

HISTORY 705: TOPICS IN GLOBAL HISTORY

MODERN JEWISH HISTORY CORE SEMINAR (3 CREDITS)

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FALL 2018

W 11:00-12:55 IN HUMANITIES 5255

COURSE DESCRIPTION

This seminar explores representative themes and questions from the field of modern Jewish history with the aim of mastering both the history and historiography of a limited number of geographic and chronological units. The knowledge about these particular cases will serve as a base of comparison for students to work with as they study the historiography of other subfields of modern Jewish history in subsequent course work, preliminary field preparation, prospectus design, and research.

COURSE LEARNING OBJECTIVES

- acquire facility with several key moments, processes, and geographic centers of modern Jewish history
- build maps of different approaches historians have taken to events, processes, and particular geographic and cultural units from the history of the Jews
- assess the different ways scholars have defined the field of modern Jewish history
- develop questions about the modern Jewish past that you really care about
- evaluate implicit and explicit meta-narratives in the historiography
- collect ideas, events, individuals, and movements from modern Jewish history that fascinate you
- prepare a small repertoire of discussion-based lesson plans for an undergraduate course in Jewish history

CONTACT INFORMATION AND OFFICE HOURS

Office Hours: W 1-3 pm in 4134 Humanities

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SCHEDULE

Titles with URLs are available as ebooks through our library. The links are to the catalog record for the particular book. Please purchase or borrow the other books. I have placed all on reserve at our library. Consult me if you are having difficulties finding a title.

In many weeks, we will read selections from Mitchell B. Hart and Tony Michels, eds., *The Cambridge History of Judaism*, vol. 8, *The Modern World, 1815-2000* (Cambridge and New York: Cambridge University Press, 2017), henceforth *CHJ*. I will provide PDFs of these selections.

WEEK 1: THEMES OF MODERN JEWISH HISTORY (SEPTEMBER 5)

- Mitchell Hart and Tony Michels, "Introduction," in *CHJ*, 1-8, and *CHJ* Table of Contents, vi-ix.
- Todd Endelman, "Chapter 11: Assimilation and Assimilationism," in *CHJ*, 312–36.

WEEK 2: EARLY MODERNITY (SEPTEMBER 12)

- David B. Ruderman, *Early modern Jewry: A New Cultural History* (Princeton: Princeton University Press, 2010). <https://search.library.wisc.edu/catalog/9912279648902121>
- Jacob Katz, *Tradition and Crisis*, trans. Bernard Dov Cooperman (Syracuse: Syracuse University Press, 2000), "Part III: The Beginnings of Breakdown, 181-236" and Afterword by Cooperman, 237-254. <https://search.library.wisc.edu/catalog/9912366151902121>

WEEK 3: THE HASKALAH (SEPTEMBER 19 TBD)

- Shmuel Feiner, *The Jewish Enlightenment*, trans. Chaya Naor (Philadelphia: University of Pennsylvania Press, 2002). <https://search.library.wisc.edu/catalog/9911083068902121>
- Olga Litvak, *Haskalah: The Romantic Movement in Judaism* (New Brunswick: Rutgers University Press, 2012), "Part I: Terms of Debate," and "Part II: State of the Question," 3-80. <https://search.library.wisc.edu/catalog/9911071212002121>.

WEEK 4: EMANCIPATION I (SEPTEMBER 26)

- Jacob Katz, *Out of the Ghetto: The Social Background of Jewish Emancipation, 1770-1870* (Syracuse: Syracuse University Press, 1998), <https://search.library.wisc.edu/catalog/9912366154202121>. Previously published Harvard University Press, 1973.
- Pierre Birnbaum, trans. Shayna Hammerman, "Chapter 10: Jews and the Modern State," in *CHJ*, 291-311.

WEEK 5: EMANCIPATION II (OCTOBER 3)

- David J. Sorkin, *The Transformation of German Jewry, 1780-1840* (Oxford: Oxford University Press, 1987).
- Robin Judd, "Chapter 1: Central and Western Europe," in *CHJ*, 11-42.
- Claire Sufrin, "Chapter 12: Liberal Judaisms," in *CHJ*, 337-362.

WEEK 6: EMANCIPATION III (OCTOBER 10)

- Robin Judd, *Contested Rituals : Circumcision, Kosher Butchering, and Jewish Political Life in Germany, 1843-1933* (Ithaca: Cornell University Press, 2007), <https://search.library.wisc.edu/catalog/9911066866202121>.
- David Engel, "Chapter 13: New Jewish Politics," in *CHJ*, 363-389.

WEEK 7: LIBERAL JEWISH POLITICS (OCTOBER 17)

- Jonathan Frankel, *The Damascus Affair: "Ritual Murder," Politics, and the Jews in 1840* (Cambridge and New York: Cambridge University Press, 1997).
- Jonathan Dekel-Chen, "Chapter 18: Philanthropy, Diplomacy, and Jewish Internationalism," in *CHJ*, 505-528. PDF
- Ethan B. Katz, Lisa Moses Leff, and Maud S. Mandel, "Chapter 9: Jews and Modern European Imperialism," in *CHJ*, 529-558.

WEEK 8: HASIDISM (OCTOBER 24)

- Glenn Dynner, *Men of Silk the Hasidic Conquest of Polish Jewish Society* (Oxford: Oxford University Press, 2006), <https://search.library.wisc.edu/catalog/9912163302602121>.
- Scott Ury, "Chapter 3: Poland," in *CHJ*, 75-103.
- Jess Olson, "Chapter: 38 Orthodoxy and Ultra-Orthodoxy as Forces in Modern Jewish Life," in *CHJ*, 1038-1062.

