

College of the Humanities  
 Religion Program  
 RELI 4851A/5851F: Seminar in Western Religions

**EUROPEAN JEWRY AND MODERN CIVIL SOCIETY:  
 NEGOTIATING THE SECULAR AND THE SACRED IN THE PUBLIC SPHERE**

Weds, 11:35 am-2:25 pm, Paterson Hall 2A46

Prof. James Casteel

Office: 2A60 Paterson Hall

Office Hours: Wednesdays 2:45-4:15 PM or by appointment.

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**COURSE DESCRIPTION:**

Europe in the modern period underwent remarkable social, cultural and political transformations that had a major impact on religion and its relationship to the state and society. This course will examine these transformations by focusing on the case of European Jews, east and west, and the radical changes that occurred as they entered into modern civil society. We will be particularly interested the question of how Jews negotiated their identities, both secular and religious, in the public sphere.

The course will begin by focusing on the relationship between Jews, civil society and modernity. Scholars have tended to view Jewish modernity as being restricted to western European Jews, often assuming that their eastern brethren remained traditional and untouched by the modern world. This course will argue that both eastern and western European Jews were engaged with the transformations of modernity, albeit in very different ways corresponding to the particularly social, cultural and political contexts in which Jews lived.

The course will begin by discussing the potentials and limits of the secular public sphere that emerged during the Enlightenment, a space in which Jews and non-Jews could interact although not always on equal terms. We will then explore new forms of secular and religious identities, cultural boundaries and interactions between Jews and non-Jews, and the tensions between nationalism and both real and imagined forms of Jewish internationalism. The course will also examine how European Jews shaped what Yuri Slezkine has termed the “three Promised Lands” of the twentieth century (Palestine/Israel, the Soviet Union, and America). Despite the opportunities that they offered Jews, civil societies were not always civil, an issue we will explore in our discussion of antisemitism and anti-Jewish violence. Finally, we will turn to issues of memory, particularly Holocaust memory, in shaping modern Jewish identities, and conclude with a discussion of the future of Jewish life in Europe in an age of supranational integration and globalization.

**COURSE REQUIREMENTS AND GRADING SCHEME:**

<u>Assignments:</u>	<u>Percentage</u>	<u>Due Date</u>
Attendance and Participation	20%	
Oral Presentation	15%	

Weekly Responses to Readings	15%	Due 7:00 pm Tuesday before scheduled class meeting
Paper Proposal and Bibliography (1-2 pages)	10%	Wed., Oct 12
Major Term Paper (Graduates: 18-20 pages, undergraduates 10-12 pages (body text, excluding notes and bibliography))	40%	Wed., Dec. 7

#### Attendance and Participation:

This course is a reading intensive course (approximately 100 pages per week) held in seminar format. Active participation in classroom discussions is vital to students' success in the course. Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. The participation grade will reflect regular attendance, active involvement in the seminar discussions, and informed comments about the issues raised by the readings that help advance our discussion. *Students who miss more than three classes without a valid excuse will receive a failing attendance and participation mark.*

#### Oral Presentation:

In addition to active participation in classroom discussion, students are expected to give one 10 minute oral presentation analyzing one of the assigned readings for the week. After their presentation, students will lead a classroom discussion of their particular reading and should prepare 3-4 questions for the class. We will discuss the dates of the presentations during the first class.

#### Weekly Responses to Readings:

Each week, students will write a brief (one paragraph) response to the weekly readings and email it to me (at [james\\_casteel@carleton.ca](mailto:james_casteel@carleton.ca)) by 7 pm on the Tuesday before our Wednesday meeting. The response should be written in plain or formatted text in an email message (please DO NOT send attachments). In your response, you should reflect on particular insights that you gained from the readings and raise questions or issues that might be of interest for student discussion. The response should be no longer than a paragraph.

#### Major Term Paper:

Students are expected to write a major term paper that offers a critical and informed review of the literature in the field on a topic related to the themes of the course. Students will write a 1-2 page proposal outlining their topic and the main issues that will be addressed in the paper. The proposal and preliminary bibliography of at least 8-10 sources are due Wed., October 12. Students are encouraged to consult with the instructor as they develop their topics. Undergraduate students will write a 10-12 page paper. Graduate students will write an 18-20 page paper. The final paper is due Wed., Dec 7, 2011.

