-Empty?: Perspectives on the Future of the American Jewish Community?" in Lipset Seymour Martin Lipset (ed.). **American Pluralism and the Jewish Community**. New Brunswick: Transaction Books(Chapter Five, 71-85)

Wertheimer, Jack, Charles Liebman and Steven M. Cohen. 1996. "How to Save American Jews" **Commentary**. January, 47-51

Winter, J. Alan. 1991. "Keeping the Cost of Living Jewishly Affordable" in Gordis and Ben-Horin, **Jewish Identity in America**, Los Angeles/Boston: Wilstein Institute of Jewish Policy Studies,253-266

## **Week-to-Week Syllabus**

### **Part One: The Jewish Community Encounters a Pluralistic America**

**Week One** - (January 8) Introduction

**Week Two** - (January 15)

American Democracy, Jewish Power and Powerlessness

Goldberg - Part 1 (chapters 1, 2, 3)

Coursepack: Declaration of Independence; Preamble and Amendments to the United States Constitution, Lipset

Film: Jews, Movies and Hollywood

**Week Three** - (January 22 – (MLK Events to be suggested for 20<sup>th</sup>)

Anti-Semitism, and Jewish Defense

Coursepack: Atkin and Rich, Dinnerstein, Lipset and Raab

Goldberg: Part 3 (chapters 9-13)

Films: Not In our Town; Southern Poverty Law Center

**Week Four** - (January 29)

Race, Racism and the Jews in a Multicultural America

Coursepack: Hoffman, Johnson, Adams and Bracey - Hacker, Sacks, Carson, Lester

Begin discussion on dialogue

**\*Research Paper Topic Approved and Outline Due**

Films: Seeds of Peace; UM Program on Intergroup Dialogue

### **Part Two: Intergroup and Intragroup Dialogue**

**Week Five** – (February 5)

Coursepack: Schoem and Hurtado

Book Report Presentations, Discussion, and Exercises–

Lerner and West; Hirsch and Reinman

**Part Three: Assimilation, Identity and Continuity: The Jewish Community Looks Within**

**Week Six** (February 12)

Understanding the Transformationist/Assimilationist Debate

Cohen and Eisen – Chapters 1, 2, 3, 4

Coursepack: Goldscheider, Waxman

Film: Gefilte Fish

**\*(Book Reports/Dialogue Papers Due – February 12)**

**Week Seven** (February 19)

Jewish Survival and the Interfaith Marriage Debate

Cohen and Eisen – Chapters 5, 6, 7, 8

**(Spring Break – February 26)**

**Week Eight** - (March 5)

Jewish Continuity/Renaissance

Coursepack: Abramovitz, Bayme, Wertheimer et.al., Solomon

3/5 - recommended lecture - Jonathan Sarna 8pm, Michigan League

**Part Four: The Diversity of the American Jewish Community/ies**

**Week Nine** - (March 12)

Intragroup Divisions

Freedman – Prologue and Chapter 3

Coursepack: Cantor

**Week Ten** (March 19)

Unity and Diversity

Freedman - Chapters 5, 6 and Epilogue

Coursepack: Rappaport, Ruby, Winter,

Film: Bubbe Lee and Me

**\*Integrative Essay Due – March 19**

3/18 – recommended performance of Hank Greenspan’s **Remnants** tba

3/19 – recommended lecture – Dan Raviv, tba

**Part Five: Student Research**

**Week Eleven** (March 26)

Student Research Paper Presentations

**Week Twelve** (April 2)

Student Research Papers Presentations

**Week Thirteen** (April 9)

Student Research Paper Presentations

**Week Fourteen** (April 16)

Student Research Paper Presentations and final discussion.

**\*Research Papers Due: April 16**

## Assignments and Grades

### Book Review/ Dialogue Paper (25 points)

1. The books you are reading are efforts at dialogue about contentious topics. First, think about the topics and the key issues related to the topic. Discuss how these issues are/are not raised by the author(s). Consider the authors' analyses of the key issues. What insights do you gain from reading the books, what questions go unanswered, and what is your criticism of the authors' analyses and perspective?
2. Second, think about the dialogue process as used by the authors to engage one another and the reader about these topics. Compare the use of dialogue in the two books. Consider the authors' strengths and weaknesses in conducting a dialogic discussion about their topics.
3. Third, explore the possibilities of your engaging others with conflicting views about these and other topics. Identify one contentious topic facing the Jewish community and then engage someone with a different viewpoint in a constructive dialogic conversation about this topic.
4. Write a 5-7 page essay that focuses on items #1&2&3 above. The paper should be an analytic essay about the topics covered by the book, the process of dialogue used in the books, and your efforts to attempt a dialogic conversation with another person about a contentious issue of concern to the American Jewish community.

### 5. Book review essays are due February 12.

### Research Paper (30 points)

1. Select a topic that interests you and a co-author related to the syllabus outline. Both students will receive the same grade for the paper.
2. I will offer a list of suggested topics for your consideration. Topics from this list or of your own choosing must be approved. Discuss the paper topic with me after doing some initial research. This discussion must take place well before the presentation (no later than Jan. 29) and the paper are completed.
3. Note the dates for a 10-15 minute presentation and discussion. The research and at the very least an initial paper outline should be completed by the presentation date.
6. Use the presentation to introduce the topic, raise key findings, questions and issues, and invite comments, discussion, and suggestions from class members.
7. Written papers must include thorough documentation of research and citations in the text..
8. **The research paper (10 -15 pages) is due April 16.** Late papers will be penalized two full grades and will not be accepted after April 21.

### **Integrative Essay on the American Jewish Community (30 points)**

Identify one theme from course discussions for your focus. Papers must include at least ten references from the course syllabus including at least one of the required books (other than the book reports) and one of the films. Papers should be 8-10 pages in length. **Papers are due March 19.**

### **Participation (15 points)**

Active student participation is essential to the success of a seminar. At a minimum, participation includes regular attendance and attending class on time. Students who miss more than three classes will receive a failing grade for the course. Active participation involves completing readings on time, exercising good listening skills and paying careful attention to class discussion, contributing analytical and critical comments to discussion, asking probing and clarifying questions, and making good use of office hours.

Formal class presentations are included as part of the participation grade.

### **Late Paper Policy**

Late papers (book reports and integrative essay) will be penalized one full grade (the research paper will be penalized two full grades). No papers will be accepted more than one week past the due date.

### **Academic Integrity**

Students are expected to maintain the highest level of academic integrity. Students are expected to submit their own work on assignments and to cite sources of ideas and information that come from others. On assignments in which collaboration is encouraged, students will be asked to indicate the amount of work submitted that is their own. Cheating and plagiarism on papers and exams will not be tolerated.

**CLARK UNIVERSITY**  
**Department of Sociology**

**SOC/JS/RER 203: AMERICAN JEWISH LIFE**

**Spring 2005**

**Professor Shelly Tenenbaum**

Phone extension: 7241

Office: JEFF 413

email: stenenbaum@clarku.edu

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The main objective of this course is to provide students with an introduction to the field of sociology of American Jewry. Our challenge will be to understand the impact of what, at first glance, may seem to be contradictory forces: continuity and transformation. On the one hand, American Jewish life is marked by cultural and religious persistence and, on the other hand, characterized by flexibility and change. We will survey a broad range of topics such as immigration, economic mobility, religious and secular bases of Jewish identity, gender, and intermarriage. In order to identify what is Jewish and what is American about Americans Jews, we will systematically compare Jews with other ethnic groups.

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**COURSE REQUIREMENTS**

There will an in-class exam, a presentation based on an 8-10 page research paper, and a final 10-12 page essay.

|                        |     |
|------------------------|-----|
| In-Class Exam          | 30% |
| Presentation and Paper | 30% |
| Final Essay            | 30% |
| Class Participation    | 10% |

**REQUIRED TEXTS**

Lynn Davidman, *Tradition in a Rootless World: Women Turn to Orthodox Judaism*, Berkeley, CA: University of California Press, 1991.

Deborah Dash Moore, *At Home in America: Second Generation New York Jews*, New York: Columbia University Press, 1981.

Stephen Steinberg, *The Ethnic Myth: Race, Ethnicity and Class in America*, Boston: Beacon Press, 2001 [1981].

Anzia Yezierska, *Bread Givers*, New York: Persea Books, 1975 [1925].

All required books, articles and chapters can be purchased through Curry Printing and are on reserve at Goddard Library.

### GROUND RULES

1. Readings are an essential part of the course. Each week's readings must be completed by the assigned date to better enable comprehension and discussion. Bring texts to class as we will often refer to important passages.
2. Attendance to lectures is required. If you miss a class it is your responsibility to obtain all notes and announcements (e.g. dates of exams).
3. Deadlines are deadlines. Students must receive permission in advance if a deadline is to be extended.

### OUTLINE OF TOPICS AND READINGS

#### **I. Introduction: Continuity and Transformation**                      January 18-25

Stephen Steinberg, *The Ethnic Myth*, Chapter 1.

Milton Gordon, *Assimilation in American Life: The Role of Race, Religion, and National Origins*, New York: Oxford University Press, 1964, Chapter 3.

Gaye Tuchman and Harry Gene Levine, "New York Jews and Chinese Food: The Social Construction of an Ethnic Pattern," *Journal of Contemporary Ethnography* 22 (3), October 1993: 382-407.

Stanley Lieberman, "Jewish Names and the Names of Jews," in Aaron Demsky (ed.) *In These are the Names: Studies in Jewish Onomastics*, vol. 4, Ramat Gan: Bar-Ilan University Press, 2003: 155-166.

Arthur A. Goren, "Traditional Institutions Transplanted: The Hevra Kadisha in Europe and in America," in Moses Rischin (ed.) *The Jews of North America*, Detroit: Wayne State University Press, 1987: 62-78.

#### **II. Settling in America**      January 27-February 3

Lloyd Gartner, "Immigration and the Formation of American Jewry, 1840-1925," *Journal of World History* 9 (1-2), 1968: 297-312.

Ben Halpern, "America is Different," in Marshall Sklare (ed.) *The Jews: Social Patterns of an American Group*, Westport, CT: Greenwood Press, 1958: 23-39.



Paula E. Hyman, "Gender and the Immigrant Jewish Experience in the United States," in Judith R. Baskin (ed.) *Jewish Women in Historical Perspective*, Detroit: Wayne State University Press, 1991: 222-242.

Marc D. Angel, "Sephardic Culture in America," in Abraham Lavender (ed.) *A Coat of Many Colors: Jewish Subcommunities in the United States*, Westport, Conn.: Greenwood Press, 1977: 277-280.

Anzia Yezierska, *Bread Givers*.

### **III. On the Economic Ladder**      February 8-10

Steinberg, Chapters 3, 5 and 6.

Jack Kugelmass, "The Miracle of Intervale Avenue," *Natural History*, December 1980, pp. 27-36.

Thomas Kessner, *The Golden Door: Italian and Jewish Immigrant Mobility in New York City, 1880-1915*, New York: Oxford University Press, 1977, Chapter 2.

Anzia Yezierska, "The Fat of the Land," in *The Open Cage: An Anzia Yezierska Collection*, New York: Persea Books, 1979: 77-104.

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### **In-Class Exam – February 15**

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### **IV. American Judaism**      February 17-March 1

Charles Liebman, "The Religion of American Jews," in Marshall Sklare (ed.) *American Jews/A Reader*, New York: Behrman House, 1983: 245-274.

Marshall Sklare, *America's Jews*, New York: Random House, 1971: 110-117.

Ellen Umansky and Diane Ashton (eds.) *Four Centuries of Jewish Women's Spirituality: A Sourcebook*, Boston: Beacon Press, 1992: 215-216, 235, 241-242, 321-326.

Moshe Shokeid, "Why Join a Gay Synagogue?" in Scott Thumma and Edward R. Gray (eds.) *Gay Religion*, Walnut Creek, CA: Altamira Press, 2005.

Lynn Davidman, *Tradition in a Rootless World*

## **V. Fostering Group Identity**

March 3

William Yancey, et al., "Emergent Ethnicity: A Review and Reformulation," in Norman Yetman (ed.) *Majority and Minority: The Dynamics of Race and Ethnicity in American Life*, Boston: Allyn and Bacon, Inc., 1985: 185-194.

Orlando Patterson, "Context and Choice in Ethnic Allegiance: A Theoretical Framework and Caribbean Case Study," in Nathan Glazer and Daniel Patrick Moynihan (eds.) *Ethnicity: Theory and Experience*, Cambridge: Harvard University Press, 1975: 305-349.

Herbert Gans, "Park Forest: Birth of a Jewish Community," *Commentary*, April 1951, pp. 330-229.

Calvin Goldscheider and Alan S. Zuckerman, *The Transformation of the Jews*, Chicago: The University of Chicago Press, 1984: 157-188.

## **VI. Student Presentations**

March 15-24

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**Papers Due – March 29**

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## **VII. The Intersection of Religion and Ethnicity**

March 29-April 5

Marshall Sklare, *Jewish Identity on the Suburban Frontier: A Study of Group Survival in the Open Society*, Chicago: The University of Chicago Press, 1979, chapter 10.

Steven M. Cohen and Arnold M. Eisen, *The Jew Within: Self, Family, and Community in America*, Bloomington: Indiana University Press, 2000: 182-207.

Herbert Gans, "Symbolic Ethnicity: The Future of Ethnic Groups and Cultures," in Norman Yetman (ed.) *Majority and Minority: The Dynamics of Race and Ethnicity in American Life*, Boston: Allyn and Bacon, 1985: 429-442.

Fran Markowitz, "Rituals as Keys to Soviet Immigrants' Jewish Identity," in Jack Kugelmass (ed.) *Between Two Worlds: Ethnographic Essays on American Jewry*, Ithaca: Cornell University Press, 1988: 128-147.

Steven J. Gold, *The Israeli Diaspora*, Seattle: University of Washington Press, 2002: 181-216.

Jack Glazier, "Stigma, Identity, and Sephardic-Ashkenazic Relations in Indianapolis," in Walter P. Zenner (ed.) *Persistence and Flexibility: Anthropological Perspectives on the American Jewish Experience*, Albany: State University of New York Press, 1988: 43-62.

Deborah Dash Moore, *At Home in America*

## **VIII. Secular Jewishness**                      April 7

Isaac Deutscher, "Who is a Jew?" in *The Non-Jewish Jew and Other Essays*, London, 1968 pp. 43-59.

Irena Klepfisz, "Secular Jewish Identity: Yiddishkayt in America," in Melanie Kaye/ Kantrowitz and Irena Klepfisz (eds.) *The Tribe of Dina: A Jewish Women's Anthology*, Boston: Beacon Press, 1989: 32-40.

Anita Schwartz, "The Secular Seder: Continuity and Change Among Left-Wing Jews," in Jack Kugelmass (ed.) *Between Two Worlds: Ethnographic Essays on American Jewry*, Ithaca: Cornell University Press, 1988: 105-127.

## **IX. Race and Jewish Identity**                      April 12-14

Sarah Blustain, "Are You Black or Are You Jewish?: Resisting the Identity Challenge," *Lilith* 21 (3), Fall 1996, pp. 21-29.

Karen Brodtkin, "How Jews Became White Folks," in Paula S. Rothenberg (ed.) *White Privilege; Essential Readings on the Other Side of Racism*, New York: Worth Publishers, 2002: 35-48.

Henry Goldschmidt, "Suits and Souls: Trying to Tell A Jew When You See One in Crown Heights," in Ilana Abramovitch and Sean Galvin (eds.) *Jews of Brooklyn*, Hanover, NH: Brandeis University Press, 2002: 214-223.

Julie Iny, "Ashkenazi Eyes," in Loolwa Khazzoom (ed.) *The Flying Camel: Essays on Identity by Women of North American and Middle Eastern Jewish Heritage*, New York; Seal Press, 2003: 81-100.

## **X. Living Within Families**                      April 19-26

William Shaffir, "Persistence and Change in the Hasidic Family," in Steven M. Cohen and Paula E. Hyman (eds.) *The Jewish Family: Myth and Reality*, New York: Holmes and Meier, 1986: 187-199.

Christie Balka, "Thoughts on Lesbian Parenting and the Challenge to Jewish Communities," *Bridges* 3 (2), Spring 1993: 57-65.

Alice Sparberg Alexiou, "Waking Up to the Reality of Abuse," *Jewish World*, April 15, 1994: 14-16.

Gladys Rothbell, "The Jewish Mother: Social Construction of a Popular Image," in Steven M. Cohen and Paula E. Hyman (eds.) *The Jewish Family: Myth and Reality*, London: Holmes & Meier, 1986: 118-128.

Sylvia Barack Fishman, *Double or Nothing: Jewish Families and Mixed Marriage*, Hanover, NH: Brandeis University Press, 2004: 1-13 and 57-84.

**XI. Conclusion**      April 28

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**Distribute Final Essay Assignment – April 21**  
**Essays Due – May 5**

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**AMERICAN JEWISH LIFE**  
**CULTURE ASSIGNMENT**

Select a Jewish ritual (e.g. bar/bat mitzvah, baby naming ceremonies), object (e.g. Passover haggadot, cookbooks, food, greeting cards), image/stereotype (e.g. Jewish American Princess, Jewish masculinity, Jewish mothers) or cultural pattern (e.g. leisure, humor) and show how it has changed over time. To what extent has it been shaped by American and by Jewish institutions, cultural beliefs, and practices? How does this one cultural element shed light on broader transformations within American Jewish life?

In your 5-10 minute presentation and 8-10 page paper, make sure to:

- ! Describe your cultural element
- ! Identify the time period you are exploring
- ! Explain how your element has changed over time
- ! Analyze what we learn about American Jewish life

## **SOCI 327**

### **SOCIOLOGY OF THE JEWS IN NORTH AMERICA**

Tuesday, Thursday, 11:35-12:55 PM

**Professor Morton Weinfeld**

**fall 2006-2007**

Office Hours: Tuesday 4-5 PM, Thursday 1-2:15 PM, or by appointment

Room 714 Leacock Bldg.

tel: 398-6853

email: morton.weinfeld@mcgill.ca

This course will develop an understanding of contemporary North American Jewry using findings of sociology and other social sciences. Social, cultural, and political issues of concern to the Jewish community will be analyzed. The course will examine specific characteristics of Jewish life in Canada, and Quebec in particular, compared with the American Jewish experience.

Basic Texts (on reserve in the library: also from the bookstore)

1. Morton Weinfeld, Like Everyone Else But Different. Note that this book is alas, out of print. Some copies are available from the professor at \$25.00. Other copies are being printed up and available from the bookstore, on order like a course pack.
2. A collection of several additional readings, all required, is available bound for purchase as a course pack at the bookstore and on reserve in the library.

Supplementary Texts

1. Daniel J. Elazar, Community and Polity, Jewish Publication Society, 1976. (There is now a second edition.)
2. M. Sklare, ed., Understanding American Jewry, Transaction Books, 1982.
3. M. Sklare, ed., (2 vols.) The Jew in American Society and The Jewish Community in America, Behrman, 1974.
4. Marshall Sklare, The Jews, Free Press, 1958.
5. Marshall Sklare, America's Jews, Random House, 1971.
6. Irving Howe, World of Our Fathers, Simon & Schuster, 1976.
7. Chaim Waxman, America's Jews in Transition, Temple University Press, 1983. (AJT)
8. M. Weinfeld, W. Shaffir, J. Cotler, The Canadian Jewish Mosaic, John Wiley, 1981, (CJM).
9. M. Sklare, ed., American Jews: A Reader, Behrman 1983, (AJ).
10. Raymond Breton et al. Ethnic Identity and Equality, University of Toronto 1990.
11. Steven M. Cohen, American Modernity and Jewish Identity, Tavistock, 1983, (AMJI).
12. Charles Silberman, A Certain People, Summit Books 1985.
13. Steven M. Cohen, American Assimilation or Jewish Revival: Bloomington: Indiana University Press 1988.

14. Daniel Elazar and Harold Waller: Maintaining Consensus -The Canadian Jewish Polity in the Post-War World. New York: University Press of America. 1990.
15. Edmond Y. Lipsitz. Canadian Jewry Today; Who's Who in Canadian Jewry<sup>89</sup>. (CJT). (in McLennan reference section only)
16. Seymour Martin Lipset ed. American Pluralism and the Jewish Community. (AP) New Brunswick, New Jersey:Transaction, 1990 .
17. Gerald Tulchinsky, Branching Out, Toronto: Stoddart, 1998
18. Samuel Heilman Portrait of American Jews Seattle: Univ. of Washington Press, 1995
19. Alan Dershowitz The Vanishing American Jew Boston: Little Brown, 1997
20. Howard Adelman and John Simpson eds. Multiculturalism, Jews, and Identities in Canada, Jerusalem: Magnes press, 1996
21. Robert Brym et al. eds. The Jews in Canada, Toronto: Oxford University Press, 1993
22. Richard Menkis and Norman Ravvin eds. The Canadian Jewish Studies Reader. Calgary: Red Deer Press, 2004
23. Roberta Rosenberg Farber and Chaim Waxman eds. Jews in America: A Contemporary Reader, Brandeis University Press, 1999
24. Ruth Klein and Frank Dimant eds, From Immigration to Integration: The Canadian Jewish Experience. Toronto: Inst. For International Affairs, Bnai Brith, 2001
25. Ron Rosenbaum ed. Those Who Forget the Past: The Question of Anti-Semitism. NY: Random House, 2004
26. Chaim Waxman, Jewish Baby Boomers: A Communal Perspective, Albany: SUNY Press, 2001.
27. Sylvia Barack Fishman, Jewish Life and American Culture, Albany: SUNY Press, 2000
28. Steven M. Cohen and Arnold Eisen, The Jew Within: Self, Family, and Community in America Bloomington: Indiana University Press, 2000

The last three of these books will be on reserve.

