



HISTORY/JEWISH 220

Introduction to Modern Jewish History

PROFESSOR AMOS BITZAN

Tuesdays and Thursdays 1:00-2:15 pm in 1111 Mosse Humanities

FALL 2015

This course introduces students to the study of Jewish history from 1750-1950, the period known as modernity. Profound transformations of politics, economics, social relations, and culture in this era raised new questions about Jews:

1. Are Jews a religious group, a nation, or an ethnic minority?
2. Is Judaism compatible with the values of modernity?
3. Can Jews join in states and societies organized around the idea of a single nationality?

The resulting answers reflected competing visions about how life should be organized in the modern world.

Our goal is to learn how and why these questions arose and were answered. To that end, we will use the tools of historical scholarship to recover the hopes and fears of people from the past and the larger forces that framed their beliefs, practices, and experiences.

[Office Hours & Contact]

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Course Requirements	
Discussion	15%
Short writing tasks and quizzes	15%
Paper 1 DUE 9/20 600-900 words	10%
Paper 2 DUE 10/21 1200-1500 words	20%
Peer Review Report DUE 11/25 600 words	5%
Rewrite of Paper 2 DUE 12/15 1500-2400 words	15%
Midterm Exam 10/8	10%
Final Exam 12/17	10%

Books to Purchase

1. *The Jew in the Modern World*, 3rd edition (2010). [ISBN: 9780195389067](#). Be sure to purchase the paperback 3rd edition only, not the Kindle version or earlier editions.
2. *My Life as a Radical Jewish Woman* (2008). Hardcover or paperback are fine. [ISBN: 9780253215642](#).

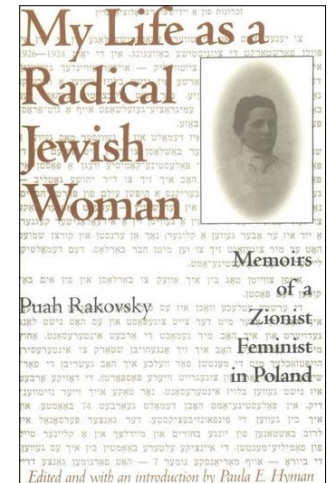
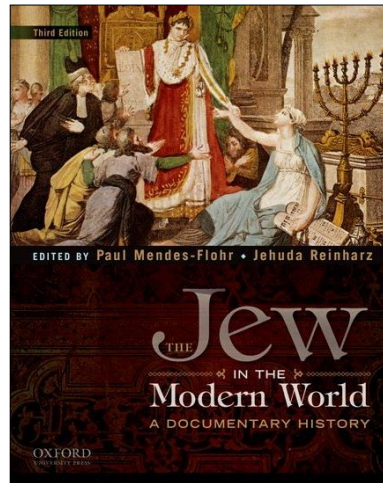


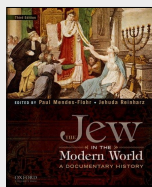
IMAGE: This drawing, which appeared on the front page of the Sunday supplement to *Le Petit Journal* (13 January 1895) with the caption, "The Traitor: The Degradation of Alfred Dreyfus," depicts the Jewish artillery officer's public demotion after having been falsely convicted of treason on 5 January 1895. SOURCE: Bibliothèque nationale de France on [Gallica](#).