All papers are due at the beginning of class on the date specified in the syllabus. Late papers will be penalized a third of a letter grade per day late including weekends (i.e. from B+ to B, etc.). Extensions will be granted only in cases of serious illness (with doctor's note), bereavement, or religious observance.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. I encourage students to consult with me while preparing their essays. Specific instructions regarding the assignments will be given in class.

My preferred citation format is Turabian/Chicago Manual of Style. Please use footnotes or endnotes rather than parenthetical citation.

#### Required Course Readings:

All course readings will be placed on reserve in the Carleton University Library. Most readings (journal articles) will be available in electronic format via the Ares Course Reserves system (<http://libares01.carleton.ca/>). Others (largely book chapters) will need to be consulted onsite in the library (marked "(R)" on the outline). *If you find that a required reading is not available for a given week, please notify the instructor immediately.* Students should come to class having prepared all of the readings for a particular week.

#### Academic Integrity:

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in the Religion program in the College of the Humanities. Students are responsible for being aware of the University's Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. **Any suspected violations of the academic integrity policy will be referred to the College's Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University's Academic Integrity Policy is available at <http://www1.carleton.ca/studentaffairs/academic-integrity/> and the full policy at [http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic\\_integrity\\_policy.pdf](http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf)

#### Email Communication:

Following university policy, the instructors will communicate by e-mail with students using university "Connect" e-mail addresses. If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to communicate with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or at the end of class.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## **CLASS SCHEDULE:**

Please note that the instructor reserves the right to make changes to the syllabus over the course of the semester.

### **Week 1, Sept.14: Introduction: Jews, Civil Society, Modernity**

#### **Week 2, Sept 21: Negotiating Inclusion: The “Semi-Neutral Society”**

Penslar, Derek. “The Origins of Jewish Political Economy.” *Jewish Social Studies* 3, no. 3 (1997): 26–59.

Feiner, Shmuel. “Seductive Science and the Emergence of the Modern Jewish Intellectual.” *Science in Context* 15, no. 1 (2002): 121–135.

Sinkoff, Nancy. “The Maskil, The Convert, and The Agunah: Joseph Perl as a Historian of Jewish Divorce Law.” *AJS Review* 27, no. 2 (2003), 281-299.

van Rahden, Till. “Jews and the Ambivalences of Civil Society in Germany, 1800-1933: Assessment and Reassessment.” *Journal of Modern History* 77 (December 1, 2005): 1024–1047.

#### **Week 3, Sept. 28: Redefining Secular and Religious Identities**

Baader, Benjamin. “When Judaism Turned Bourgeois: Gender in Jewish Associational Life and in the Synagogue, 1750–1850.” *Leo Baeck Institute Year Book* 46 (2001), 113-124.

Meir, Natan. “From pork to Kapores: transformations in religious practice among the Jews of late imperial Kiev.” *Jewish Quarterly Review* 97, no. 4 (2007): 616–645.

Hess, Jonathan. “Fiction and the Making of Modern Orthodoxy, 1857-1890: Orthodoxy and the Quest for the German-Jewish Novel.” *Leo Baeck Institute Year Book* 52 (2007): 49–86.

Leff, Lisa Moses. “Jewish Solidarity in Nineteenth-Century France: The Evolution of a Concept.” *The Journal of Modern History* 74, no. 1 (2002), 33-61.

#### **Week 4, Oct 5: Cultural Boundaries and Interactions**

Meir, Natan. “Jews, Ukrainians, and Russians in Kiev: Intergroup Relations in Late Imperial Associational Life.” *Slavic Review* 65, no. 3 (2006): 475–501.

Judd, Robin. “The Politics of Beef: Animal Advocacy and the Kosher Butchering Debates in Germany.” *Jewish Social Studies* 10, no. 1 (2003): 117–150.

Avrutin, EM. “Returning to Judaism after the 1905 Law on Religious Freedom in Tsarist Russia.” *Slavic Review* 65, no. 1 (2006): 90–110.