### Requirements

The course requirements are one research paper worth 50%, and two exams worth 25% each. The paper should be a maximum length of 15 double spaced pages of text (excluding references, tables, footnotes, etc.). The research paper is due on the last class, and no later. This deadline is not flexible. Only a documented medical problem is an excuse for submitting a late paper.

The first examination will be a mid term. This exam will cover the first five sections of the course outline. It will consist of short answer questions and one essay. The second examination will be multiple choice format. The second exam will not be cumulative, and will cover sections 6-10 of the course outline, and will take place during the formal examination period.

All the readings with an \* are required. They are taken from the core texts and the selection of readings. Do not be frightened by the length of the reading list. The other items can be used as references for term papers.

## Periodicals of Interest

### 1. Jewish

Contemporary Jewry  
Jewish Journal of Sociology  
(JJS)  
Jewish Social Studies (JSS)  
Commentary  
Midstream  
Judaism  
Conservative Judaism  
Moment  
Response  
American Jewish Year Book (AJYB)  
Canadian Jewish News  
Viewpoints  
Canadian Jewish Studies  
Journal of Psychology and Judaism  
Tikkun  
The Forward (also on line)  
Heeb  
Guilt and Pleasure

### 2. General

American Journal of  
Sociology (AJS)  
American Sociological  
Review (ASR)  
Canadian Review of  
Sociology &  
Anthropology (CRSA)  
Social Forces  
Canadian Journal of  
Sociology (CJS)  
Canadian Ethnic Studies  
Racial and Ethnic Studies  
Journal for the Scientific Study of Religion

### **Several resources are available for research on North American Jewry:**

There are several acceptable websites for respectable Jewish think tanks or research institutes which are worth consulting, though these are not substitutes for but in addition to academic journals. These include The World Jewish Congress, the American Jewish Committee, the American Jewish Congress, the Anti-Defamation League of Bnai Brith, CLAL, Jerusalem Center for Public Affairs, the Canada Israel Committee. There are many others. Some of the papers they publish, if done by academics and scholars, are acceptable as academic references, especially if the subject is very current.

The Jewish Telegraphic Agency is a Jewish news service. See [www.jta.org](http://www.jta.org)

The Google search engine can be used to find many others.

There are also websites devoted to Jewish magazine articles and newspapers, many related to Israel.

The Israeli newspapers Haaretz and Jerusalem Post have English language websites.

There are also literally thousands of Jewish websites, on matters ranging from Talmud study to dating to Jewish study.

**None of these latter is authoritative about anything, and are not references in the academic sense. But they can be used as examples or data in a paper.**

Also consult all social scientific article data bases, using relevant keywords.

## **SCHEDULE OF LECTURES AND READINGS**

### **I. Introduction: Who are the Jews? Why study them? (2 lectures)**

\* articles by M. Sklare, "The Sociology of Contemporary Jewish Studies" AND BY Sylvia B. Fishman "Introduction" from Jewish Life and American Culture, in readings.

\*Weinfeld, , Like Everyone, Introduction, Chapter One, ch. Two

Byrm et al. Preface, vii-x

CJM, Introduction

M. Sklare, "Assimilation and the Sociologists, "Commentary, May, 1965.

Waxman, (AJT), Intro., chap. 1

Cohen, (AMJI), chaps. 1, 2.

Raphael Patai, Tents of Jacob, Chaps. 3, 5, 7, 8, 10, 11, 14, 15.

Mark Zborowski and Elizabeth Herzog, Life is with People.

Cecil Roth, A History of the Jews.

Howard Sachar, The Course of Modern Jewish History.

Irving Howe, World of Our Fathers, chap. 1.

Solomon Grayzel, History of the Jews.

Max Margolis and Alexander Marx, A History of the Jewish People.

Ernest van den Haag, The Jewish Mystique, Chaps. 1-4.

S.M. Lipset, "The American Jewish Community in a Comparative Perspective" in Lipset, Revolution, Chap. 4.

Samuel Z. Klausner, "What is Conceptually Special About a Sociology of Jewry" - and responses by Calvin Goldscheider. Contemporary Jewry Vol 8 Transaction 1987. p. 73-100.

### **II. Immigration and Early History (2 lectures)**

\*readings, article by Ben Halpern, "America is Different"; Waxman, "The Socio-historical background....."

\*Weinfeld, Like Everyone ch. 3

Breton, Introduction, 3-33

Brym et al., article by Tulchinsky

Louis Rosenberg

CJM, articles by Kage, Abella & Troper

Waxman, (AJT), chap. 2

M. Sklare, AJ, pp. 3-45.

Cohen, (AMJI, chap. 3).

M. Sklare, ed., The Jews, pp. 3-42.



- Daniel Elazar, Community and Polity, Chap. 2.  
M. Sklare, America's Jews, Chap. 1.  
Irving Howe, World of Our Fathers, Chaps. 2, 6.  
Joseph Kage, With Faith and Thanksgiving, Chaps. 1, 2, 3.  
Louis Rosenberg, Canada's Jews, passim. .  
Stuart Rosenberg, The Jewish Community in Canada, Vol. 1.  
B.G. Sack, History of the Jews in Canada, Chaps. 17-22.  
Mordecai Richler, The Street.  
Jonathan Sarna, "Jewish Immigration to North America: The Canadian Experience," JJS (June, 1976).  
Harold Waller The Governance of the Jewish Community in Montreal, Chap. 1.  
I. Abella and H. Troper, None is Too Many: 1982.

### III. The Setting: Canada and the United States (2 lectures)

- \* in readings, Harold Troper and Morton Weinfeld, "Canadian Jews and Canadian Multiculturalism",  
Brym et al: articles by Sheva Medjuck, "Jewish Survival in Small Communities", by Weinfeld, 171-192, Weinfeld, 1 - 4, and Brodbar-Nemzer et al, pp. 39 – 72  
Lipset (AP) ch. 1,2,6.  
Breton, ch. 3, pp. 92-135  
CJM, articles by Arnold, & Medjuck & Lazar  
Waxman, (AJT), chap. 3.  
M. Sklare, JAS, pp. 67-92.  
Seymour Martin Lipset, Revolution and Counter-Revolution, Chap. 2.  
John Porter, "Ethnic Pluralism in Canadian Perspective", in Ethnicity, edited by N. Glazer and D. Moynihan.  
Daniel Elazar, Community and Polity, Chaps. 1, 3.  
Louis Wirth, The Ghetto, Chaps. 12, 13, 14.  
Stuart Rosenberg, The Jewish Community in Canada, Vol. I., A History Prologue, Part III.  
A. Etzioni, "The Ghetto, a Re-evaluation," Social Forces, (March, 1959).  
A. Ronald Gillis and Paul Whitehead, "Halifax Jews: A Community Within A Community," in Immigrant Groups, edited by Jean L. Elliott.  
Morton Weinfeld, "A Note on Comparing Canadian and American Jewry," Journal of Ethnic Studies, Spring, 1977.  
Rosenberg and Weinfeld, "Ethnicity," in An Introduction to Sociology, ed. M. Rosenberg et al., pp. 543-584.  
M. Weinfeld, "The Jews of Quebec" - An Overview in Ron Aigen and Gershon Hundert, eds. Community and the Individual Jew.

#### IV. Jews and the Social Structure (2 or 3 lectures)

- \* Weinfeld, Like Everyone, ch. 4
- \* readings, article by Etan Diamond
- R. Brym, "The Rise and Decline of Canadian Jewry?"
- Brym et al, articles by Brym, pp. 22-38, by Weinfeld, 218-237, and Torczyner, 379-394.
- Breton, ch. 4 (chapter by Reitz) pp. 135-195.
- CJM, Torczyner.
- M. Sklare, (AJ), pp. 49-121.
- Waxman, (AJT), chaps. 5, 6.
- M. Sklare, America's Jews, Chap. 2.
- F. Massarik and A. Chenkin, "United States National Jewish Population Study: A First Report," American Jewish Yearbook, 1973.
- Mark Zborowski and Elizabeth Herzog, Life is With People, Part II, Part III, Chap. 3.
- M. Sklare, The Jews, (articles by N. Glazer and F. Strodback, pp. 138-168).
- Miriam K. Slater, "My Son The Doctor: Aspects of Mobility Among American Jews", ASR, (June, 1969).
- Sidney Goldstein "The Demographics of American Jewry": Hebrew University 1987, mimeo.
- Alan J.C. King, "Ethnicity and School Adjustment," CRSA, (May, 1968).
- Wallace Clement, The Canadian Corporate Elite, pp. 231-259, 332-343.
- John R. Seeley et al., Crestwood Heights, Ch. 8.
- Joseph Kage, The Dynamics of Economic Adjustment of Canadian - A Historical Review.
- Irving Howe, World of Our Fathers, Chap. 7.
- T. Veblen, "The Intellectual Pre-eminence of Jews in Modern Europe," (American Political Science Quarterly, Vol. 34, 1919).
- Cohen, (AMJI), Chap. 4, 5.

#### V. Jews and Religion (2 lectures)

- \*Weinfeld, Like Everyone.. ch. 10
- \*article by Charles Liebman, "The Religion of American Jews", and Jack Wetheimer, "Religious Movements in Collision," in readings.
- Brym et al. article by Shaffir, p. 126-141
- CJM, Schoenfeld
- M. Sklare, (AJ) pp. 245-362
- Waxman, (AJT), chap. 4.
- Will Herberg, Protestant, Catholic, Jew, Ch. I-III, V, VIII.
- M. Sklare, The Jew in American Society, pp. 223-252.
- Daniel Elazar, Community and Polity, Ch. 4
- M. Sklare, The Jewish Community in America, pp.131-220.
- Stuart Rosenberg, The Jewish Community in Canada, Vol. II, In the Midst of Freedom, Ch. 3.
- M. Sklare and J. Greenblum, Jewish Identity on the Suburban Frontier, Ch. 3-5.

- L. Kaplan, "The Dilemma of Conservative Judaism," Commentary, (November 1976).  
James Sleeper and Alan Mintz, ed. The New Jews, Part 2.  
S. Schoenfeld, "The Jewish Religion in North America: Canadian and American Comparisons." Canadian Journal of Sociology, Volume III, 1978, pp. 209-231.  
S. Schoenfeld, "Folk Judaism, Elite Judaism..." in Contemporary Jewry, 9;1, 1987/1988.

### **Mid Term on Sections 1-5 inclusive.**

#### VI. Jewish Family Life, Social Relations and Intermarriage (2-3 Lectures)

- \*Weinfeld, Like everyone.. ch. 5.
- \*two articles by Sylvia Barack Fishman in readings
- Brym et al. article by Brym, Gillespie and Gillis, pp. 238-248 and all of Part Six
- Steven Cohen, Alternate Families in the Jewish Community AJC 1989, mimeo
- CJM, articles by Davids, Joseph, Rose, Weinfeld.
- M. Sklare, (AJ), pp. 123-140, 149-199, 395-412
- Waxman, (AJT), chap. 7.
- Cohen, (AMJI), Ch. 6.
- John R. Seeley et al., Crestwood Heights, Chaps. 7, 10
- M. Sklare, The Jew in American Society, pp. 165-187.
- M. Sklare, ed., The Jewish Community in America, pp. 339-359.
- M. Sklare, America's Jews, Chap. 3.
- M. Sklare, ed., The Jews, pp. 520-534.
- Benjamin Schlesinger, The Jewish Family: A Survey and Annotated Bibliography.
- Moshe Anisfeld, et al., "The Structure and Dynamics of the Ethnic Attitudes of Jewish Adolescents," Journal of Abnormal and Social Psychology (66:1, 1963).
- Calvin, Goldscheider, "Ideological Factors in Jewish Fertility Differentials," JJS, (June, 1965).
- Calvin, Goldscheider, "Socio-economic Status and Jewish Fertility," JJS, (December 1965).
- Irving Howe, The World of Our Fathers, Chap. 8.
- Moshe Davis, "Mixed Marriage in Western Jewry: Historical Background to the Jewish Response," JJS, (December 1968).
- Bernard Lazerwitz, "Intermarriage and Conversion: A Guide for Future Research," JJS, (June, 1971).
- M. Sklare, The Jews in American Society, pp. 303-332.
- M. Sklare, "Intermarriage and Jewish Survival," Commentary, March 1970).
- Werner Cahnman, ed., Intermarriage and Jewish Life.
- Article by R. Schlesinger, B. Schlesinger, Lipsitz ed. CJT.
- Sergio della Pergola, Recent Trends in Jewish Marriage, Hebrew University of Jerusalem, 1989, mimeo
- Fred Massarik and Alvin Chenkin, "United States National Population Study: A First Report" AJYB, 1973.
- Stuart Rosenberg, The Jewish Community in Canada, Vol. II, In the Midst of Freedom, Chap. 5.

S. Lieberman and Morton Weinfeld, "Demographic Trends and Jewish Survival," Midstream, November 1978.

VII. Anti-Semitism (2 lectures)

\*Weinfeld, Like Everyone .. ch. 11

\*in readings: Weinfeld, The Changing Dimensions of Contemporary Canadian anti-Semitism, and articles by Wieseltier and Wisse

Brym et al. Part Two

Harold Quinley and Charles Y. Glock, Anti-Semitism in America, NY: Free Press, 1979, ch. 1, 10

CJM, Ages

Robert Brym and Rhonda Lenton, "The Distribution of Anti-Semitism in Canada Today", Canadian Journal of Sociology 16:4 1991, pp. 411-18

Gabriel Weimann, and Conrad Winn, Hate on Trial, chaps. 6, 7.

Cohen, (AMJI), Chap. 8.

David Riesman, "The Militant Fight Against Anti-semitism" (also in Commentary, 1951, No. 11), and "A Philosophy for Minority Living" in David Riesman - Individualism Reconsidered, (also, in Commentary, 1948, No. 6).

Arnold Forster and B. Epstein, The New Anti-Semitism, Chap. 1.

Gertrude Selznick and Steven Steinberg, The Tenacity of Prejudice, Chaps. 1, 10.

L. Dinnerstein, ed., Anti-Semitism in the United States.

Seymour Martin Lipset, "The Left, the Jews, and Israel," Encounter, (December 1969).

Ben Halpern, Jews and Blacks.

Nat Hentoff, Black Anti-Semitism and Jewish Racism.

Earl Raab, "The Black Revolution and the Jewish Question," Commentary, (January 1969).

Stuart Rosenberg, The Jewish Community in Canada, Vol. II. In the Midst of Freedom, Chap. 13.

Peter C. Newman, The Canadian Establishment, Chaps. 11, 12, 13.

Arthur A. Cohen, Ed., Arguments and Doctrines: A Reader of Jewish Thinking in the Aftermath of the Holocaust.

Arthur Morse, While Six Million Died.

Weinfeld, Morton, et al., "Long Term Effects of the Holocaust on Selected Social Attitudes and Behaviors of Survivors: A Cautionary Note," Social Forces, September, 1981, pp. 1-19.

Weinfeld, Morton, "The Jews of Quebec Perceived Anti-Semitism, Segregation, and Migration," JJS, June 1980.

John Sigal and Morton Weinfeld Trauma and Rebirth. Praeger, 1989.

R. Zweigenhaft and G.W. Domhoff, Jews and the Protestant Establishment,

Praeger, 1982. Brym et al. articles by Weinfeld and Zelkowitz, 142-152, and by Waller.

VIII. The Organized Jewish Community and Jewish Education (3-4 lectures).

- \*Weinfeld, Like Everyone, ch. 6, ch. 8
- Brym et al, articles by Weinfeld and Zelkowitz, and Waller
- H. Troper and M. Weinfeld, Old Wounds, 1988
- Breton, ch. 5, pp. 196-255
- Sklare, M. ed., (AJ), pp. 201-243, 365-393.
- CJM, Waller (Power), Lasry.
- Waxman, (AJT), chaps. 8, 9.
- Daniel Elazar, Community and Polity, Chaps. 6, 8, 9, 10, (Appendix A)
- M. Sklare, ed., The Jewish Community in America, pp. 69-110, 221-248.
- M. Sklare, America's Jews, Chaps. 4, 5.
- Herbert Gans, "The Origin and Growth of a Jewish Community in the Suburbs," in M. Sklare, ed., The Jews, see also Commentary, (April, 1951), pp. 330-339.
- Stuart Rosenberg, The Jewish Community in Canada, Vol. II, In the Midst of Freedom, Chaps. 1, 2, 4, Vol. I., A History, Chap. 14.
- Harold Himmelfarb, "Jewish Education for Naught," Educating the Culturally Deprived Child," in Analysis, September, 1975).
- Paul Weinberger, "The Effects of Jewish Education," AJYB, 1971.
- Daniel Elzear and Harold Waller (M.C.) - passim, Lipset ed, (AP) chapters 10, 11, 12, 13.
- Norman Friedman, "Religion's Subsystem: Toward a Sociology of Jewish Education," (Winter, 1969).
- Harold Himmelfarb, "The Impact of Schooling Comparing Different Types and Amounts of Jewish Education," Sociology of Education, (April, 1977).
- M. Zborowsky and E. Herzog, Life is with People, Part III, Chaps. 1, 2.
- Jack N. Porter and Peter Dreier, Jewish Radicalism, Part 5.

IX. Culture, Israel, Holocaust, Jewish Identity (2 lectures)

- \*Weinfeld, Like Everyone Else, ch. 7
- \*readings, articles by Peter Novick, "We are not equipped to answer", from The Holocaust in American Life.; and article "Jewish culture and Canadian Culture (transcribed discussion) of Butovsky, Roiter, Weinfeld, and Wisse; and Steven Cohen and Arnold Eisen, "Conclusion" from The Jew Within.
- Brym et al, readings by Lasry, by Markus and Schwartz, by Levitt and Shaffir 395-432, and Leo Davids 153-166
- Sklare, M. (AJ), pp. 413-438.
- Breton, ch. 2, pp. 34-91.
- CJM, Orenstein, interview with Wisse, Roiter, Butovsky, Waller (Zionism).
- Waxman, (AJT), chap. 10.
- Irving Howe, World of Our Fathers, Chaps. 13-17.
- Howard Sachar, The Course of Modern Jewish History, Chap. 19
- Daniel Bell, "Reflections on Jewish Identity," Commentary, June, 1961.

Norman Friedman, "The Problem of the 'Runaway Jewish Intellectuals': Social Definition and Sociological Perspective," JSS, (January, 1969).

Robert Alter, After the Tradition: Essays on Modern Jewish Writing, pp. 17-60.

Kurt Lewin, "Self-hatred among Jews," in Gertrude Lewin, ed., Resolving Social Conflicts.

Victor Sanua, "Patterns of Identification with the Jewish Community in the U.S.A.," JJS, (December, 1964).

Ralph Segalman, "Jewish Identity Scales: A Report," JJS, (April, 1967).

Eli Mandel, "Ethnic Voice in Canadian Writing," in W. Isajiw, ed., Ethnicity.

Stuart Rosenberg, The Jewish Community in Canada, Vol. II. In the Midst of Freedom, Chaps. 8, 10.

M. Sklare, The Jew in American Society, pp. 259-301.

M. Sklare, "The Greening of Judaism," Commentary, (December, 1974).

Jack N. Porter and Peter Dreier, Jewish Radicalism, part 4, 7.

Cohen, (AMJI), Epilogue.

Steven M. Cohen, Ties and Tensions; An Update. AJC. 1989.

Lipset ed. A.P. Ch. 5

#### X. Jews and Politics (2-3 lectures), and Conclusion

\*Weinfeld, Like Everyone Else, ch. 9,

\*articles by Cohen and Liebman, and by Lawrence Grossman, "Mainstream Orthodoxy.... in Mittelman et al. Jewish polity and American Civil Society" in readings D. Taras - M. Weinfeld, "Continuity and Criticism" North American Jews and Israel International Journal XLV: 3 1990, pp. 661-684.

Breton, ch. 6, pp/ 256-266.

Cohen, (AMJI), Chap. 7

CJM, Stanislawski, Waller & Weinfeld.

M. Sklare, ed., The Jewish Community in America, (JCA) pp. 285-310.

Lawrence Fuchs, "Sources of Jewish Internationalism and Liberalism," in M. Sklare, The Jews.

