

SAMPLE SYLLABUS

NYU Prague

HBRJD-UA9103P01

Modern Jewish History in Europe Spring 2020

Instructor Information

- Rosamund Johnston
- Email:
- Office hours: after class (or by arrangement, please contact me by email)

Course Information

- HBRJD-UA9103P01
- Modern Jewish History in Europe
- TuTh: 9:00-10:20. Masaryk, 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 David Ben Gurion’s words after the Second World War. Although Ben Gurion simplified the Jewish experience in the past as well as the present, his quote expresses well some of the dynamic changes taking place in Jewish history during this period. What were the reasons for these radical changes? Did Western, Central and Eastern Europe develop differently? How did these changes affect Jewish religious, cultural, linguistic and political identity? And how can the knowledge of history help us understand recent Jewish politics and religious disputes? These questions form the core of this course.

We will combine discussions and source analysis with film screenings, interview analysis and visits to Prague sites closely connected to Jewish (and non-Jewish) history.

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

- Navigate the main features of modern Jewish history in Europe with special focus on Central and Eastern Europe
- Identify the key importance of topics discussed – like nationalism, migration, secularization and new religious movements, refugee policy and xenophobia – in recent public and political debates
- Analyze primary and secondary historical sources critically

Course Requirements

Class participation: 10%

Weekly response papers (1 page): 30%

In-class presentation (10-15 minutes): 15%

Plus a written accompaniment (2-4 pages, counts as the response paper for the week of your presentation): 15%

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Essay based on at least three USC Shoah Foundation Interviews (4-6 pages): 20%

Presentation about the recent situation of Jews in a European country (10 minutes in last week): 10%

Class Participation

Participation is a vital component in determining your final grade. You are required to complete the reading assignments for each session 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 each other's ideas, and offering arguments based upon a thorough understanding of the assignments.

Weekly Response Papers

Engaging with the readings and other course materials in response papers is a crucial part of the course. Weekly response papers of around one page in length are an opportunity for students to identify the main arguments of the readings, to think about how they relate to one another, and to pose questions for class discussion. Responses are due once weekly by **9pm the night before the class** (you can choose which of the week's two sessions you would like to write a response for).

Please email your response to me.

In-Class Presentation and Written Accompaniment

Each student will give a presentation on a syllabus topic of their choosing. Students will choose their presentation dates during the first class. Presentations may focus closely on the class readings or may engage relevant outside material. We will discuss possible ways of planning the presentation in our first class. On the day of your presentation, please submit a short, informal paper that explains why you chose your topic, and gives an overview of the content and argument of your presentation. You need not write a response paper the week you present.

Essay based on at least three USC Shoah Foundation interviews

(to be written after visiting the MALACH centre)

Your essay (of approx. 1000 words or 4-6 pages double-spaced) should be based on at least three interviews (or sizeable sections thereof). The interviews should be connected by a topic of your choice (for example, Jewish soldiers in the Red Army, people involved in the Warsaw uprising, children hidden in monasteries, music in Theresienstadt, or testimonies on the 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 fact-check! Rather than focusing, however, on questions of these testimonies' historical accuracy, use this paper to express your opinion, compare the interviews, think about their format and what was new for you in their content. Please state the narrators' names and the numbers of their testimonies in the collection at the end. This paper is due by April 1.

Presentation about the recent situation of Jews in a European country

10 minutes for an individual speaker or 20 minutes for a pair

For the last session, students will choose a European country and prepare a talk about the recent situation of the Jewish community there based on at least three articles from newspapers/internet. Two students may also share the country and prepare together a presentation based on six primary sources.

