

Jewish Emancipation and Emancipation Politics in Europe and the United States

History 600 (section 014)
Spring Semester, 2009-2010
Wed, 1:20-3:20 5257 Humanities

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Office Hours: T,Th, 4-5

This course will examine the nature of Jewish emancipation and emancipation politics. Emancipation signifies the Jews' acquisition of civic and political rights. Emancipation politics denotes the efforts they made on their own behalf to gain those rights. We will cover the period from approximately 1600 to 1920.

We will begin by reading definitions and analyses of emancipation (week 1) and will then proceed to the nature of Jewish politics prior to emancipation, including the practice known as "intercession" (Hebrew: *shtadlanut*) or quiet diplomacy, as well as Maria Theresa's infamous expulsion of Jews from Prague in 1744 and the Jews' activities to avert it (week 2). We will then look at emancipation and emancipation politics at the beginning, the middle and the end of the process. We will not have time to engage in a full survey; we can, however, get a sense of the full chronological scope of the process. We will study the new situation of Jews in the Italian peninsula and in Poland in the 16th-18th centuries (week 3); we will examine Jewish emancipation during the French Revolution (week 4) and in the American colonies and early Republic (week 6); and we will look at the Versailles Peace Treaty and its consequences (week 9).

We will read in common for six weeks. Readings will be of two sorts. We will read scholarly articles ("secondary works"): these will teach you about emancipation yet also provide models for your own work. Each article has its own approach to history and historical research and writing. The aim is for you to learn the material these articles contain but also to assess them critically in order to help you think about the kind of scholarly paper you aspire to write. We will read "intensively" rather than "extensively." The page total each week will be light, roughly fifty to sixty pages. You will read these articles carefully and think about and analyze them before coming to class.

For the first three weeks of common reading (January 20th; 27th; February 3rd) you should choose one of the articles and write a **1-2 PAGE SUMMARY AND ANALYSIS WHICH YOU SHOULD BRING TO CLASS**. First summarize the argument. In a concise and lucid manner say what the author has argued and provide the historical information necessary to understand that argument. Then analyze the argument. What is the shape of the argument? What questions has the author asked? What materials has he/she used? Is the argument convincing? Are there problematic aspects of the argument? Could the author have approached the subject in a different way? [Before writing these papers read Storey, *Writing History: A Guide for Students*, 25-42.]

We will also read historical documents ("primary sources"). For the fourth, fifth and sixth weeks of common readings (February 10th; 24th; and March 10th) you should choose one primary document (Hunt, February 3rd; Marcus, February 10th; Mahler, March 10th) and write a **1-2 PAGE SUMMARY AND ANALYSIS WHICH YOU SHOULD BRING TO CLASS**. What is the document? When was it written? Who wrote it? Where? What does it say? Why is it important? You

should then evaluate how a scholar we have read for that week analyzes the document. What kind of analysis does the historian present? What questions does he/she ask? [Before writing these papers read Storey, Writing History: A Guide for Students, 17-23.]

The readings, primary and secondary, are available on Learn@UW.

The aim of this course is for you to write a 20-25 page research paper based on both primary sources and secondary works. You will begin to formulate your research topic during the period of common readings in consultation with the instructor. I will first meet with each of you during the second and third weeks of the semester (January 25th-February 5th) to get to know you and to discuss a possible topic. We will visit both Memorial Library and the State Historical Society in order to be introduced to research methods and materials. You will spend the rest of the semester researching and writing your paper. We will continue to meet as a class in order for you to have a structure in which to research and write your paper. I will also continue to meet with you individually. You will present your work orally and in writing at various stages.

Attendance is **required**. Attendance is crucial because the class functions as a unit. You will learn to do research as a group: you will help each other learn to conduct research and to write a scholarly paper. Peer review will be an integral part of the process of research and writing. Please talk to me in advance in case you have to miss a class. *EACH MISSED CLASS WILL LOWER YOUR FINAL GRADE BY HALF A LETTER GRADE.*

If you feel you need some general background in European and American Jewish history before you begin the more specialized weekly reading try:

David Sorkin, "Into the Modern World," in Nicholas de Lange ed., The Illustrated History of the Jewish People (New York, 1997) 199-253 (available at Learn@UW)

Michael Goldfarb, Emancipation: How Liberating Europe's Jews from the Ghetto Led to Revolution and Renaissance (New York, 2009) [a popular book; an easy read]

Required Books:

William Kelleher Storey, Writing History: A Guide for Students (Oxford, 1999) at UBS
Raphael Mahler, Jewish Emancipation: A Selection of Documents (1944) [Learn@UW]

Week 1. January 20th: What was Emancipation?

Jacob Katz, "The Term Jewish Emancipation: Its Origins and Historical Impact," in Alexander Altmann ed., Studies in 19th-century Jewish Intellectual History, 1-25.

Salo Baron, "New Approaches to Jewish Emancipation," Diogenes (1960) no. 2, 56-81.

