**Course Overview:** This course is a seminar-based introduction to the major issues in the history of European Jewry (primarily Ashkenaz) since 1492, with consideration on social, political, religious, cultural, and intellectual themes. Primary matters for discussion include Jewish migration after 1492 and 1648, the traditional community (*kehilla*) and the reasons for its demise, the emergence of Hasidism, the Jewish Enlightenment (*Haskalah*), the reasons for and response to emancipation, the emergence of different Jewish religious traditions after 1848, particularly Reform and Conservative Judaism, the dilemma of assimilation, Jewish left-wing politics, fascism, anti-Semitism and the Holocaust, religious and literary responses to the Holocaust, the emergence and impact of Zionism, and the future of European Jewry in the present. Students will write review essays in advance of class and lead class discussions based on the essays. Grading will also be based on essay revisions and oral presentations. The course meets the requirement for a significant writing component (SWC) course.

**Prerequisite:** Junior standing (60 hours).

**Required Texts:** The following texts provide a common basis of reading for the course and are available for purchase at the University Coop Bookstore. Many are also on regular or electronic reserve at the Perry-Castañeda Library (PCL).

- Judah Ha-Levi, *The Kuzari*
- Daniel Matt, ed., *Zohar: The Book of Enlightenment*
- Johannes Reuchlin, *Recommendation Whether to Confiscate, Destroy and Burn All Jewish Books*
- Glückel of Hameln, *The Memoirs*
- Abraham Miguel Cardozo, *Selected Writings*
- Israel Baal Shem Tov, *Tsava’at Harivash*
- Menahem Nahum of Chernobyl, *Upright Practices, The Light of the Eyes*
- Nahman of Bratslav, *The Tales*
- Moses Mendelssohn, *Jerusalem*
- David Friedländer et al., *A Debate on Jewish Emancipation*
- Michael A. Meyer, *The Reform Judaism Reader*
- David Assaf, ed., *Journey to a Nineteenth-Century Shtetl*
- Theodor Herzl, *The Jewish State*
- I.B. Singer, *The Slave*
- Filip Müller, *Eyewitness Auschwitz*
- Primo Levi, *The Drowned and the Saved*
- Richard Rubenstein, *After Auschwitz*
- Amos Oz, *A Tale of Love and Darkness*

**Distribution of readings:** Please read the reading assignments **BEFORE** the class for which they are assigned.
Electronic Reserves: A significant portion of course reading, including electronic versions of some printed texts, is located at the Electronic Reserves page, at [http://reserves.lib.utexas.edu/default.asp](http://reserves.lib.utexas.edu/default.asp) under my name, with the course numbers HIS 350L, JS 364, and RS 357. The password for the electronic reserves is “kabbalah” (all lower-case, no punctuation). If you note problems with any document, please notify me immediately. For technical assistance in using ERES, please use the ERES FAQ at [http://www.lib.utexas.edu/services/reserves/studentfaq.html](http://www.lib.utexas.edu/services/reserves/studentfaq.html) or contact them at eres@lib.utexas.edu, or by phone at 512-495-4654, as I am not usually able to help students with technical matters.

Assignments & Grading:

2 short essays (7 pp.) reviewing assigned reading (2 @ 12%)  
25%  By 5 p.m. on Mar. 6;  
Apr. 17

Essay rewrites (2 @12%)  
25%  Within 2 weeks after receipt

At least two oral presentations (number depends on enrollment)  
25%  as arranged

Discussion component  
25%  weekly

Compliance with attendance policy  
0%  throughout

Compliance with syllabus policy  
0%  by 12th class day

In order for a rewrite to be graded, it must be submitted along with the original copy of the essay within two weeks of its return to you.

All assignments will be graded on a percentage basis. You may receive a fractional grade for an individual assignment; however, the conventional rules of rounding (numbers of .5 or higher rounded to the next whole number) will apply only for purposes of determining the final grade.

GRADING SCALE:

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<tr>
<th>Grade</th>
<th>Score</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<td>C</td>
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<td>D</td>
<td>60-69</td>
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<td>CR</td>
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Required coursework: To pass, you must submit all of the papers and rewrites and complete all assigned oral reports, as well as complying with the syllabus and attendance policies.

Required coursework for CR/F students: Students enrolled on a CR/F basis must comply with the syllabus and attendance policies. They are excused from oral reports, but must complete the remainder of the work. Students who wish to receive a grade of CR must have a cumulative average of at least 75% on the weighted average of the remainder of the work.

Logistical rules: Assignments are due on the date scheduled. No makeup or extension is permitted for short discussion assignments (<2 pp) or for oral reports. All assignments must be typed, double-spaced, on paper; you may not submit an assignment via email unless I have specifically told you to do so. Other assignments may be turned in late at a penalty of 5% per business day. No penalty will be assessed in

Boettcher/History 350L/2
case of serious illness or family emergency (if verified by the presentation of official paperwork from an appropriate authority). Extensions may be possible in case of projected work overload (only after advance discussion with the instructor).

Assignments & Grading, continued:

Essays (7 pp.) will discuss topics formulated by the authors based on themes and issues raised on class discussion. Peer editing will be required. Additional guidelines will be distributed before the assignment.

Rewrites must present a substantial (that is, more than cosmetic) rewrite of the original essay based on comments from the professor and peer editor. In order to be graded, the original essay must be submitted along with the rewrite.

Oral presentations will be short presentations intended as an integral part of instruction, either to present additional relevant information to the class or to contextualize readings. They will require the presenter to prepare handouts and may involve visual and audio aids. The number of required presentations will depend on the final enrollment of the class. Guidelines will be distributed before the assignment.

Discussion component: this grade will be based on a combination of class participation and the regular submission of short written assignments before class that are intended to prepare you for discussion (these may include brainstorming or pre-writing assignments for the papers). The topic for each discussion assignment will be announced during the previous class.

Extra credit (papers): You can receive up to five points of extra credit per paper assignment or rewrite for visiting the UT Writing Center, which sends me a report about what you did. I encourage you to use this resource as much as you can. More information is available at http://www.utexas.edu/cola/uwc/

Extra credit: Each student has the opportunity to complete an extra credit paper on a film of historical relevance. Guidelines will be distributed in class. Up to three final percentage points may be earned. Extra credit papers are due on April 28th by 5 p.m. No extensions will be given for extra credit.

Course Policies:

Attendance: An attendance sheet will be circulated in class. Please be sure that you sign it when it goes around, since it is impossible to verify a claim that you forgot to sign it. Since the success of the course depends on your attendance, you are expected to attend every class. Nonetheless, you may miss up to two classes for any reason without penalty (all absences are equal; there are no "excused" or "unexcused" absences). Further missed classes will be assessed at the rate of a 5% deduction from your course grade per missed class. Moreover, twenty-five per cent of your final grade is based on a discussion component that includes both participation in class discussions and submission of preparatory discussion assignments. No discussion assignments will be accepted from students who do not attend the class. Missed oral reports may not be made up. The class is scheduled to meet for three hours; we will always take a short break at the halfway point, and we may not always meet the entire three hours, but I expect you to block off the full time for each class meeting (don’t expect to be able to leave before 6 p.m. regularly). You may bring food and drink to class as long as their aroma and noise do not distract others.

Syllabus: By the twelfth class day, students enrolled must submit a signed statement that they have read and understand the syllabus. Students who do not submit this statement will not be allowed to submit
subsequent discussion assignments.

Disabilities: Instruction and assessment in this course comply with the standards of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as administered at UT by the Office of Services for Students with Disabilities (http://deanofstudents.utexas.edu/ssd/). Students should contact me as soon as possible during the semester to facilitate those accommodations permitted by SSD (for further information on accommodation letters and referral, please contact them at 471-6259). My office is not wheelchair accessible, but I will be happy to meet with you in another setting if necessary. Students must provide an accommodation letter from SSD in order to receive accommodation.

Scholastic Dishonesty: Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at http://deanofstudents.utexas.edu/sjs/. The History Department has also published an addendum to this material at http://www.utexas.edu/cola/depts/history/about/academic_integrity/ . Students should be aware that I will pursue cases of suspected dishonesty to the fullest extent allowed by the university and that I currently have a 100% rate of success in those cases I have pursued. As a matter of routine, I always recommend failure of the course as the specific penalty for any instances of scholastic dishonesty. By handing in a paper with your name on it, you pledge to me that you are submitting your own work. Similarly, submission of a written excuse constitutes a pledge on your part that the excuse is honest. If I discover you lying about absences, I will also refer you to SJS.

***THIS CLASS MAY BE CHOSEN AS A TEST CASE FOR THE UNIVERSITY'S TRIAL OF TURNITIN.COM. FURTHER INFORMATION WAS NOT AVAILABLE AS OF PRINTING. AN ADDENDUM TO THE SYLLABUS ON THIS POINT MAY BE FORTHCOMING.***

Instructor Contact: Office hours take place weekly in my office at the scheduled time or by appointment. You may also email me or call me in my office during normal business hours; you may assume that I check my email approximately once per day during normal business hours and that I will respond to your mail within one business day. Outside of office hours, you may drop by my office at any time; however, be aware that I may not have time to meet with you unless you have made an appointment in advance.

Blackboard: Throughout the semester we will use a course website using Blackboard course management software, accessible at courses.utexas.edu (NO WWW!). You will need your UTEID and password to access the website. Once you have logged in, you will see an initial page that lists the courses you are enrolled in. Simply click on the link for this course, which will take you to our course website. The website will be regularly updated and includes such things as: course announcements; copies of course documents distributed in class; MP3 files of music played in class, and your course grades. While use of the site is not mandatory, most students find it helpful. If you have problems loading the page or with other technical matters, see its FAQ at http://www.utexas.edu/cc/blackboard/answers/ or call the ITS Help Desk at 475-9400, since I usually cannot be of assistance with such matters.
Course Policies, continued:

Student Privacy: Federal law (FERPA) considers certain student records confidential. Be aware of the following policies with regard to your privacy:

- **DO NOT** write your Social Security number on any assignments.
- Grades will be posted only on Blackboard.
- I will not conduct discussions about grades via email.
- Graded tests and assignments must be picked up from me or other arrangements for their secure transmission must be made. Graded papers cannot be given to anyone except their author.
- Unless you are a minor, I will not discuss your grades with anyone else (parents, a physician, or the UT Athletic Department) unless you provide a written release allowing me to do so.

Classroom behavior: I am increasingly concerned about the about the growing level of white noise and disorder entering our classrooms. You may eat and drink in class as long as it does not distract the instructor or other students. If you will need to leave class early, please sit so that you can leave unobtrusively. Try to arrange your bathroom visits so they do not interfere with discussions. Come on time. If I think you are behaving inappropriately, I will ask you to correct your behavior.

Laptop or PDA usage: You are encouraged to use electronic devices for more efficient note-taking and other matters that relate to our class, as long as they do not interfere physically with discussions. If I discover you using your laptop for purposes not related to our course material (some examples: IM or chatting, checking your fantasy football ratings), you will be asked to leave the class and you will be counted absent for the day.

Cell Phones: It is imperative that you **ADJUST YOUR CELL PHONE TO "VIBRATE" OR TURN IT OFF DURING CLASS!** Because of the increasing number of ringing phones in the classroom, the following policy will be in force: the first four times that a cell phone rings during a semester, I will overlook it. **From the fifth time, however, every incidence of a ringing cell phone during a lecture will lead to a 1% deduction from everyone's final course average.**

Email attachments: Students may not submit assignments via email attachment unless expressly permitted by the instructor. If you have received permission to submit an assignment via email attachment, do not assume that it has been received until you receive an acknowledgement from the instructor.

Use of email for official communication: Per university policy, I consider email a valid official means of communication. Course announcements will be made once in class and then posted on the Blackboard page; be prepared for additional announcements to come to the email address as listed in the university directory and update this address as necessary.

Recommendations:

Students who do the following get the most from the course:

- --read in advance of class & re-read as necessary (discussions assume knowledge of the readings)
- --ask questions in class & participate actively in discussions
--go over notes after class to isolate themes and approaches that may be helpful on papers
--discuss the material regularly with a group of peers
--think about the relationship between discussions and readings

Schedule of Class Days and Readings:

Jan 23  INTRODUCTION

Introduction of professor and students;
Introduction to plan for the course;
Presentation of assorted background information & supplemental handouts

Jan 30  THE ACHIEVEMENTS OF SEPHARDIC JEWRY IN SPAIN; KABBALAH

Reading:
ERES: Skim Nirenberg, Communities of Violence, 18-40
Judah Halevi, The Kuzari, 31-121; 135-165; 176-183; 198-212
Zohar, 47-141

Feb 6  JEWISH/CHRISTIAN RELATIONS IN EARLY MODERN GERMANY

Reading:
ERES: Dean Phillip Bell, Sacred Communities, 97-125, 195-225
ERES: Extracts from Martin Luther, That Jesus Christ was born a Jew (1523)
ERES: Extracts from Martin Luther, On the Jews and their Lies (1545)
Johannes Reuchlin, Recommendation Whether to Confiscate [...], 31-88 (also on ERES)
ERES: Texts by Johannes Pfefferkorn
ERES: Nathan of Hanover, Abyss of Despair, 27-54; 110-121

Feb 13  EVERYDAY LIFE IN THE KEHILLAH; JEWISH MESSIANISM

Reading:
ERES: Jacob Katz, Tradition and Crisis, 66-124; 141-169
ERES: Dean Phillip Bell, Sacred Communities, 126-194
Abraham Miguel Cardozo, Defending the Fallen Messiah (also on ERES)
Abraham Miguel Cardozo, Reminiscences of the Shekhinah's Knight (also on ERES)
Glückel, Memoirs of Glückel of Hameln, 1-10; 13-46; 66-89; 136-163; 187-197

Feb 20  JEWISH RENEWAL: HASIDISM

Reading:
ERES: Jacob Katz, Tradition and Crisis, 195-213
Menahem Nahum of Chernobyl, Upright Practices (also on ERES)
Menahem Nahum of Chernobyl, Lekh Lekha, Wayera, from The Light of the Eyes
(also on ERES)
ERES: Selections from Tanakh
Besht, Tsava'at Harivash, 1-45 (also on ERES)

Boettcher/History 350L/7
**Feb 27  JEWISH RENEWAL: HASKALAH**

**Reading:**
- ERES: Dohm, *On the Civic Improvement of the Jews* (excerpts)
- ERES: Eisenmenger, *Jewry Revealed* (excerpts)
- Moses Mendelssohn, *Jerusalem*, 33-149
- ERES: Jacob Katz, *Tradition and Crisis*, 213-236

**Mar 6  EMANCIPATION**

**Reading:**
- Friedländer et al., *A Debate on Jewish Emancipation and Christian Theology*, 31-144

***PAPER ONE DUE, 5 P.M.***

**Mar 13  NO CLASS – SPRING BREAK**

**Mar 20  THE SHTETL**

**Reading:**
- Assaf, ed., *Journey to a Nineteenth-Century Shtetl*, 109-200; 222-258; 280-316; 331-348; 356-382; 398-410

**Mar 27  RENEWAL: REFORM JUDAISM**

**Reading:**

**Apr 3  LEAVING THE SHTETL**

**Reading:**
- ERES: Susan Glenn, *Daughters of the Shtetl*, 8-49
- I.B. Singer, *The Slave*

**Apr 10  ZIONISM**

**Reading:**
- Theodor Herzl, *The Jewish State*, 69-157 (also on ERES)
- ERES: Chaim Weizmann, *Trial and Error*, 16-54, 74-92, 156-163; 200-208

**Apr 17  AUSCHWITZ**

**Reading:**
- Filip Müller, *Eyewitness Auschwitz*, 1-171
- Primo Levi, *The Drowned and the Saved*, 11-166

***PAPER TWO DUE, 5 P.M.***

**Apr 24  REACTIONS TO THE HOLOCAUST**
Reading: ERES: Strangers in their own land, 20-33
Richard Rubenstein, After Auschwitz, 3-61, 123-140; 157-200.

Apr 28 EXTRA CREDIT PAPER DUE, 5 P.M.

May 1 ISRAEL AS END AND BEGINNING

Reading: Amos Oz, A Tale of Love & Darkness, 1-111; 136-201; 249-255; 311-364; 423-446
Richard Rubenstein, After Auschwitz, 140-153; 281-292
ERS: David Grossman, The Yellow Wind, 211-216