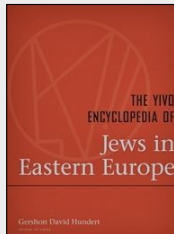
Course Overview

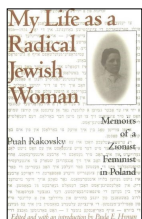
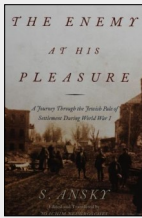
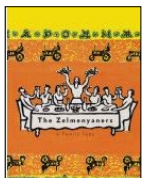
WEEK	TUESDAY	THURSDAY	UNIT
1		Course Introduction 9/3	I: CENTRAL & WESTERN EUROPE 1750-1850
2	Enlightened Politics 9/8	Religious Enlightenment 9/10	
3	NO LECTURE (ROSH HASHANAH) 9/15	The French Revolution 9/17	
4	PAPER 1 (1 st SOURCE ANALYSIS: 600-900 WORDS, 10%) 9/20		
5	Emancipation's Critics 9/22	Religious Reform 9/24	
6	FILM <i>Story of the Jews</i> III 9/29	Intensive Discussion 10/1	
	Précis #1 + Notes on Ep. III 10/2	Précis #2 on Ep. IV 10/8	II: EASTERN EUROPE 1750-1881
6	FILM <i>Story of the Jews</i> IV 10/6	MIDTERM EXAM ON UNIT I (10%) 10/8	
7	<i>Hasidim and Mitnagdim</i> 10/13	The Pale of Settlement 10/15	
8	<i>Haskalah</i> in Russia 10/20	Reforms and Pogroms 10/22	
	PAPER 2 (1200-1500 WORDS, 20%) 10/21		III: MIDDLE EAST & NORTH AFRICA 1798-1883
9	"Civilizing Missions" 10/27	Ottoman Reforms 10/29	
10	Political Antisemitism 11/3	Zionism 11/5	IV: INTEGRATION AND ITS CRITICS 1848-1914
11	Nationalists and Socialists 11/10	American Dreams 11/12	
12	First World War 11/17	Russian Revolution 11/19	V: AGE OF EXTREMES 1914-1945
13	Interwar Crises & Returns 11/24	NO LECTURE (THANKSGIVING) 11/26	
	PEER REVIEW REPORT (600 WORDS, 5%) 11/25		
14	Prelude to Destruction 12/1	WWII and the Shoah 12/3	VI: BUILDING & REBUILDING 1945-1950
15	British Mandate Palestine 12/8	Founding the State of Israel 12/10	
	PAPER 3 (REWRITE OF PAPER 2: 1500-2400 WORDS, 15%) 12/15		
16	Post-War Jewish Life 12/15	FINAL EXAM (10%) 12/17	

Syllabus

JMW = Jew in the Modern World

LECTURE N ^o	DATE	LECTURE TITLE AND ASSIGNED READING
1	9/3	COURSE INTRODUCTION <i>JMW</i>, Appendix: Demography of Jewish History (10 pp) - What do we mean by “modern,” “Jewish,” “history,” and “introduction”? - Who are Jews and where did they live ca. 1800? 
UNIT I: Central & Western Europe (1750-1850)		
2	9/8	ENLIGHTENED POLITICS <i>JMW</i>, I. Harbingers of Political and Economic Change: #7-17 (40 pp) - Why did Enlightenment thinkers see Jews as problems for the modern state? - How did Jewish thinkers conceive of the modern state’s relationship to Jews and Judaism?
3	9/10	THE RELIGIOUS ENLIGHTENMENT <i>JMW</i>, II. Harbingers of Cultural and Ideological Change: #3-26 (60 pp) <i>JMW</i>, XII. Jewish Identity Challenged and Redefined: #1, 5 (3 pp) How did Enlightenment philosophers assess Judaism’s compatibility with modernity?
	9/15	NO LECTURE (ROSH HASHANAH)
4	9/17	THE FRENCH REVOLUTION AND NAPOLEON <i>JMW</i>, III. The Process of Political Emancipation in Western Europe: #1-18 (46 pp) - Why did the French National Assembly grant citizenship rights to the Jews living in France? - Why did some of the Assembly’s members oppose this? Paper #1 DUE 9/20
5	9/22	EMANCIPATION AND ITS CRITICS IN THE GERMAN LANDS <i>JMW</i>, III. The Process of Political Emancipation in Western Europe: #19-27 (14 pp) <i>JMW</i>, XII. Jewish Identity Challenged and Redefined: #6-9 (6 pp) Why did some German intellectuals argue against granting civil rights to Jews in the various German territorial states?
6	9/24	RELIGIOUS REFORM AND ACADEMIC JEWISH STUDIES <i>JMW</i>, IV. Emerging Patterns of Religious Adjustment: #1-17 (56 pp) <i>JMW</i>, V. Modern Jewish Studies: #1-4 (9 pp) What drove movements for religious reform?
7	9/29	FILM: SIMON SCHAMA’S <i>THE STORY OF THE JEWS</i>, EPISODE 3: A LEAP OF FAITH (57 MIN.) If you will be unable to attend due to observance of a religious holiday, please watch the episode on your own time. It can be streamed on Amazon (\$1.99). Précis #1: What is one historical claim that Schama makes and how does he support it? Submit a 200-word summary along with a copy of your notes. 10/2 @ 5 PM. 

