

Carleton University

Winter Term 2017

College of the Humanities  
Religion Program  
RELI 3141A/HIST 3718A  
**Germans and Jews**  
Fridays., 8:35 am-11:25 am; Tory Building 447

Prof. James Casteel

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Office Hours: Fridays 11:30 am-1:00 pm or by appointment.

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### **COURSE DESCRIPTION:**

This course will explore the remarkable transformations of Jewish society, culture and religious practice in German lands from the Enlightenment to the present. In the first half of the course we will trace the prolonged process of Jews' social and political emancipation and acculturation over the course of the long nineteenth-century. We will pay particular attention to the dynamics of inclusion and exclusion, examining the ways in which they influenced Jews' negotiations of their identities as both Germans and Jews. We will also explore the different ways in which despite their marginal position in society, Jews contributed to the vibrancy of German cultural and intellectual life.

In the second half of the course we will turn to the impact of World War I on Jewish Germans and discuss the novel opportunities that opened up to Jews in the Weimar Republic, Germany's first democratic government. In particular, we will be concerned with the question of why at the moment when Jews reached the height of their social and political inclusion in German society did social movements emerge that vehemently challenged Jews' belonging to the German "national community." We will discuss the ramifications to Jewish social and cultural life of the Nazis coming to power and Jewish responses to Nazi persecution during the Holocaust.

The final sessions of the course will address the less studied experiences of Jews in Germany after the Holocaust and the reestablishment of Jewish communities in the postwar German states. We will explore the ways in which German-Jewish émigrés rebuilt their lives in their new homes abroad and their attempts to come to terms with the traumatic rupture of the Holocaust. We will also examine the transformation of the postwar Jewish community in Germany and its renewal at the end of the Cold War with the immigration of Jews from the former Soviet Union. We will conclude by discussing the implications of German-Jewish experiences and the continuing relevance of this history in our contemporary world.

### **COURSE OBJECTIVES & OUTCOMES:**

- Upon successful completion of this course, you will be able to display knowledge of the history of Jewish life in modern Germany and an understanding of major issues confronting Germany's Jewish community today.
- You will have acquired knowledge and the ability to apply analytical concepts related to the study of the history of religious and ethnic diversity and the socio-cultural construction of identities.
- You will have gained practice in analyzing and interpreting primary source documents and engaging with arguments in the scholarly literature.
- Through your written work, you will have further developed your writing, editing, and analytical skills.
- You will have gained experience in the conduct of research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources) in your proposal and research paper assignment.

- In oral presentations and in participation in class discussions you will have honed public speaking skills and your ability to present arguments and opinions that are supported by evidence.

### COURSE REQUIREMENTS AND GRADING SCHEME:

In order to receive a final grade for the course, students must complete all course requirements:

Assignment	Percentage	Due Date
<b>(1) Attendance and Participation</b>	<b>20%</b>	
<b>(2) Discussion Paper (2-3 pages) &amp; Presentation</b>	<b>14%</b> (7% paper/7% presentation)	Paper due <b>9am on the Thursday</b> before the class meeting for the presentation
<b>(3) Three Critical Analysis Papers (2-3 pages each)</b>	<b>21%</b> (7% each)	by the beginning of the class in which the readings are assigned <ul style="list-style-type: none"> <li>• 1st Due by: <b>Week 4, Friday, Jan 27</b></li> <li>• 2nd Due by: <b>Week 7, Friday, Feb 17</b></li> <li>• 3rd Due by: <b>Week 10, Friday, Mar. 17</b></li> </ul>
<b>(4) Research Paper Proposal (1-2 pages, plus bibliography)</b>	<b>5%</b>	<b>Week 5, Friday, February 3</b> (beginning of class)
<b>(5) Research Paper (8-10 pages, plus notes and bibliography)</b>	<b>20%</b>	<b>Week 13, Friday, April 7</b> (beginning of class)
<b>(6) Take-Home Examination</b>	<b>20%</b>	<b>Tuesday, April 25, 5:00 pm</b>

**(1) Attendance and Participation:** My expectation is that all students will attend class on a regular basis and come to class having prepared the assigned readings. With a few exceptions (indicated on the course schedule), I will usually lecture during the first half of the class and the second half of the class after the break will be devoted to student discussion presentations and general discussions of readings and other materials. In addition, students will be assigned to virtual discussion groups on CU Learn which can be used to exchange information with other students, as a resource in cases where a student misses class and needs notes from a fellow student, and for online group discussions of the weekly readings. The groups will be created based on the week for which a student signs up for a presentation.

