

Modern Jewish History: From 1492 to the Present Day

Fall 2016

Prof. Amos Bitzan

TuTh 1:00-2:15 PM in Education L196

Course Description

This course surveys the history of the Jewish people beginning with the aftermath of the mass conversion and expulsion of the Jews from Spain in 1492 and concluding in the present. Our goal will be to explain the causes of major changes in Jewish societies over the early and late modern periods. We will seek to understand the vicissitudes of the lives of Jewish individuals and of the Jews as a religious, ethnic, and national group as they encountered both unprecedented opportunity and catastrophe in this tumultuous era.

One question that will guide us is how this small, often-marginalized minority group weathered the storms of modernity living amidst societies once dominated by Christianity or Islam.

Topics include religious revival, Reform, Enlightenment, integration and discrimination, political antisemitism, Zionism, the Holocaust, and the State of Israel.

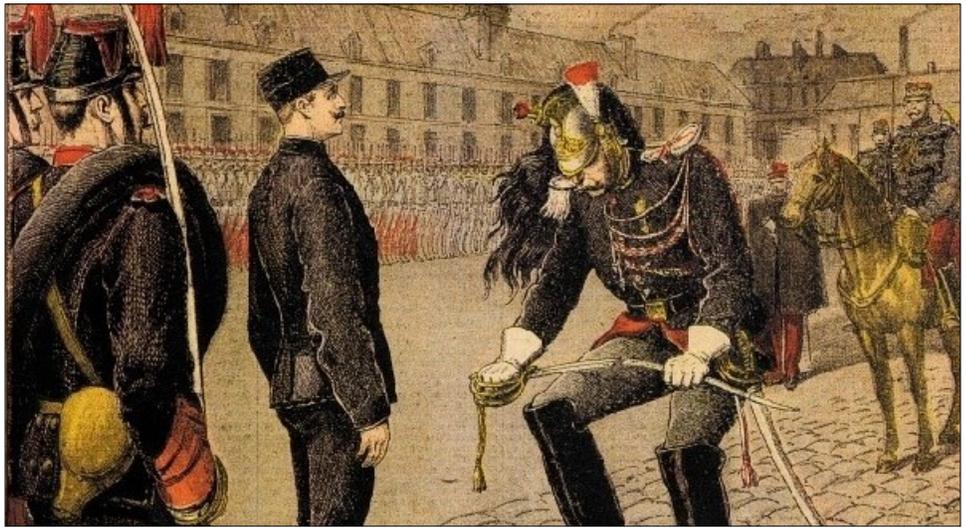
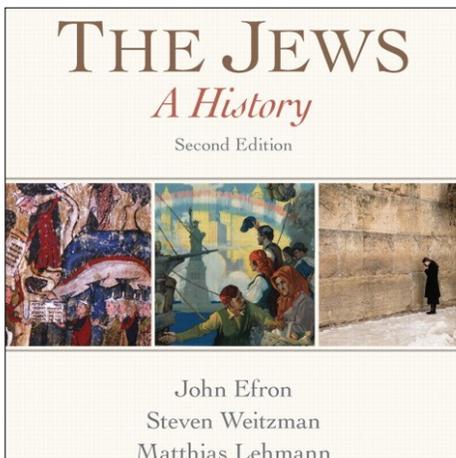


IMAGE: This drawing, which appeared on the front page of the Sunday supplement to *Le Petit Journal* (13 January 1895) with the caption, "The Traitor: The Degradation of Alfred Dreyfus," depicts the French Jewish artillery officer's public demotion after having been falsely convicted of treason on 5 January 1895. SOURCE: Bibliothèque nationale de France on [Gallica](#). Was Dreyfus's fate symbolic of the Jewish experience as a stigmatized minority in the modern nation-state?



Requirements	
Wikipedia Entry Project DUE: 12/6/2016	35%
Analytic paper of 1500-1800 words (5-6 pages) DUE: 12/20/2016	40%
Discussion (beginning of each class)	25%

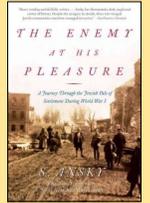
Required textbook: *The Jews: A History* (2nd edition). ISBN: [978-0205858262](#). Used editions encouraged.

Schedule of Readings

Read the assigned text ahead of class. Prepare a question about a particularly significant claim or point made in the reading. Be prepared to moderate a discussion or to participate in one.