LECTURE N ^o	DATE	LECTURE TITLE AND ASSIGNED READING
8	10/1	DISCUSSION OF UNIT 1'S MAJOR QUESTIONS
UNIT II: Eastern Europe (1750-1881)		
9	10/6	 FILM: SIMON SCHAMA'S <i>THE STORY OF THE JEWS</i>, EPISODE 4: OVER THE RAINBOW (57 MIN.) If you will be unable to attend due to observance of a religious holiday, please watch the episode on your own time. It can be streamed on Amazon (\$1.99). Précis #2: Write down three historical arguments that Schama advances (150 words). Submit along with your in-class midterm.
10	10/8	MIDTERM EXAM ON UNIT 1
11	10/13	RELIGIOUS CONFLICT IN THE POLISH-LITHUANIAN COMMONWEALTH: HASIDIM AND MITNAGDIM YIVO Encyclopedia, Hasidism: Historical Overview, Teachings and Literature, Everyday Life, Music (23 pp) JMW, VII. East European Jewry: #11-12 (4 pp) - How, if at all, was the rise of Hasidism connected to the formation of modern states in Europe? - Why did parts of the Jewish community oppose the Hasidic movements that emerged in the eighteenth century?
12	10/15	THE PALE OF SETTLEMENT YIVO Encyclopedia, Russian Empire (8 pp) JMW, VII. East European Jewry: #2-4 (5 pp) Why did Jews face discrimination in the Russian empire? 
13	10/20	THE <i>HASKALAH</i> IN GALICIA AND THE RUSSIAN EMPIRE JMW, VII. East European Jewry: #6-10, #13-22 (25 pp) How did intellectuals in the Russian empire seek to reform Jewish life? Paper #2 DUE 10/21
14	10/22	RUSSIAN REFORMS AND POGROMS <i>My Life as a Radical Jewish Woman</i>, Chapters 1-2, pp. 20-69 (49 pp) JMW, VII. East European Jewry #24-31 (12 pp) - What conditions and ideas seem to drive Puah Rakovsky, the narrator of <i>My Life as a Radical Jewish Woman</i>? - What explains the anti-Jewish violence of late-nineteenth-century Russia? 
UNIT III: Middle East & North Africa 1798-1883		
15	10/27	CIVILIZING MISSIONS JMW, VIII. Sephardi and Middle Eastern Jewry #1-3, 6-9, 11-14, 23, 25 (24 pp) What do the sources tell us about Ottoman and North African Jews' perceptions of European state and non-state actors?

LECTURE N ^o	DATE	LECTURE TITLE AND ASSIGNED READING
16	10/29	OTTOMAN REFORMS <i>JMW</i> , VIII. Sephardi and Middle Eastern Jewry #4, 5, 10, 15-22 (16 pp) What problems do the intellectuals in these sources see facing Jews and Judaism?
UNIT IV: Integration and its Critics 1848-1914		
17	11/3	ANTISEMITISM AS A POLITICAL FORCE <i>JMW</i> , VI. Political and Racial Antisemitism: #1-30 (77 pp) <i>JMW</i> , XII. Jewish Identity Challenged and Redefined: #2, 13-16 (11 pp) What are the major themes of antisemitic writers over time? Why?
18	11/5	ZIONISM <i>JMW</i> , VIII. Sephardi & Middle Eastern Jewry #26 (1 p) <i>JMW</i> , X. Zionism: #1-10 (25 pp) <i>JMW</i> , XII. Jewish Identity Challenged and Redefined: #16 (2 pp) What are the different problems diagnosed and solutions offered in these sources?
19	11/10	NATIONALIST AND SOCIALISTS <i>My Life as a Radical Jewish Woman</i> , 70-118 (48 pp) <i>JMW</i> , VII. East European Jewry: #32-38 (16 pp) <i>JMW</i> , X. Zionism: #11-27 (43 pp) <i>JMW</i> , XII. Jewish Identity Challenged and Redefined: #10-11 (4 pp) - Who argued for and who opposed the idea of Jewish nationality? How and why? - What are the positions on Jewish nationalism by the narrator of <i>My Life</i>?
		
20	11/12	AMERICAN DREAMS: EMANCIPATION THROUGH MIGRATION <i>JMW</i> , VII. East European Jewry: #29-31 (5 pp) <i>JMW</i> , IX. American Jewry: #21-25, 27-39, 44 (30 pp) How did the American experience differ from Jewish life in Europe?
UNIT V: Age of Extremes 1914-1945		
21	11/17	THE FIRST WORLD WAR <i>My Life as a Radical Jewish Woman</i> , 119-129 (10 pp) S. Ansky, <i>The Enemy at his Pleasure</i> , 3-24 (21 pp) Available on Learn@UW <i>JMW</i> , X. Zionism: #28-34 (16 pp) According to Ansky, who or what was to blame for violence against Jewish civilians on the eastern front during the First World War?
		
22	11/19	THE RUSSIAN REVOLUTION AND THE MAKING OF SOVIET JEWS <i>JMW</i> , VII. East European Jewry: #39-40, 44 (5 pp) <i>My Life as a Radical Jewish Woman</i> , 172-181 (9 pp) <i>The Zelmenyaners</i> , Part I, Chapter 5-6: 34-46 (12 pp) Available on Learn@UW Compare the attitudes toward the Soviet Union of the narrator of <i>My Life</i> and the characters in <i>The Zelmenyaners</i>. How are they different and why?
		