All students should be prepared to discuss the assigned readings and documents as indicated on the course outline. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (c) displays knowledge of the subject (d) contributes to the flow of conversation (e) shows knowledge of the readings (f) offers critical analysis of the readings and subject. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks. Contributions to small group discussions on CU Learn also count towards participation mark for the week.

**(2) Discussion Paper and Presentation:** Each student will prepare a presentation and write a 2-3 page discussion paper based on either one reading or one document for a particular week (a sign-up sheet listing the readings and documents for presentations will be distributed either during the first class or via CU Learn). The presentation should be **5 minutes in length**. Because we will have multiple presentations in each class, out of considerations for others, students who go over their allotted time limit will be asked to end their presentation once their time is up. When preparing your presentation, please keep in mind the time limit and practice presenting to make sure you do not go over. Presentations should not just summarize the reading or document in question (since all students will have read the readings for the week). Rather, they should provide *your own interpretation* of the text and its significance in the context of German-Jewish history. In developing your interpretations, whether the text you choose is a primary document or secondary source reading, you may find the guidelines for “how to read for

this course” below helpful. Although the presentation/paper will focus on a particular reading, students are encouraged to draw connections between other readings for the week. Please note that the other students with whom you are presenting that week are part of your discussion group and you are welcome to coordinate with them when working on your presentations, even though the actual work in writing your paper will be your own.

### (3) Critical Analysis Papers (x 3)

Throughout the term, you will write three critical analysis papers (2-3 pages each), based on the course readings for a particular week. These papers should discuss a particular theme or issue that emerges in the readings in depth. Papers are not required to incorporate all of the readings, but should draw on the ones that are most relevant to the theme under discussion (although if a reading deals with the theme that you are writing on, then you should certainly make reference to it!). It is expected that students will have read all the readings for the week that they are writing on. Papers are due **by the beginning of class** on the day that the readings will be discussed. You may decide which weeks you wish to write on (but you cannot write a critical analysis paper for the same week’s readings that you choose for your discussion paper and presentation) and you may also submit papers earlier (i.e. submit a paper in Week 10 that covers the readings for Week 12). But you may not submit papers for weeks that we have already discussed (i.e. you cannot write on the readings for Week 5 and submit it during Week 10). The first paper is due on or before **Week 4 (Friday, January 27)**; the second paper is due on or before **Week 7 (Friday, February 17)**, and the third paper is due on or before **Week 10 (Friday, March 17)**. Papers submitted late will have late penalties applied (see below) and will not receive credit for ideas that were discussed in class.

**(4) & (5) Proposal and Research Paper:** Students will write a research paper (8-10 pages, plus notes and bibliography) on a topic related to the themes of the course. While the course takes a historical approach, you may approach your project from different or multiple disciplinary perspectives (religion, history, literature, film studies, philosophy, social sciences, art history, etc.). A proposal for the paper will be due on **Friday, Feb 3, 2017**. The proposal should include a one-page description of the topic and your preliminary research question and thesis statement. In addition, a working bibliography with *at least* six academic sources (journal articles and monographs) as well as primary sources should be attached. The final research paper is due on **Friday, April 7, 2017**. More details about the paper and proposal will be discussed in class and instructions posted to CU Learn.

Papers will be evaluated according to the following criteria: soundness of thesis, use of evidence to support thesis, depth of research, coherence of argument, logical structure, writing style, grammar and spelling. As many of the topics covered in this course are historical in nature, students may find the History Department guidelines for writing an essay to be a helpful and informative resource (<http://www2.carleton.ca/history/resources/essay-guide/>).

My preferred citation format is Chicago Manual of Style. Please use endnotes and attach a full bibliography for all sources cited in written assignments.

I encourage students to consult with me while preparing their essays during my office hours or by appointment. Students with questions about the writing process may also wish to consult the Writing Tutorial Service (<http://www1.carleton.ca/sasc/writing-tutorial-service/>).

**(5) Take-Home Final Examination:** The final exam will be cumulative and based on the course readings, discussions and lectures. The questions will be made available and the exam submitted via CU Learn. Further details will be discussed at the last class meeting.