Irving Howe, World of our Fathers, Chaps. 9-11.

Bernard Rosenberg and Irving Howe, "Are American Jews turning to the Right?" in Irving Howe and Lewis Coser, eds. The New Conservatives.

Mel Tumin, "Conservative Trends in American Jewish Life," Judaism, (Spring, 1964).

Morton Weinfeld, "La Question Juive au Quebec," Midstream, (October, 1977).

Jack N. Porter and Peter Dreier, Jewish Radicalism, (Parts I,9, Epilogue).

James Sleeper and Alan Mintz, The New Jews, Part I.

Irving Louis Horowitz, Israeli Ecstasies and Jewish Agonies, Chaps. 6, 7, 8, or Midstream, (Nov. 1972; or JSS, Oct. 1962).

Coleman, Romalis, The Attitudes of the Montreal Jewish Community Toward French-Canadian Nationalism and Separatism (McGill M.A. Thesis, 1967).

Lipset, "The Jews, The Left and Israel," in Revolution and Counter-Revolution, Ch. 10.

Lipset ed. (AP) ch. 7,8,9.

SOCIOLOGY 174

**Prof. Diane Wolf**

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Winter 2006

T/Th 3:10-4:30pm

Hoagland 108

## **SOCIOLOGY OF CONTEMPORARY JEWISH-AMERICAN IDENTITIES AND COMMUNITIES**

What does it mean to be a Jew in North America today? Is there a difference between being a Jewish-American or an American Jew in today's multicultural US society? Are those who claim a Jewish identity referring to religion, race, or ethnicity? Who is a Jew? And who defines 'who is a Jew?' How has this definition evolved in the contemporary US? What challenges confront the future of Jewish identity in the US?

This course will use readings and films to explore the complexity of these issues from diverse perspectives. We will analyze some of the attempts made by different groups and communities to form, (re)create, and perpetuate Jewish identities. This course is based on the notion that "the" Jewish community does not exist and that there is not one sole and monolithic Jewish identity; rather, there are multiple Jewish identities as well as multiple Jewish communities and sub-communities.

Students should have some background in Jewish religion and culture and in Jewish history. Students are asked to consult with the instructor about their background in these areas. If you do not have this kind of background, there are other more appropriate courses to start with in History and Jewish Studies

### **Readings**

There is only one required book for the course which is on two-hour reserve in the library, and a reader that must be purchased at Navin's copy store on 3rd and University. The reader is not on reserve. The book is:

Debra Kaufman. Rachel's Daughters: Newly Orthodox Jewish Women. Rutgers Univ.Press.

I have also ordered the most recent issue of **HEEB** magazine; more on that later.

### **Requirements**

#### **1.Attendance and Participation**

The course requirements are meant to facilitate intellectual engagement with the materials in light of broader questions about the meaning of Jewish-American identities and communities. Class attendance and participation are crucial and **mandatory**. On Thursdays, we will view independent films. On Tuesdays, we will discuss the readings and the film both of which will be on the same topic. Students are expected to come to Tuesday's class having read the materials,

written about them and prepared to discuss them. The only acceptable excuse for an absence is a written medical note from a doctor.

## **2. Weekly Papers**

Students will write weekly analytical papers on the readings that are 1 ½ to 2 pages long in which the substantive questions/issues raised by the readings and film are addressed. There will be seven papers in total. Papers are due at the beginning of class each Tuesday. The question I'd like you to grapple with each week is in the syllabus.

These papers should demonstrate that the student has done all the required reading, even if there are multiple articles or chapters for that week, and engaged with the issues, as well as with the film. Please also include any questions you have about the readings or the issues, or questions you'd like to discuss in class. Footnotes or a bibliography are not necessary; it is sufficient to simply refer to the author's last name. **DO NOT QUOTE** from the readings in these papers. The first paper is due on January 17<sup>th</sup> and consecutive papers will be due until February 28<sup>th</sup>. The seventh paper will be due on or about March 9<sup>th</sup> depending upon a guest speaker.

The papers should not consist of personal/emotional accounts. It is also not sufficient to state "I like XY" or "I disagree with YZ;" rather, such statements need to be developed and analyzed. Please do not write about your personal experiences.

## **3. Hevruta (partnership learning)**

In the Jewish tradition, learning is always done in pairs or partnership (*hevruta*). Students will write a minimum of two weekly papers with one other student but may choose to do all their short papers with someone else. In practice, this would mean meeting with your *hevruta* after you have each completed the readings individually and seen the film, sometime after class on Thursday but in time for class on Tuesday afternoon. Both members of the *hevruta* receive the same grade. You need not commit to the same partner but can work with different people throughout the quarter; in fact, I would encourage experimenting with different people. Students find such peer interaction about the topics we deal with to be a very valuable part of the learning experience.

## **4. Project**

Students will define a topic on which they will do a small project that will culminate in a 8-10 page paper. Students may work in *hevruta* for this as well, but with one other student. Students are encouraged to consult with the instructor and to define their topic as early as possible. Students may decide to take one of the weekly class topics and focus further on that issue, or choose something else not covered in class. The project has three required parts: (1) definition of topic (2) bibliography, and (3) final paper. Part 1 consists of a paragraph explaining the issue to be explored and the research question to be pursued. It is due in class on January 19<sup>th</sup>. Please be sure to include your email address with your statement. Part 2, the bibliography, is due in class on February 7<sup>th</sup>. The bibliography should consist of mostly academic books and articles from academic journals sought from doing searches from abstracts in different disciplines. You need at least 3 solid references that are not from the internet in order to do this paper. It is very likely that Prof. Wolf will request revisions on Part 1 in order to help students



focus and clarify their topic and/or on Part 2. These revisions are due back within 3 working days; late revisions will result in lowering the final paper grade. The final paper is due on June 14th. For our final session, a selection of students will present their research findings.

### 5. Essay

A 5-8 page take-home essay based on some of the required readings and films will be due at the time of the final, Friday March 17<sup>th</sup> at noon although students may turn it in earlier. The question will be given out on the last day of class, March 14<sup>th</sup>. The essay is a way to bring together the topics covered in the course and should not require further reading.

### Course Policies

1. All written work must be typed, double spaced, and no smaller than 12 point font. Please staple whenever more than one page is turned in. You are responsible for making sure that your work is in on time. Be sure to keep a copy of all written work. **LATE PAPERS WILL NOT BE ACCEPTED** unless a medical note from a doctor is attached.
2. Internet policy: you may use the internet as a bibliographical source, such as on-line library catalogues, however, **you may not use material taken off the internet for any of your assignments in this course.** In other words, a website cannot be substituted for a printed book or article. The only exception to this policy are journal articles available on-line through the library.
3. It goes without saying that all of the work must be your own. Any plagiarism will result in your dismissal from the class with a failing grade for the course and a report of this misconduct to the appropriate campus committee.
4. Because this course tends to be intense and intensive, I ask that students arrive on time, out of respect for the topics and your colleagues. All cell phones and pagers must be turned off. Quiet eating and drinking during class are fine but please refrain from private conversations.

### Grade distribution

Class attendance + participation: 10%; Weekly papers: 35%; Research paper 30%; Final Essay 25%

January 5th

## **I. INTRODUCTION AND ORGANIZATION OF SEMINAR**

January 5-10

## **II. BEING JEWISH IN AMERICA: RACE, RELIGION, CLASS AND THE MAKING OF JEWISH ETHNICS**

Karen Brodtkin. 1998. "How Did Jews Become White Folks?" and " A Whiteness of our Own" from her book, How Jews Became White Folks and What That Says About Race in America. Routledge. R

*Film: The Life and Times of Hank Greenberg*

Question to think about for discussion: Are Jews White?

January 12-17th

## **III. BEING JEWISH IN AMERICA: RACE, RELIGION, CLASS AND THE MAKING OF JEWISH ETHNICS (con't)**

Leonard Fein. 1988. Chaps 1 "Starting Over" and 8 "The American Jew: Text and Context" from his book, Where Are We? The Inner Life of American Jews. NY: Harper. R

Samuel Freedman. 2000 "Who is a Jew" from his book Jew vs. Jew: The Struggle for the Soul of American Jewry. NY: Simon and Schuster. R.

Recommended:

Marla Brettschneider. 1996 "Introduction: Multiculturalism, Jews, and Democracy: Situating the Discussion" from her book The Narrow Bridge: Jewish Views on Multiculturalism. New Brunswick: Rutgers Univ. Press.

Henry Feingold. 1991 "The American Component of American Jewish Identity" from Jewish Identity in America. Ed by David Cordis and Yoav Ben-Horin. LA: University of Judaism.

Melanie Kaye/Kantrowitz. 1992 "Jews, Class, Color, and the Cost of Whiteness" from her book The Issue is Power SF: Aunt Lute Books.

*Film: Yidl in the Middle*

First paper due on the 17th

Question for analysis (paper): How do Jews fit into the contemporary American multicultural landscape? Are they a racial-ethnic group, a religion, a cultural group, or something else? Are they white?

January 19-24th

**IV. TRENDS AND FISSURES IN THE AMERICAN JEWISH “COMMUNITY”**

J.J. Goldberg. 1996. Chaps 1-3 from his book *Jewish Power: Inside the Jewish Establishment*. Reading, MA: Addison- Wesley .R

Samuel Freedman. 2000. "Israel and America" and "Who Owns Orthodoxy?" from his book: R.

Hella Winston. 2005. “Becoming a Rock Star” from her book *Unchosen: The Hidden Lives of Hasidic Rebels*. Beacon Press. R.

Film: *A Life Apart*

Question for paper: What are the major divisions in the American Jewish community and why might they exist?

January 26-31st

**V. THE ROLE OF THE HOLOCAUST IN CONTEMPORARY JEWISH IDENTITY**

Michael Goldberg. 1995 "The Holocaust Cult" from his book *Why Should Jews Survive: Looking Past the Holocaust toward a Jewish Future*. NY: Oxford Univ. Press. R

Peter Novick. 1999. Excerpts from his book, *The Holocaust in American Life*. Boston: Houghton Mifflin. R

James Young. 1999 " America' s Holocaust: Memory and the Politics of Identity" in *The Americanization of the Holocaust*. Ed. by Hilene Flanzbaum. Johns Hopkins Univ. Press R

*Film: Yizkor*

Question: How and in what way does the Holocaust affect and shape contemporary Jewish identity? Why is the Holocaust used in particular ways to shape American Jewish (and Israeli) identity?

February 2nd-7th

**VI. FEMINISM, GENDER, SEXUAL POLITICS AND JUDAISM/JEWS**

Riv- Ellen Prell. 1990 "Rage and Representation: Jewish Gender Stereotypes in American Culture" in *Uncertain Terms: Negotiating Gender in American Culture*, ed by Faye Ginsburg and

Anna Lowenhaupt Tsing. Boston: Beacon R.

Riv-Ellen Prell. 1999 "Talking Back Through Counter-Representations" from her book *Fighting to Become Americans: Jews, Gender and the Anxiety of Assimilation*. Beacon. R

Maurice Berger .1996 "The Mouse That Never Roars: Jewish Masculinity on American Television" in *Too Jewish? Challenging Traditional Identities*, ed. By Norman Kleeblatt. New Brunswick: Rutgers Univ. Press R.

Film: *Half the Kingdom*

Question: Why might such gender stereotypes exist? What do they tell us?

February 9-14th

### **VII. QUEERS AND OTHER JEWS**

David Sheer and Caryn Aviv. 2002. "Introduction: Heeding Isaiah's Call" from their book Queer Jews. Edited by David Sheer and Caryn Aviv. NY: Routledge. R.

Avi Rose and Christie Balka. 2002. "Creating Our Histories: A Look Back at Twice Blessed in Queer Jews. Op cit. R.

Steve Greenberg. 2002. "A Gay Orthodox Rabbi" in Queer Jews. Op cit. R.

Danya Ruttenberg. 2001. "Transgender Theory Hits the Mikveh" from Yentl 's Revenge: The Next Wave of Jewish Feminism Edited by Danya Ruttenberg. Seal Press. R.

Film: Trembling Before G-d

Question: How have gay and lesbian Jews integrated their sexual orientation with their Judaism/Jewishness? Is it possible to integrate them? Is this case similar to other religions, or to the issue of women and Judaism?

February 16-21st

### **VIII. THE NEW ORTHODOX**

Deborah Kaufman. Rachel's Daughters: Newly Orthodox Jewish Women. Rutgers Univ. Press

Film: The Return of Sarah's Daughters

Question: Why do the women in Kaufman's book and in the film choose to live in a patriarchal context? Are they oppressed even though they don't think they are?

February 23-28th

### **IX. STRANGERS IN A NEW LAND: RUSSIAN JEWISH IMMIGRANTS**

Steven I. Gold. 1995 From the Workers' State to the Golden State: Jews from the former Soviet Union in California. Boston: Allyn and Bacon. R.

Film: The Andreyevs of Brighton Beach

Question: What makes Russian Jews Jewish? Why was there a rift with the American Jewish community?

March 2nd-9th

### **X. NEW AND OLD JEWISH IDENTITIES; NEW FORMS OF JUDAISM**

\*\*we will view the film on March 2nd and have a guest speaker on March 7th. Discussion will be on March 9th when the final short paper will be due.

Recent issue of HEEB magazine

Excerpt from Jeffrey Shandler. 2005. Adventures in Yiddishland. UC Press (to be supplied)

Guest speaker: Julie Batz, cantor and curator of The Ritualist.

Film: The Free Voice of Labor

Question for paper: What do these various texts and practices tell us about new forms of Jewishness/Judaism? How would you describe these different manifestations of being Jewish?

March 14th

## **XI. STUDENT PRESENTATIONS**

project paper due

Final exam: due by noon on Friday March 17th

YESHIVA UNIVERSITY  
STERN COLLEGE

Dr. R. R. Farber  
M/W 11:55-1:10pm

Spring 2006

**THE SOCIOLOGY OF ISRAELI IDENTITIES**  
SOC 4925C

Does the State of Israel unite or divide World Jewry? Does being Jewish unite or divide Israelis? In “The Sociology of Israeli Identities” we examine the complexities of Israeli life with a focus on the diversity of population groups, some Jewish and some not, that share the geographical space we identify as Israel. We examine these issues with the goal of understanding the implications of this diversity for the meaning of being Jewish and the identity of a Jewish State.

The course will consist of lectures and in-depth class discussions. Students are expected to attend classes, be up to date in their reading of the assigned material, discuss the readings in class, take a midterm and final, and submit a 10-12 page research paper with proper bibliography and citation. Research paper topics will be discussed in class.

My office hours are on Mondays from 1:15 to 1:45 pm or by appointment. My office is in Room 1004 at 245 Lexington. My email is: [rrfarber@yu.edu](mailto:rrfarber@yu.edu).

Grading

30% - Midterm

30% - Final

15% - Class participation

25% - Research Paper – DUE 5/8/06. THIS IS THE LAST DAY OF CLASS.

PRESENTATIONS WILL OCCUR BEFORE YOU HAND IN YOUR PAPER.

\*\*\*LATE PAPERS WILL NOT BE ACCEPTED. BE SURE TO SAVE YOUR PAPER ON SEVERAL DISKS WHILE YOU ARE WORKING ON IT. \*\*\*

Required Texts

Eva Etzioni-Halevy. 2002. The Divided People: Can Israel’s Breakup Be Stopped?  
Lanham: Lexington Books.

Rebhun, Uzi and Chaim I. Waxman, Editors. 2004. Jews in Israel: Contemporary Social and Cultural Patterns. Hanover: Brandeis/UPNE.

Rosenthal, Donna. 2003. The Israelis: Ordinary People in an Extraordinary Land.

Hertzberg, Arthur. 1997. The Zionist Idea: A Historical Analysis and Reader. Phila: JPS.  
Additional readings may be assigned during the semester.

Recommended Readings

Efron, Nora, Real Jews.

Ravitsky, Aviezer, Messianism, Zionism, and Jewish Religious Radicalism.

Liebman and Katz, eds. The Jewishness of Israelis.

YESHIVA UNIVERSITY  
STERN COLLEGE

Dr. R. R. Farber  
M/W 11:55-1:10pm

Spring 2006

THE SOCIOLOGY OF ISRAELI IDENTITIES  
SOC 4925C

1. Wk of 1/25: Introduction  
Readings: Hertzberg: The Zionist Idea -  
R. Yehudah Alkalai, pp. 101-115; Leo Pinsker, pp. 181-198; Theodore Herzl, pp. 204-223; Max Nordau, pp. 233-245; Ahad Ha'am, Zionist Idea, pp. 249-277; R. Abraham Kook, pp. 416-431; R. Meir Bar-Ilan (Berlin), pp. 548-555.
  2. Wk. of 1/30-2/1: Formation of the State  
Readings: Rebhun & Waxman, Ch. 1, Rebhun
  3. Wk. of 2/6-2/8: Settlement Patterns: Immigration and Security  
Readings: Rebhun & Waxman, Ch. 2, DellaPergola  
Rosenthal, Introduction & chapters 1-5; Ashkenazim
  4. Wk. of 2/13-/2/15: Ethnic and Social Adaptation - Mizrahim  
Readings: Rebhun & Waxman: ch. 3, Smooha  
Rosenthal, ch. 6.  
\*\*\*Film: Sallah\*\*\*
  5. Wk. of 2/20-2/22: Soviet Immigrants within the Jewish State  
Readings: Rebhun & Waxman, ch. 4, Leshem and Sicron  
Rosenthal, ch. 7.
  6. Wk. of 2/27-3/1: Ethiopian Immigrants within the Jewish State  
2/27: Guest Speaker: Rabbi Sharon Shalom, Ethiopian Rabbi, Bar-Ilan Univ.  
Readings: Rebhun & Waxman: ch. 5, Kaplan & Salamon.  
Rosenthal, ch. 8.
  7. **Wk. of 3/6-3/8: Review & \*\*\*\*\*MIDTERM\*\*\*\*\***
- PURIM SAMEACH!
8. Wk. of 3/15: Jewish Identities: Religious and Secular  
Readings: Rebhun and Waxman: ch. 11, Levy, Levinsohn and Katz; ch. 12, Tabory; ch. 13, Ezrachi  
Rosenthal, chs. 9-11.

9. Wk. of 3/20-3/22: Non-Jewish Israelis  
Readings: Rosenthal, chs. 12-15.  
Rebhun & Waxman: ch. 15, Yuchtman-Yaar and Shavit
10. Wk. of 3/27-3/29: Israeli Identity and Judaism  
Readings: Rebhun & Waxman: Waxman: ch. 9; Schweid, ch. 10; ch. 16 Bilu;  
ch. 17 Ofer  
\*\*\*Film: A Time of Favor\*\*\*
11. Wk. of 4/3-4/5: Jewish and Democratic  
Readings: Rebhun and Waxman: Ben-Raphael & Topel, ch. 6; Arian, ch. 7;  
Herzog, ch. 8; Weber, "Types of Authority" On Reserve  
Israel Democracy Institute: Democracy Index, On Reserve
12. Wk. of 4/10: Israel and Diaspora Jews  
Readings: Rebhun & Waxman: ch. 18, Sheffer; ch. 19, Gold  
Farber, "Are United States Jews a Diaspora Population?"  
CHAG SAMEACH!!
13. Wk. of 4/24-26: The Divided People  
Readings: Etzioni-Halevy, The Divided People.
14. Wk. of 5/1: Student Presentations
15. Wk. of 5/8: Student Presentations and Conclusion \*\*\*PAPER IS DUE\*\*\*  
Readings: Rebhun & Waxman: ch. 20, Rebhun and Waxman.



Political Science 351  
**Politics and Society in Israel**

**Zvi Gitelman**

Fall 2006

This course should give you an understanding both of major topics in political analysis—political culture, proportional representation, coalition formation, ethnopolitics, the interplay of religion and politics—as well as of the interaction of society and politics in the State of Israel, a relatively new state in a very old land, and one, which despite its small size, confronts many important political issues that arise in other societies.

Requirements for the course include a final examination, a mid-term examination and a paper. The paper can be one of three types: 1) essays on two or three assigned themes or questions, which will be the equivalent of essays on a final examination; 2) a research paper of 12-15 pages length on a topic of your choosing; 3) an analytic discussion of at least four books relevant to the course topic (these should be checked with me before you proceed). You can choose from among the recommended readings below, or any other books that are germane to the course. This analysis should be about 8-10 pages in length. The mid-term will be given on Tuesday, October 24. Papers will be due Tuesday, December 5. The final examination will be given on Wednesday, December 20, 8-10 a.m.

Though not required, it is a good idea to consult with me on your research paper topic. I can help you regarding feasibility, sources, form and substance. The recommended readings listed below could help you get started.

My office hours are Thursdays, 1:30-3:30 in 7557 Haven Hall. I can be reached at 763-4393 or at [zvigitel@umich.edu](mailto:zvigitel@umich.edu).

There is no required text for the course. A coursepack is available at Accu-Copy on William Street.