LECTURE N ^o	DATE	LECTURE TITLE AND ASSIGNED READING
23	11/24	INTERWAR CRISES AND RETURNS <i>JMW</i>, VII. East European Jewry: #41-43, 45-47 (12 pp) <i>My Life as a Radical Jewish Woman</i>, 130-171 (41 pp) <i>JMW</i>, XII. Jewish Identity Challenged and Redefined: #19-21, 23-25 (13 pp) Why did so many of the newly-formed European nation-states enact discriminatory measures against their Jewish populations? Peer Review Report DUE 11/25
	11/26	NO LECTURE (THANKSGIVING)
24	12/1	PRELUDE TO DESTRUCTION: THE RISE OF THE NAZIS IN GERMANY <i>JMW</i>, XI. The Shoah: #1-20 (30 pp) Why might Nazi platforms have appealed to some Germans?
25	12/3	WWII AND THE SHOAH <i>JMW</i>, XI. The Shoah: #21-41 (52 pp) <i>JMW</i>, VIII. Sephardi & Middle Eastern Jewry #32-35 (6 pp) What themes stand out in the testimonies and memoirs of eyewitnesses to the Nazi genocide?
UNIT VI: Building & Rebuilding 1945-1950		
26	12/8	BRITISH MANDATE PALESTINE/ERETZ YISRAEL <i>JMW</i>, VIII. Sephardi & Middle Eastern Jewry #26-30, 36 (7 pp) <i>JMW</i>, X. Zionism: #35-41 (18 pp) - How did the Mandate for Palestine granted by the League of Nations clash with or support the respective aims of different Zionist groups? - On what grounds did some Jewish groups oppose Zionist settlement in the Land of Israel?
27	12/10	FOUNDING THE STATE OF ISRAEL <i>JMW</i>, X. Zionism: #42-55 (35 pp) <i>JMW</i>, IX. American Jewry: #52 (4 pp) What considerations influenced British policy toward Jewish immigration to Mandate Palestine?
28	12/15	POST-WAR JEWISH LIFE <i>JMW</i>, XII. Jewish Identity Challenged and Redefined: #22, 28-36 (34 pp) Define two opposite takes on Judaism or Jewish identity by post-war writers. Rewrite DUE
	12/17	FINAL EXAM 10:05 AM to 12:05 PM (See MyUW for location)

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31		

Discussion

15% OF GRADE



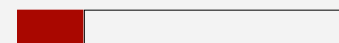
I will call on at least two people in lecture to make a brief argument in response to one syllabus question for that day. Your argument must draw on at least one of the readings for that session. I will then call on another person to respond with a counter-argument, also drawing on the sources. Alternatively, if I call on you, you can pose your own historical question and explain how it is connected to the readings.

The main point of discussion is to think through the questions together. You will be evaluated on your thinking process rather than on your ability to arrive at the correct answer alone.

Excellent (4)	Good (3)	Competent (2)	Inadequate (1)	Fail (0)
Mastery over readings and previous discussion	Knows readings well	Basic grasp of reading	Insufficient command of reading	Usually uninvolved
Explores questions rigorously	Consistent preparation and involvement	Mostly offers facts or surface-level interpretations	Attempts to contribute facts or interpretations when called but unable to offer substance	Demerits (-1)
Comes to class with interpretations and questions	Offers analysis of texts in class	Contributes when called upon but not actively engaged		Unexcused absences
Engages others				

Midterm and Final Exam

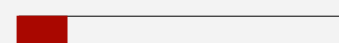
20% OF GRADE



Both the in-class midterm and final exam for this course will consist of multiple choice questions, true or false statements, sentence completions, timelines, and similar problems designed to test whether you read all the assigned material and attended lecture. The midterm exam will test your knowledge of Unit I and the final exam will test your knowledge of Units II to VI.

Short Writings Tasks & Quizzes

15% OF GRADE



There will be a variety of short writing tasks, quizzes, and assignments throughout the semester. Most of these will be graded high pass/pass/no pass, with one exception being the précis assignments below, which each account for 5% of your grade.

Précis Assignments #1 and #2

A *précis* is a concise and accurate summary of a work's main points.

For **PRÉCIS #1**, your assignment is to summarize in 200 words one historical claim that Simon Schama makes in *The Story of the Jews*, Episode 3 and to convey briefly how Schama supports it. Submit on Learn@UW by 5 pm on 10/2/15, along with a scan or clear picture of the notes that you took when you watched the film.

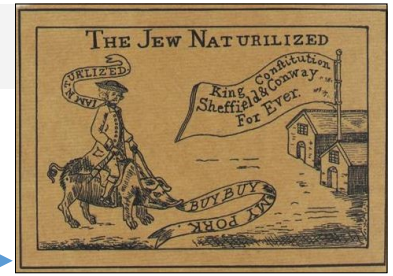
For **PRÉCIS #2**, summarize in 150 words three historical claims that Schama advances in *The Story of the Jews*, Episode 4. Submit your summary (which may be handwritten or typed) along with your in-class midterm on 10/8/15.