### **SUBMISSION OF COURSEWORK AND LATE PENALTIES:**

**All written assignments must be submitted using the electronic drop box in CULearn.**

Unless a specific exception has been arranged, assignments sent per email will not be accepted. Comments and grades on assignments will be provided in the CULearn Grade Book. Unless a medical (or equivalent) excuse is provided, **late assignments will be penalized by two (2) percentage points per day** (including weekends); **unexcused late assignments will**

**not be accepted after 7 days from the due date and will receive a mark of zero (0)%.**  
**Failure to show up for any TESTS, EXAMS, OR ORAL PRESENTATIONS without a valid excuse will result in a grade of 0% on the ASSIGNMENT in question. No late Take-Home Final Examinations will be accepted without a valid medical or equivalent excuse.**

### **IMPORTANT INFORMATION:**

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://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>.

Email Communication: Following university policy, the instructors will communicate by e-mail with students using their university e-mail addresses (i.e. cmail). 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.

### Preclusions:

Students who took my special topics course "German-Jewish Encounters with Modernity" under the RELI 3842 Special Topics in Judaism course number should not register for this course as it covers similar material.

### **REQUIRED TEXTS AND COURSE READINGS:**

- Amos Elon, *The Wreath of Thorns: A Portrait of the German-Jewish Epoch, 1743-1933* (Picador 2003)
- Pól Ó Dochartaigh, *Germans and Jews since the Holocaust* (Palgrave Macmillan, 2016)

These two books are available for purchase at Havenbooks, 43 Seneca Street (at Sunnyside), 613-730-9888, [www.havenbooks.ca](http://www.havenbooks.ca), open 10am-6pm, Mon-Sat.

Other course materials (see the schedule of class meetings below) are available electronically via the Ares Library Reserves system (there is a link to Ares on the course's CU Learn page).

The textbooks by Alon and Dóchartaigh provide a general background reading. In our discussion, we will focus attention on the arguments in the other assigned readings, both secondary literature (i.e. journal articles and book chapters by scholars in the field) and primary sources (i.e. documents created by individuals who lived at the time). For each week, secondary literature is listed under the rubric "Readings" and primary literature under the rubric "Documents." **All of these readings are required.**

### **HOW TO READ FOR THIS COURSE:**

#### ***Textbook***

The survey textbooks by Alon and Dóchartaigh, while technically secondary sources, are intended to provide you with the broader context for understanding the history of the Jewish life in Germany. Read these with an eye towards getting the "big picture" and to help contextualize other primary and secondary readings. I have placed on the outline where relevant sections

relate to the weeks topics, but the books can be read in their entirety at any time during the course.

### **Primary Sources**

The primary sources are memories, interviews, essays or other writings, or other works produced by individuals in the period being studied. These should be read as one would any other historical source. Who created it and for what reason or aim? Who was the intended audience? What does the document tell us about the specifics of the time, place, and social context in which the creator of the source lived? What is the source's broader significance for our understanding of German Jewish history or more generally?

### **Secondary Sources:**

The secondary sources are scholarly articles written by scholars in the field and generally draw on extensive primary source research. Read these with the following questions in mind: What question is the author attempting to answer? What is the author's argument? How does the author support his or her argument, i.e. what evidence or source base does he or she draw on? Does his or her argument support or challenge other arguments that you have found in the readings? Is there evidence that the author neglects or that might suggest a different interpretation of the material in question?

## **CLASS SCHEDULE:**

### **Week 1: Jewish Life in the German lands before Modernity**

Fri. January 6 Course Introduction and Lecture

#### *Readings:*

Amos Elon, *The Pity of it All*, 13-100

#### *Documents:*

Gershom Sholem, *On Jews and Judaism in Crisis: Selected Essays* (New York: Schocken, 1976), 61-64.

### **Week 2: A New Sociability: Jewish Enlightenment (*Haskalah*)**

Fri. Jan. 13. Lecture and Discussion of Readings and Documents Weeks 1 and 2

#### *Readings:*

Amos Elon, *The Pity of it All*, 101-148

John M. Efron, "Images of the Jewish Body: Three Medical Views From the Jewish Enlightenment," *Bulletin of the History of Medicine* 69, no. 3 (1995): 349-66.

Reuveni, Gideon. "Emancipation through Consumption: Moses Mendelssohn and the Idea of Marketplace Citizenship." *The Leo Baeck Institute Yearbook* 59, no. 1 (January 1, 2014): 7-22.