Auslander, Leora. “The Boundaries of Jewishness, or When Is a Cultural Practice Jewish?.” *Journal of Modern Jewish Studies* 8, no. 1 (March 2009): 47–64.

### **Week 5, Oct 12: Nationalism and Jewish Internationalism**

Abigail Green, "Nationalism and the 'Jewish International': Religious Internationalism in Europe and the Middle East c. 1840-c. 1880," *Comparative Studies in Society and History* 50, no. 2 (2008): 535-58.

Penslar, Derek Jonathan. "An Unlikely Internationalism: Jews at War in Modern Western Europe." *Journal of Modern Jewish Studies* 7, no. 3. (2008): 309–323.

Knepper, P. "The British Empire and Jews in Nineteenth Century Malta." *Journal of Modern Jewish Studies* 9, no. 1 (2010): 49–69.

Barbara Kirshenblatt-Gimblett, "Exhibiting Jews" chap. in *Destination Culture: Tourism, Museums, and Heritage* (Berkeley: University of California Press, 1998), 79-128 (R).

### **Week 6, Oct. 19: Zionism and Israel**

Michael Stanislawski, "From Jugendstil to 'Judenstil': Cosmopolitanism and Nationalism in the Work of Ephraim Moses Lilien," in *Zionism and the Fin De Siècle: Cosmopolitanism and Nationalism From Nordau to Jabotinsky* (Berkeley: University of California Press, 2001), 98-115 (R).

Guesnet, François. "Sensitive travelers: Jewish and non-Jewish visitors from Eastern Europe to Palestine between the two World Wars." *The Journal of Israeli History* 27, no. 2 (2008): 171–189.

Weiss, Yfaat. "Central European Ethnonationalism and Zionist Binationalism." *Jewish Social Studies* 11, no. 1 (2004): 93–117.

Slucki, David. "Here-Ness, There-Ness, and Everywhere-Ness: the Jewish Labour Bund and the Question of Israel, 1944-1955." *Journal of Modern Jewish Studies* 9, no. 3 (2010): 349–368.

### **Week 7, Oct 26: Under the Red Star: Jews and Communism**

Moss, Kenneth B. "Bringing culture to the nation: Hebraism, Yiddishism, and the dilemmas of Jewish cultural formation in Russia and Ukraine, 1917-1919." *Jewish History* 22, no. 3 (July 10, 2008): 263–294.

Dekel-Chen, Jonathan. "'New' Jews of the Agricultural Kind: A Case of Soviet Interwar Propaganda." *Russian Review* (July 1, 2007): 424-450.

Bemporad, Elissa. "Behavior Unbecoming a Communist: Jewish Religious Practice in Soviet Minsk." *Jewish Social Studies* 14, no. 2 (2008): 1-31.

Shore, Marci. "'If We're Proud of Freud...' The Family Romance of 'Jewish Bolshevism'." *East European Politics and Societies* 23, no. 3 (2009): 298-311.

**Week 8, Nov. 2: The Old World in the New: Diaspora and Transnational ties in the Americas**

Brinkmann, T. "From Immigrants to Supranational Transmigrants and Refugees: Jewish Migrants in New York and Berlin before and after the Great War." *Comparative Studies of South Asia, Africa and the Middle East* 30, no. 1 (May 18, 2010): 47-57.

Kobrin, Rebecca. "Rewriting the Diaspora." *Jewish Social Studies* 12, no. 3 (2006): 1-38.

Beizer, Michael. "'I Don't Know Whom to Thank': The American Jewish Joint Distribution Committee's Secret Aid to Soviet Jewry." *Jewish Social Studies* 15, no. 2 (2009), 111-136.

Shandler, J. "Imagining Yiddishland: Language, Place and Memory." *History and Memory* 15, no. 1 (2003): 123-149.

**Week 9, Nov. 9: Limits of Civility: Antisemitism and Anti-Jewish Violence**

Smith, Helmut Walser. "Anti-Semitic Violence as Reenactment: an Essay in Cultural History." *Rethinking History* 11, no. 3 (2007): 335-351.