Week 1 Tu 9/6 Th 9/8	Studying Modern Jewish History: An Introduction Course Structure and Logistics Salo Baron, "Ghetto and Emancipation" (1928), 50-63. PDF .
Week 2 Tu 9/13 Th 9/15	Jews and Judaism Baron, "Jewish Society and Religion," (1952), 3-16. PDF . "Jewish Society and Religion," 16-31. PDF .
Week 3 Tu 9/20 Th 9/22	Sephardim and Ashkenazim in the Renaissance <i>The Jews: A History</i> , Chapter 8, 209-220. <i>The Jews</i> , Chapter 8, 221-233.
Week 4 Tu 9/27 Th 9/29	New Worlds: the Early Modern Period <i>The Jews</i> , Chapter 9, 234-244. <i>The Jews</i> , Chapter 9, 244-258.
Week 5 Tu 10/4 Th 10/6	The Beginning of Modern Jewish History? NO CLASS Howard Gartner, "The Medieval Heritage," 1-25. PDF . "The Demography of Modern Jewish History," 879-891. PDF . [optional]
Week 6 Tu 10/11 Th 10/13	Jews in Modernizing States: Enlightened Politics <i>The Jews</i> , Chapter 10, 259-272. <i>The Jews</i> , Chapter 10, 272-285.
Week 7 Tu 10/18 Th 10/20	Religious Ferment: <i>Hasidim</i> and their Foes NO CLASS <i>The Jews</i> , Chapter 11, 287-298
Week 8 Tu 10/25 Th 10/27	The Haskalah: Religion and Enlightenment NO CLASS <i>The Jews</i> , Chapter 11, 298-313.
Week 9 Tu 11/1 Th 11/3	Reform, History, and Acculturation <i>The Jews</i> , Chapter 11, 313-323. <i>The Jews</i> , Chapter 12, 359-364.

Week 10 Tu 11/8 Th 11/10	Political Antisemitism <i>The Jews</i> , Chapter 12, 325-336. <i>The Jews</i> , Chapter 12, 336-341.
Week 11 Tu 11/15 Th 11/17	Liberals, Socialists, and Nationalists <i>The Jews</i> , Chapter 12, 341-350. <i>The Jews</i> , Chapter 12, 350-359
Week 12 Tu 11/22 Th 11/24	The First World War <i>The Jews</i> , Chapter 13, 367-371. S. An-sky, <i>The Enemy at his Pleasure</i> , 3-24. PDF . NO CLASS (Thanksgiving)
Week 13 Tu 11/29 Th 12/1	Interwar Threats and Opportunities <i>The Jews</i> , Chapter 13, 371-384. <i>The Jews</i> , Chapter 13, 384-405.
Week 14 Tu 12/6 Th 12/8	The Holocaust <i>The Jews</i> , Chapter 14, 406-423. <i>The Jews</i> , Chapter 14, 423-443
Week 15 Tu 12/13 Th 12/15	Rebuilding after Catastrophe <i>The Jews</i> , Chapter 15, 444-458, 469-474. <i>The Jews</i> , Chapter 15, 458-468, 475-480, 480-482.



Three Requirements

Discussions

At the start of each class, I will appoint two of you to moderate a class discussion about two questions that you have prepared. The questions should help us think about the central argument or the most significant points made in the readings for that day. Moderators will be graded on their questions and ability to direct a productive discussion; discussants on their contributions. **SKILLS:** listening, preparing for debate through close reading, thinking on your feet.

Wikipedia Entry

For this project, you will write a brand-new Wikipedia entry on a topic related to our course or revise an existing entry. The project is cumulative and requires working through several intermediate stages. See the detailed breakdown of the project in the Schedule of Assignments chart (p. 4-5). **SKILLS:** communicating historical research to the public; writing from Wikipedia's neutral point of view; evaluating secondary sources; building expertise.

Analytic Paper

In this paper, you will examine how a work by a professional historian of your choice answers a question about modern Jewish history that you have selected. Your task will be to understand what this historian argues, how the scholar makes the case for their particular interpretation, and how their view differs from other historians' responses to the same question. **SKILLS:** extracting an interpretation from a historical work; analyzing a historian's use of evidence; gaining expertise about a Jewish history question of your choice.