Reading Assignments

I. Political Culture and Ideology: Zionism

1. Mark Tessler, A History of the Israeli–Palestinian Conflict, pp 1-68.
2. Arthur Hertzberg, ed., The Zionist Idea, pp. 179-198; 204-226; 331-350; 355-366; 517-523; 605-619.
3. Shlomo Avineri, The Making of Modern Zionism, pp. 3-13; 217-227.

**Recommended**

David Vital, The Origins of Zionism  
Ben Halpern, The Idea of the Jewish State  
Walter Laqueur, A History of Zionism

Charles Liebman and Eliezer Don-Yehiya, Religion and Politics in Israel (Ch. 4)  
Liebman and Don-Yehiya, Civil Religion in Israel  
Jacques Kornberg, Theodor Herzl

## II. Political Culture: The Yishuv and the Founding of the State

1. Dan Horowitz and Moshe Lissak, "Authority Without Sovereignty: The Case of the Jewish Community in Palestine," Government and Opposition, Vol. 8, No. 1, (Winter, 1973) pp. 48-71.
2. Howard M. Sachar, A History of Israel, pp. 279-353.

### **Recommended**

Amos Elon, The Israelis: Founders and Sons  
J.C. Hurewitz, The Struggle for Palestine  
Moshe Lissak and Dan Horowitz, Origins of the Israeli Polity  
Isaiah Friedman, The Question of Palestine: British-Jewish-Arab Relations  
Rael Jean Isaac, Party and Politics in Israel  
**Benny Morris. The Birth of the Palestinian Refugee Problem 1947-1949.**  
Yehuda Bauer. From Diplomacy to Resistance: A History of Jewish Palestine

### The Institutional Structure

1. Asher Arian, The Second Republic: Politics in Israel (2<sup>nd</sup> ed., 2005) Ch. 9 (pp. 263-312).
2. Aharon Barak, "The Role of the Supreme Court in a Democracy," Israel Studies 3 (1998), 6-29.

### **Recommended**

S.N. Eisenstadt, Israeli Society  
Asher Arian, ed., Israel—A Developing Society  
Alan Dowty, The Jewish State

### The Party System

1. Yonathan Shapiro, The Formative Years of the Israeli Labor Party, Chapters 7 and 9.
2. Benjamin Akzin, "The Role of Parties in Israeli Democracy," in S. N. Eisenstadt, Rivkah Bar-Yosef and Chaim Adler, eds., Integration and Development in Israel, pp. 9-46.
3. Asher Arian, The Second Republic, Chs. 5 and 6 (pp. 117-201).

## Recommended

Myron Aronoff, Israeli Visions and Divisions  
Myron Aronoff, Power and Ritual in the Israeli Labor Party  
Peter Medding, Mapai in Israel  
Asher Arian, ed., The Elections in Israel, 1977

### Political Leadership and Political Elites

1. David Nachmias, "Coalition Politics in Israel," Comparative Political Studies, Vol. 7, No. 3, (October 1974): pp. 316-333.
2. Gregory Mahler and Richard Trilling, "Coalition Behavior and Cabinet Formation: The Case of Israel," Comparative Political Studies, Vol. 8, No. 2 (July 1975) pp. 200-233.
3. Daniel Maman, "Elite Structure in Israel: A Socio-Historical Analysis," Journal of Political and Military Sociology, 25,1 (1997)
4. Gabriel Ben-Dor and Ami Pedahzur, "Civil-Military Relations in Israel at the Outset of the Twenty-First Century," in Uzi Rebhun and Chaim Waxman, eds., Jews in Israel: Contemporary Social and Cultural Patterns (University Press of New England, 2004), 331-344.

## Recommended

Don Peretz, The Government and Politics of Israel  
Moshe Dayan, Story of My Life  
Abba Eban, Autobiography  
Golda Meir, My Life  
Menachem Begin, The Revolt  
Yuval Elizur and Eliahu Salpeter, Who Rules Israel  
Lester Seligman, Leadership in a New Nation  
Yoram Peri, Between Battles and Ballots: Israeli Military in Politics  
Yoram Peri, "Ideological Portrait of the Israeli Military Elite," The Jerusalem Quarterly, No. 3 (Spring 1977) pp. 28-41.

### Political Behavior

1. Asher Arian, "Elections and Voting Patterns," in Rebhun and Waxman, Jews in Israel, 174-194.
2. Asher Arian, "Were the 1973 Elections in Israel Critical?" Comparative Politics, Vol. 8, No. 1, (1975), 156-165
3. Asher Arian, "The Electorate: Israel 1977," in Howard Penniman, ed., Israel at the Polls, 59-89.
4. Paul Abramson, "Generational Replacement, Ethnic Change, and Partisan Support in Israel," Journal of Politics 51, 3 (1989), 545-574.
5. Asher Arian and Michal Shamir, "Two Reversals in Israeli Politics: Why 1992 Was Not 1997," Electoral Studies 12, 4 (December 1993), 315-341.
6. "Introduction," in Asher Arian and Michal Shamir, eds., The Elections in Israel 2003, 1-12.

## Recommended

Asher Arian, The Choosing People  
Howard Penniman, ed., Israel at the Polls  
Yael Yishai, Land of Paradoxes: Interest Politics in Israel  
Abraham Diskin, Elections and Voters in Israel  
Asher Arian and Michal Shamir, eds., Habehirot beYisrael 1999

### Political Socialization and National Integration in a “Jewish State”

1. Myron Weiner, “Political Integration and Political Development,” in Jason Finkle and Richard Gable, eds., Political Development and Social Change, 551-562.
2. Sammy Smooha, “Jewish Ethnicity in Israel: Symbolic or Real?” in Rebhun and Waxman, Jews in Israel, 47-80.
3. Baruch Kimmerling, “Elections as a Battleground over Collective Identity,” in Arian and Shamir, The Elections in Israel 1996, 27-44.
4. Deborah Sontag, “Debate in Israel: Jewish State or Now a Multicultural State?” New York Times, December 6, 1999.

## Recommended

Shlomo Deshen, Immigrant Voters in Israel  
Dorothy Wilner, Nation Building and Community in Israel  
Alex Weingrod, Israel: Group Relations in a New Society  
Shlomo Deshen and Moshe Shokeid, The Predicament of Homecoming: Cultural and Social Life of North African Immigrants in Israel  
Zvi Gitelman, Becoming Israelis: Political Resocialization of Soviet and American Immigrants

### Ethnicity and Politics: Arabs in Israel

1. Ephraim Yuchtman-Yar and Ze’ev Shavit, “The Cleavage between Jewish and Arab Israeli Citizens, in Rebhun and Waxman, Jews in Israel, 345-370.
2. Ian Lustick, Arabs in the Jewish State, Chapters 4-7.
3. Matti Friedman, “Collision Course,” Jerusalem Report, January 9, 2006, 20-22; Joel Greenberg, “Plan to Keep Israeli Arabs Off Some Land is Backed,” New York Times, July 9, 2002; Nathaniel Popper, “In Watershed, Israel Deems Land-Use Rules of Zionist Icon ‘Discriminatory,’” Forward (New York), February 4, 2005. “It is Legitimate for us to Oppose the War,” Jerusalem Report, August 21, 2006, p.48.
4. Yoav Peled, “Ethnic Democracy and the Legal Construction of Citizenship: Arab Citizens of the Jewish State,” American Political Science Review 86, 2 (June 1992), 432-443.
5. Alan Dowty, “Is Israel Democratic? Substance and Semantics in the ‘Ethnic Democracy Debate,’” Israel Studies, v.4, n.2 (Fall 1999), 1-15.

## Recommended

- Jacob Landau, The Arabs in Israel (London, 1991)  
Sabri K. Jiryis, The Arabs in Israel (Beirut, 1968 and New York, 1976)  
Michael Curtis and Mordecai Chertoff, eds., Israel Social Structure and Change  
Yochanan Peres, "Ethnic Relations in Israel," American Journal of Sociology, (May 1971) pp. 1021-1047.  
Boas Evron, Jewish State or Israeli Nation?  
David Grossman, Sleeping on a Wire: Conversations with Palestinians in Israel  
Ori Stendel, The Arabs in Israel  
Nadim Rouhana, Palestinians in an Ethnic Jewish State

### Ethnicity, Politics and Immigration

1. Zvi Gitelman, Becoming Israelis, pp. 18-115; 250-269; 295-304.
2. Steven Kahan and Chaim Rosen, "Ethiopian Jews in Israel," American Jewish Yearbook 1994, pp. 59-109. **For 2004 ff., use G. Ben-Ezer, "Ethiopian Jews Encounter Israel," Migration and Identity, v. 3, 101-117.**
3. Elazar Leshem and Moshe Siron, "The Soviet Immigrant Community in Israel," in Rebhun and Waxman, Jews in Israel, 81-117.
4. Zvi Gitelman, Immigration and Identity: The Resettlement and Impact of Soviet Immigrants on Israeli Politics and Society, pp. 42-78.
5. Bernard Reich, Noah Dropkin and Meyrav Wurmser, "Soviet Jewish Immigration and the 1992 Israeli Knesset Elections," Middle East Journal 47,3 (Summer 1993)
6. Zvi Gitelman and Ken Goldstein, "The 'Russian Revolution' in Israeli Politics," in Asher Arian and Michal Shamir, eds., The Elections in Israel 1999 (Albany: State University of New York Press, 2002), 141-164.
7. Ken Goldstein and Zvi Gitelman, "From 'Russians' to Israelis?" in Asher Arian and Michal Shamir, eds., The Elections in Israel 2003 (Transaction, 2005) 245-260.

### Religion and Politics

1. "Religion," in Asher Arian, The Second Republic, 348-363.
2. Charles Liebman and Eliezer Don-Yehiya, Religion and Politics in Israel, chapters 2 and 8.
3. Ian Lustick, For the Land and For the People: Jewish Fundamentalism in Israel, 1-71; 177-184.
4. Charles Liebman and Elihu Katz, eds., The Jewishness of Israelis, 1-37; 85-102).

## Recommended

Shlomo Deshen, et al, Israeli Judaism: the Sociology of Religion in Israel  
Shlomo Deshen, "The Emergence of the Israeli Sephardi Ultra-Orthodox Movement," Jewish Social Studies, 11, 2 (Winter 2005), 77-101  
Gary Schiff, Tradition and Politics: The Religious Parties of Israel  
Articles by Kevin Avruch, Daniel Elazar and Janet Aviad, and by Emanuel Guttman, in Michael Curtis, ed., Religion and Politics in the Middle East  
Norman Zucker, The Coming Crisis in Israel

### Domestic Factors in the Arab-Israeli Dispute

1. Yael Yishai, Land or Peace: Whither Israel? (Hoover Institution Press, 1987) 1-27.
2. Ofira Seliktar, "Ethnic Stratification and Foreign Policy in Israeli: Attitudes Toward the Arabs and the Arab-Israeli Conflict," The Middle East Journal Vol. 38 (1984), 34-50.
3. Elie Rekhess, "Israel's Arab Citizens and the Peace Process," in Robert O. Freedman, ed., Israel Under Rabin (Westview, 1995), 189-204.

Division of Graduate Studies  
Rothberg International School  
Hebrew University of Jerusalem  
Autumn 2005

## **Israel: Politics and Society**

**Dr. Reuven Y. Hazan**

### **Course Objectives:**

This course presents an analysis, couched within theoretical frameworks from other Western democracies, of politics and society in Israel. The emphasis will be on classification, typological mappings and model-derived explanations of how the social cleavages of Israeli society function and behave in the Israeli political process, particularly in light of the reforms that have transformed the arena of Israeli politics.

The goal of this course is to expose you to some of the contemporary socio-political issues in Israel, particularly the highly contentious problem of religion and politics.

Lectures proceed from the assumption that all students have read the assignments, and class will often include open discussion. Class participation will be factored into the final grade, and attendance is compulsory. There will be a final exam.

There is only one text, which is assigned almost in its entirety:

Reuven Y. Hazan and Moshe Maor (eds.) *Parties, Elections and Cleavages: Israel in Comparative and Theoretical Perspective*. London: Frank Cass, 2000.

(This book also appeared as a special issue of the journal *Israel Affairs*, Vol. 6, #2, Winter 1999.)

There is an additional text, a majority of which is assigned:

Gregory S. Mahler. *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, MD: Roman and Littlefield, 2004.

Both books are available for purchase at the Akademon bookstore. The remaining items come from several books and journals, all of which are on reserve at the library, along with the main and the recommended texts.

## **1. Introduction: Are Israeli Politics and Society Comparable or Unique?**

Michael Barnett, "The Politics of Uniqueness: The Status of the Israeli Case."

In Michael Barnett (ed.) *Israel in Comparative Perspective: Challenging the Conventional Wisdom*. Albany: SUNY Press, 1996, pp. 3-28.

Yehezkel Dror, "On the Uniqueness of Israel: Multiple Readings."

In Michael Barnett (ed.) *Israel in Comparative Perspective: Challenging the Conventional Wisdom*. Albany: SUNY Press, 1996, pp. 245-261.

Ira Sharkansky, "The Promised Land of the Chosen People is not all that Distinctive: On the Value of Comparison."

In David Levi-Faur, Gabriel Sheffer and David Vogel (eds.) *Israel: Dynamics of Change and Continuity*. London: Frank Cass, 1999, pp. 279-292.

Gregory S. Mahler. *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, MD: Roman and Littlefield, 2004.

Introduction: "The Study of Israel in Comparative Context", pp. 1-10.

## **2. Social Cleavages in Israel**

Judith Shuval, "The Structure and Dilemmas of Israeli Pluralism."

In Baruch Kimmerling (ed.) *The Israeli State and Society: Boundaries and Frontiers*. Albany: SUNY Press, 1989, pp. 216-236.

Dan Horowitz and Moshe Lissak. *Trouble in Utopia: The Overburdened Polity of Israel*. Albany: SUNY Press, 1989.

Ch. 2: "Israel as a Multi-Cleavage Society", pp. 32-97.

Alan Dowty. *The Jewish State: A Century Later*. Berkeley: University of California Press, 1998.

Ch. 7: "The Communal Split", pp. 143-158.

Gregory S. Mahler. *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, MD: Roman and Littlefield, 2004.

Ch. 3: "The Social and Economic Context of Politics", pp. 85-114.

## **3. The Development and Consequences of Israeli Politics**

Gregory S. Mahler. *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, MD: Roman and Littlefield, 2004.

Ch. 4: "The Constitutional System and Parliamentary Government", pp. 117-139.

Ch. 5: "The Prime Minister and the Knesset", pp. 141-169.

Ch. 6: "Political Parties and Interest Groups", pp. 171-191.



Ch. 7: “The Electoral Process and Voting Behavior”, pp. 193-219.

Ch. 8: “The Machinery of Government”, pp. 221-247.

Itzhak Galnoor. “The Israeli Political System: A Profile.”

In Keith Kyle and Joel Peters (eds.) *Whither Israel? The Domestic Challenges*. London: The Royal Institute of International Affairs, 1993, pp. 87-102.

Emanuel Gutmann. “Israel: Democracy Without a Constitution.”

In Vernon Bodganor (ed.) *Constitutions in Democratic Politics*. Aldershot: Gower, 1988, pp. 290-308.

Reuven Y. Hazan, “Party System Change in Israel, 1948-1998: A Conceptual and Theoretical Border-Stretching of Europe?”

In Paul Pennings and Jan-Erik Lane (eds.) *Comparing Party System Change*. London: Routledge, 1988, pp. 151-166.

#### **4. Politics and Society in Israel #1: Religion and Politics**

Benyamin Neuberger. “Religion and State in Europe and Israel.”

In Reuven Y. Hazan and Moshe Maor (eds.) *Parties, Elections and Cleavages: Israel in Comparative and Theoretical Perspective*. London: Frank Cass, 2000, pp. 65-84.

Alan Dowty. *The Jewish State: A Century Later*. Berkeley: University of California Press, 1998.

Ch. 8: Religion and Politics, pp. 159-183.

Eliezer Don-Yehiya. “Conflict Management of Religious Issues: The Israeli Case in a Comparative Perspective.”

In Reuven Y. Hazan and Moshe Maor (eds.) *Parties, Elections and Cleavages: Israel in Comparative and Theoretical Perspective*. London: Frank Cass, 2000, pp. 85-108.

Reuven Y. Hazan. (2000). “Religion and Politics in Israel: The Rise and Fall of the Consociational Model.”

In Reuven Y. Hazan and Moshe Maor (eds.) *Parties, Elections and Cleavages: Israel in Comparative and Theoretical Perspective*. London: Frank Cass, 2000, pp. 109-137.

Suggested additional reading:

Asher Cohen and Bernard Susser. *Israel and the Politics of Jewish Identity: The Secular-Religious Impasse*. Baltimore: Johns Hopkins University Press, 2000.

#### **5. Politics and Society in Israel #2: Israeli Arabs**

Sammy Smootha. “Ethnic Democracy: Israel as an Archetype.”

*Israel Studies*. Vol. 2, #2, 1997, pp. 198-241.

Alan Dowty. "Consociationalism and Ethnic Democracy: Israeli Arabs in Comparative Perspective."

In David Levi-Faur, Gabriel Sheffer and David Vogel (eds.) *Israel: Dynamics of Change and Continuity*. London: Frank Cass, 1999, pp. 169-182.

## **6. The Reshaping of Israeli Politics in the 1990s**

Arend Lijphart. "Israeli Democracy and Democratic Reform in Comparative Perspective."

In Ehud Sprinzak and Larry Diamond (eds.) *Israeli Democracy Under Stress*. Boulder, CO: Lynne Rienner, 1993, pp. 107-123.

Hanna Diskin and Abraham Diskin. "The Politics of Electoral Reform in Israel."

*International Political Science Review*, Vol. 16, #1, January 1995, pp. 31-46.

Reuven Y. Hazan, "Presidential-Parliamentarism: Direct Popular Election of the Prime Minister, Israel's New Electoral and Political System."

*Electoral Studies*, Vol. 15, #1, February 1996, pp. 21-37.

Reuven Y. Hazan, "Executive-Legislative Relations in an Era of Accelerated Reform: Reshaping Government in Israel."

*Legislative Studies Quarterly*, Vol. 22, #3, August 1997, pp. 329-350.

Abraham Diskin. "The New Political System in Israel."

*Government and Opposition*, Vol. 34, #4, Autumn 1999, pp. 498-515.

Michal Shamir and Asher Arian. "Collective Identity and Electoral Competition in Israel."

*American Political Science Review*, Vol. 93, #2, June 1999, pp. 265-277.

Gideon Rahat. "The Politics of Reform in Israel: How the Israeli Mixed System Came to Be."

In Matthew Shugart and Martin Wattenberg (eds.) *Mixed-Member Electoral Systems: The Best of Both Worlds?* New York: Oxford University Press, 2000, pp. 123-151.

## **7. The 1996, 1999 and 2001 Elections in Israel**

Baruch Kimmerling. "Elections as a Battleground over Collective Identity."

In Asher Arian and Michal Shamir (eds.) *The Elections in Israel 1996*. Albany: SUNY Press, 1999, pp. 27-44.

David Nachmias and Itai Sened. "The Bias of Pluralism: The Redistributive Effects of the New Electoral Law."

In Asher Arian and Michal Shamir (eds.) *The Elections in Israel 1996*. Albany: SUNY Press, 1999, pp. 269-284.

Reuven Y. Hazan. "Yes, Institutions Matter: The Impact of Institutional Reform on Parliamentary Members and Leaders in Israel."

In Lawrence D. Longley and Reuven Y. Hazan (eds.) *The Uneasy Relationship Between Parliamentary Members and Leaders*. London: Frank Cass, 1999, pp. 303-326

Reuven Y. Hazan and Gideon Rahat. "Representation, Electoral Reform, and Democracy: Theoretical and Empirical Lessons from the 1996 Elections in Israel."

*Comparative Political Studies*, Vol. 33, #10, December 2000, pp. 1310-1336.

Reuven Y. Hazan. "The Israeli Mixed Electoral System: Unexpected Reciprocal and Cumulative Consequences."

In Matthew Shugart and Martin Wattenberg (eds.) *Mixed-Member Electoral Systems: The Best of Both Worlds?* New York: Oxford University Press, 2000, pp. 351-379.

Abraham Diskin and Reuven Y. Hazan. "The 2001 Prime Ministerial Election in Israel." *Electoral Studies*, Vol. 21, #4, December 2002, pp. 659-664.

## **8. Political Change and Social Transformation in Israel**

Gabriel Sheffer. "Political Change and Party System Transformation."

In Reuven Y. Hazan and Moshe Maor (eds.) *Parties, Elections and Cleavages: Israel in Comparative and Theoretical Perspective*. London: Frank Cass, 2000, pp. 148-171.

Peter Medding. "From Government by Party Government Despite Party."

In Reuven Y. Hazan and Moshe Maor (eds.) *Parties, Elections and Cleavages: Israel in Comparative and Theoretical Perspective*. London: Frank Cass, 2000, pp. 172-208.

## **9. Politics and Society: Israel in Comparative Perspective**

Giovanni Sartori, "The Party Effects of Electoral Systems."