Mahler, Jewish Emancipation: Surinam (1665), 11-13; Plantation Act (1740), 13-15; Joseph II (1782), 18-20; US (1785-91), 22-24; France (1789-91), 25-26; Prussia (1812), 32-35; France (1831), 40; State of Maryland (1824) 44; Austria (1867), Germany (1869), Italy (1870), 57-59; North Carolina (1868), 61-2; Russia (1917), 63-4; Poland (1919) 67-70;

Bring to class: 1-2 page analysis of either Katz or Baron. Before you begin to write be sure to read: Storey, Writing History, 25-42.

January 25th to February 5th: meet with instructor during office hours to discuss your interests and possible topics for your research paper; sign up for a time in advance
Before meeting with me read Storey, Writing History, 3-15

Week 2. January 27th: What was Jewish Politics?

Yosef Hayim Yerushalmi, "‘Servants of Kings and not Servants of Servants’: Some Aspects of the Political History of the Jews," Tam Institute for Jewish Studies, Emory University (2005) 7-29

Scott Ury, "The *Shtadlan* of the Polish-Lithuanian Commonwealth: Noble Advocate or Unbridled Opportunist?" Polin 15 (2002) 267-299

François Guesnet, "Textures of Intercession: Rescue Efforts for the Jews of Prague, 1744-1748," Simon Dubnow Institute Yearbook 4 (2005) 355-375

Bring to class: 1-2 page analysis of Yerushalmi, Ury or Guesnet.

Week 3. Feb. 3rd: New Legal Situations, Italy and Poland

Benjamin Ravid, "A Tale of Three Cities and their Raison d’Etat: Ancona, Venice, Livorno, and the Competition for Jewish Merchants in the Sixteenth Century," in Alisa Meyuhas Ginio ed., Jews, Christians and Muslims in the Mediterranean World After 1492 (London, 1992) 138-162

Adam Teller, "The Legal Status of the Jews on the Magnate Estates of Poland-Lithuania in the Eighteenth Century," Gad-Ed 15-16 (1997) 41-63

La Livornina (1593); Jampol (1711, 1753) [Learn@UW]

Bring to class: 1-2 page analysis of Ravid or Teller

Week 4. Feb. 10th: French Revolution

David Vital, A Political History of the Jews in Europe, 1789-1939 (OUP, 1999) 42-63;

Frances Malino, A Jew in the French Revolution (Oxford, 1996) 28-59, 86-116

Lynn Hunt, The French Revolution and Human Rights: A Brief Documentary History (Boston, 1996) 77-79, 84-101; Mendes-Flohr/Reinharz eds., The Jew in the Modern World, 117

Bring to class 1-2 page analysis of a source and one historian’s assessment of it. Before writing your paper read Storey, Writing History, 17-23.

Week 5. Feb. 17th: Library Tour; Meet in **Memorial Library** Room 436

Work on your topic & proposal; no common reading!

Week 6. Feb. 24th: Was there an Emancipation of Jews in the United States?

Stanley F. Chyet, "The Political Rights of the Jews in the United States, 1776-1840," in Jacob. R. Marcus ed., Critical Studies in American Jewish History 3 vols. (Cincinnati & NY, 1971) 2:27-88

Edward Eitches, "Maryland’s ‘Jew Bill’ [1826]," American Jewish Historical Quarterly 60 (1971) no. 3 258-279

Jacob Rader Marcus, The Jew in the American World: A Source Book (Detroit: Wayne State, 1996) 27-39, 93-104

Bring to class 1-2 page analysis of a source and one historian's assessment of it.

Week 7. March 3rd: Library Tour, **State Historical Society**; Meet in Murphy Board Room, Room 318

Work on your topic & proposal; no common reading!

Week 8. March 10th: Versailles, 1919-1921

Carole Fink, "The Jews and Minority Rights During and After World War I," Kaplan Centre for Jewish Studies and Research, University of Cape Town, Occasional Paper no. 3 (2001) 1-11

Marc Levene, "Authority and Legitimacy in Jewish Leadership: The Case of Lucien Wolf (1857-1930), Jewish Political Studies Review 4:1 (Spring, 1992) 85-110

Mahler, Jewish Emancipation, 63-5 (Russia); 67-71 (Poland); 71-72 (Balfour & Mandate)

Bring to class 1-2 page analysis of a source and one historian's assessment of it.

Week 9. March 17th: Individual Meetings; discuss two-page proposal

Two-page proposal = description of topic, central questions, primary sources,

Week 10. March 24th: Individual Meetings; Discuss Outline

For an outline read Storey, Writing History: A Guide for Students, 42-82

Week 11. April 7th: Research and Writing

For writing history read Storey, Writing History: A Guide for Students, 83-102

Week 12. April 14th: Presentation of Topics and Sources

Week 13. April 21st: Exchange drafts; On revising read Storey, Writing History: A Guide for Students, 103-107

Week 14. April 28th: Discussion of drafts

Week 15. May 5th: Final Presentations and Conclusions