

# NYU Prague

## HBRJD-UA9103P01

### Modern Jewish History in Europe

### Spring 2019

#### Instructor Information

- Kateřina Čapková
- **Email: katerina.capkova@nyu.edu**
- **Office hours: before class (or by arrangement, please contact me by email)**
- **Telephone:**

#### Course Information

- HBRJD-UA9103P01
- **Modern Jewish History in Europe**
- none
- Tue, 1:30-4:20
  - Kafka, BB

#### Course Overview and Goals

“One hundred and fifty years ago all Jews had three things in common: every Jew prayed in Hebrew, he submitted to God’s commandments and awaited the coming of the Messiah. Today, Jews have only one thing in common – every Jew asks what it means to be a Jew. “These are words of David Ben Gurion after the Second World War. Even though Ben Gurion apparently simplified the Jewish experience in the past as well as in his presence, his quote expresses well some of the enormous dynamics of Jewish history in this period. What are the reasons for such radical changes? Were there differences between the development in Western, Central and Eastern Europe? How did the changes affect Jewish religious, cultural, linguistic and political identity? How can the knowledge of history help us to understand recent Jewish politics and religious disputes? These questions build the core of this course.

We will combine lectures and discussions, we will watch and discuss film documentaries, analyze interviews and visit some of the places in Prague closely connected to the Jewish (and non-Jewish) history.

#### Upon Completion of this Course, students will be able to:

- General overview of modern Jewish history in Europe with special focus on Central and Eastern Europe
- Some of the discussed topics – like nationalism, migration, secularization and new religious movements, politics towards refugees, xenophobia – are of key importance in recent public and political debates
- Critical analyzes of primary and secondary historical sources

#### Course Requirements

During semester you can collect 100 points which correspond with the percentage of your success.

Homework (answers to questions based on reading): max. 30 points

Presentation: max. 30 points

Essay based on at least three interviews: max. 20 points

Questionnaire based on the film *The Long Way Home*: max. 10 points

10 minutes presentation about the recent situation of Jews in a European country (last session): max. 10 points

## **Class Participation**

Participation is a vital component in determining your final grade. You are required to complete each session's reading assignment and to come to class with ideas, insights, and/or questions for the group. The success of the class depends upon everyone arriving prepared, remaining open to other's ideas, and offering arguments based upon a thorough understanding of the assignments and lectures.

## **Assignment 1**

Homework (answers to questions based on reading): max. 30 points

10 times a semester students need to send answers to questions based on the reading for the next session to the email [katerima.capkova@nyu.edu](mailto:katerima.capkova@nyu.edu).

Each homework will include 3 questions and each is for one point.

## **Assignment 2**

Presentation: max. 30 points

The topic of a presentation can be either chosen from the list of recommended topics or it can be a topic of your choice. The aim of the presentation is to show the ability to find sources for the topic, to master the necessary knowledge of the material and to transmit the knowledge in a clear and comprehensive way to classmates.

Duration of the presentation: 20 – 30 minutes

*10 points for a draft shown to professor in advance (at least a week before! - every day of delay means 1 point less)*

- draft should include the suggested structure of the presentation, sources collected and read for the topic, ideas for the best transmission of the topic to the colleagues
- you can either meet professor or send her your draft by email

10 points for the handout and material distributed to students

10 for the presentation – student can use Power Point presentation, maps, photos, short videos, interpretation of crucial text (an example of up to 3 pages can be distributed and analysed in class)

## **Assignment 3**

**Essay based on at least three interviews from USC Shoah Foundation (after visiting the MALACH centre): max. 20 points**

Essay (approx. 1000 words) should be based on at least three interviews (or long parts of it). The interviews should be connected by a topic of your choice (e.g. children hidden in monasteries, Jewish soldiers in the Red Army, people involved in Warsaw uprising, music in Theresienstadt, or testimonies on Armenian genocide which is often claimed to be the closest event to the Holocaust). You do not need to use footnotes. But all the information you mention – about events, places, years – should be correct, so please check all of them. But I want you rather to express your opinion, what was new for you, compare the testimonies, you can write about the format of the interview. At the end, please add the names of the narrators and the numbers of the testimonies in the collection. Due to 1 April.

## **Assignment 4**

## Questionnaire based on the film *The Long Way Home* – max. 10 points

Take home questionnaire due to 18 April.

## Assignment 5

**10 minutes (individual) or 20 minutes (two students) talk about the recent situation of Jews in a European country: max. 10 points**

For the last session: the student will choose an European country and prepare a 10 minutes talk about the recent situation of the Jewish community in this country based on at least 3 articles from newspapers/internet. Two students may also share the country and prepare together a presentation based on 6 articles from primary sources.