In Reuven Y. Hazan and Moshe Maor (eds.) *Parties, Elections and Cleavages: Israel in Comparative and Theoretical Perspective*. London: Frank Cass, 2000, pp. 13-28.

Arend Lijphart, Peter Bowman and Reuven Y. Hazan. "Party Systems and Issue Dimensions: Israel and Thirty-Five Other Old and New Democracies Compared."

In Reuven Y. Hazan and Moshe Maor (eds.) *Parties, Elections and Cleavages: Israel in Comparative and Theoretical Perspective*. London: Frank Cass, 2000, pp. 29-51.

## **10. Wither Israeli Politics and Society? The 2003 Elections**

Reuven Y. Hazan and Abraham Diskin. "The Parliamentary Elections in Israel January 2003." *Electoral Studies*, Vol. 23, #2, June 2004, pp. 353-360.

Ofer Kenig, Gideon Rahat and Reuven Y. Hazan. "The Political Consequences of the Introduction and the Repeal of the Direct Elections for the Prime Minister."

In Asher Arian and Michal Shamir (eds.) *The Elections in Israel 2003*. New Brunswick: Transaction Publishers, 2005, pp. 33-61.

**Soc 197E**  
**Israeli Society**  
**Professor Aziza Khazzoom**

All modules

Khazzoom@soc.ucla.edu • 261A Haines 310-825-1281

**Introduction**

This course reviews the literature Israeli social scientists – primarily sociologists – have produced about Israel. For the most part, these researchers study Israel the same way US sociologists study the US. For example, they are highly concerned with social problems – such as gender or ethnic inequality – and with other social dynamics, such as immigration, the role of institutions in distributing resources, the ways in which groups construct identity, etc.

This leads to several outstanding features of Israeli sociology, all of which may seem odd to those who know Israel from a different perspective. First, Israeli sociologists tend to see Israel as not unique, or as fundamentally similar to other modern industrialized societies. Second, they analyze Israel as a culture plagued by cleavage and inequality, rather than as the homeland of the Jews. As a result, they are often highly critical of Israel. Third, most see Zionism as a nationalist discourse, a member of the family of ethno-nationalist discourses that arose in Eastern Europe in the late 19<sup>th</sup> century. As a result, many are currently engaged in “deconstructing” that discourse, or in articulating and questioning its basic assertions. The main point though is that Israeli sociologists, in important ways, simply do not see Israel as special.

In this class, we will analyze Israeli society within the same framework that Israeli sociologists use, but we will also not assume that that is the correct framework to use. We will consider some of the following questions in the course:

Who are the different ethnic, national, class, religious, and immigrant groups that live in Israel today? What does it mean to them to live in a Jewish state? How much have different groups settled into one Israel, and how much are cleavages deepening? What can this tell us generally about how societies cohere, and the possibilities for multiculturalism worldwide?

What was the nature of the nationalist project that led to the establishment of the state (which is a very complicated way of describing Zionism, but important because it locates Zionism as one of many similar ideologies that developed in Europe at the time)? On what grounds have Jewish Israelis begun to re-evaluate this project? Why have they done so? And how important is Zionist ideology to US Jewish thought and identity, and are US Jews also re-evaluating it?

Jews lived in Moslem countries for centuries before the establishment of the state of Israel. What was their relationship like? How has this history shaped Arab/Israeli relations today? Why do some Jews of Middle Eastern origin call themselves “Arab Jews”, or “victims of Zionism”, while others insist that they are ethnically neutral Jewish Israelis, and what does that mean for the place the Jewish state can find in the Middle East? What does it mean generally for the processes by which ethnic identities are built? What is living in Israeli society like for women of different class, ethnic, national, and religious backgrounds? What does this tell us about how participating in a nationalist project shapes women’s lives? Or about how gender and ethnicity interact in a globalized society?

### **The all-important issue of assignments and grades**

Grades are incredibly important to undergraduates, and unlike many people, I don’t mind grade-consciousness. Grades are, in fact, markers that will determine your futures, and you have the right to know exactly how you got a grade. I will try to make that as clear as possible in my comments, and please do not hesitate to come to my office to talk about a grade.

There are no exams in this class. You are graded on three features of your performance: a term paper (50%), your summaries of the readings and discussion questions (35%), and class participation (15%):

The term paper is 50% of your grade. It can be on any topic concerning Israel, either something we have discussed in class, or an interest of your own. It must, however, be sociological. It should be approximately 15 pages long, and should include about 10 outside readings, if it is a literature review, or about 2 outside readings if you are independently analyzing data.

By the end of the 7<sup>th</sup> week of class, you should have turned in to me a one-paragraph abstract of your topic, and a list of the work you will read or the data you will collect. If possible, you should tell me what you believe your argument will be. This will give me a chance to respond before having to give you a grade. I accept drafts; one per person for sure, and sometimes more than one, depending on circumstances.

### **SOME TIPS ON WRITING PAPERS**

Note that I grade the papers with more exacting standards than I grade the summaries. I understand the summaries as first takes; because you have a lot of time to think about your papers, my standard is perfection.

General: NOTE THAT TO RECEIVE AN A OR A-, the paper has to have some original thought to it. That is, a paper that does a very good job summarizing some literature will likely get a B+, or, if it is truly stunning, an A-. An A or A- paper usually combines that excellent literature review with some DATA-BASED reflection or opinion, and usually

has that opinion organize the paper and presentation of the data. In general, people do better on sociology papers if they are critical. That does not mean that you must disagree, but that you must always show that you have not simply accepted the argument without thinking. Does the argument make sense? What similar situations do you know of, and would the argument make sense there? Is the author working from assumptions that might not be correct? Most importantly: What have we learned in class that might suggest a different perspective?

Although I don't grade on writing style, I do grade on clarity. An A or A- paper will ALWAYS have a clear argument. Most of the time, that argument should be stated in one clear and succinct sentence by the end of the first paragraph of the paper.

References: Whenever you are stating something you have learned, you must cite it. This is only partly an issue of plagiarism; not properly citing work is also sloppy. Moreover it help you if you are clear about what is your idea and what is someone else's. I know most work about Israel, and may think you are just paraphrasing someone else's idea – which lowers your grade – unless you clarify that this is something you came up with, and how and why.

A good place to find writings on your topic is Cambridge Abstracts, which contains abstracts (one-paragraph summaries) of most of the articles written in most of the larger journals over the last 40 years. You can access it through the library's online resources page. If you don't know how to use Cambridge Abstracts, ask a librarian.

Summaries and discussion questions are 35% of your grade. Each week, about half of the class will be responsible for producing a summary and analysis of the week's reading; over the course of the quarter, each student has to produce 5 summaries. By 5 pm two days before class you should have uploaded your summary on to the discussion section of the class web page (it automatically clocks your submission, so I know if it is on time or not). They are due so early because the discussion leader will need time to read them. Late summaries will be deducted a full grade; this is not because I care about lateness so much as I don't want the discussion leader to be left without postings to work with. Each summary should be about two pages long. The first one to three paragraphs should summarize the reading, the next two to three paragraphs should try to comment on one or two issues that the reading has raised. Do not try to summarize the whole reading. Ask yourself what the author's main argument is, and what s/he is saying that you think is important, and stick to those aspects of the work. Remember that the discussion leader will be using your postings to come up with discussion questions; try to be as helpful as possible.

The following questions must be answered in your summary:

General sociology

-What is the main argument of the piece? What kind of evidence does the author have to support this argument? Is the connection between evidence and argument as strong as the author says? Are there other ways to interpret the evidence?

-What kinds of general sociological processes are being examined here? How do the argument and the information you got fit into the general picture we (or you) are developing of Israel?

And the following questions should be answered when they are relevant:

#### Background assumptions

- What do you know about who is writing the piece? Can you get a sense of their politics? Do you think these factors affect their argument? How and why?
- Does this work present Israel as a unique society, or as typical of societies generally? How do you know that, i.e. what kind of evidence is the author using? Do you agree with them?
- Does the work present Israel as part of the western world or part of the Middle East? Would the author see things differently if they answered the question differently?
- And does the work present Israel as a unified society or one with lots of cleavages? Is this appropriate, based on the topic? Would the analysis look different with a different set of assumptions?

Each student also has to lead class discussion one time during the quarter. To do so, you look at the postings the other students have put on the web, and write up a set of discussion questions; one to two pages worth. Each summary and set of questions will be graded and the five grades averaged equally to produce your grade on summaries.

Class participation is 15% of your grade. The concept of class participation can be divided into two things: showing up and talking. Some people are better than others at talking, so talking is extra credit. Each week, I will take roll. You get an A if you have either perfect attendance or miss one class, after that, you lose a grade for every class you miss. That way, if you miss 5 classes, you have an F on this component. Talking is completely subjective, but basically if you are on the border between two grades and you talked a lot in class, I will give you the higher grade. Sometimes people's contributions in class are so good that I actually bump their grade up, but that is pretty rare.

### **Flexible modules**

The second section of this course – Israeli voices – is only four weeks. There are, however, far more than four voices in Israel, and I have elaborated several “alternate weeks”, most of which highlight different voices. Individual students may, by permission, elect to read from an alternate week instead of the assigned week. They will then, in addition to the summaries they already have to write, have to give a verbal report on their module's readings to the class.

### **Getting materials**

Books are available at ASUC (including select recommended readings), and on reserve at the Young library. A course reader containing all required readings is at Westwood Copies, on Weyburn and Gayley, 310-208-3233. Note that the reader will be available during the second week of classes. Note also that not all books at ASUC will be used for course – buy selectively.



## **A final note**

As you think about Israeli society, remember that it is a heterogeneous society. Even further, remember that who, exactly, we should include in the category “Israelis” is an extraordinarily complex issue, as is the question of which groups that are technically not Israeli should nevertheless be included in an analysis.

This is important because in order to understand Israeli Society as a whole, you really have to keep track of all its component parts. This means that if you want to write a paper, for example, about what having a Jewish state means to Israelis, you have to account for the fact that how “Israelis” feel about Israel’s Jewishness depends heavily on whether they have citizenship or not, live in Israel or not, identify as Arab, Palestinian, Druze, Bedouin, Mizrahi, (or perhaps even Iraqi Jewish or Moroccan Jewish), Ashkenazi, Filipino, Rumanian (Jewish or not), Russian (Jewish or not), Moslem, Catholic, Protestant, or Jewish, are immigrants or Israeli-born, fluent in English, French, Arabic, or Hebrew, ultra orthodox, “mesorati”, or secular, residents of development towns, border towns, kibbutzim, settlements, Lebannon, occupied territories, homogeneous central areas like Tel Aviv, heterogeneous central areas like Jerusalem and Haifa, secular areas like Tel Aviv and Haifa or religious areas like Jerusalem and Jewish Hebron, whether their families went through the Holocaust, the Farhoud, expulsion from the new Israeli state, or voluntary evacuation of the new Israeli state, whether their migrations were followed by extraordinary poverty, economic stability, or economic improvement, whether they came to Israel from east European ghettos, the Arabic countryside, or the large and westernized communities from Warsaw, Baghdad, Odessa or Casablanca, whether they attended an Israeli university, an American one, or none at all, whether they hail from folks who immigrated before or after the establishment of the state ..... and even more.

## **SECTION 1: ISRAELI IDENTITY, US JEWISH IDENTITY, AND WHOSE ISRAEL IS IT ANYWAY.**

Is the Israel that Israelis talk about the same as the one that US Jews talk about? Or do the two groups have very different sets of dreams, conceptions, and expectations for Israel? What role does Israel have in US Jewish identity, and vice versa? Does Israel really, as the UJA puts it, “need us” (and who, incidentally, is “us”)? Do US Jews need Israel? And is the concept of “Diaspora” a useful framework to think these dynamics through, and while we are at it, are Jews a “regular” Diaspora, or somehow different?

## **WEEK 2:** Israel from a US Jewish (?) perspective

### Required:

Auerbach, Are we One

Pages 1-26, 141-166, 167-173, 202-214. If you have little background on Jewish history in Europe, the Haskalah, and its effects, also read 27-50.

Charles Liebman and Steven Cohen, *The Two Worlds of Judaism*, Yale U Press, 1990.

P 157-159 (read first), 67-95. IN READER

William Saffran, "Diasporas in modern societies: myths of homeland and return". *Diaspora* 1(1):83-99. 1991. IN READER.

### Recommended:

Mervin Verbit, "Jewish Identity and the Israel-Diaspora dialogue" Forum on the Jewish People, Zionism, and Israel 48:63-74. Spring 1983. IN READER

Antje Lindernmeyer, "The rewriting of home: autobiographies by daughters of immigrants". *Women's Studies International Forum*. 24(3-4), 2001. IN READER.

## **WEEK 3:** Israel from an Israeli (Jewish? Ashkenazi?) perspective

### Required:

Kimmerling, *The Invention and Decline of Israeliness*, UC Press, 2001.  
Introduction, Chapters 3, 4, Conclusion (1-15, 89-130, 229-238)

Yinon Cohen, "From Haven to Heaven: Changing patterns of immigration to Israel". Pp. 36-56 in Levy D. and Y. Weiss (eds), *Citizenship and Identity: Germany and Israel in Comparative Perspective*. NY: Berghahn books. IN READER.

Glenda Abramson, "Introduction" in *The Americanization of Israel*, special issue of *Israeli Studies* 5(1):vii-xii spring, 2000. IN READER

Recommended:

Other chapters of Kimmerling's book, in the following order: 7, 5, 2, 6 Shafir, *The new Israeli*. UC Press 2002.

**WEEK 4:** Theory: The concept of collective memory and the imagined community.

Required:

Zerubavel, *Recovered Roots*. University of Chicago Press, 1995.

Part I (p 1-36), ONE chapter, of your choice, from Part II, (39-76), Conclusion (214-238).

Esther Meir-Glitzenstein, "Our Dowry: Identity and Memory among Iraqi Immigrants in Israel", *Middle Eastern Studies* 38(2): 165-186. 2002. IN READER

## **SECTION 2: WHO LIVES IN ISRAEL**

Which groups live in Israel? To what extent is it possible to combine groups, e.g. by talking about "Arabs" rather than Bedouins, Arabs with Israeli citizenship, etc?

**WEEK 5:** Some theoretical scaffolding, and Bedouin voices

Required:

Thomas Hylland Eriksen, *Ethnicity and Nationalism: Anthropological Perspectives*. Pluto Press 1993.

"What is ethnicity?", and "'Kinds' of Ethnic relations?" IN READER.  
Lila Abu-Lughod, *Writing Women's Worlds (Bedouin women in Egypt)*. UC Press, 1993.

Preface, pages 1-25, 167-242. Note that on p xxiii there is a list of names of characters.

Recommended:

Stephen Cornell, Douglas Hartmann, *Ethnicity and Race: Making Identities in a Changing World*. Pine Forge Press, 1997.

Chapter 3 (pages 39-71). . IN READER

**WEEK 6:** Ashkenazi Jewish feminist voices

Required:

Deborah Bernstein, *The Struggle for Equality, Urban Women Workers in Prestate Israeli Society*. Praeger, NY, 1987.

P. 1-9, 27-66, 108, 155-178.

Harriet Hartman and Moshe Hartman, "How equal is equal? A comparison of gender equality among Israeli and American Jews" *Contemporary Jewry*. 14(1): 48-72. . IN READER

Steir, Haya, and Noah Lewin-Epstien, "Welfare Regimes, Family-Supportive Policies, and Women's Employment along the Life Course". *American Journal of Sociology* 106(6):1731-60. May 2001. IN READER

Rae Lesser Blumberg, "Kibbutz women: from the fields of revolution to the laundries of discontent". IN READER.

Recommended:

Susan Sered, *What Makes Women Sick*. Brandeis, 2000.

**WEEK 7:** Male Palestinian (or Israeli Arab?) voices

Required:

Nadim Rouhana, *Palestinian Citizens in an Ethnic Jewish State*. Yale, 1997.  
P 109-198.

Dani Rabinowitz, "In and out of territory", in Ben-Ari and Bilu, eds, *Grasping Land*. SUNY Press, 1997. IN READER.

Recommended:

Edward Said, *Out of Place*. Vintage Press, 1999.

**WEEK 8:** Secular-liberal (male?) Ashkenazi voices

Required:

Ezrahi, *Rubber Bullets*. UC Press, 1997. Introduction, Chapters 1, 4, 8, 9 (3-30, 59-76, 175-206, 267-296).

Recommended:

Kimmerling, *The Invention and Decline of Israeliness*, UC Press, 2001. Chapter 7 (208-228)

**WEEK 9:** Mizrahi male and female voices

Shavit, Yossi. "Arab and Jewish Minorities in Israeli Education." *American Sociological Review*, 55(1) February 1990. IN READER

Shohat, Ella. "Sephardim in Israel: Zionism From the Point of View of its Jewish Victims". *Social Text*, 19-20:1-35. 1988. IN READER

Yehouda Shenhav, "The Jews of Iraq, Zionist Ideology, and the Property of the Palestinian Refugees of 1948: an Anomaly of Accounting".

*International Journal of Middle East Studies*, 31 (1999) IN READER

Zvi Zohar. "Traditional Flexibility and Modern Strictness: Two Halakhic Positions on Women's Suffrage." Pp. 119-133 in Harvey E. Goldberg, ed,

*Sephardi and Middle Eastern Jewries: History and Culture in the Modern Era*. Bloomington, Indiana: Indiana University Press. 1996. IN READER

**WEEK 10:** Jewish religious male and female voices

Required:

Tamar El Or, *Educated and Ignorant*. Boulder : Lynne Rienner Publishers, 1994

Zvi Zohar. "Traditional Flexibility and Modern Strictness: Two Halakhic Positions on Women's Suffrage." Pp. 119-133 in Harvey E. Goldberg, ed, *Sephardi and Middle Eastern Jewries: History and Culture in the Modern Era*. Bloomington, Indiana: Indiana University Press. 1996. IN READER

Recommended:

P 195-262 of Tom Segev, *The First Israelis*. Free Press, 1986.

Stillman, *Sephardi Religious responses to modernity*. Luxembourg : Harwood Academic Publishers, 1995.

**WEEK 11:** gay male voices

Rebecca T. Alpert, "In God's Image: Coming to terms with Leviticus", in *Twice blessed : on being lesbian, gay, and Jewish*, edited by Christie Balka and Andy Rose, Boston: Beacon Press, 1989.

Sumakai-Fink and Press, Independence park

Required: Introduction (p. 1-14) and Afterword (p365-67), Andrei (p. 121-142), Walid (p. 197-219), Shahar (p 15-49), Eli (p143164).

Recommended: Look at the descriptions of each individual at the beginning of their chapter, and read other chapters that you find interesting.

**WEEK 12:** Palestinian women's voices

Required:

Julie Peteet, "Icons and Militants: Mothering in a danger zone", *Signs* 23(1): 103-129. 1997. IN READER

Rhoda Kanaaneh, *Birthing the Nation: Negotiating Babies and Boundaries in the Galilee*. UC Press 2001. Chapter 4: "Fertile Differences". IN READER

Amalia Sa'ar. "Strong but not powerful: reflections on power and gender among Israeli-Palestinian women". Paper presented to the annual conference of the Israeli Anthropological Association, Jerusalem, May 2000. IN READER

Recommended:

Julie Peteet, "Male gender and rituals of resistance in the Palestinian

Intifadah" *American Ethnologist* 21(1):31-49, 1994. IN READER

**WEEK 13:** Coping with political violence; effects of political violence on social organization.

Julie Peteet, "Male gender and rituals of resistance in the Palestinian Intifadah" *American Ethnologist* 21(1):31-49, 1994

(other readings TBA)

### **SECTION 3: CURRENT INTERNAL ISRAELI DEBATES AND SOCIAL ISSUES**

What are the social issues that Israelis are debating, particularly in the academy?

**WEEK 14:** Postzionism: Should Israel be a Jewish state?

#### I. The Palestinian viewpoint

Nadim Rouhana, *Palestinian Citizens in an Ethnic Jewish State* Chapters 3, 4

(Pages 27-64)

#### II. The raw material on which Rouhana builds his arguments

Israel's constitution IN READER

#### III. Some left and less-left Jewish Israeli attempts to respond. Required:

Sammy Smooha, "Ethnic Democracy: Israel as Archetype" *Israel Studies* 2(2):1 98-241. IN READER

Oren Yiftachel, "Debate: The concept of 'ethnic democracy' and its applicability to the case of Israel" *Ethnic and Racial Studies*. 15(1): 125-136. January, 1992. . IN READER

Recommended:

Yoav Peled, "Ethnic democracy and the legal construction of citizenship: Arab citizens of the Jewish state". *American Political Science Review* 86(2). IN READER

#### IV. Why did the original East-European Zionists feel the state needed to be Jewish?

Required:

CHOOSE ONE OF THE FOLLOWING TWO (Shimoni is a better and more complete summary, but written from a postzionist, secular Jewish Israeli point of view; Avineri remains a nonpostZionist Zionist, but his summary is less complete, and is not explicitly directed toward the issue at hand).