Schedule of Assignments

	Analytic Paper (40%)	Wikipedia Entry (35%)
Week 1-3 Tu 9/20	<p>BROWSE the "For Further Reading" LISTS at the end of Chapters 8-15 of <i>The Jews: A History</i> and SELECT ONE BOOK that looks interesting to you. Make sure you are able to get this book either from our library (library.wisc.edu) or by borrowing it from me (contact in advance).</p> <p>Read through the "Questions for Reflection" at the end of Chapters 8-15 and SELECT ONE QUESTION which the book that you have chosen might be able to answer.</p> <p>On the shared Google Docs spreadsheet, enter your book and question selections with a brief explanation for why you are interested in them.</p> <p>Graded Pass/Fail. (2%) Due: Tuesday 9/20 at 9 PM.</p>	<p>ENROLL in Modern Jewish History's WikiEdu Course Page by going to the enrollment link (posted on Learn@UW under "Wikipedia Entry Project" and "Upcoming Events" with full instructions).</p> <p>Complete the following TRAINING modules on our WikiEdu Course Page:</p> <ol style="list-style-type: none"> 1. Wikipedia Essentials 2. Editing Basics 3. Evaluating Articles and Sources <p>Graded Pass/Fail. (1%) Due: Tuesday 9/20 at 9 PM.</p>
Week 4-6 Tu 10/11	<p>Once you have approval from me to continue (check the Google Docs spreadsheet) and have obtained the book, READ its INTRODUCTION AND CONCLUSION.</p> <p>Write a brief assessment of whether the book will indeed help you answer the question you have chosen.</p> <p>If the book is not relevant to your question, choose a new question and mention that you have done so.</p> <p>Enter your assessment on the shared Google Docs spreadsheet.</p> <p>Graded Pass/Low Pass/Fail. (3%) Due: Tuesday, 10/11 at 9 PM.</p>	<p>SELECT A WIKIPEDIA ENTRY that you will either create from scratch or significantly improve. Choose an entry related to the book you have selected for the paper assignment. For some possible options, see the Articles tab on our WikiEdu Course Page.</p> <p>Read pp. 4-6 of "Editing Wikipedia" and use the guidelines there to write a brief explanation of how and why you will improve an existing article or write a new one. List 3-5 sources that you will use. Post this explanation and your topic idea on your Wikipedia user page (see Course Page for instructions). If you are improving an existing entry, include a link to it.</p> <p>Graded Pass/Low Pass/Fail. (4%) Due: Tuesday, 10/11 at 9 PM.</p>

Due Date	Analytic Paper (40%)	Wikipedia Entry (35%)
Week 7-9 Tu 11/1	On the WikiEdu Course Page , complete the following training modules first: <ol style="list-style-type: none"> Sandboxes and Mainspace Sources and Citations Then, in your Wikipedia Sandbox, post an OUTLINE OF YOUR WIKIPEDIA ENTRY, including references to reliable sources that you will draw on for specific points. Add the sources using the Cite function (see training module). <p>Graded A-F. (5%) Due: Tuesday, 11/1 at 9 PM.</p>	
Week 10-11 Tu 11/15	Complete reading rest of book (you may skim those sections that are not relevant to your question). Post an OUTLINE OF YOUR ANALYTIC PAPER (including its thesis) on Learn@UW . <p>Graded A-F. (5%) Due: Tuesday, 11/15 at 9 PM.</p>	Post DRAFTS OF YOUR WIKIPEDIA ENTRY on your sandbox. Solicit advice from your peers, our WikiEdu Content Expert, and your instructor as needed. Eliminate any instances of plagiarism or "close paraphrase." Optional training models: <ol style="list-style-type: none"> Peer Review Plagiarism and Copyright Violation <p>Ungraded. Optional.</p>
Week 12-14 Tu 12/6	Post FINAL VERSION OF YOUR WIKIPEDIA ENTRY on Wikipedia. Review the following modules if necessary: <ol style="list-style-type: none"> Sandboxes and Mainspace Wikipedia Essentials Editing Basics Sources and Citations <p>Graded A-F. (25%) Due: Tuesday 12/6 at 9 PM.</p>	
Finals Week Tu 12/20	Submit the FINAL DRAFT OF YOUR ANALYTIC PAPER on Learn@UW . <p>Graded A-F. (30%) Due: Tuesday 12/20 at 9 PM.</p>	

Grades & Hours	
A	≥93%
AB	87-92%
B	80-86%
BC	75-79%
C	70-74%
D	60-69%
F	≤59

P/F Assignments	
Pass	100%
Low Pass	75%
Fail	0

Please contact me in advance if you believe that you might need an extension for an assignment. Unless you have previously arranged an extension with me, grades for late submissions will be lowered by one grade category for each day they are late.