PRÉCIS RUBRIC /20	18-20 (Excellent)	15-17 (Good)	12-14 (Pass)	<12 (Fail)
Content /12	Accurate summary of an arguable historical claim made by Schama. Understanding of evidence used.	Mostly accurate summary. Claim is not necessarily arguable or one actually made by Schama.	Partially accurate summary. Does not describe central historical claim made by Schama.	Inaccurate summary. Focus on facts and details rather than argument.
Prose /4	Clear; precisely formulated; a pleasure to read.	Good but some sentences need tightening.	Not well-structured.	No discernible structure. Serious problems with writing.
Notes on film /4	Detailed but focused on argument. Connections among ideas indicated.	Accurate, but does not always indicate connections.	Not focused on argument. Details sometimes inaccurate.	Very sparse.

Paper 1: PRIMARY SOURCE ANALYSIS

Imagine you were a historian attempting to understand in fine detail the mental horizons of intellectuals, monarchs, bureaucrats, and ordinary people in the Age of Enlightenment and early Romanticism. If you were given one document from that time period, what insights about the past could you extract from it?

Analyze this English cartoon (1753) as a test run! Source and more info: [Jewish Museum London](http://www.jewishmuseumlondon.org.uk/objects/eng-1753-001).



1	CHOOSE	ONE primary source from the <i>Jew in the Modern World</i> selections assigned in the course so far: Sections I. Harbingers of Political and Economic Change #7-17; II. Harbingers of Cultural and Ideological Change #3-26; and XII. Jewish Identity Challenged and Refined #1 and #5.
2	ANALYZE	What kind of source is it? A speech, a philosophical essay a cartoon, or a parliamentary resolution? What is the source attempting to say? Who created the source? When and where? Who was the intended audience? What technical terms, metaphors, or allusions appear in the source?
3	EVALUATE	Assess what questions about the past your source might be able to help you answer and which ones the source cannot easily address.
4	INTERPRET	What is the source telling you about the past? What is it telling you about the assumptions, fears, and hopes of the people who produced it? What is explicit? What is implicit? What is repressed?
5	PRESENT	Write a short essay in which you make a nuanced argument laying out a response to one of the syllabus question below. Your argument should showcase your analysis and interpretation of the primary source. Be sure to acknowledge the source's limitations, but push yourself to provide a compelling, documented answer to the question you have chosen. - Why did Enlightenment thinkers see Jews as problems for the modern state? - How did Jewish thinkers conceive of the modern state's relationship to Jews and Judaism? - How did Enlightenment philosophers assess Judaism's compatibility with modernity?

Submit by 9:00 pm on 9/20/15 via Learn@UW

September 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

history220: Intro to Modern Jewish Hist (001)

Materials | Assignments

Dropbox Folders

WORD FORMAT. NO COVER PAGES.



**LATE POLICY: 1/2 GRADE
DEDUCTED PER DAY.**

600-900

WORDS

10% OF GRADE

Writing a History Paper

The Introduction

In the introduction, you hook your readers by telling them in the clearest way possible what you will be arguing and why it matters. Construct the introductory paragraph using the following building blocks.

#	COMPONENT	PURPOSE	EXAMPLE	
1	Descriptive Claim	Tell the reader something significant that you noticed in your primary sources.	"Eyewitness accounts of violence against Armenian civilians in eastern Anatolia from 1915 refer several times to limits on how much property deportees were allowed to take with them."	THESIS
2	Interpretive Claim	Interpret the significant things you noticed in the primary sources and summarized in the descriptive claim. Your interpretation explains why or how some event happened: it should be intriguing and <i>arguable</i> .*	"These directives given to Armenian civilians may suggest a policy aimed at the organized expropriation of property on the local level."	
3	Roadmap	Outline the major points you will make to support your thesis, so that your reader can quickly grasp the flow of your argument.	"I will begin my argument by analyzing the reports of directives about Armenians civilians' property in several key locales. I will then compare these with reports of orders from CUP regional central committees in order to clarify the aims and execution of expropriation policies."	METHOD
4	Stakes Claim	Explain the larger implications of your argument, for example by linking your thesis to some broader themes of interest (in the course or in the news) or by proposing a new interpretation that challenges the reigning consensus about an issue/event.	"The economic aspects of the Armenian genocide have not received sufficient attention in the scholarship to date. My research suggest that the financial dimensions of the deportations of Armenians played a significant role in shaping wartime policy."	SO-WHAT?