Shlomo Avineri, *The Making of Modern Zionism: The Intellectual Origins of the Jewish State*.

Chapters on Lilienblum and Pinsker (p 65-82). IN READER

OR

Gideon Shimoni, *The Zionist Ideology* Brandies U Press, 1995.

Chapter 8, "The Right to the Land" Pages 351-388. (Note the selection in the reader begins with page 333). IN READER

Recommended:

Selections from the writings of Pinsker, Nordau, and Herzl. IN READER

The rest of Shimoni's chapter. IN READER

**WEEK 15:** Should Israel be a western or a middle eastern state? Are Mizrahim Jews or Arabs? And what kind of light does the long history of Jews in Arab lands shed on the Arab/Israeli conflict?

Khazzoom, "Orientalism, Jewish Identity, and the sources of social closure in Israel" IN READER

Yoram Bilu and Andre Levy, "Nostalgia and Ambivalence: The Reconstruction of Jewish-Muslim relations in Oulad Mansour". In Harvey E. Goldberg, ed, *Sephardi and Middle Eastern Jewries: History and Culture in the Modern Era*. Bloomington, Indiana: Indiana University Press. 1996. IN READER  
Yehouda Shenhav, "Jews from Arab Countries: An Ethnic Community in Realms of National Memory". IN READER



## SISME 458– Israel: Politics and Society

Spring Quarter 2005

Course Web Page: <http://faculty.washington.edu/migdal/sis490>

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Israel is a state within whose borders exists a complex mosaic of ethnic groups and religions. One interesting element about Israeli society, however, is that for years very few Israelis thought of their society as a mosaic. They conceived of it, much like Americans did about their own society several decades ago, as a melting pot that created a fairly homogeneous social core. Arabs were considered permanently outside this core, and immigrant Jews were expected to assimilate into the core. The core presented an archetype of the *helutz*, or pioneer, typified by those revolutionaries from East Europe (especially Russia) who settled the land and their children, the *sabras*. In recent years, the primacy of that core and the image of the archetypical Israeli have been challenged. This course examines how the parts of the mosaic have interacted over time to create today's Israeli society and how Israelis have thought about and handled the realization that social diversity, not singular acculturation and homogeneity, dominates. The course looks, too, at the politics of Israel, especially the interaction of the state with the mosaic society. Finally, the course asks the question of how Israel has fit into the American imagination.

I have selected the readings that follow based on two criteria.

1. I hope they are informative and provocative about the subjects they discuss. Gregory Mahler's *Politics And Government In Israel: The Maturation of a Modern State* serves as a good basic text, with other readings providing other perspectives and information.
2. I have, for the most part, chosen accounts by authors who have been major actors in the shaping of the question of how Israeli history, society, and politics are understood. Eisenstadt, Morris, Kimmerling, and others have been major actors in the construction of Israeli intellectual life and public understanding as much as they have been ivory tower observers. In class, I will discuss these figures as an entry way for students into the intellectual debates that both fortify and rock Israeli society. As the last topic on the list below indicates, historiography itself has become a major area of contention in Israel, symbolic of other deep cleavages in society, and the authors here are central to the struggle over how to understand the country's history. The readings reflect differing historiographic perspectives, especially on the topic popularly called post-Zionism.

## COURSE REQUIREMENTS

1. Class sessions will include some lecture, with, I hope, frequent interruptions for questions, clarifications, and objections; directed class discussion; and viewing of occasional films and videos. All reading for the week must be completed before Monday's class (except for the first week, when it must be completed before Wednesday's session). **Come prepared to talk about the question motivating the author, the central argument, the type of evidence used, and how the piece fits into the array of other readings (with whom is the author allying and with whom is the author arguing?).** There will be three pop quizzes during the course of the quarter on the weekly readings. In total, they will account for 20 percent of the grade, and class participation (attendance and discussion of readings and lecture materials) will account for another 10 percent of the final grade. Two books, Gregory Mahler, *Politics And Government In Israel: The Maturation of a Modern State*, and Oram Carmeli and Kalman Applbaum, eds., *Consumption and Market Society in Israel*, are available for purchase at the University Bookstore. The other readings are in a required course-packet, which is sold online by University Readers ([www.universityreaders.com](http://www.universityreaders.com)). Please select the STUDENT BUY NOW button located within the top-right corner of every webpage to be taken to University Readers' online store. From there, you will be prompted to choose your state, institution, and course number from a pull-down menu. Easy-to-follow instructions will lead you through the rest of the purchasing process. Payment can be made by all major credit cards and by electronic check. Once payment is confirmed, your course-packet will be mailed to you within 24 hours (most of the time, same day). You will also be given instructions on how to download a free digital reading supplement so you can get started on your required readings right away. If you have any difficulties, please e-mail [orders@universityreaders.com](mailto:orders@universityreaders.com) or call 800-200-3908. The staff there can help you handle any problems into which you may run.
2. Students will write three response papers, each on the reading for a particular week. The papers should concentrate on one of the readings that week but should also bring in the others in order to develop the argument of the paper on the main reading. These papers—about three pages each—should **not be summaries** or simple critiques. Rather, each should be an exegesis, having its own argument based on a close reading (and citing of passages) of the text. The small papers will, in total, account for about 20 percent of the final grade. The papers must be handed in at the beginning of class on the Monday that the reading is due, and the paper writer must attend class that day. No late papers will be accepted.
3. Students will write a bibliographic essay of approximately 10 pages on one of the course topics listed below. Like the shorter papers, this paper will be organized around your own argument. The “data” for the paper, however, will be the principal literature on the topic, beyond that listed below. As you research the literature on a topic, you will want to ask who the main figures are, what the most important texts are, what the major schools are, and what the most important divisions in the field are.

This paper will count for 30 percent of the grade. It is due Monday, MAY 16. The final exam is Thursday, June 9, 2:30-4:20 (20%).

4. Students must keep up on current events relating to Israel, including daily perusing articles in the *New York Times* and one of two websites:

<http://www.haaretzdaily.com/>

<http://www.ynetnews.com>

## **COURSE TOPICS AND READING ASSIGNMENTS**

### **1. Overview: Israel in the Local, Regional, and International Context**

#### **Reading:**

Uzi Rebhun, "Major Trends in the Development of Israeli Jews: A Synthesis of the Last Century" in Uzi Rebhun and Chaim I. Waxman, eds., *Jews in Israel: Contemporary social and Cultural Patterns* (Hanover, NH: Brandeis University Press, 2004), pp. 3-19.

Gregory Mahler, *Politics and Government in Israel*, pp. 1-84.

### **2. State Formation: The Yishuv and the Creation of Political Institutions**

Don Horowitz and Moshe Lissak, *Origins of the Israeli Polity: Palestine under the Mandate* (Chicago: The University of Chicago Press, 1978), pp. 37-68.

Yonathan Shapiro, "The Historical Origins of Israeli Democracy," in *Israeli Democracy Under Stress*, ed. by Ehud Sprinzak and Larry Diamond (Boulder: Lynne Rienner, 1993), pp. 65-80.

Gregory Mahler, *Politics and Government in Israel*, pp. 85-169.

### **3. The Formation of Jewish Society in Palestine and Israel**

S.N. Eisenstadt, *Israeli Society* (New York: Basic Books, 1967), pp. 7-58.

Gershon Shafir, *Land, Labor and the Origins of the Israeli-Palestinian Conflict 1882-1914* (New York: Cambridge University Press, 1989), pp. 45-90.

Calvin Goldscheider, *Israel's Changing Society: Population, Ethnicity, and Development* (Boulder, CO: Westview, 2002, 2<sup>nd</sup> ed.), pp. 43-64.

Gregory Mahler, *Politics and Government in Israel*, pp. 171-219.

#### **4. Palestinians in Israel**

Ian Lustick, *Arabs in the Jewish State: Israel's Control of a National Minority* (Austin: University of Texas Press, 1980), pp. 1-27.

Nadim N. Rouhana, *Palestinian Citizens in an Ethnic Jewish State: Identities in Conflict* (New Haven: Yale University Press, 1997), pp. 65-107.

Baruch Kimmerling and Joel S. Migdal, *The Palestinian People: A History* (Cambridge, MA: Harvard University Press, 2003), pp. 169-213.

Yoram S. Carmeli and Kalman Applbaum, "Introduction" in Carmeli and Applbaum, eds., *Consumption and Market Society in Israel*, pp. 1-19.

Amalia Sa'ar, "'Doing Market' across National and Gender Divides: Consumption Patterns of Israeli Palestinians" in Carmeli and Applbaum, eds., *Consumption and Market Society in Israel*, pp. 123-140.

#### **5. Kulturkampf: The Religious Divide**

Charles S. Liebman, "Religion and Democracy in Israel" in *Israeli Democracy*, pp. 273-293.

Shlomit Levy, Hanna Levinsohn, and Elihu Katz, "Beliefs, Observances and Social Interaction Among Israeli Jews : The Guttman Report" in *The Jewishness of Israelis*, ed. by Charles S. Liebman and Elihu Katz (Albany: State University of New York Press, 1997), pp. 1-37.

Patricia Woods, "The Irony of State Incorporation," in "Courting the Court: Social Visions, State Authority, and the Religious Law Conflict in Israel" (University of Washington, Ph. D. Dissertation, 2001) pp. 79-132 .

Asher Cohen and Bernard Susser, *Israel and the Politics of Jewish Identity* (Baltimore: The Johns Hopkins University Press, 2000), pp. xi-xiv.

Shlomit Levy, Hanna Levinsohn, and Elihu Katz, "The Many Faces of Jewishness in Israel" in Uzi Rebhun and Chaim I. Waxman, eds., *Jews in Israel: Contemporary Social and Cultural Patterns* (Hanover, NH: Brandeis University Press, 2004), pp. 265-284.

Tamar El-Or and Eran Neria, "The Ultraorthodox Flaneur: Toward the Pleasure Principle. Consuming Time and Space in the Contemporary *Haredi* Population of Jerusalem" in Carmeli and Applbaum, eds., *Consumption and Market Society in Israel*, pp. 71-93.

Rebecca Raijman and Adriana Kemp, "Consuming the Holy Spirit in the Holy Land: Evangelical Churches, Labor Migrants and the Jewish State" in Carmeli and Applbaum, eds., *Consumption and Market Society in Israel*, pp. 163-183.

## **6. The Jewish Ethnic Divide**

Sammy Smooha, "Class, Ethnic, and National Cleavages and Democracy in Israel," in *Israeli Democracy*, pp. 309-342.

Baruch Kimmerling, *The Invention and Decline of Israeliness: State, Society, and the Military* (Berkeley: University of California Press, 2001), pp. 89-111.

Daphna Birenbaum-Carmeli, "Consumption and the Making of Neighborliness: A Tel-Aviv Case Study" in Carmeli and Applbaum, eds., *Consumption and Market Society in Israel*, pp. 37-59.

Julia Bernstein and Yoram S. Carmeli, "Food for Thought: The Dining Table and Identity Construction among Jewish Immigrants from the Former Soviet Union in Israel" in Carmeli and Applbaum, eds., *Consumption and Market Society in Israel*, pp. 95-121.

## **7. War and Israeli Society and Politics**

Yoram Peri, "The Arab-Israeli Conflict and Israeli Democracy" in *Israeli Democracy*, pp. 343-357.

Uri Ben-Eliezer, *The Making of Israeli Militarism* (Bloomington: Indiana University Press, 1998), pp. 193-229.

Yaron Ezrahi, *Rubber Bullets: Power and Conscience in Modern Israel* (New York: Farrar, Straus and Giroux, 1997), pp. 175-206.

Benny Morris, *The Birth of the Palestinian Refugee Problem, 1947-1949* (New York: Cambridge University Press, 1987), pp. 1-3, 286-296.

Gregory Mahler, *Politics and Government in Israel*, pp. 251-288.

## **8. The 1967 War: the Burden of Occupation and Israel in the American Imagination**

Aviezer Ravitsky, *Messianism, Zionism, and Jewish Religious Radicalism* (Chicago: University of Chicago Press, 1996), pp. 1-9, 79-144

Menachem Friedman, "The State of Israel as a Theological Dilemma" in *The Israeli State and Society* ed. by Baruch Kimmerling (Albany: State University of New York Press, 1989), pp. 165-211

Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000* (Berkeley: University of California Press, 2001), pp. 155-197.

## **9. Contested Israeli Identity and the Long Road to Peace**

Baruch Kimmerling, "Between the Primordial and the Civil Definitions of the Collective Identity: Erez Israel or the State of Israel?" in *Comparative Social Dynamics* ed. by Erik Cohen, Moshe Lissak, and Uri Almagor (Boulder: Westview Press, 1985), pp. 262-283.

William B. Quandt, *Peace Process: American Diplomacy and the Arab-Israeli Conflict Since 1967* (Berkeley: University of California Press, revised edition, 2001), pp. 290-376.

Gregory Mahler, *Politics and Government in Israel*, pp. 331-366.

## **10. After Zionism? New Historians, New Sociologists, New Textbooks—New Israel?**

Moshe Lissak, "'Critical' Sociology and 'Establishment' Sociology in the Israeli Academic Community: Ideological Struggles or Academic Discourse?" *Israel Studies* 1 (Spring 1996), pp. 247-294.

Michael Shalev, "Time for Theory: Critical Notes on Lissak and Sternhell," *Israel Studies* 1 (Fall 1996), pp. 170-177.

Laurence J. Silberstein, *Postzionism Debates: Knowledge and Power in Israel Culture*. (New York, Routledge, 1999), pp.1-10, 89-127, and 207-209.

Yoram Hazony, *The Jewish State: The Struggle for Israel's Soul*. (New York, 2001), ch. 1, pp. 3-38.

Baruch Kimmerling, "A Glimpse of The Right-Wing Mind—Review of *The Jewish State: The Struggle for Israel's Soul* by Yoram Hazony," pp. 1-5.

Joel S. Migdal, "Israel Grapples with Its History (and Future): The Domestication of the Post-Zionist Critique," pp. 1-19.

**JACKSON SCHOOL OF INTERNATIONAL STUDIES**  
**INFORMATION FOR STUDENTS\***

**COURSES, GRADING, ACADEMIC CONDUCT**

**Plagiarism**

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like.

Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved. (*Sources: UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code*)

**Incompletes**

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. (*Source: UW General Catalog 2002-2004, p. 26.*)

**Grade Appeal Procedure**

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the Jackson School with a copy of the appeal also sent to the instructor. The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Jackson School to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. (*Source: UW General Catalog 2002-2004, p. 27.*)

**Concerns About a Course, an Instructor, or a Teaching Assistant**

If you have any concerns about a Jackson School course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111), or the Graduate School at G-1 Communications Building (543-5900).

For your reference, these procedures are posted on a Jackson School bulletin board in the Student Services Office, Room 111 Thomson Hall.

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\* *Adapted from material prepared by the UW Department of History and used with permission.*

## **POLICIES, RULES, RESOURCES**

### **Equal Opportunity**

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

### **Disability Accommodation**

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disabled Students Services (Seattle campus) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/Fax, or e-mail at [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu); Bothell Student Affairs at (425) 352-5000/V; (425) 352-5303/TTY, (425) 352-5335/Fax, or e-mail at [uwbothel@u.washington.edu](mailto:uwbothel@u.washington.edu); Tacoma Student Services at (253) 552-4000/V, (253) 552-4413/TTY, (253) 552-4414/Fax.

### **Sexual Harassment**

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, the director of student services (111 Thomson), or the director of the Jackson School (406 Thomson). In addition, you should be aware that the University has designated special people to help you. They are: University Ombudsman and Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants) Lois Price Spratlen, 301 Student Union, 543-6028; and the University Complaint Investigation and Resolution Office, 616-2028. (*Sources: UW Graduate School, CIDR, Office of the President*)

### **Office of Scholarly Integrity**

The Office of Scholarly Integrity is housed in the Graduate School under the Vice-Provost and Dean of the Graduate School. The Office of Scholarly Integrity assumes responsibility for investigating and resolving allegations of scientific and scholarly misconduct by faculty, students, and staff of the University of Washington. The Office of Scholarly Integrity coordinates, in consultation and cooperation with the Schools and Colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. The Office of Scholarly Integrity is responsible for compliance with reporting requirements established by various Federal and other funding agencies in matters of scientific or scholarly misconduct. The Office of Scholarly Integrity maintains all records resulting from inquiries and investigations of such allegations. University rules (Handbook, Vol. II, Section 25-51, Executive Order #61) define scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research. Students can report cases of scientific or scholarly misconduct either to the Office of Scholarly Integrity, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable. (*Sources: UW web page (<http://www.grad.washington.edu/OSI/osi.htm>); minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98*)



The New School for Social Research  
Dep. of Sociology

Graduate Faculty  
Fall 2006

**Course: Israeli Society and the Palestinians: Social and Political Perspectives**  
**GSOC 6092 Instructor: Dr. Uri Ram**

In this course we shall study Israeli society and pay special attention to the centrality of the Israeli-Palestinian conflict in shaping the Israeli social structure and political culture. We will deal with some of the central questions pertaining to Israel and Palestine, such as the nature of nationalism and the role of religion, the structure of the regime and the question of citizenship, the occupation, and the relations inter-ethnic relations. Though Israel and Palestine are constantly in the news, we will go beyond the common "current affairs" approach and discuss how these societies and their conflict are analyzed from a variety of social-scientific perspectives, such as the modernization paradigm, class analysis and globalization studies, colonization and postcolonial approaches, and feminist theory. Through these prisms we shall pay attention to developments and changes that have taken place since the pre-state era, through the state era (1948–67) and since the 1967 war. The course will open with few weeks of a socio-historical survey and afterwards will be organized by issues or "debates".

Requirements: presentations in class (40% of grade) and submission of a written term paper, of up to 20 pages (60%).

[Syllabus version: September 5, 2006; Changes may take place along the course]. OR = Optional reading.

1<sup>st</sup> class: Sep. 11

**Part I: Introductions**

**# 1. Introduction: Israel and Palestine: History**

Benny Morris. 1999. Righteous Victims: History of the Zionist-Arab Conflict, 1881-2001. NY: Knopf.

Baruch Kimmerling and Joel S. Migdal. 2003. The Palestinian People: A History. Harvard UP.

Horowitz, Dan and Moshe Lissak. 1978. Origins of Israeli Polity. Chicago: Chicago UP.

Rashid Khalidi. 1997. Palestinian Identity. The Construction of Modern National Consciousness. NY: Columbia UP.

## # 2. Introduction: Israel and Palestine: Sociology

Uri Ram. 1995. *The Changing Agenda of Israeli Sociology: Theory, Ideology & Identity*. NY: SUNY Press.

## # 3. Introduction: Israel and Palestine: Politics

Uri Ram. 2004. "The State of the Nation: Contemporary Challenges to Zionism in Israel". Pp. 305-321 in *Israelis in Conflict: Hegemonies, Identities and Challengers*. Edited by Adriana Kemp, Uri Ram, David Newman and Oren Yiftachel. Sussex Academic Press.

Uri Ram. 2006. "Post-Zionism: The First Decade". *Israel Studies Forum*, 20(2): 51-74.

Shafir, Gershon and Yoav Peled. 2002. *Being Israeli: The Dynamics of Multiple Citizenship*. Cambridge (UK): Cambridge University Press. Esp. Chapter 4 – "The Frontier within: Palestinians as Third-Class Citizens";

## # 4. Introduction

Continuation of the above

## Part II: Debates

Students' presentations start here

## # 5. The Colonialism Debates

Uri Ram. 1993. "The Colonization Perspective in Israeli Sociology: Internal and External Comparisons." *Journal of Historical Sociology*, 6 (1): 327-350 (reprinted in *The Israel/Palestine Question*, editor Ilan Pappé. London: Routledge).

Edward Said. 1979. "Zionism from the Standpoint of Its Victims." Pp. 56-114 in *idem The Question of Palestine*. NY: Vintage Books.

Gershon Shafir. 1996. Pp. 227-244 "Zionism and Colonialism: A Comparative Perspective." In M.N. Barnett (ed.), *Israel in Comparative Perspectives: Challenging the Conventional Wisdom*. Albany: State University of New York Press.

Ran Aaronsohn. 1996. "Settlement in Eretz Israel -- A Colonialist Enterprise? 'Critical' Scholarship and Historical Geography." *Israel Studies*, 1(2): 214-229.

Derek Penslar. 2001. "Zionism, Colonialism and Postcolonialism." *The Journal of Israeli History*, 20(2-3): 84-98. [OR]

#### # 6. The Historians Debates

Uri Ram. 1998. "Post-Nationalist Pasts: The Case of Israel." *Social Science History*, 24 (4): 513-545.

Morris, Benny. 1994. "The New Historiography: Israel Confronts Its Past." Pp. 1-48 in idem 1948 and After: Israel and the Palestinians (Clarendon Press, Oxford). (Originally in *Tikkun* Nov-Dec. 1988).