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Letter Grades

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

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

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 Tuesday, February 4	Introduction to the course	Yerushalmi, Yosef Hayim. <i>Zakhor: Jewish History and Jewish Memory</i> (Seattle, WA: University of Washington Press, 2011) pp. 1-26	
Session 2 Thursday, February 6	Jewish Life in the Pre-Modern Age	Bartal, Israel. <i>The Jews of Eastern Europe, 1772-1881</i> . (Philadelphia, PA: University of Pennsylvania Press, 2011) pp. 14-22 Frick, David. <i>Kith, Kin and Neighbors: Communities and Confessions in Seventeenth-Century Wilno</i> (Ithaca, NY: Cornell, 2013) pp. 59-68, 82-84, 92-98	
Session 3	Jewish Migration I – The Long Nineteenth Century	Brinkmann, Tobias. „Jewish Migration“ in European History Online (EGO).	If you choose to write your first response for Tuesday’s class, please

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Tuesday, February 11		http://ieg-ego.eu/en/threads/europe-on-the-road/jewish-migration Diner. Hasia. <i>Roads Taken: The Great Jewish Migrations to the New World and the Peddlers who Forged the Way</i> (New Haven, Yale University Press, 2015) pp. 13-50	send it to me by Monday, February 10 by 9pm.
Session 4 Thursday, February 13	Jewish Migration II – The Twentieth Century	Alroey, Gur. <i>An Unpromising Land: Jewish Migration to Palestine in the Early Twentieth Century</i> (Stanford, CA: Stanford University Press, 2014) pp. 1-32 Garland, Libby. <i>After They Closed the Gates: Jewish Illegal Immigration to the United States</i> (Chicago: University of Chicago, 2014) pp. 1-13	If you choose to write your first response for Thursday's class, please send it to me by Wednesday, February 12 by 9pm.
Session 5 Tuesday, February 18	Visit to the Old-New Synagogue with Zuzana Pavlovska		
Session 6 Thursday, February 20	Emancipation in Western & Central Europe	Sorkin, David, <i>Jewish Emancipation: A History Across Five Centuries</i> (Princeton, NJ: Princeton University Press, 2019) pp. 61-71, 91-101 <u>Primary Sources</u> Mendes-Flohr, Paul & Reinharz, Jehuda. <i>The Jew in the Modern World</i> (New York: Oxford University Press, 1995) (Dohm – I/8, Edict of Tolerance – I/9, France III/1-5) pp. 28-40, 114-119	Second response paper due by Wednesday, February 19 at 9pm.
Session 7 Tuesday, February 25	Haskalah & Religious Movements I (Reform, Conservative, Orthodox, Ultra-Orthodoxy)	Webber, Jonathan. "Representing Jewish Culture: The Problem of Boundaries" in Bronner, Simon J. (ed.) <i>Framing Jewish Culture: Boundaries and Representations</i> (Oxford: Littman Library of Jewish Civilization, 2014) pp. 33-76 <u>Primary Sources</u> Mendes-Flohr, Paul & Reinharz, Jehuda. <i>The Jew</i>	If you choose to write your third response for Tuesday's class, please send it to me by Monday, February 24 by 9pm.