## Grading of Assignments

The grade for this course will be determined according to the following formula:

<b>Assignments/Activities</b>	<b>% of Final Grade</b>
homework	30
presentation	30
essay - MALACH	20
questionnaire - film	10
presentation – last session	10

## Letter Grades

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Percent</b>
<b>A</b>	96% and higher
<b>A-</b>	92 – 95%
<b>B+</b>	87% - 91%
<b>B</b>	84% - 86%
<b>B-</b>	80% - 83%
<b>C+</b>	77% - 79%
<b>C</b>	74% - 76%
<b>C-</b>	70% - 73%
<b>D+</b>	67% - 69%
<b>D</b>	62% - 66%
<b>D-</b>	60% - 61%
<b>F</b>	59% and lower

## Assessment Expectations

By collecting points students collect percentages.

## Course Schedule

## Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 Tuesday, February 5	<b>Introduction to the course</b> <b>Lecture: Jewish Life in the Pre-modern Age</b>		Please send answers to questions based on the reading for session 2 by 11 February
Session 2 Tuesday, February 12	<b>Jewish Migration</b>	Tobias Brinkmann: Jewish Migration, in: <i>European History Online</i> (EGO), published by the Institute of European History (IEG), Mainz 2010-12-03. URL: <a href="http://www.ieg-ego.eu/brinkmannt-2010-en">http://www.ieg-ego.eu/brinkmannt-2010-en</a> URN: urn:nbn:de:0159-20100921536 [2016-07-03].	Please send answers to questions based on the reading for session 3 by 18 February
Session 3 Tuesday, February 19	<b>Emancipation in Western and Central Europe</b> <b>Visit of the Old-New and the Spanish Synagogues in preparation for the session on reforms of Judaism.</b>	Primary sources: <i>The Jew in the Modern World</i> , ed. Paul Mendes-Flohr and Jehuda Reinharz. New York: Oxford University Press 1995, (France III/1-5, Dohm – I/8)	Please send answers to questions based on the reading for session 4 by 25 February
Session 4 Tuesday, February 26	<b>Haskalah and Religious movements: Reform, Conservative, Orthodox, Ultra-Orthodoxy</b>	Primary sources: <i>The Jew in the Modern World</i> (Moses Mendelssohn, <i>Judaism is the Cornerstone of Christianity</i> – II/18, Mendelssohn, <i>Judaism as Revealed Legislation</i> – II/19, Hamburg Temple, Frankel – IV/11, Holdheim – IV/9, Hirsch – IV/12, Sofer IV/4) Recommended: Jonathan Webber: <i>Representing Jewish Culture: The Problem of Boundaries</i> , in: Simon J. Bronner (ed.), <i>Framing Jewish Culture: Boundaries and Representations</i> , <i>Jewish Cultural Studies</i> , vol. 4, 2014, 33-76.	Please send answers to questions based on the reading for session 5 by 4 February
Session 5 Tuesday, March 5	<b>Jewish Nationalisms</b>	Primary sources: <i>The Jew in the Modern World</i> (Bilu – X/1, Herzl – X/2, Mizrahi – X/7, Ahad Haam – X/5, Borochof – X/12, Balfour declaration, Jabotinsky – X/28, The Bund, <i>Decisions on the Nationality Question</i> – VIII/27) Michael Brenner: <i>An International Nationalism. The Topography of Early</i>	Please send answers to questions based on the reading for session 6 by 11 February

Week/Date	Topic	Reading	Assignment Due
		Zionism, in: idem: Zionism. A Brief History. 2nd ed., Princeton 2006, pp. 23-64	
Session 6 Tuesday, March 12	<b>Antisemitism and Xenophobia</b>	Primary sources: The Jew in the Modern World (Richard Wagner – Jewry in Music VII/13, Wilhelm Marr, The Victory of Judaism over Germandom VII/14, Protocols of the Elders of Zion VII/26) Matti Bunzl, Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe, American Ethnologist, vol. 32, no. 4, 2005, 499	Each student will choose a topic for the visit in the Malach center (e.g. Jews in the Red Army, religious life in the camps). Please check <a href="http://vhaonline.usc.edu/login">http://vhaonline.usc.edu/login</a>
Session 7 Tuesday, March 19	<b>Visit of the Centre of Visual History MALACH, Malostranské náměstí 25</b> <b>Branch of USC Shoah Foundation Institute for Visual History and Education, University of South California</b>	<b>Please wait for a guide at the front door of Malé náměstí 2</b>	1, Each student will have to analyze at least three interviews connected to his/her topic. Essay of approx. 1000 words is due to 1 April. 2, Please send answers to questions based on the reading for session 8 by 25 March
Session 8 Tuesday, March 26	<b>Holocaust: Theresienstadt</b>	Reading: Lisa Peschel, Laughter in the Ghetto: Cabarets from a Concentration Camp, in: Brigitte Dalinger, Veronika Zangl (eds), Thatre under Pressure (Vienna University Press, 2018), 271-284. in the second part of the session: visit of the train station Bubny from where Bohemian Jews were sent to Theresienstadt	Please send answers to questions based on the reading for session 9 by 1 April
Session 9 Tuesday, April 2	<b>Guest lecture Joanna Nalewajko-Kulikova: Yiddish culture in Poland before and after the Holocaust</b>	Reading: David E. Fishman, The Rise of Modern Yiddish Culture: An Overview (University of Pittsburgh Press, 2005), 5-32.	Please send answers to questions based on the reading for session 10 by 11 April
Session 10 Tuesday, April 9	<b>no class, instead make-up class on 12 April</b>		
Make-up Day Friday, April 12 (9am-5pm)	<b>Make-up day for missed classes</b> <b>The post-war reality</b>	Reading: Pieter Lagrou, Return to a Vanished World: European societies and the Remnants of their Jewish Communities, 1945-47, in: David Bankier	Take home test: questionnaire based on the film The Long Way Home, due to 18 April.