Baruch Kimmerling. 1995. "Academic History Caught in the Cross Fire: The Case of Israeli-Jewish Historiography." *History and Memory*, 7 (4): 41-65.

Kimmerling, Baruch. 1992. "Sociology, Ideology and Nation Building: The Palestinians and Their Meaning in Israeli Sociology." *American Sociological Review*. 57: 460-466

Shapira, Anita. 2004. "New Historiography and National Identity." Pp. 1-30 in Anita Shapira ed. *Israeli Identity in Transition*. Westport, Conn.: Praeger. [OR]

#### # 7. The Democracy Debates

Sammy Smooha. 2002. "The Model of Ethnic Democracy: Israel as a Jewish and Democratic State." *Nations and Nationalism*, 8 (4): 475-504.

Oren Yiftachel. 1997. "Israeli Society and Jewish-Palestinian Reconciliation: 'Ethnocracy' and Its Territorial Contradictions." *Middle East Journal*, 51 (4): 505-519.

Gershon Shafir and Yoav Peled. 1998. "Citizenship and Stratification in an Ethnic Democracy." *Ethnic and Racial Studies* 21(3), May:408-27

Sammy Smooha. 1997. "Ethnic Democracy: Israel as Archetype" *Israel Studies* 2 (2): 198-241 (Access in [http://muse.jhu.edu/journals/israel\\_studies/toc/is2.2.html](http://muse.jhu.edu/journals/israel_studies/toc/is2.2.html)). [OR]

Ruth Gavison. 1999. "Jewish and Democratic? A Rejoinder to the 'Ethnic Democracy' Debate." *Israel Studies*, 4 (1): 44-72. (Access in [http://muse.jhu.edu/journals/israel\\_studies/toc/is4.1.html](http://muse.jhu.edu/journals/israel_studies/toc/is4.1.html)). [OR]

Yoav Peled. 1992. "Ethnic Democracy and the Legal Construction of Citizenship: Arab Citizens of the Jewish State," *The American Political Science Review* 86: (2): pp. 432-443. [OR]

#### # 8. The Debate on the Status and Identity of Palestinians in Israel

As'ad Ghanem. 2000. "The Palestinian Minority in Israel: the 'Challenge' of the Jewish State and its Implications." *Third World Quarterly*, 21: 87-104.

Nadim Rouhana. 1997. *Palestinian Citizens in an Ethnic Jewish State: Identities in Conflict*. New Haven: Yale University Press: Chapter 7: 111-129 "The Nucleus: Collective Self-

Identification Labels"; Chap 8: 130-150: "The Affective Axes: Sentimental Attachment and Belonging to the National System."

Ahmad Sa'di. 2004. "Representing National Identity in Conditions of Conflict." Pp. 101-122 in Adriana Kemp, David Newman, Uri Ram & Oren Yiftachel eds. *Israelis in Conflict: Hegemonies, Identities and Challenges*. Brighton: Sussex Academic Press.

Jamal Amal. 2004. "The Ambiguities of Minority Patriotism: Love for Home Versus State among Palestinian Citizens of Israel." *Nationalism and Ethnic Politics* 10: 433-471. [OR]

Rachel Feldhay Brenner. 2001. "The Search for Identity in Israeli Arab Fiction: Atallah Mansour, Emile Habiby, and Anton Shammas". *Israel Studies* 6(3). (Access: [http://muse.jhu.edu/journals/israel\\_studies/toc/is6.3.html](http://muse.jhu.edu/journals/israel_studies/toc/is6.3.html)). [OR]

As'ad Ghanem & Sarah Ozacky-Lazar. 2003. "The Status of the Palestinians in Israel in an Era of Peace." *Israel Affairs* 9 (1-2): 263-289. (reprinted in Alexander Bligh ed. *The Israeli Palestinians: An Arab Minority in the Jewish State* pp. 263-289). [OR]

#### # 9. The Orientalism and Post-Colonialism Debates

Peterberg, Gabriel. 1996. "Domestic Orientalism: The Representation of 'Oriental' Jews in Zionist Israeli/Historiography." *British Journal of Middle Eastern Studies* 23 (2): 125-145.

Khazzoom, Aziza. 2003. "The Great Chain of Orientalism: Jewish Identity, Stigma Management, and Ethnic Exclusion in Israel." *American Sociological Review* 68(4):481-510. [25201.pdf]

Pnina Motzafi-Haller. 2004. "Negotiating Difference in Israeli Scholarship: Towards a New Feminist Discourse". Pp. 162-187 in *Israelis in Conflict: Hegemonies, Identities and Challengers*. Edited by A. Kemp, U. Ram, D. Newman & O. Yiftachel. Sussex Academic Press.

Shoat, Ella. 1988. "Mizrahim in Israel: Zionism from the standpoint of its Jewish Victims." *Social Text* 20/19.

Ella, Shohat. 2001. "Rupture and Return: The Shaping of a Mizrahi Epistemology." *Hagar: International Social Science Review*, 2 (1): 61-92.

Shalom Chetrit, Sami. 2000. " Mizrahi Politics in Israel: Between Integration and Alternative." *Journal of Palestine Studies* 29 (4): 51-56. [OR].

Uri Ram. 2002. "Mizrahim or Mizrahiyut? Equality and Identity in Israel Critical Social Thought." *Israel Studies Forum*, 17 (2): 114-130.[OR].

Almog, Oz. 2000. "Uri of Arabia" Pp. 185-208 in *The Sabra: Creation of a New Jew*. Berkeley: University of California Press. [OR].

## # 10. The Capitalism and Globalization Debates

Uri Ram. 2000. "The Promised Land of Business Opportunities': Liberal Post-Zionism in the Global Age." Pp. 217-240 in G. Shafir and Y. Peled eds. *The New Israel: Peacemaking and Liberalization*. Boulder: Westview.

Uri Ram. 2004. "Glocommodification: How the Global Consumes the Local -- McDonald's in Israel." *Current Sociology*, 52 (1): 11-33.

Rosenhek, Zeev. 2003. "Social Policy and Nation-Building: The Dynamics of the Israeli Welfare State." *Journal of Societal and Social Policy* 1(1):19-38.

Shafir, Gershon and Yoav Peled. 2000. "Peace and Profits: The Globalization of Israeli Business and the Peace Process." Gershon Shafir and Yoav Peled eds. *The New Israel: Peacemaking and Liberalization*. Boulder: Westview. [OR]

## # 11. The Occupation.

TBA

Recent and new recommended sources

Books:

Abu El-Haj, Nadia. 2002. Facts on the Ground: Archaeological Practice and Territorial Self-Fashioning in Israeli Society. Chicago. University of Chicago Press.

Ankori, Gannit. 2006. *Palestinian Art*. Reaktion Books.

Beinin, Joel and Stein, Rebecca L. (eds.). 2006. *The Struggle for Sovereignty: Palestine and Israel 1933-2005*. Stanford University Press.

Ben Porat, Guy. 2006. *Global Liberalism, local Populism: Peace and Conflict in Israel/Palestine and in Northern Ireland*.

Finkelstein, Norma, G. 2003. *Image and Reality of the Israel-Palestine Conflict*. W.W. Norton.

Kanaaneh, Rhoda. 2002. *Birthing the Nation. Strategies of Palestinian Women in Israel*. University of California Press.

Khalidi, Rashid. 2006. *Iron Cage: The Story of the Palestinian Struggle for Statehood*. Beacon Press.

Lesch, Ann M. & Dan Tschirgi. 1998. *Origins and Development of the Arab-Israeli Conflicts*. Westport Conn.: Greenwood Press [Overview for beginners plus documents]

Maoz, Zeev. 2006. *Defending the Holy Land: A Critical Analysis of Israel's Security and Foreign Policy*. University of Michigan Press.

Pappe, Ilan. 2006. *A History of Modern Palestine: One Land: Two Peoples*. Cambridge University Press.

Ram, Uri. 2007. *The Globalization of Israel: McWorld in Tel Aviv, Jihad in Jerusalem*. New York: Routledge.

Schulz, Helena Lindblum. 1988. *The Reconstruction of Palestinian Nationalism: Between Revolution and Statehood*. Manchester: Manchester UP.

Shenhav, Yehuda. 2006. *The Arab Jews: A Postcolonial Reading of Nationalism, Religion, And Ethnicity*. Stanford UP, 2006.

Slyomovics, Susan. *The Object of Memory: Arab and Jew Narrate the Palestinian Village*. University of Pennsylvania Press.

Suleiman, Yasir. 2004. *War of Words: Language and Conflict in the Middle East*. New York: Cambridge UP.

Yiftachel, Oren. 2006. *Ethnocracy: Land and identity Politics in Israel/Palestine*. University of Pennsylvania Press.

Articles & Book chapters:

Bar-On, Mordechai. 2004. "New Historiography and National Identity". Pp. 1-29 in Anita Shapira ed. *Israeli Identity in Transition*. Westport, Conn.: Praeger.

Smootha, Sammy. 2004. "Arab-Jewish Relations in Israel: A deeply Divided Society". Pp. 31-67 in Anita Shapira ed. *Israeli Identity in Transition*. Wstport, Conn.: Praeger.

**Rutgers University**  
**Departments of Sociology and Jewish Studies**

920:394 & 563:396; **Israeli Society**  
Spring 2005

**Prof. Chaim I. Waxman**  
Course Syllabus

**Course content:** The objective of this course is to provide a scholarly, in-depth sociological analysis of Israeli society and culture. The topics covered in the course will be:

1. Background: The Development of Zionism and the Establishment of the State of Israel

**Suggested reading:** Shomo Avineri, *The Making of Modern Zionism* (New York: Basic Books, 1981); Gideon Shimoni, *The Zionist Ideology* (Hanover, NH: Brandeis University Press/ University Press of New England, 1995); Arthur Hertzberg, *The Zionist Idea* (New York: Atheneum, 1969); Rafael Medoff and Chaim I. Waxman, *Historical Dictionary of Zionism* (Lanham, MD: Scarecrow Press, 2000). Some basic Zionist texts are available on line:

[http://www.wzo.org.il/en/resources/expand\\_subject.asp?id=44](http://www.wzo.org.il/en/resources/expand_subject.asp?id=44)

[Balfour Declaration](#)

[Map of Balfour Proposed Palestine](#)

[Map of 1922 Mandate Palestine](#)

[Map of UN General Assembly 1947 Partition Proposal](#)

[Israel's Declaration of Independence](#)

[Map of Israel, 1988](#)

2. Immigration and social change

[Table-Aliya, 1840-2000](#)

[Table-American Aliya, 1948-2004](#)

3. Ethnicity

4. Social Stratification

5. Politics

6. Public Opinion

7. Religion/religious-secular relations [Portrait of Israeli Jewry](#)

8. Gender relations

9. Arabs in Israel

10. The Israeli-Palestinian conflict and its impact on Israeli society

Here is the article, "[The Americanization of Israel](#)"

The course will consist of lectures and informed in-depth discussions in class. Being informed requires reading of material and, at times, articles will be assigned for specific class meetings. Students are expected to read the assigned material and think about it before the class meeting and be prepared to discuss it in class.

**Students are urged to check the syllabus on the web weekly. That is where announcements will be posted.**

On occasion, appropriate films will be used to highlight particular issues.

**Required texts:**

Uzi Rebhun and Chaim I. Waxman, eds., *Jews in Israel: Contemporary Social and Cultural Patterns*. Brandeis University Press/University Press of New England (1584653272);

Eva Etzioni-Halevy, *The Divided People: Can Israel's Breakup Be Stopped?* Lexington Books (0739103253);

Donna Rosenthal, *The Israelis: Ordinary People in an Extraordinary Land*. Free Press (0743270355).

The books are available at the Rutgers Bookstore.

**Readings for the 2<sup>nd</sup> half** (Keep checking the syllabus as new assignments will be added):

Rebhun & Waxman: Intro., Chs. 6, 8, 11, 15, 19, 20

Rosenthal: Intro., Chs. 9-15

Etzioni-Halevy: Entire book

**Exams:** There will be two essay exams in which the student will be asked to answer approximately four out of six or seven questions presented. The questions will be based upon both the reading assignments and the class lectures and discussions. Each exam will cover the material for that half.

**The Final is on Friday, May 6<sup>th</sup> 8:00-11:00 am**

**Paper:** There will also be a term paper, in which the student will select a topic germane to the course subject for analysis. Each student should prepare a suggested topic outline and a suggested bibliography which is due at the end of the third week of class. I will review them and return them with comments and suggestions, if any. The paper should be approximately 10 typed, double-spaced pages in length, and should also have proper documentation. The paper will be due two weeks before the last day of class.



**Statement on Plagiarism:** The following was prepared by the Provost's Committee to Promote Academic Integrity:

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc, need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.

University policy states: "Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty." Such penalty may result in disciplinary probation, minimum of a one semester suspension from the University, or worse.

**Grading:** This course is a Special Topics course and will be given as a seminar. Each class session will be devoted to the discussion of an assigned topic. Students are expected to participate in class, and participation will count toward 10 percent of the final grade. Therefore, attendance is required, and poor attendance will affect the final grade, which will be lowered one letter grade for each absence above three.

Each of the exams and the paper will count for 30 percent each of the grade:

|               |        |
|---------------|--------|
| Midterm       | = 30%  |
| Final         | = 30%  |
| Paper         | = 30%  |
| Participation | = 10%  |
| TOTAL         | = 100% |

My office is on the second floor of Lucy Stone Hall, Room 221B, on Livingston Campus, and my official office hours are on Mondays and Thursdays, 1:30-2:30 pm. However, I will try and make myself available to any student at a mutually convenient time and place. My office telephone number is: 732-445-0499, and my e-mail address is: [waxmanci@rci.rutgers.edu](mailto:waxmanci@rci.rutgers.edu)

Newspaper, magazines, and journals which are good starting points for articles on Israel society:  
*Israel Studies*\*  
*Israel Studies Forum*\*

*Haaretz* [www.haaretz.com](http://www.haaretz.com) (Hebrew edition: [www.haaretz.co.il](http://www.haaretz.co.il))

*Jerusalem Post* [www.jpost.com](http://www.jpost.com)

*Jerusalem Report* [www.jrep.com](http://www.jrep.com)

*Midstream*\*

*Commentary*\*

*Azure* [www.azure.org.il](http://www.azure.org.il)

*Tikkun*\**Judaism*\*

*Modern Judaism*\*

\* = Available through the Rutgers University Libraries, either in hard copy or on line,

Information on the Association for Israel Studies is at [www.aisraelstudies.org](http://www.aisraelstudies.org)

Remember, be an active participant in class, be inquisitive and skeptical, and:

**There are no stupid questions!!!**

**Sociology of the Holocaust**  
Sociology 240, Spring 2006: E4TBA  
Tuesdays and Thursdays, 4:30-5:45 PM, PH 118  
TENTATIVE SYLLABUS

*Instructor*

**Mikaila Mariel Lemonik Arthur**

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Telephone: (917) 678-8879 (calls accepted 5-10 PM Sunday through Thursday ONLY)

Office Hours: By Appointment Only. Before or after class are good times.

Website: <http://homepages.nyu.edu/~mma235/classes.html>

*Course Description:*

The Holocaust was an extreme and a unique event in human history. But it was hardly a “historical accident”. Over a period of little more than a decade, Jews, homosexuals, Roma, political adversaries, and mentally and physically disabled people were systematically marginalized and later murdered. This immense act of destruction required the co-ordination of millions of peoples’ actions. How could this happen in the twentieth century, at the height of modern western civilization, in a country respected for its achievements in the arts, in literature and in philosophy?

This question remains challenging to us today. Have we fully understood what made this event possible? What are the implications of the fact that this happened for our assumptions about modern society? How can we as citizens learn lessons from the Holocaust and how do we include them in our everyday practice? The course asks systematically over the course of a semester: how could this happen and what can we learn about modern social life—including contemporary U.S. society—by looking at evidence about the Holocaust?

*Required Materials:*

Todorov, Tzvetan. 1996. *Facing the Extreme: Moral Life in the Concentration Camp*. New York: Henry Holt and Company (New: \$14.95)

Wyman, David. 1998. *The Abandonment of the Jews: America and the Holocaust, 1941-1945*. New York: The New Press (New: \$18.95)

These books are available at the QC Bookstore, at Amazon.com, and on reserve in the library

A photocopied reading packet is also required, available at QC Copy Center, located right across the street from the main gate and under the pizzeria. The readings in this packet are also available on reserve (some in photocopies, some in book form). The password for the course EReserves site is ART240.

*Grading:*

1. **PARTICIPATION** (5% of your course grade). In order to do well in this course, you must regularly attend class and come prepared by having done the required course readings. Regular participation in class is required and will count towards your final grade. What counts is not that you are always right or that you speak every day but that you engage with the materials and other students' thoughts with serious intellectual effort and with respect for each other's feelings, backgrounds, opinions, and ideas. If you have serious difficulty speaking in class, please meet with me early in the semester to develop an alternative plan for fulfilling this requirement, such as frequent email communications.
2. **READING RESPONSE QUIZZES** (15% of your course grade).. About fifteen times during the semester, there will be short in-class quizzes. These quizzes will ask you to respond to one discussion question that tests your understanding of the course readings by writing approximately one page. The dates for these quizzes will not be announced. While you can be excused from a quiz if you have a legitimate reason for being absent from class, you can not make up quizzes. Since quizzes will also be used for attendance purposes, please submit a quiz even if you cannot otherwise answer the question
3. **PAPERS** (60% of your course grade). There will be three papers in this course, one at the conclusion of each unit. These papers will be based on the readings that you do for the course and will not require significant outside research. Each paper will be 4-6 pages long. For the third paper, on memory, you will have the option of doing a creative project in lieu of an analytical paper—more details will be provided later in the semester. You will be required to submit your papers both in class and electronically through Turnitin.com. Each of the three papers will be worth 20% of your course grade.
4. **FINAL EXAM** (20% of the course grade). An in-class open-book final exam will be given during the regularly scheduled exam period. This exam will be based on essay-style questions.
5. **READING** Normal expectations for a college course are that you should do about two hours of work outside class for every one hour in class. As you are spending two and a half hours a week in class, that means you can expect to spend up to five hours a week in reading and writing assignments. Be sure to always complete the required reading. There is also an additional reading assignment you can complete for extra credit; details appear later on in this syllabus.