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		<i>in the Modern World</i> (Moses Mendelssohn, Judaism is the Cornerstone of Christianity – II/18, Mendelssohn, Judaism as Revealed Legislation – II/19, Hamburg Temple – IV/1, Frankel – IV/12, Holdheim – IV/9, Hirsch – IV/13, Sofer IV/4)	
Session 8 Thursday, February 27	Haskalah & Religious Movements II	We will continue to work through the sources from February 25. In addition please read: Sinkoff, Nancy. <i>Out of the Shtetl: Making Jews Modern in the Polish Borderlands</i> (Providence, RI: Brown Judaic Studies, 2004) pp. 1-13	If you choose to write your third response for Thursday's class, please send it to me by Wednesday, February 26 by 9pm.
Session 9 Tuesday, March 3	Jewish Nationalisms I	Brenner, Michael. "An International Nationalism. The Topography of Early Zionism" in <i>Zionism. A Brief History</i> (Princeton, NJ: Princeton, 2006) pp. 23-64 <u>Primary Sources</u> Mendes-Flohr, Paul & Reinhartz, Jehuda. The Jew in the Modern World (Bilu – X/1, Herzl – X/2, Mizrahi – X/7, Ahad Haam – X/5, Borochof – X/12, Balfour declaration – X/23, Jabotinsky – X/28, Levin – VIII/27, The Bund, Decisions on the Nationality Question – VIII/31)	If you choose to write your fourth response for Tuesday's class, please send it to me by Monday, March 2 by 9pm.
Session 10 Thursday, March 5	Jewish Nationalisms II – A Focus on Czechoslovakia	Čapková, Kateřina. <i>Czechs, Germans, Jews: National Identity and the Jews of Bohemia</i> (New York, NY: Berghahn, 2012) pp. 1-13, 26-55	If you choose to write your fourth response for Thursday's class, please send it to me by Wednesday, March 4 by 9pm.
Session 11 Tuesday, March 10	Visit to the former Jewish School on Jáchymova Street		
Session 12 Thursday, March 12	Antisemitism and Xenophobia I	Hanebrink, Paul. <i>In Defense of Christian Hungary: Religion, Nationalism, and Antisemitism in Hungary, 1890-1944</i> (Ithaca, NY:	Deadline for choosing topic ahead of Malach Center visit. For ideas, please check: http://vhaonline.usc.edu/login If you choose to

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		<p>Cornell University Press, 2006) pp. 1-9, 47-76 Porter-Szucs, Brian. <i>Faith and Fatherland: Catholicism, Modernity and Poland</i> (New York, Oxford University Press, 2011) pp. 272-327 <u>Primary Sources</u> Mendes-Flohr, Paul & Reinhartz, Jehuda. <i>The Jew in the Modern World</i> (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)</p>	<p>write your fifth response for Thursday's class, please send it to me by Wednesday, March 11 by 9pm.</p>
<p>Session 13 Tuesday, March 17</p>	<p>Antisemitism and Xenophobia II</p>	<p>Bergmann, Werner. "Anti-Semitic Attitudes in Europe: A Comparative Perspective." <i>Journal of Social Issues</i>, Vol 64 No. 2 (2008) pp. 343–62. Bunzl, Matti. "Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe" in <i>American Ethnologist</i>, vol. 32, no. 4 (2005) pp. 499-508 Hanebrink, Paul. <i>A Spectre Haunting Europe: The Myth of Judeo-Bolshevism</i> (Cambridge, MA: Harvard, 2018) pp. 1-10, 237-273</p>	<p>If you choose to write your fifth response for Tuesday's class, please send it to me by Monday, March 16 by 9pm.</p>
<p>Session 14 Thursday, March 19</p>	<p>First Visit to MALACH Center of Visual History</p>		
<p>Session 15 Tuesday, March 24</p>	<p>Follow-Up Visit to MALACH Center of Visual History</p>		
<p>Session 16 Thursday, March 26</p>	<p>Jewish Life in the Protectorate of Bohemia and Moravia</p>	<p>Weil, Jiří. <i>Life with a Star</i> (London, Daunt, 1989)</p>	
<p>Session 17, Tuesday, March 31</p>	<p>The Holocaust - Theresienstadt</p>	<p>Hajková, Anna. "Sexual Barter in Times of Genocide: Negotiating the Sexual Economy of the Theresienstadt Ghetto" in <i>Signs</i> Vol. 38, No. 3 (2013) pp. 503-533 Peschel, Lisa. "The Cultural Life of the Terezín Ghetto in 1960s Survivor Testimony:</p>	<p>If you choose to write your sixth response for Tuesday's class, please send it to me by Monday, March 30 by 9pm.</p>

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		Theatre, Trauma and Resilience” in Duggan, Patrick & Peschel, Lisa (eds.) <i>Performing (for) Survival: Theatre, Crisis, Extremity</i> (Basingstoke: Palgrave Macmillan, 2016) pp. 59-77	
Session 18, Thursday, April 2	Visit to Bubny Train Station (from which Bohemian Jews were sent to Theresienstadt)	Bartov, Omer. 2008. “Eastern Europe as the Site of Genocide” in <i>The Journal of Modern History</i> , Vol. 80, No. 3 (September 2008), pp. 557-593	Deadline for Malach paper on April 1 . If you choose to write your sixth response for Thursday’s class, please send it to me by Wednesday, April 1 by 9pm .
Session 19, Tuesday, April 7	The Postwar Reality I	Film screening of Radok, Alfred (dir.) <i>The Long Way Home</i> (1949) (in class)	
Session 20, Thursday, April 9	The Postwar Reality II	Grossmann, Atina. <i>Jews, Germans & Allies: Close Encounters in Occupied Germany</i> (Princeton, NJ: Princeton University Press, 2003) pp. 184-237 Lagrou, Pieter. “Return to a Vanished World: European societies and the Remnants of their Jewish Communities, 1945-47,” in: David Bankier (ed.), <i>The Jews are Coming Back. The Return of the Jews to their countries of Origin after WW II</i> . Jerusalem 2005, pp. 1- 24	If you choose to write your seventh response for this Thursday’s class, please send it to me by Wednesday, April 8 by 9pm .
Spring Break, April 14 & 16	NO CLASS!		
Session 21, Tuesday, April 21	Visit to the New Jewish Cemetery with Robert Rehak		
Session 22, Thursday, April 23	Jews under Communism – Theory and Revolution	Slezkine, Yuri. <i>The Jewish Century</i> (Princeton, NJ: Princeton University Press, 2006) pp. 163-188 <u>Primary Sources</u> Mendes-Flohr, Paul & Reinharz, Jehuda. <i>The Jew in the Modern World</i> (Marx – On the Jewish Problem	If you choose to write your seventh response for this Thursday’s class, please send it to me by Wednesday, April 22 by 9pm .

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		VII/12, Lenin – Critical Remarks on the National Question VIII/35, Stalin – The Jews are Not a Nation VIII/36, Luxemburg VI/9)	
Make-up Day Friday, April 24 (9am-5pm)	Make-up day for missed classes		
Session 23, Tuesday, April 28	Jews under Communism – The Soviet Union	Gitelman, Zvi. „Introduction“ in Weinberg, Robert, <i>Stalin's Forgotten Zion: Birobidzhan and the Making of a Soviet Jewish Homeland</i> (Berkeley, Los Angeles & London, University of California Press, 2011) pp. 8-15 Veidlinger, Jeffrey. <i>In the Shadow of the Shtetl: Small-Town Jewish Life in Soviet Ukraine</i> (Indianapolis: Indiana University Press, 2013) pp. 57-106	If you choose to write your final response for Tuesday's class, please send it to me by Monday, April 27 by 9pm.
Session 24, Thursday, April 30	Jews under Communism – Poland	Auerbach, Karen. <i>The House at Ujazdowskie 16: Jewish Families in Warsaw after the Holocaust</i> (Bloomington, IN: Indiana University Press, 2013) pp. 113-154	If you choose to write your final response for Thursday's class, please send it to me by Wednesday, April 29 by 9pm.
Session 25, Tuesday, May 5	Jews under Communism – Czechoslovakia	Margolius Kovály, Heda. <i>Under a Cruel Star: A Life in Prague, 1941-1968</i> (London, Granta, 2012)	
Session 26, Thursday, May 7	Europe after 1989	Zubrzycki, Genvieve <i>The Crosses of Auschwitz: Nationalism and Religion in Post-Communist Poland</i> (Chicago, IL: University of Chicago Press, 2006) pp. 98-140	
Session 27, Tuesday, May 12	Presentations – Jews in Today's Europe I		Presentations on the current situation of Europe's Jewish communities to be ready by today.
Session 28, Thursday, May 14	Presentations – Jews in Today's Europe II		

Course Materials

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Required Textbooks & Materials

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

Supplemental Text (not required to purchase, copies in NYU Prague Library)

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

Resources

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

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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 24 (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 third of a letter grade 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)

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) 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.