The Body

Present all the evidence you need to argue for your thesis in a systematic and coherent fashion. Each paragraph of the body should be devoted to one point of the argument.

Topic Sentences

Begin every paragraph with a sentence that immediately establishes the point you want to make and the role of this particular point in your overall argument.

Evidence: Give it and Analyze it!

Provide specific quotations or paraphrases from passages in your sources for every point you are making. Use Chicago Style footnotes to document your citations. No quotation speaks for itself, so interpret every piece of evidence for your reader and

explain exactly how it contributes toward your larger argument.

Alternative Interpretations

Don't ignore potential objections to your argument or evidence that seems to contradict it. Instead, engage head-on and explain why your argument better accounts for the evidence.

Focus

Stay on point: stick to analyzing evidence that goes directly toward your argument.

Prose

Concision through revision! Test sentences by reading out loud: by the end, can you remember what the beginning was about?

The Conclusion

Very briefly summarize your argument and this time put the focus on the "stakes claim." Explain to your reader again how what you have just demonstrated matters. Suggest a new question or line of inquiry that your argument opens up.

* *Arguable* in the sense that it is not a commonsensical, basic fact, but rather something that must be established through reasoned argument.

Grading a History Paper

	Deficient (0-6)	Competent (7-8)	Excellent (9-10)
Introduction: Thesis (40) Descriptive claim /10 Interpretive claim /10 Roadmap /10 Stakes claim /10	Introduction contains material irrelevant to argument. Descriptive claim is inaccurate or poorly selected. Interpretive claim not arguable or not a good match for descriptive claim. Roadmap is vague or inaccurate. Stakes claim is not persuasive or is a platitude.	Descriptive claim is accurate. Interpretive claim lacks originality but is potentially controversial. Roadmap outlines the argument. Stakes claim suggests some interesting implications.	Your descriptive claim expertly selects and summarizes interesting aspect of sources. Your interpretive claim is linked to the descriptive claim, original, supportable but arguable. Roadmap is concise and provides specific preview of argument. Stakes claim opens up the thesis and communicates implications.
Body: Argument (40) Documentation /10 Analysis /10 Focus /10 Nuance /10	Assertions are not supported with specific references. Passages are quoted without sufficient analysis to help the reader understand. Passages and their analysis are not explicitly linked to the thesis; hard to see the connection. Forced reading of evidence; even objections mentioned in lecture, discussion, and readings are ignored. Obvious points of contradiction in the source are ignored.	Most assertions are supported with passages or paraphrases. Analysis sometimes fails to establish the passage's relevance to the argument or does not succeed. Most points support the thesis. Some objections anticipated, but more subtle points of contradiction in the source are insufficiently addressed.	All points are supported with superbly chosen passages, quoted or paraphrased as appropriate. Every quotation and paraphrase is exhaustively analyzed, leaving readers with more knowledge of the source than they had before. Every point supports the thesis or contributes to the argument You anticipate potential objections and engage them honestly but confidently.
Style and Structure (20) Diction /10 Sentence- and paragraph-level prose /10	Unfortunate word choices. Unclear, lengthy, confusing sentences. Paragraphs lack consistent use of topic sentences.	Prose is competent. Topic sentences present but do not always make the connection to argument explicit enough.	Words are carefully selected. Sentences and paragraphs are organized to best articulate your argument, using superb topic sentences, which cohesively link paragraphs.
	Poor (-10 to -5)	Needs Improvement (-5 to -1)	Excellent (0)
Demerits (-10 to 0) Proofreading Footnotes	Lots of proofreading mistakes Missing footnotes or footnotes do not use Chicago Style correctly.	Occasional proofreading mistakes. Some incorrect use of footnotes.	Flawless execution. Footnotes like a professional scholar. Uses Zotero or other bibliographic software. 

Paper 2

In writing Paper 1, you practiced analyzing one primary source to answer a question about the past. Paper 2 ups the ante a bit. You will build on the skills from Paper 1 and analyze multiple primary sources in order to answer ONE of the following higher-level historical questions:

1	QUESTION	1. What forces, conditions, and ideas most imperiled the Enlightenment's promise of equality and tolerance being applied to Jews?
		2. Why did individuals or groups perceive freedom as threatening?
		3. Thinking as a historian, how would you answer the question, "are the Jews a religious group, a nation, or an ethnic minority?"
		4. Why did so many Jewish, Christian, and secular writers argue that Judaism and/or being Jewish were incompatible with modernity?

In addition to building on your primary source analysis skills, you will also develop your handling of secondary sources, which you previously practiced when you identified historical arguments made by Simon Schama in *The Story of the Jews*.