#### *Documents:*

Christian Wilhelm von Dohm, Johann David Michaelis and Moses Mendelssohn in *The Jew in the Modern World: A Documentary History*, ed. Paul Mendes-Flohr and Jehuda Reinharz (New York: Oxford UP, 1995), 28-36, 42-44

Moses Mendelssohn, *Jerusalem or On Religious Power and Judaism*, trans. Allan Arkush (Brandeis UP: 1983), 132-139

Moses Mendelssohn, "On Burials" in *Selections from his Writings*, ed. and trans. by Eva Jospe (New York: Viking, 1975), 102-104

### **Week 3: The Promise of Emancipation**

Fri., Jan. 20 Lecture and Discussion Readings and Documents Week 3

#### *Readings:*

Amos Elon, *The Pity of it All*, 149-184

Reinhard Rürup, "Jewish Emancipation and the Vision of Civil Society in Germany." *Leo Baeck Institute Year Book* 51 (2006): 43-50

Deborah Hertz, "The Lives, Loves and Novels of August and Fanny Lewald, the Converted Cousins From Königsberg," *Leo Baeck Institute Year Book* 46 (2001): 95-112.

*Documents:*

Gabriel Riesser and Heinrich Paulus; documents on Jewish identity (von Arnsteiner, Abraham Mendelssohn and Heinrich Heine, and Ludwig Boerne) in *The Jew in the Modern World: A Documentary History*, ed. Paul Mendes-Flohr and Jehuda Reinharz, 2nd ed. (New York: Oxford UP, 1995), 144-145, 256-261.

**Week 4: Becoming Bourgeois: Social, Cultural and Religious Transformations**

Fri., Jan. 27 Lecture and Discussion Readings and Documents Week 4

**\*\*\* FIRST CRITICAL ANALYSIS PAPER DUE BY THIS DATE\*\*\***

*Readings:*

Amos Elon, *The Pity of it All*, 185-220

Benjamin Maria Baader, "When Judaism Turned Bourgeois: Gender in Jewish Associational Life and in the Synagogue, 1750–1850," *Leo Baeck Institute Year Book* 46 (2001), 113-123

Robin Judd, "The Circumcision Questions in the German-Speaking Lands, 1843-1857" in *Contested Ritual: Circumcision, Kosher Butchering, and Jewish Political Life in Germany, 1843-1933* (Ithaca: Cornell UP, 2007), 21-57.

*Documents:*

Hamburg Temple documents, Zecharias Frankel, Samson Raphael Hirsch, and Immanuel Wolf in *The Jew in the Modern World: A Documentary History*, ed. Paul Mendes-Flohr and Jehuda Reinharz, 2nd. ed. (New York: Oxford UP, 1995), 161-166, 194-202, 219-221.

Abraham Geiger in Alan Levinson, *An Introduction to Modern Jewish Thinkers: From Spinoza to Soloveitchik*, 2<sup>nd</sup> ed (Lanham, MD: Rowman and Littlefield, 2006), 60-65

**Week 5: Emancipation Realized: German Citizens of the Jewish Faith**

Fri., Feb. 3 Lecture and Discussion Readings and Documents Week 5

**\*\*\* PROPOSAL DUE\*\*\***

*Readings:*

Amos Elon, *The Pity of it All*, 221-258

Jonathan M. Hess, "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.

Marion A. Kaplan, "For Love Or Money: Jewish Marriage Strategies" in *The Making of the Jewish Middle Class: Women, Family and Identity in Imperial Germany* (New York: Oxford UP, 1991), 85-116.

*Documents:*

Treitschke and Mommsen in *The Jew in the Modern World: A Documentary History*, ed. Paul Mendes-Flohr and Jehuda Reinharz, 2nd. ed. (New York: Oxford UP, 1995), 343-350

Eduard Silbermann in *Jewish Life in Germany: Memoirs from Three Centuries*, ed. Monika Richarz (Bloomington: Indiana UP, 1991), 80-93

**Week 6: Jewish-German Society and Culture at the Fin de Siècle**

Fri., Feb. 10 Lecture and Discussion Readings and Documents Week 6

*Readings:*

Amos Elon, *The Pity of it All*, 259-296

Todd Samuel Presner, "Clear Heads, Solid Stomachs, and Hard Muscles": Max Nordau and the Aesthetics of Jewish Regeneration" *Modernism/Modernity*, 10, no. 2 (2003), 269-296.

Zwicker, Lisa Fetheringill. "Conservative Ideological Resurgence, Nationalist Rallying, and Students: The German Burschenschaft and Antisemitism, 1890–1900." *Leo Baeck Institute Yearbook* 59, no. 1 (January 1, 2014): 73–90.