### **Schedule of Classes**

**Thursday, January 26**      Introductory Meeting

#### UNIT I: WHEN AND WHERE THE HOLOCAUST HAPPENED

**Tuesday, January 31**      Why Study the Holocaust in Sociology?  
Weissmark, *Justice Matters*, "Introduction" (3-22) (RP)  
Todorov, *Facing the Extreme*, "Prologue" (3-46)

**Thursday, February 2**      Modernity

Simmel, "The Metropolis and Mental Life" (409-426) (RP)

Baumann, *Modernity and Ambivalence*, "The Scandal of Ambivalence" (18-54) (RP)

**Tuesday, February 7**      Bureaucracy

Browning, "The German Bureaucracy and the Holocaust" from *Genocide* (145-149) (RP)

Weber, "Bureaucracy" (196-244 in Gerth and Mills) (RP)

**Thursday, February 9**      Racism

Gilman, "Are Jews White?" from *Theories of Race and Racism* (229-237) (RP)

Horkheimer and Adorno, *Dialectic of Enlightenment*, "Elements of Anti-Semitism" (168-208) (RP)

**Tuesday, February 14**      Why Germany?

Goldhagen, *Hitler's Willing Executioners*, "Introduction" (3-27) and "Explaining the Perpetrators' Actions" (375-416) (RP)

Elias, *The Germans*, "Introduction" (1-20) (RP)

**Thursday, February 16**      Why Not?

Browning, *Ordinary Men*, "Ordinary Men" and "Afterword" (159-224) (RP)

**Tuesday, February 21**      [No Class—Monday Classes Meet]

**Thursday, February 23**      [Class Cancelled]

UNIT II: THE MECHANICS OF THE HOLOCAUST

**Tuesday, February 28**      State-Citizenship

Arendt, *The Origins of Totalitarianism*, "The Perplexities of the Rights of Man" (290-302) (RP)

Krause, "Statelessness Today" (RP)

\*First Paper Due: Explaining When and Where the Holocaust Happened

**Thursday, March 2**      International Aspects

Wyman, *The Abandonment of the Jews*, "Background" (3-19) and "The War Refugee Board" (209-310)

**Tuesday, March 7**      International Aspects II

Wyman, *The Abandonment of the Jews*, "Conclusion" and "Afterword" (311-354)

Todorov, *Facing the Extreme*, "The Perils of Judgment" (229-253)

**Thursday, March 9**      The Concentration Camp I

Todorov, *Facing the Extreme*, "Neither Heroes Nor Saints" (47-120)

**Tuesday, March 14**                      The Concentration Camp II  
Todorov, *Facing the Extreme*, “Neither Monsters Nor Beasts” (121-198)

**Thursday, March 16**                      The Logic of Profit  
Marx, “Wage Labor and Capital” from *The Marx-Engels Reader* (203-217) (RP)  
Hilberg, *The Destruction of European Jews*, “Aryanizations” (94-134) (RP)

**Tuesday, March 21**                      The Logic of Profit II  
Pross, *Paying for the Past: The Struggle Over Reparations for Surviving Victims*, “Taking Stock” (165-183) (RP)  
Hayes, *Industry and Ideology: I.G. Farben in the Nazi Era*, “Commerce and Complicity” (325-376) (RP)

**Thursday, March 23**                      Census Technology  
Aly and Roth, *The Nazi Census: Identification and Control in the Third Reich*, “Introduction” (1-8), “Statistics on Jews” (56-93) and “The Value of a Human Being” (94-98) (RP)  
Black, *IBM and the Holocaust*, “France and Holland” (292-332) (RP)

**Tuesday, March 28**                      Eugenics  
Proctor, *Racial Hygiene: Medicine Under the Nazis*, “The Destruction of ‘Lives Not Worth Living’” (177-222) (RP)  
Benedict, “Caring While Killing: Nursing in the Euthanasia Centers” from *Experience & Expression* (95-111) (RP)

**Thursday, March 30**                      Medicine and Science  
Misterlich, *Doctors of Infamy*, Excerpts from the Doctor’s Trials (55-90 and 146-167) (RP)  
Cohen, “The Ethics of Using Medical Data from Nazi Experiments,” available online at <http://www.jlaw.com/Articles/NaziMedEx.html>

**Tuesday, April 4**                      Obedience  
Arendt, *Eichmann in Jerusalem*, “The Accused,” (21-35), “An Expert on the Jewish Question” (36-55), “Duties of a Law-Abiding Citizen” (135-150), and “Judgment, Appeal, and Execution” (234-252) (RP)

**Thursday, April 6**                      Collaboration versus Resistance  
Glass, “Two Models of Political Organization: Collaboration Versus Resistance,” *ABS* 43:2 (278-300) (RP)  
Todorov, “Nonviolence and Resignation” and “Forms of Combat” (197-228)

**Tuesday, April 11**                      Resistance and Solidarity  
Tec, “Jewish Resistance in Belorussian Forests: Fighting and the Rescue of Jews by Jews” from *Resisting the Holocaust* (77-94) (RP)

Neiberger, “An Uncommon Bond of Friendship: Family and Survival in Auschwitz” from *Resisting the Holocaust* (133-150) (RP)

**Thursday, April 13** [No Class—Spring Break]

**Tuesday, April 18** [No Class—Spring Break]

**Thursday, April 20** [No Class—Spring Break]

REMEMBERING AND RESPONDING TO THE HOLOCAUST

**Tuesday, April 25** Varieties of Responses

Adorno, *Never Again! The Holocaust’s Challenge for Educators*, “Education After Auschwitz” (11-20) (RP)

Todorov, *Facing the Extreme*, “Telling, Judging, Understanding” (254-284)  
(Visit a Yom Hashoah Service)

\*Paper 2 Due: Making the Holocaust Possible

**Thursday, April 27** Retelling

Segev, *The Seventh Million*, “Prologue: Ka-Tzentnik’s Trip” (3-14) RP

Spiegelman, *Maus II*, “Auschwitz (time flies)” (39-74) RP

**Tuesday, May 2** Remembering

Misztal, *Theories of Social Remembering*, “Theorizing Remembering” (50-74) and “Memory and Trauma” (139-145) (RP)

Young, *The Texture of Memory*, “Introduction” (1-16) (RP)

**Thursday, May 4** Memorializing

Segev, *The Seventh Million*, “Holocaust and Heroism” (421-445) (RP)

Young, *The Texture of Memory*, Excerpts (RP)

Young, *At Memory’s Edge*, Excerpts (RP)

(Visit a Holocaust Memorial)

**Tuesday, May 9** Misremembering

Douglas, *The Memory of Judgment*, “Did Six Million Really Die?: Holocaust Denial and the Law” (212-225) (RP)

Shermer and Grobman, *Denying History*, “How Deniers Distort History” (99-122) (RP)

**Thursday, May 11** Judgment and Consequences

Douglas, *The Memory of Judgment*, “Didactic Legality and Heroic Memory” (150-184) (RP)

Douglas, “The Shrunken Head of Buchenwald”, *Representations* 63 (39-64) (RP).

**Tuesday, May 16** Course Review and Summary

Todorov, *Facing the Extreme*, “Notes on Morality” (285-296)

\*Paper 3 Due: Considering The Past/Memorial Design Project

**Tuesday, May 23** Final Exam

The exam is scheduled for 4-6 PM in the regular classroom.

## **Course Policies and Resources**

### *Attendance*

As noted above, you are expected to attend class regularly. I certainly understand that at times, students do have legitimate reasons for missing class (such as family emergencies, illness, or religious observance). If you know you will be absent, you must notify me in advance. If an emergency comes up, please notify me as soon as possible about how long you expect to be out. Excused absences will not be penalized if I know about them at the earliest available opportunity. In addition, I expect that you will come to class on time and prepared to learn and return from all class breaks promptly. Lateness is distracting to your fellow students.

In addition, all assignments are due in class on the assigned due date. If you can not attend class on a day when an assignment is due, please make your best effort to turn it in ahead of time. If this is impossible, I will accept e-mailed assignments *if they have been sent before 4 pm on the assigned due date*. Please attach the assignment as an .rtf, .pdf, .html, or .doc file. Remember to always submit a copy of your essays through the Turnitin.com website. If you do not receive an e-mail confirming that I have received and successfully opened the file, then you must resend it. Technical problems will not be an acceptable excuse for lateness.

### *Academic Integrity*

As in all college courses, I expect all students to adhere to a strict standard of academic integrity. Any student who cheats or commits plagiarism will receive a grade of 0 for that assignment. Repeated offenses will result in a grade of F for the course. Be aware that I have caught and penalized many students in the past.

I require students to provide evidence that they have thought seriously about this statement of academic integrity. Therefore, I require you to submit all three of your course essays to the Turnitin.com plagiarism detection website. Doing this counts for two daily quiz grades. If you do not have Internet access, I encourage you to get it promptly, as discussed under “Information Technology” below. However, if this is impossible for you, speak to me promptly and I will give you an alternative assignment which does not require the Internet. The enrollment password for Turnitin.com is “yadvashem” and the class ID is “1428124.” If you provide me with an e-mail address, I will register you for Turnitin.com. For help, see [http://www.turnitin.com/static/training\\_support/tii\\_student\\_qs.pdf](http://www.turnitin.com/static/training_support/tii_student_qs.pdf).

Offenses against academic integrity include:

- ↳ Submitting work that does not use proper attribution of all sources, whether print, internet, or simply a conversation with a classmate or friend. Proper attribution includes a correctly



formatted citation and bibliographic entry every time you use an idea that did not come entirely from your own head, whether you quote directly, paraphrase, or merely draw on a text. All standard citation formats are acceptable in this course (such as MLA, Chicago, APA, etc.) though you need to be internally consistent. For those who are not familiar with a particular citation format, here are two links for the citation format used by the American Sociological Association:

[http://www.skidmore.edu/academics/sociology/resources/writing\\_citation.html](http://www.skidmore.edu/academics/sociology/resources/writing_citation.html) and  
<http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>.

- ↳ Copying work from other students or writing papers as a joint effort, unless specifically directed to do so. This does not prohibit you from discussing assignments with your peers, but the product of your work must be your own. In addition, you may not submit papers written for other courses without my prior approval.
- ↳ Purchasing your papers from a web source, hiring someone to write your papers for you, submitting papers written by other individuals, or downloading or copying all or part of your paper from a website. Be aware that it is easier to detect this sort of dishonesty than you might think and many students have been caught.

### *Information Technology*

You are expected to have access to e-mail for the duration of this course. If you do not have access to e-mail, <http://mail.yahoo.com> is a good source for free e-mail accounts. I would suggest you check your e-mail often (at least twice a week), as I will send important information about the course via e-mail. If you have any changes in your e-mail address during the course, please notify me immediately. If you do not have access to a computer at home, Queens College does provide computer labs and you can check your e-mail there.

There is also a website associated with this course. This website provides an updated copy of the syllabus, essay questions, discussion questions, and useful links. It is available at <http://homepages.nyu.edu/~mma235/classes.html>.

### *Support services*

If at any time during the semester you are having difficulty with the work, or even if you just have a question, please let me know right away. Other resources you might want to turn to include:

- ↳ The Queens College “Sociology Write” website, which offers tips for writing and research in sociology as well as a link to the Queens College writing center. Remember that even good writers can benefit from additional practice and from help with editing and focusing their writing assignments. <http://www.soc.qc.edu/robin/writesoc/index.html>
- ↳ If you have personal or academic concerns that are keeping you from doing your best, you may wish to consider taking advantage of the services of the Peer Advisement Center. <http://qcpages.qc.edu/peeradvisement/home.html>
- ↳ The library offers online tutorials (<http://qcpages.qc.edu/Library/olstutorial/index.html>) as well as informational tours (<http://qcpages.qc.edu/Library/info/instructional.html>) to help you get acquainted with library services and with doing research.

- ↳ The subject material we cover in this class can be very emotional and disturbing. I encourage you to come speak to me if you are having emotional difficulties with the material. If you would like to speak with a professional, please seek the services of the QC Counseling Center. Information is available at <http://qcpages.qc.cuny.edu/Stuserv/counsel.htm>

*Disability Accommodations:*

If you have a disability for which you will need accommodations during this course, such as extra time on assignments or exams, please let me know as soon as possible during the semester so that all appropriate arrangements can be made.

*Students New to the English Language:*

I understand that the students in my class come from diverse linguistic backgrounds, and while this is not an English or writing class, I do require that papers and exams be grammatically correct and show attention to writing style and format. If you believe that this may be difficult for you, please come speak to me early in the semester so that we can work out appropriate arrangements. Written communication is important in sociology, but I do not want this to be a stumbling block for anyone to do well.

Some strategies for improving your writing including taking advantages of the services listed above, scheduling meetings to talk with me about your writing, exchanging drafts with peers for proofreading, and reading your papers aloud to yourself as part of the editing process. Remember that even the best writers need practice with editing, and don't be over-critical of yourself.

*Extra Credit*

There is one opportunity to earn extra credit in this course. In order to earn extra credit, you must choose one of the following memoirs and read it prior to the final exam. (You may substitute an alternative text, but you must ask for permission by May 9<sup>th</sup> to do so.) These books are generally available at libraries, bookstores, and on Amazon.com. There will be an extra credit question on the final exam relying on this text.

Wiesel, *Night*

Levi, *Survival in Auschwitz*

Levi, *The Drowned and the Saved*

Levi, *If This is a Man*

Koren and Negev, *In our Hearts we Were Giants*

Buber-Newmann, *Milena*

Szpilman, *The Pianist*

Sonneman, *Shared Sorrows*

Fenelon, *Playing for Time*

Paper Assignment 3  
CONSIDERING THE PAST  
Soc 240, Spring 2006  
Mikaila Mariel Lemonik Arthur

For this assignment you have two options. The first option gives you the chance to design your own Holocaust memorial and explain it by using some of the literature we have read. The second is a more traditional academic paper option. You may choose whichever option you wish.

Option A: Designing a Memorial

If you choose this option, you will have the opportunity to design a Holocaust memorial. This memorial may take the form of a remembrance service, a museum exhibit, a piece of art, or anything you believe is appropriate. If you choose this option, you should speak to me individually about what you will need to turn in with reference to your plan or design, as this may vary according to the type of memorial you are developing.

In addition to the plan or design, you will also need to turn in a 2-3 page “vision statement.” This statement should explain your conception for the memorial and how your design fits into that conception. It should also engage with some of the literature on memory and memorials that we have read (Todorov, Adorno, Segev, Mitzal, Young) to explain how your design serves the purpose of memory and how it is similar to or different from other sorts of Holocaust memorials. You may draw on other materials from within or beyond the course in this statement.

Grading for this option will be primarily based on the vision statement. Five of the 20 points will be allocated to grading the memorial design itself, but will focus on the completeness of the design and the way it engages with issues we have discussed in class rather than on issues of artistry.

Option B: Literary Memory

If you choose this paper, you will write about the ways in which authors represent the Holocaust and the memory thereof in their literary works. You will compare Spiegelman, Segev/Ka-Tzetnik, and Todorov in terms of how they depict individual and social memory of the Holocaust. You may also incorporate a discussion of a survivor memoir if you are reading one for extra credit. In doing this, you must draw on theories of memory as outlined by Mitzal and in class. If you choose this option, your paper should be 4-6 pages long.

Papers and “vision statements” should be double spaced, in 12 point font with 1 inch margins. They must include correct citations, complete bibliographies, a title, and page numbers. Plagiarism, as defined in the syllabus, will not be tolerated. They are due in class on Tuesday, May 16<sup>th</sup>. They may also be emailed prior to 4 pm on that date in word, .rtf, or .pdf format. It is your responsibility to ensure that I receive emailed papers. Late work will receive a penalty of 1 point off per day late, unless I have agreed to an extension in advance. Papers and “vision statements” must also be submitted electronically to Turnitin.com. While I can not read drafts, you are welcome to submit one-paragraph summaries of your projects for review.

**SOCIOLOGY 153: COURSE SYLLABUS  
THE HOLOCAUST:  
BACKGROUND, TRAGEDY, & AFTERMATH**

|                                                                |                                     |
|----------------------------------------------------------------|-------------------------------------|
| <b>Dr. Carol Edelman</b>                                       | <b>Dr. Sam Edelman</b>              |
| Sociology and Social Work                                      | Communication Arts and Sciences     |
| California State University, Chico                             | California State University, Chico  |
| Chico, CA 95929-0445                                           | Chico, CA 95929-0505                |
| phone: 916.898-4646 or 4767                                    | phone: 916.898-4336 or 5751         |
| fax: 916.898-4571                                              | fax: 916.898-4096                   |
| M 9:00-11:30(612 Butte Hall)<br>TTh 9:30-11:30 (235 O"Connell) | TTH 9:30-11:00, 1:00-2:00           |
| email: <b>cedelman@oavax.csuchico.edu</b>                      | email: <b>sedelman@csuchico.edu</b> |

**Visit this Class' World Wide Web Homepage at**

**<http://www.csuchico.edu/cmas/syllabi/edelman/Hol153.html>**

Understanding the Holocaust leads to understanding hate. Studying the rise of the Nazis and their extermination of the Jews and other social undesirables is an exploration into how ordinary people can, through mass persuasion and social structural constraints, be led into committing genocide, the ultimate horror in human behavior.

This course is underwritten by the San Francisco Jewish Federation Endowment Fund and the Holocaust Education Foundation.

## Course Description:

Through lessons sent out over the net, readings, email discussions, visiting www sites (including the archives at Virtual Jerusalem, Shamash, the Cybrary of the Holocaust -one of our past students work- the US Holocaust Museum, the Simon Wiesenthal Center, and other web sources), and video, we will explore the roles of the perpetrators, victims, bystanders and rescuers during this horrific period in the 20th century. Special emphasis will be placed on:

- ! the Nazi rise to power
- ! how the Nazis came to exterminate many peoples, including the bulk of the Jewish population of Europe
- ! world wide complicity in that extermination
- ! resistance and rescue
- ! Jewish cultural responses to the Nazis in the form of poetry, drama, diaries, journalism, religious expression and scientific inquiry
- ! the aftermath of the war including the war crimes trials, the UN Genocide Convention, and the creation of the State of Israel
- ! a host of other topics

We will see the extreme results of inter-ethnic and inter-cultural conflict represented in the course. This case study of genocide also provides examples of the use of modern technology without moral or ethical bounds. We will be forced to closely examine our own moral understandings in light of the realities of genocide in the 20th century. Our understanding of genocide leads us to an appreciation of the necessity for maintaining tolerance of cultural diversity and a refusal to let hate-based policies of small groups become the policy of a nation. It is crucial that, through the examination of the extreme results of prejudice and ethnocentrism, we begin to understand our individual and corporate responsibilities for moral and ethical acceptance of diverse peoples and perspectives.

This is a course via the Internet. While Internet courses are for the most part new and experimental, this course is not. You are getting two experienced professors who were pioneers in Internet teaching. So not only will you be getting high quality content, but you will be working with tried professionals. Having said that we want to also point out to you that the reality of Internet courses is that they are self-motivated. You get out of the course what you put in. If you put in a very little the chances are good that you will get little back. Because of the intense reading level and the demand on your own self discipline in reading, writing and thinking

about the topics you will need to put in effort in independent research to get the full benefit of the course. We will act as your guides and helpers. We see ourselves as entering this endeavor as co-learners. We are partners in this activity. Another way to look at an Internet course is as if it is a tutorial. Tutorials work best when students are given reading lists and told to go read then come back and write and we as professors respond and critique your words. Many students feel that the tutorial form is one of the best forms of instruction available. So you get to sit at home in comfort, with your cup of refreshment, and get to write and think about a subject that is both dramatic and captivating, covering the whole spectrum of human values and moral ethical behavior. What could be better?

This course can be taken for university credit or it can be audited.

## **Course Format:**

The course will involve reading several acclaimed books on the Holocaust and reading the lessons sent out by the instructors via email. All students will be able to ask questions of the professors and the others in the class via email. We will periodically send selected questions and comments to Holocaust survivors and noted scholars for response. The required books can be purchased through the university bookstore if you wish to do so.

With each lesson, we will be suggesting a short list of optional books and/or articles that you might want to read if you want to explore the topic of that lesson further. We also list titles of video documentaries and films that are worth viewing because of the important insights they provide.

## **Grading:**

Those who take this course for credit will be required to submit written work for grading. All of this will be conducted via email.

Twice during the course, you will write an essay in response to questions emailed to you by the instructors. In your essays, you will be expected to make use of the information in the lessons and the readings. These essays will make up half of your grade.

The other half of your grade will be based on short comments or questions that you submit to the instructors throughout the course. You will be expected to respond to every lesson and each required reading with short questions or comments. Some of your questions and comments may be shared with the other students taking the class. That way, your questions and comments will not only help us make sure that you are understanding the material, they will also get some interesting discussions going that will make this class even more exciting.

We will follow the grading policy at the California State University Chico. Letter grades will be based on the total points earned on your written essays and responses. To get an "A," you must earn at least 90% of the total possible points in the course. To get a "B," you must earn between

80% and 89% of the total possible points in the course, etc. (plus and minus grades will be given as well). To pass the class at all, you must earn a minimum of 60% of the total possible points in the course.

In accordance with university policy, withdrawal from the course after the deadline may be due to personal or family illness, work conflict, or other serious problem. Unsatisfactory work in the course is not an acceptable reason for withdrawal.

## **Writing Policy:**

All assignments must be clearly and logically written as well as grammatically correct. Correct grammar and spelling are required and your grades will suffer for deficiencies in these. Papers that are not well written or that have excessive errors may be returned ungraded for correction.

One important warning: whenever you use someone else's ideas or facts, you must cite them in the appropriate form. This applies whether you rephrase their work in your own words or use their words exactly. Failure to use citations is plagiarism; in essence, by not using a citation, you are passing off their work as your own. Plagiarism will be dealt with severely in this class so be sure to cite your sources in the body of the paper and include a bibliography.

## **Required Reading:**

*The World Must Know* by Michael Berenbaum. 1993, Little Brown and Co.

ISBN 0-316-09134-0

*Ordinary Men* by Christopher Browning. 1992, Harper Collins Publishers.

ISBN 0-06-019013-2

*Survival in Auschwitz* by Primo Levi. 1958, Macmillan Publishing Company.

ISBN 0-02034300-0

*Trap With A Green Fence: Survival in Treblinka* by Richard Glazar. 1992, Northwestern University Press. ISBN 0-8101-1169-1

*The Abandonment Of the Jews* by David Wyman. 1984, Random House.

ISBN 0-394-74077-7

*The Altruistic Personality* by Samuel Oliner and Pearl Oliner. 1990 New York, Free Press.

ISBN 0-02-923829-3

## **Lessons:**

The general topics that will be discussed in the course are:

**Lesson 1** Introduction: History of Hate in Europe.

**Lesson 2** Hitler and the Nazi Party's Rise to Power.

**Lesson 3** Planning and Implementing the Final Solution.

**Lesson 4** Implementing the Final Solution -continued.

**Lesson 5** Implementing the Final Solution-continued.

**Lesson 6** Nations & Religions Within & Outside the Reich Controlled Area React.

**First Essay** to be completed by those taking the course for credit.

**Lesson 7** Armed Resistance in Response to Persecution.

**Lesson 8** Additional Victim Responses to their Persecution.

**Lesson 9** Additional Victim Responses-continued.

**Lesson 10** The Rescuers: Individuals and Groups.

**Lesson 11** The War Ends: Nazi Hunting After W.W.II, the War Crimes Trials, the United Nations Genocide Convention, and the Creation of Israel.

**Lesson 12** Anti-Semitism and Hate in the 1980's and 90's. The Holocaust Deniers

**Second Essay** to be completed by those taking the course for credit.



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