2	CONVERSE	For Paper 2, I am asking you to identify one historical argument that you have heard in lecture or in Schama's films that speaks to the specific historical question you've chosen (see "1. QUESTION"). Your task: either challenge that argument or refine it, using your own interpretations of the primary sources. Your paper will participate in a conversation with another scholar.
3	EVALUATE	Look over all the primary sources we have read and select the ones that will be relevant to the question. You may need only or two complex primary sources that you can mine deeply or you may need to use a scattershot approach that samples a dozen different primary sources.
4	ANALYZE	Pick the primary sources apart similarly to what you did with your single source for Paper 1. However, this time you should do so in a more focused manner, since you will be working with more sources and you need to limit your analysis to a few key variables. You will also be able to draw on everything that we have learned in the course so far in order to quickly jump to a more sophisticated understanding of the source.
5	INTERPRET	You are now ready to interpret the primary sources, as you did in Paper 1. Build on your analysis and push the source to reveal to you how or why people acted and thought a certain way in the past. In addition to interpreting the primary sources on your own, you also need to draw on interpretations of primary sources that you have heard in lecture, in the films, or elsewhere. You will also use lecture content to help you interpret other primary sources that might be useful to your argument, but to which you cannot devote sufficient space or time in your writing. Be sure to footnote conscientiously.
6	PRESENT	Construct your descriptive and interpretive claims and write a 1200-1500-word (4-5-page) paper presenting your take on the question. Your stakes claim will articulate your disagreement with or refinement of an argument you heard in <i>The Story of the Jews</i> or in lecture (see "2. CONVERSE").

Submit by 9 pm on 10/21/15 via Learn@UW

October 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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Desire2Learn
history220: Intro to Modern Jewish Hist (001)
Materials ▾ | Assignments ▾
 Dropbox Folders

WORD FORMAT.
NO COVER PAGES PLEASE.



**LATE POLICY: 1/2 GRADE
DEDUCTED PER DAY.**

1200-1500
WORDS

20% OF GRADE

Writing Paper 2

The Introduction

1	Descriptive Claim	Tell the reader some significant pattern, set of ideas, or even particular points that you noticed in your primary sources and which you believe useful for answering the question you have chosen.
2	Interpretive Claim	Interpret the pattern/ideas/points you noticed in the primary sources and summarized in the descriptive claim. Your interpretation should be an intriguing and arguable response
3	Roadmap	Outline the major points you will make to support your thesis, so that your reader can quickly grasp the flow of your argument.
4	Stakes Claim	Explain how your interpretation challenges or refines an argument made in a secondary source (such as lecture or the films by Simon Schama). Be sure that you have accurately summarized the thesis that you are attempting to dispute or refine.

The Body

Present all the evidence you need to argue for your thesis in a systematic and coherent fashion. Each paragraph of the body should be devoted to one point of the argument.

Topic Sentences

Begin every paragraph with a sentence that immediately establishes the point you want to make and the role of this particular point in your overall argument.

Evidence: Give it and Analyze it!

Provide specific quotations or paraphrases from passages in your sources for every point you are making. Use Chicago Style footnotes to document your citations. No quotation speaks for itself, so interpret every piece of evidence for your reader and

explain exactly how it contributes toward your larger argument.

Use interpretations and accounts from lecture to help fill in gaps that you cannot cover yourself.

Alternative Interpretations

Be sure to give full justice to the argument that you are challenging (See “4. Stakes Claim”).

Focus

Stay on point: stick to analyzing evidence that goes directly toward your argument.

Prose

Concision through revision! Test sentences by reading out loud: by the end of a sentence, can you remember what the beginning was about? Do the paragraphs contain one coherent point?

The Conclusion

Very briefly summarize your argument again and this time focus on how exactly you have challenged or refined the argument that you chose (See “2. CONVERSE” on previous page and “4. Stakes Claim” above). Explain to your reader why your correction to this argument might be significant. Suggest a new question or line of inquiry that your paper opens up.

Evaluating Paper 2

To evaluate Paper 2, I will use a rubric very similar to the one used for Paper 1. In your introduction and your body paragraph, I will be paying special attention to how successfully you identify an argument to challenge or refine. I will assess how well you have understood the secondary source’s argument and how effectively you define your own position against it. The other important outcome on which I will focus in Paper 2 is your selection of primary sources. Have you ignored primary sources that might contradict your argument? Have you made use of all the evidence that supports it?

Getting Started With Writing and Revising

If you need help getting started 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

New this semester, 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>.