*Documents:*

Kurt Katsch in *Jewish Life in Germany: Memoirs from Three Centuries*, ed. Monika Richarz (Bloomington: Indiana UP, 1991), 188-197.

Franz Kafka, Letter to His Father, in *Dearest Father: Stories and Other Writings* (New York: Schocken 1954), 171-176.

Georg Simmel, "The Stranger" in: *On Individuality and Social Forms: Selected Writings*, ed. Donald N. Levine (Chicago: University of Chicago Press, 1971), 143-149.

**Week 7: The Impact of World War I: From Assimilation to Dissimilation?**

Fri., Feb. 17      Lecture and Discussion Readings and Documents Week 7

**\*\*\* SECOND CRITICAL ANALYSIS PAPER DUE BY THIS DATE\*\*\***

*Readings:*

Amos Elon, *The Pity of it All*, 297-354

William W. Hagen, "Murder in the East: German-Jewish Liberal Reactions to Anti-Jewish Violence in Poland and Other East European Lands 1918-1920," *Central European History* 34, no. 1 (2001): 1-30.

Steer, Martina. "Nation, Religion, Gender: The Triple Challenge of Middle-Class German-Jewish Women in World War I." *Central European History* (June 2015): 176-198.

*Documents:*

Arnold Tänzer and Bernhard Kahn in *Jewish Life in Germany: Memoirs from Three Centuries*, ed. Monika Richarz (Bloomington: Indiana UP, 1991), 270-289.

Martin Buber and Hermann Cohen on Zionism in *The Jew in the Modern World: A Documentary History*, ed. Paul Mendes-Flohr and Jehuda Reinharz (New York: Oxford UP, 1995), 571-579

**\*\*\* Feb 20-25 – NO CLASS – Winter Break. Happy Reading!\*\*\***

**Week 8: Tensions of Jewish Society and Culture in Weimar Germany**

Fri., Mar. 3      Lecture and Discussion Readings and Documents Week 8

*Readings:*

Amos Elon, *The Pity of it All*, 355-403

Michael Brenner, *The Renaissance of Jewish Culture in Weimar Germany* (New Haven: Yale UP, 1996), 129-152.

Till van Rahden, "Mingling, Marrying and Distancing: Jewish Integration in Wilhelmian Breslau and its Erosion in Early Weimar Germany" in *Jüdisches Leben in der Weimarer Republik*, ed. Wolfgang Benz, et. al. (Tübingen: Mohr Siebeck, 1998), 197-221.

*Documents:*

Ephraim Frisch, Arnold Zweig, Joseph Roth, and Central Verein Flyer in *The Weimar Republic Sourcebook*, ed. Anton Kaes, Martin Jay, Edward Dimendberg (Berkeley: University of California Press, 1994), 253-257, 263-267, 272-275 (Documents 99, 100, 105).

Franz Rosenzweig, "Renaissance of Jewish Learning and Living" in *Franz Rosenzweig: His Life and Thought*, ed. Nahum N. Glatzer (New York: Schocken, 1961), 214-234 .

## Week 9: Jewish Responses to Nazi Rule

Fri., Mar. 10                      Lecture and Discussion Readings and Documents Week 9

### Readings:

- Marion Kaplan, "Keeping Calm and Weathering the Storm: Jewish Women's Responses to Daily Life in Nazi Germany, 1933-1939" in *Women in the Holocaust*, ed. Dalia Ofer and Lenore J. Weitzman (New Haven: Yale UP, 1998), 39-54
- Konrad Kwiet, "Without Neighbors: Daily Living in Judenhäuser" in *Jewish Life in Nazi Germany: Dilemmas and Responses*, edited by Francis R. Nicosia and David Scrase (New York: Berghahn Books, 2010), 117-148 .