Caron, V. "Catholic Political Mobilization and Antisemitic Violence in Fin de Siècle France: The Case of the Union Nationale." *Journal of Modern History* 81 (June 2009): 294-346.

William Hagen, "The Moral Economy of Popular Violence: The Pogrom in Lwów, November 1918" in *Antisemitism and Its Opponents in Modern Poland*, ed. Robert Blobaum (Ithaca: Cornell UP, 2007), 124-147.

Bartov, Omer. "Wartime Lies and Other Testimonies: Jewish Christian Relations in Buczacz, 1939-1944." *East European Politics and Societies* 25, no. 3 (2011): 486-511.

**Week 10, Nov. 16: History, Memory, Nostalgia: The Past in the Present**

Hess, Jonathan M. "Leopold Kompert and the Work of Nostalgia: The Cultural Capital of German Jewish Ghetto Fiction." *Jewish Quarterly Review* 97, no. 4 (2007): 576-615.

Zeltser, Arkadi. "Imaginary Vitebsk: the view from the inside." *East European Jewish Affairs* 40, no. 3 (2010): 217-235.

Roemer, Nils. "The City of Worms in Modern Jewish Traveling Cultures of Remembrance." *Jewish Social Studies* 11, no. 3 (2005): 67-91.

Safran, Gabriella. "Jews as Siberian Natives: Primitivism and S. An-sky's *Dybbuk*." *Modernism/modernity* 13, no. 4 (2006): 635-655.

**Week 11, Nov. 23: Holocaust Representation and Commemoration**

Rose, S E. "The Oyneg Shabes Archive and the Cold War: The Case of Yehoshue Perle's *Khurbn Varshe*." *New German Critique* 38, no. 1 (2011): 181–215.

Shneer, David. "Picturing Grief: Soviet Holocaust Photography at the Intersection of History and Memory." *American Historical Review* 115, no. 1 (February 2010), 28-52

Eschebach, Insa, and Georg Felix Harsch. "Soil, Ashes, Commemoration: Processes of Sacralization at the Ravensbrück Former Concentration Camp." *History and Memory*, no. 1 (Spring/Summer 2011): 131–156.

Akcan, Esra. "Apology and Triumph: Memory Transference, Erasure, and a Rereading of the Berlin Jewish Museum." *New German Critique* 37, no. 2 (2010): 153–179.

**Week 12, Nov. 30: Jewish Identities in Contemporary Europe**

Shneer, David. "The Third Way: German–Russian–European Jewish Identity in a Global Jewish World." *European Review of History: Revue européenne d'histoire* 18, no. 1 (2011): 111–121.

Schlör, Joachim. "From Remnants to Realities: Is There Something Beyond a 'Jewish Disneyland' in Eastern Europe?." *Journal of Modern Jewish Studies* 2, no. 2 (2003): 148–158.

Margalit, Gilad. "On Being Other in Post-Holocaust Germany – German-Turkish Intellectuals and the German Past." *Tel Aviver Jahrbücher für deutsche Geschichte* 38 (2009): 209-232 (Available online at: [http://history.haifa.ac.il/staff/graphics/margalit\\_books/Margalit\\_209-232.pdf](http://history.haifa.ac.il/staff/graphics/margalit_books/Margalit_209-232.pdf))

Bunzl, Matti. "Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe." *American Ethnologist* 32, no. 4 (November 2005): 499–508.

Silverstein, Paul A. "The Context of Antisemitism and Islamophobia in France." *Patterns of Prejudice* 42, no. 1 (2008): 1–26.

## REGULATIONS COMMON TO ALL HUMANITIES COURSES

### COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

### GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 5, 2011**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2012**.

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: [carleton.ca/equity/accommodation/](http://carleton.ca/equity/accommodation/)

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by Nov.11, 2011 for the Fall term and March 7, 2012 for the Winter term. For more details visit the Equity Services website: [carleton.ca/equity/accommodation/](http://carleton.ca/equity/accommodation/)

### PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please contact the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

### ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar’s Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 <sup>th</sup> Floor Library