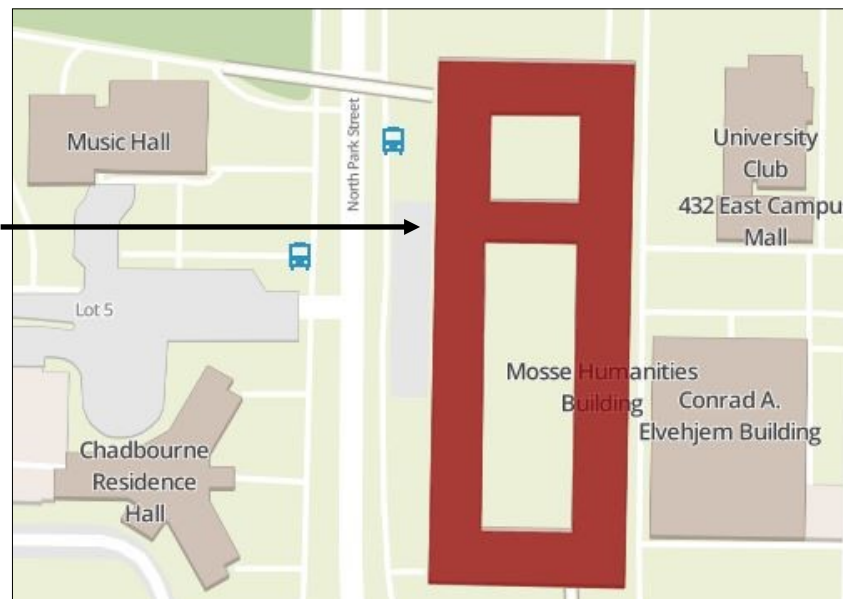
HISTORY LAB: [4255 HUMANITIES](#)

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.

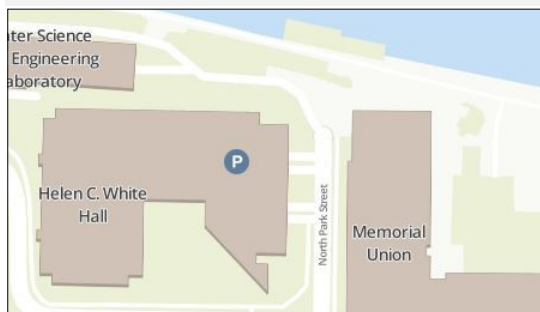
Phone: (608) 890-3309

Email: uwhistorylab@gmail.com

Book an appointment on the web site!



The Writing Center



Call the [Writing Center](#)'s smart, friendly telephone staff at 608.263.1992 or visit [6171 Helen C. White Hall](#) to make appointments.

The Writing Center

Peer Review Report

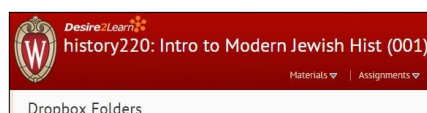
Look over the instructions and evaluation criteria for Paper 2. Read your classmate's paper carefully, focusing especially on the clarity of the thesis and the overall strength of the argument. Find every single area that needs improvement. Think of counter-examples to the paper's claims from the primary sources you have read, including sources not cited in your classmate's paper. Write a 600-word report efficiently outlining all your suggestions for improvement. Begin with the most substantial comments and work your way down from there.

You will be evaluated on the thoroughness of your report and the clarity of your suggestions.

Email the peer review report to your classmate and submit on Learn@UW by 9 pm on 11/25/15.



November 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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WORD FORMAT. NO COVER PAGES.

LATE POLICY: 1/2 GRADE DEDUCTED PER DAY.



600 WORDS 5% OF GRADE

Paper 3 (Rewrite of Paper 2)

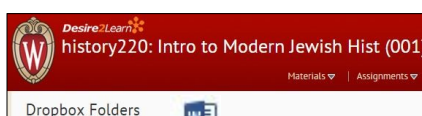
Rewrite your Paper 2 submission based on the feedback you received from your instructor and classmate. I highly recommend that you make an appointment at our very own [History Lab](#) or at the [Writing Center](#) to discuss either Paper 2 or your rewrite (for more information, see "[Getting Started with Writing and Revising](#)," p. 13). Your rewrite must include a discussion of at least one significant historical event or primary source that we have studied since your submission of Paper 2. The source must significantly challenge or deepen your original argument. Be sure to take into account any new interpretations that you have encountered in lecture which support or challenge your argument.

Append a document outlining the changes you have made in response to feedback and summarizing any revisions you have made on your own. You do not have to accept every correction, but be sure to explain any feedback that you have not adopted. If you disagree with a critique by a reviewer, you must make an argument to that effect.

You will be evaluated on the thoroughness of your revisions and the success of the resulting final product.

Submit by 9 pm on 12/15/15 via Learn@UW

December 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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WORD FORMAT. NO COVER PAGES.



LATE POLICY: 1/2 GRADE DEDUCTED PER DAY.

1500-2400 WORDS

15% OF GRADE

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.