Office Hours: T 4-5 PM in 4116 Humanities
 Email: abitzan@wisc.edu
 Phone: 608.263.1812 Mailbox: 4012 Humanities

Analytic Paper Rubric

	Good	OK	Not So Good
Thesis /30	<ul style="list-style-type: none"> You persuasively explain the stakes (significance of the question) and that there are multiple possible responses to it Accurate and precise description of historian's response to question 	<ul style="list-style-type: none"> Explicit discussion of question Conceivable description of historian's response (but slightly off or incomplete) 	<ul style="list-style-type: none"> Stakes and content of question somewhat unclear Inaccurate description
Body /50	<ul style="list-style-type: none"> Analyze necessary and sufficient evidence provided by the historian for their view Detailed and precise analysis of each piece of evidence and interpretation Considers potential objections by other historians 	<ul style="list-style-type: none"> Some important evidence provided by historian not analyzed Some inconsistencies in explanation of specific pieces of evidence Insufficient attention to potential challenges to historian's argument 	<ul style="list-style-type: none"> Historian's evidence analyzed does not speak to your thesis or historian's Description of historian's claims rather than analysis of how s/he argues for them
Conclusion /10	<ul style="list-style-type: none"> Seals the deal for the reader and adds something of additional interest 	<ul style="list-style-type: none"> Competently restates argument 	<ul style="list-style-type: none"> Detracts from overall analysis or aimless repetition
Style & Structure /10	<ul style="list-style-type: none"> Words are carefully selected. Sentences and paragraphs organized to best articulate your analysis, using superb topic sentences, which cohesively link paragraphs. 	<ul style="list-style-type: none"> Prose is competent. Topic sentences present but do not always make the connection to argument explicit enough. 	<ul style="list-style-type: none"> poor word choices. Unclear, lengthy, confusing sentences. Paragraphs lack consistent use of topic sentences.
Professionalism 0 to -10	<ul style="list-style-type: none"> Flawless execution. Footnotes like a professional historian in Chicago Style 	<ul style="list-style-type: none"> Occasional proofreading mistakes. Some incorrect use of footnotes. 	<ul style="list-style-type: none"> Lots of proofreading mistakes Missing footnotes or incorrect style

Wikipedia Entry Rubric

I will evaluate your entry according to Wikipedia's criteria. Please carefully review the three articles below. I will not in any way evaluate you on whether your article contributions ultimately remain on Wikipedia. It is very common for content to change on Wikipedia for myriad reasons. I will use the page history to see your contributions prior to any changes.

1. [Evaluating Wikipedia](#) (pp. 5-6)
2. [The Good Article](#)
3. [The Perfect Article](#)

Evaluation of Outlines

I will evaluate these based on how deeply you have thought about the paper's argument and the Wikipedia entry's content

Writing and Revising

If you would like some help getting started writing or you really want to push your argumentation to the next level, make an appointment TODAY at the [Writing Center](#) or at our very own [History Lab](#). Instructors there can help you get started with the writing process, even if you haven't begun an outline yet. They can also help you answer the following tough questions about your draft:

- Have I proven my argument? Do I have a discernible argument? Do I need to develop one?
- Are my main points clear?
- Is my draft effectively organized?
- Have I responded to the assignment?
- Is my style effective, and is it appropriate for my audience?

The History Lab

The History Lab is a resource center where experts (History PhD students) will assist you with your history papers. No matter your stage in the writing process— choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff is here, along with your professors and teaching assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online:

<http://go.wisc.edu/hlab>.

HISTORY LAB: 4255 HUMANITIES

Enter street-level doors on the right as you approach the building through the N. Park Street parking lot. Take the stairs or elevator up to the Fourth Floor and go through the doors on the left and down that hallway. You'll find the lab just as you round the corner at the end of that hallway.

Phone: (608) 890-3309

Email: uwhistorylab@gmail.com

Make an appointment on the [web site!](#)

Discussion Participation and Moderation Rubric

Excellent (90-100)	Good (80-90)	Competent (70-80)	Inadequate (60-70)	Fail (0-60)
<ul style="list-style-type: none"> • Mastery over readings and previous discussion • Explores questions rigorously • Comes to class with interpretations and questions • Engages others 	<ul style="list-style-type: none"> • Knows readings well • Consistent preparation and involvement • Offers analysis of texts in class 	<ul style="list-style-type: none"> • Basic grasp of reading • Mostly offers facts or surface-level interpretations • Contributes when called upon but not actively engaged 	<ul style="list-style-type: none"> • Insufficient command of reading • Attempts to contribute facts or interpretations when called but unable to offer substance 	<ul style="list-style-type: none"> • Uninvolved • unexcused absence • Disruptive

Goals of the History Major

The goal of the [history major](#) is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In [History](#), as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Skills Developed in the History Major

DEFINE IMPORTANT HISTORICAL QUESTIONS

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

COLLECT AND ANALYZE EVIDENCE

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

PRESENT ORIGINAL CONCLUSIONS

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

CONTRIBUTE TO ONGOING DISCUSSIONS

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.