### Documents:

- Marta Appel in *Jewish Life in Germany: Memoirs from Three Centuries*, ed. Monika Richarz (Bloomington: Indiana UP, 1991), 351-361
- Jürgen B., Hildegard F., and Friedrich S. in Donald Niewyk, *Fresh Wounds: Early Narratives of Holocaust Survival* (Chapel Hill: University of North Carolina Press, 1998), 257-288

## Week 10: Reconstructing Communities in Germany after the Holocaust

Fri., Mar. 17                      Lecture and Discussion Readings and Documents Week 10

**\*\*\* THIRD CRITICAL ANALYSIS PAPER DUE BY THIS DATE \*\*\***

### Readings:

- Pól Ó Dochartaigh, *Germans and Jews since the Holocaust*, 19-67
- Atina Grossmann, "Home and Displacement in a City of Bordercrossers: Jews in Berlin 1945-1948," in *Unlikely History: The Changing German-Jewish Symbiosis, 1945-2000*, ed. Leslie Morris and Jack Zipes (New York: Palgrave-Macmillan, 2002), 63-99
- Michael Geyer, "Virtue in Despair: A Family History From the Days of the Kindertransports." *History & Memory* 17, no. 1/2 (2005): 323-65.

### Documents:

- Ernst Landau and Arno Lustiger in Michael Brenner, *After the Holocaust: Rebuilding Jewish Lives in Postwar Germany* (Princeton: Princeton UP, 1997), 79-86, 90-94
- Ralph Giordano, "Auschwitz and Life: Why I Have Remained in Germany," in *Speaking Out: Jewish Voices from the United Germany*, ed. Susan Stern (Carol Stream, IL: Edition Q, 1995), 39-49.

## Week 11: From Postwar to Cold War: A Return to Normalcy?

Fri., Mar. 24                      Lecture and Discussion Week 11 Readings and Documents

### Readings:

- Pól Ó Dochartaigh, *Germans and Jews since the Holocaust*, 68-101
- Jeremy Varon, *Jewish Students of Postwar Germany* (Detroit, MI: Wayne State UP, 2014), 181-222.
- Shneer, David. "Yiddish Music and East German Antifascism: Lin Jaldati, Post-Holocaust Jewish Culture, and the Cold War." *Leo Baeck Institute Yearbook* 60, no. 1 (January 1, 2015): 207-34.

### Documents:

- John Borneman and Jeffrey M. Peck, "Ernst Cramer: I never stopped being a German Jew" and "Susanne Rödel: I feel stranger than ever in my former country," in: *Sojourners: The Return of German Jews and the Question of Identity* (Lincoln: University of Nebraska Press, 1995), 103-117, 135-155.
- Barbara Honigmann, "On My Great-Grandfather, My Grandfather, My Father and Me," *Voices of the Diaspora: Jewish Women Writing in Contemporary Europe*. Edited by Thomas Nolden, and Frances Malino. Evanston: Northwestern UP, 2005, 123-133.

## Week 12: After the Holocaust: Rebuilding Lives in Emigration and in Israel

Fri., Mar. 31

Lecture and Discussion Week 11 Readings and Documents

### Readings:

- Pól Ó Dochartaigh, *Germans and Jews since the Holocaust* 102-146, 182-194  
Marion Berghahn, *German-Jewish Refugees in England: The Ambiguities of Assimilation* (London: Macmillan, 1984), 173-215.  
Kranz, Dani. "Changing Definitions of Germanness across Three Generations of Yekkes in Palestine/Israel." *German Studies Review* 39, no. 1 (February 22, 2016): 99–120.

### Documents:

- Hertha Nathorff and William Niederland in *Hitler's Exiles: Personal Stories of the Flight from Nazi Germany to America*, ed. Mark M. Anderson (New York: The New Press, 1998) 69-77, 215-222, 299-310, 317-324  
Hannah Arendt, "What Remains? The Language Remains. A Conversation with Günther Gaus" in *Essays in Understanding, 1930-1954*, ed. Jerome Kohn (New York: Schocken, 1994), 1-23.

## Week 13: Russian Jewish Migration and Renewal of Jewish Life in Germany after 1990

Fri., April 7

Lecture and Discussion Week 12 Readings and Documents;  
Concluding Discussion of Course

\*\*\* MAJOR PAPER DUE \*\*\*

### Readings:

- Pól Ó Dochartaigh, *Germans and Jews since the Holocaust*, 149-181, 195-200  
Roberman, Sveta. "All That Is Just Ersatz: The Meaning of Work in the Life of Immigrant Newcomers." *Ethos* 41, no. 1 (2013): 1–23.  
Becker, Franziska. "Migration and Recognition: Russian Jews in Germany." *East European Jewish Affairs* 33, no. 2 (2003): 20–34.

### Documents:

- John Borneman and Jeffrey M. Peck, *Sojourners: The Return of German Jews and the Question of Identity* (Lincoln: University of Nebraska Press, 1995), 221-259 .  
Daniel Cohn-Bendit, Meike Wöhlert, