This course surveys Jewish history from approximately the year 1000 to the present, covering major developments in Jewish society and culture in the medieval Islamic and Christian realms, early modern Europe and the Mediterranean, and the modern world. Topics include the rise of the Spanish and northern European Jewish communities, trends in Jewish religious thought (including the emergence of kabbalah), expulsions from western Europe, new settlements in Ottoman Empire and Poland, changes in Jewish civil status in the modern age, Jewish migrations and political movements (including Zionism), the rise of U.S. Jewry, the Holocaust, and the establishment of the State of Israel. N.B. This class is the second in a two-semester introduction to the study of Jewish history, religion and culture, but the first half of the survey is not a prerequisite for this course.

Text (available at Portland State Bookstore and Campus Bookstore)

Primary sources and additional secondary readings will be available on D2L.

**PLEASE PRINT OUT THE PRIMARY SOURCES AND BRING THEM TO CLASS WITH YOU, OR HAVE THEM READILY AVAILABLE ON YOUR LAPTOP OR TABLET.**

Requirements:

1. **Class attendance**, completion of **readings**, and **participation** in discussions (10%)

2. **Reading questions**: You will write five mini-essays (750 words) on the textbook reading which will also incorporate one or more of the assigned primary sources. The first three reading questions will be on modules I-III (medieval and early modern periods); the last two will concern the modern period. (5 x 5% = 25%).

   The deadlines are as follows: Oct. 8; Oct. 17; Oct. 24; Oct. 31; Nov. 14. The assignment must be uploaded to D2L by 5:00 pm on these days.

3. **Paper** (7-8 pp.): an analysis paper covering 1-3 primary sources from the syllabus, to be uploaded to D2L by **5 pm** on Nov. 9. (35%)

4. **Final exam**: Mon., Dec. 4, 10:15-12:05 (30%)
For extra credit (up to 5%), you can attend a community event with a connection to Jewish history and write a two-page analysis of it and how it relates to Jewish history. Some possibilities (weblinks are on D2L):

- Lecture on Israeli film by Gideon Lustig, Deputy Israel Consul-General for the Pacific Northwest, Oct. 4th at 2:00 pm in 108 Epler Hall
- “Growing Up Jewish in Inquisition Spain.” David Gitlitz and Linda Davidson will read from their books, *A Drizzle of Honey* (about the culinary culture of Spain’s crypto-Jews) and *The Lost Minyan* (a collection of stories profiling crypto-Jewish families in Spain and Mexico). Oregon Jewish Museum, Oct. 24th, 7pm.
- Staged reading of an excerpt from *My Father’s Paradise*, a book about an American descendant of Iraqi Kurdish Jews searching for his past – Nov. 5th at 7 pm at the Mittleman Jewish Community Center. Presented by Jewish Theatre Collaborative.
- Q and A on *My Father’s Paradise* featuring Judaic Studies Professors Michael Weingrad and Loren Spielman – Wed., Nov. 14th, 5:30 pm in Smith (room TBA)
- “Ephemory” – a play about a woman struggling to retrieve her elderly mother’s memories of the Holocaust – playing in November
General course information

Disabilities: Students with disabilities who need additional consideration for the timely completion of any of the course requirements should speak to the instructor at the beginning of the term, and must be registered with PSU’s Disability Resource Center (<a>drc@pdx.edu</a>).

Laptops and cellphones: Please use your laptop in class for taking notes or reading documents ONLY. Please also do not use your cellphone (i.e. sending or checking text messages) during class.

Grading: I use the letter-grade format for grading, but don’t be surprised if you see a hybrid grade (e.g., C+/B-) which I may assign if I feel that your work does not easily fit into one rung on the grade scale. In paper comments, “AWK” means “awkward phrasing” and “GR” refers to poor grammar.

Papers:
- Papers must be uploaded to D2L.
- Chicago/Turabian citation style is preferred, but MLA style is also acceptable.
- Wikipedia is fine for background reading, but may not be used as a source in papers.
- Material taken (quoted, paraphrased, summarized) from other sources must be properly cited, and the sources properly documented; failure to do so constitutes plagiarism. Plagiarized work will automatically receive a grade of “F” and may result in your failing the course. If you are not sure what constitutes plagiarism or academic dishonesty, please consult PSU’s Code of Conduct (<a>http://www.pdx.edu/dos/conductcode</a>) or come to office hours to discuss it with me.

From Michael Barthel, “Cut, Paste, Plagiarize” (Salon.com, 8/14/12)

The basic conflict here is that legacy media strictly forbids plagiarism, but, as Slacktory’s Nick Douglas put it in a recent post, everything on the Internet gets stolen. Writing is copy-and-pasted without attribution onto new websites, pictures are reposted with any credits, and all the world’s content is freely available. And that’s not conceptualized as a problem; such theft is an inherent quality of the medium. Information wants to be free, and Web culture is remix culture. The Web is collaborative, anonymous, tolerant of failure as long as it gets corrected. Zakaria’s copy-and-paste was a fireable offense, but the entire structure of the Web mediasphere was built on just such copy-and-pastes. Someone will call you on it if you don’t give credit, but then you just revise the post and maybe print a correction and no one really cares too much. What matters, instead, is the faith you’ve built up online, which such a sin will damage but hardly kill, especially if you handle it right. The Web, and the generation who grew up with it, think about plagiarism very differently than do the keepers of journalistic ethics. Helene Hegemann, a 17-year-old German writer who was discovered to have lifted numerous passages of her debut novel from other sources without attribution, responded to these revelations not with an apology but with a shrug. Her argument is a neat encapsulation of the ethos of the networked author: “There’s no such thing as originality anyway, just authenticity.”
Late work: Late work will automatically be marked down one grade step per day. Example: a paper handed in three days late that would have received a B+ will receive a C- instead. So hand in on your work on time! If you have a legitimate excuse (e.g. illness), please make sure to let me know about your problem as early as possible and not on the day the assignment is due.

E-mail policy: I am happy to correspond with you via e-mail and to answer your questions and concerns that way. However:

- E-mail is not ideal for urgent matters. I consider 24-48 hours to be a reasonable period in which to respond to inquiries. I am usually much faster than this, but not always.
- I will not, in general, respond to student e-mails sent after 5:00 on Friday until Sunday afternoon or, at times, Monday morning. Please plan accordingly.
- Please remember to identify yourself and state your query as clearly as possible. I will not fill in students who miss class on the details of a particular lecture or discussion. Please seek that information from your fellow students.

Please note that this syllabus is subject to change.
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<td>II. Jews under medieval Islam&lt;br&gt;Babylonian Jewry, the end of the Gaonate, and the rise of new centers</td>
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<td>7 Nov. 6-8</td>
<td>Jewish movements: migration, politics, transformations of Jewish identity&lt;br&gt;Film: The Jewish Americans (part 1)</td>
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<td>10 Nov. 27-29</td>
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<td><strong>FINAL EXAM:</strong> 12/4, 10:15-12:05 in our classroom</td>
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I. Beginnings

1. Introduction 9/25

2. Jewish history to 1000 9/27

   If you did not take JHI, read The Jews: A History 1-12, 31-47, 89-115

II. Jews under Islam

3. Babylonian Jewry, the end of the Gaonate, and the rise of new centers (Spain) 10/2-10/4

   The Jews 116-136
   Raymond P. Scheindlin, Merchants and Intellectuals, Rabbis and Poets: Judeo-Arabic Culture in the Golden Age of Islam,” Cultures of the Jews, 313-386 – to read for this topic and the next

   The Pact of Umar (Stillman 157-258)
   Hasdai ibn Shaprut makes Spanish Jewry independent from the authority of Baghdad (Stillman 210)

Oct. 8: Reading question: answer question 4 or 6 on p. 145 in The Jews.

4. Judeo-Arabic culture 10/9

   The Jews 136-146

   Maimonides, Mishneh Torah: The Book of Knowledge (Twersky 43-47, 65)
   Jewish Education, part I: “A course of study, Moslem Lands, about 1180” (Marcus, 373-377)

III. Jews under Christendom

5. The Jews of Christian Europe 10/11

   The Jews, chap. 7 (147-173)
6. Increasing hostility; era of expulsions 10/16-10/18
   The Ritual Murder Accusation at Blois, 1171 (Marcus, 127-130)
   Fourth Lateran Council, 1215 (Marcus, 137-141)
   The Burning of the Talmud, Paris, 1239-1248 (Marcus 145-150)
   Solomon Alami’s explanation of the pogroms of 1391 (Heritage 148-150)
   The Expulsion from Spain: a contemporary account by Don Isaac Abravanel (Heritage 153-154)

   Oct. 17: Reading question: answer question 1 or 2 on p. 172 in The Jews.

IV. Early modern period

7. Polish-Lithanian Commonwealth; the Sephardic Diaspora; the rise of Kabbalah and Sabbetai Zvi 10/23-25
   The Jews 174-203 (chap. 8), 204-217

   Extended Privilege Granted to the Jews of Great Poland (1453) (from workshop on Early Modern Jewries, Wesleyan University, 2004)
   The Cossack Revolt and the Fall of Nemirov, 1648 (Marcus, 450-453)
   Ber of Bolechow and His Times, Poland, 1728 (Marcus, 464-466)
   Samuel Usque’s Consolation for Israel’s Tribulations (Heritage 156-157)
   Turkish Jewry, 1555 (Marcus, 411-417)
   An Italian Jew Describes the Revival of Safed Under the Ottomans, 16th century (Stillman 290-292)

   Oct. 24: Reading question: answer question 2, 3, 4, or 5 on p. 203, or question 4 on p. 229, in The Jews.
8. **Italian Jewry; the Conversos; Readmission to Western Europe  10/25-30**


   Testament 128 (Donna Ginevra Blanis’s will) (from workshop on Jewish Community and Identity in the Early Modern Period, Wesleyan University, 2010)
   A Letter of Baruch Reiniger, A Butcher, Prague, 1619 (Marcus 441-442)
   Leone Modena’s Life in Lombardy (Heritage 171-174)
   Petition of Jewish Merchants of Pisa to Grand Duke of Tuscany, Cosimo II, 1618 (from workshop on Gender, Family, and Social Structures in the Early Modern Period, Wesleyan University, 2006)
   Elviro del Campo Before the Spanish Inquisition (Heritage 194-196)
   The Letters of Elia del Montalto to Pedro Rodrigues (Heritage 196-199)
   From Urial Da Costa's Autobiography (Heritage 199-202)
   The Livornina, 1593

   **Modernity (Weeks 7-10)**

9. **The rise of humanism and the Enlightenment; the modern state and the Jews 10/30**

   *The Jews* 231-259

   Barukh Spinoza’s Critique of Judaism, 1670 (*Heritage* 202-204)
   The Debate Over Emancipating the Jews of France (1789) (*Heritage* 215-216)
   The Emancipation of the Ashkenazim [in France] and Response of the French Jews (1791) (*Heritage* 217-219)

   **Oct. 31: Reading question: answer question 3, 4, or 6 on p. 258 in *The Jews.***

10. **Into the modern world: Haskalah, acculturation, assimilation, antisemitism 11/1**

    *The Jews* 269-313

    Moses Mendelssohn on Judaism and Enlightenment (1783) (*Heritage* 213-215)
    The Reform of Judaism; Positive-Historical Judaism; Orthodox Judaism (*Heritage* 222-224)
    The Reform of Judaism (1845) (*Heritage* 222-223)
    Heinrich von Treitschke, “A Word About Our Jewry,” 1880 (JMW 319-322)
Abraham Mendelssohn, “Why I Have Raised You as a Christian,” 1820 (JMW 805-806)

The Jews 260-269, 313-333

Judah Leib Levin, “To America or to the Land of Israel,” 1881 (JMW 413-414)
The Birth of Zionism; Cultural Zionism (Heritage 234-237)
Jewish Immigration into the United States, 1881-1848 (JMW 472)
Julia Richman, “Women Wage Workers,” 1893 (JMW 478-480)
Jewish demographics – statistical tables (JMW 707-709)
Smolenskin, “Hebrew—Our National Fortress,” 1868 (JMW 403)
Avraham Shlonsky, “Toil” and “Late Adar”
Yom Kippur Balls, 1889 (Heritage, 254-255)

FILM: “The Jewish Americans,” episode 1  (11/8)
Finish your paper and catch up on reading!

PAPER DUE Nov. 9 at 5 pm (upload to D2L)

12. World War I and the interwar period  11/13-15
The Jews 334-373 (chap. 13)

The Balfour Declaration, 1917
“Tel Aviv is Founded” from Rivkah Alper, One Family's Experiences
http://www.pbs.org/wnet/heritage/episode9/documents/documents_2.html
Revisionist Zionism (Heritage, 263-264)
Yevsektsiya, “The Liquidation of Bourgeois Jewish Institutions,” 1918 (JMW 433-436)
Soviet Jewish Culture: Hofsteyn, “Parade” (Heritage, 264-265)
The Columbus Platform, 1937 (JMW, 517-518)

Nov. 14: Reading question: answer question 1, 3, or 4, on p. 372 in The Jews.

The Jews 374-405 (chap. 14), 406-429

Documents on the Holocaust (Heritage 265-276)
Partition of Palestine (Heritage 281-282)
Declaration of Independence (Heritage 282-284)
Soviet Jews Greet Golda Meir (Heritage 284-285)
The Murder of Soviet Jewish Writers (Heritage 285-286)


The Jews 429-442


15. Conclusion and review  11/29

Final exam: Mon., Dec. 4, 10:15-12:05