WEEK 9: MARRIAGE AND DIVORCE (OCTOBER 31)

- ChaeRan Y. Freeze, *Jewish Marriage and Divorce in Imperial Russia* (Hanover: University Press of New England for Brandeis University Press, 2002).
- Naomi Seidman, "Chapter 35: Gender and the Re-Making of Modern Jewry," in *CHJ*, 965-987.

WEEK 10: MATERIALISM (NOVEMBER 7)

- Eliyahu Stern, *Jewish Materialism: The Intellectual Revolution of the 1870s* (New Haven: Yale University Press, 2018).
- Alan Brill, "Interview with Eliyahu Stern," *The Book of Doctrines and Opinions Blog*, May 24, 2018, <https://kavvanah.wordpress.com/2018/05/24/interview-with-eliyahu-stern-jewish-materialism/>.
- Olga Litvak, *Haskalah: The Romantic Movement in Judaism* (New Brunswick, N.J.: Rutgers University Press, 2012), Part III, <https://search.library.wisc.edu/catalog/9911071212002121>.
- Jonathan Karp, "Chapter 15: Jews and Commerce," in *CHJ*, 414-449.
- Shachar Pinsker, "Chapter 27: Hebrew Literature," in *CHJ*, 755-777.

WEEK 11: ZIONISM (NOVEMBER 14)

- Steven Zipperstein, *Elusive Prophet: Ahad Ha'am and the Origins of Zionism* (Berkeley and Los Angeles: University of California Press, 1993).
- Eran Kaplan, "Chapter 22: Zionism and its Critics," in *CHJ*, 611-632.

WEEK 12: SOCIALISM AND NATIONALISM (NOVEMBER 21? EVE OF THANKSGIVING)

- Gabriella Safran, *Wandering Soul: The Dybbuk's Creator, S. An-Sky* (Cambridge: Harvard University Press, 2010), <https://search.library.wisc.edu/catalog/9912275218102121>.
- Olga Litvak, "Chapter 2: Russian and Soviet Jewry," in *CHJ*, 43-74.
- Mikhail Krutikov, "Chapter 28: Yiddish Literature," in *CHJ*, 778-803.

WEEK 13: EMBOURGEOISEMENT (NOVEMBER 28)

- Marion A. Kaplan, *The Making of the Jewish Middle Class: Women, Family, and Identity in Imperial Germany* (New York: Oxford University Press, 1991), <https://search.library.wisc.edu/catalog/9912275062202121>.
- Eli Lederhendler, "Chapter 16: Jews and Social Class," in *CHJ*, 450-476.

WEEK 14: INTERWAR MASS POLITICS (DECEMBER 5)

- Ezra Mendelsohn, *The Jews of East Central Europe between the World Wars* (Bloomington: Indiana University Press, 1983).
- Tobias Brinkmann, "Chapter 33: The Dynamics of Modernity: Shifts in Demography and Geography," in *CHJ*, 915-941.

WEEK 15: REVERSING EMANCIPATION (DECEMBER 12)

- Saul Friedländer, *Nazi Germany and the Jews*, vol. 1, *The Years of Persecution, 1933-1939* (New York: HarperCollins, 1997).
- Jonathan Judaken, "Chapter 20: Antisemitism and the Jewish Question," in *CHJ*, 559-588.

REQUIREMENTS

ACTIVE, REFLECTIVE PARTICIPATION IN EVERY SESSION: 20%

Every week, each of you should come prepared with one question you have about the work(s) we have read that will serve as a springboard for discussion. We will go through the seminar in "round-robin" format, where one person poses the question and then moderates a discussion about it.

MOCK UNDERGRADUATE CLASS: 10%

Each week, one of you will lead a small, discussion-based mock undergraduate class (30-40 minutes) in our seminar about some idea, event, or question from that week's reading. Your goal is to make the topic accessible to a bright but uninitiated group of undergraduate students taking a course in modern Jewish history. Each seminar participant should ask at least one mock undergraduate question during this class. Do not over-prepare – I encourage improvisation for this exercise and making mistakes of fact and interpretation as you are "teaching."

WEEKLY POLEMIC: 10%

By noon on Tuesday, a day before our session, write an angry or ecstatic piece of 200 to 500 words either savaging one of our readings that week or extolling its virtues (perhaps vis-à-vis other works or approaches we have encountered in the course). Alternative target of polemic can be this course, along the lines of: why are we reading X (and not Y or Z) this week? Post in the appropriate Canvas discussion thread. Read your peers' polemics before our seminar meets.

PAPER 1 (8-10 DOUBLE-SPACED PAGES): 30%

Due Saturday, October 27 at midnight

Create a syllabus for an undergraduate lecture course in modern Jewish history. Write an essay explaining the choices you made in designing the course, especially its units and readings.

PAPER 2 (12-15 DOUBLE-SPACED PAGES): 30%

Due Monday, December 17 at midnight

Using examples from the works we have read this semester and their bibliographies, assess the advantages and disadvantages (or simply the rigor/value/overall goodness) of 2-3 different approaches to modern Jewish history that scholars have taken. Examples of approaches could include the following: hyper-regional approach, nation-state, empire, transnational, Jews as nation, problem-based, intellectual history, social history, etc. Make a pitch for what you think is the best approach (could be one not encountered in the historiography or this course).

CREDIT HOURS

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus.