The Jewish World in the Modern Era
Professor Robert Rockaway
Spring Semester 2020

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COURSE DESCRIPTION:

This course is an introductory survey of the major currents in Jewish culture and society from the late eighteenth century to the present and presupposes no previous background in modern Jewish history. The course focuses on the history of the Jews in Europe, with an emphasis on Central and Eastern Europe and also includes lectures on major themes in American Jewish history. Topics include the social consequences of emancipation, the emergence of modern varieties of Judaism; the rise of modern anti-Semitism; Zionism, the Holocaust, and the establishment of the State of Israel.

COURSE REQUIREMENTS:

The course consists of lectures, readings, and selected documents. The readings are taken from the following books:

Lloyd P. Gartner, History of the Jews in Modern Times (2001)
Howard M. Sachar, The Course of Modern Jewish History (1990)
Gerald Sorin, Tradition Transformed: The Jewish Experience in America (1997)

Students will also read a number of primary documents. The assigned readings and documents are listed under the topic headings. The documents are taken from The Jews in the Modern World: A Documentary History, 3rd edition, edited by Paul Mendes-Flohr and Jehuda Reinharz (2011)

Research Paper:

Each student will be required to write a research paper on any subject, theme, topic or period covered in the readings and lectures. The paper should be double spaced, 5-8 pages in length, and contain source notes. During the first three weeks of class, students must inform me in person or by e-mail about the subject of their paper and the sources they intend to use. The paper must be turned in on or before the last day of class. Further details about the paper will be given in class.
Note: All Students are allowed three (3) unexcused absences. Students who have more than three unexcused absences will have points deducted from their final grade.

FINALGRADE:

The final grade is based on a mid-semester exam, the research paper, attendance and participation. The percentage of the grade is based on the following breakdown.

Attendance = 10%
Mid-term exam = 40%
Research paper = 50%

WEEK and TOPICS

1. The Jews in Central and Western Europe before Emancipation
   (Ben-Sasson, 777-789; Gartner, 1-25)

   Emancipation of the Jews in Western Europe I
   (Gartner, 128-161)

2. The Impact of Emancipation on the Jews II
   (Ben-Sasson, pp. 825-840)
   **Document**: Rahel Levin Varnhagen: “O how Painful to Have been Born a Jewess!” (1795); “Deathbed Statement to Her Husband” (1834)

   Modern Racial and Political Anti-Semitism

3. MARCH 10: PURIM VACATION DAY

   Russian Jewry: Nineteenth Century to the Russian Revolution
   (Ben-Sasson, pp. 813-824; 881-890)
   **Document**: The Pale of Settlement, 1835-1917.

4. The Rise of Zionism
   (Ben-Sasson, 891-907)
   **Documents**: "The Basle Program" (1897).

5. The Jews in America, 1776-1880
   (Sachar, ch. 8)
   **Document**: The Newport Congregation to George Washington and Washington’s Reply (1790)

5. American Jewry, 1881-1914
   (Sachar, ch. 15)
World War I and Its Impact on the Jews  
(Ben-Sasson, pp. 939-948)  
**Document:** "The Balfour Declaration" (1917)  
(Ben-Sasson, pp. 979-988)  
**Document:** "The Operation Against the Jews" (November 9-10, 1938)  

The Jews of Eastern Europe between the World Wars, 1919-1939  
(Ben-Sasson, pp. 949-963)  

**PASSEOVER VACATION (APRIL 5-APRIL 18)**  

(Ben-Sasson, pp. 964-978)  

**MID-SEMESTER EXAM (APRIL 22)**  

8. The Zionist Movement and the Yishuv between the World Wars  
(Ben-Sasson, 989-1016)  
**Document:** The Peel Commission Report (July 1937)  

**INDEPENDENCE DAY (April 29)**  

9. American Jewry between the World Wars  
(Sorin, 179-193)  

European Jewry on the Eve of World War II  
(Gartner, 294-318)  

10. World War II and the Holocaust  
(Ben-Sasson, pp. 1017-1039)  
**Document:** Heinrich Himmler, "A Secret Speech on the Jewish Question"  
(Oct. 8, 1943)  

The Establishment of the State of Israel  
(Ben-Sasson, pp. 1040-1062)  
**Document:** "Proclamation of the State of Israel" (May 14, 1948)  

**RESEARCH PAPER DUE**  

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**TAU International Academic Guidelines:**  
Rules and Respectful Behavior
Learning Accommodations
In accordance to University guidelines, students with learning disabilities or accommodation requests must submit official documentation from their home country/university (translated into English by notary) to TAU International in advance of arrival describing in detail any specific needs they have. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs they may have. Without official documentation, TAU may not be able to honor accommodation support. With supporting documentation, TAU International and its faculty cannot guarantee that all accommodations received at the home school can be similarly met at TAU but certainly does the best it can to make any suitable accommodations possible. For example, TAU is usually not able to offer note-taking services in English or advance viewing of classroom presentations, exams, or assignments. It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

In-class Exams
TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student’s responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

TAU International Absence Policy
Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor’s note). Such cases of absence should be reported to the faculty immediately and again, a doctor’s note is required. Teachers are entitled to treat any absence without documentation as unexcused. Some of our summer courses such as the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in these cases and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.
Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence. Please note that according to official TAU Academic Policy, if a student's behavior or attendance during the summer is disagreeable his/her course and program participation may be cancelled at the discretion of TAU with no due refund.

**Students are responsible for reading and adhering to the policies and procedures in the TAU International Academic Handbook posted here at all times.**