Week/Date	Topic	Reading	Assignment Due
		(ed.), <i>The Jews are Coming Back. The Return of the Jews to their countries of Origin after WW II.</i> Jerusalem 2005, 1- 24. The film <i>The Long Way Home</i>	
Session 11 Tuesday, April 16	<b>Excursion – New Jewish Cemetery</b> <b>We will meet at the front door, Male namesti 2</b>		Please send answers to questions based on the reading for session 12 by 29 April
Spring Break April 20 - 28	<b>Spring Break</b>		
Session 12 Tuesday, April 30	<b>Jews under Communism: Theory and Soviet Union</b>	Reading: Karl Marx, <i>On the Jewish Problem</i> , in: <i>The Jew in the Modern World</i> J. V. Stalin, <i>Marxism and the National Question</i>	Please send answers to questions based on the reading for session 13 by 6 May
Session 13 Tuesday, May 7	<b>Jews under Communism: Poland and Czechoslovakia</b>	Heda Margolius-Kovaly, <i>Under a Cruel Star. A Life in Prague, 1941-1968.</i> Holmes and Meier 1997.  There are two copies of this book in the library.	Prepare presentation about recent situation of Jews in an European country based on at least three newspaper or online news with a short intro for 14 May.
Session 14 Tuesday, May 14 (last day of classes)	<b>Jews in today's Europe</b>	presentations about individual countries	
Session 15 Tuesday, May 21	Final exam		

## Course Materials

### Required Textbooks & Materials

- All the reading will be available through the NYU Classes.

### Supplemental Text (not required to purchase, copies available in NYU P Library)

- There are two copies of the book Heda Margolius-Kovaly, *Under a Cruel Star. A Life in Prague, 1941-1968* (Holmes and Meier 1997) in the library which we will discuss in May. You can either plan to read the book in advance, or buy the book. It is really worth of having it in your personal collection.

### Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes)(nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)

- Obtain 24/7 technology assistance: [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)
- NYU Prague library: [Tritius Catalog](https://nyu.tritius.cz/?lang=EN) (https://nyu.tritius.cz/?lang=EN)

## Course Policies

### Attendance and Tardiness

Absences only for medical reasons and for religious observance will be excused. To obtain an excused absence, you are obliged to supply either a doctor's note or corroboration of your illness by a member of the housing staff (either an RA or a Building Manager). To be excused for religious observance, you must contact the instructor and the Academic Director via e-mail one week in advance of the holiday. Your absence is excused for the holiday only and does not include days of travel associated with the holiday. Unexcused absences will be penalized with a 2% percent deduction from your final course grade for every week of classes missed.

**Please note that Friday, April 12 (9am – 5pm) is reserved as a make-up day for missed classes. Do not schedule any trips for this day.**

### Late Submission of Work

Each day of delay means one point less.

### Academic Honesty/Plagiarism

According to the Liberal Studies Program Student Handbook, plagiarism is defined as follows:

**Plagiarism is presenting someone else's work as though it were one's own. More specifically plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer's work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.**

The College of Arts and Science's Academic Handbook defines plagiarism similarly and also specifies the following:

**“presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else's idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both teachers have given their permission in advance).**

**Receiving help on a take-home examination or quiz is also cheating – and so is giving that help – unless expressly permitted by the teacher (as in collaborative projects). While all this looks like a lot to remember, all you need to do is give credit where it is due, take credit only for original ideas, and ask your teacher or advisor when in doubt.”**

“Penalties for plagiarism range from failure for a paper, failure for the course or dismissal from the university.” **(Liberal Studies Program Student Handbook)**

### Classroom Etiquette

### Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.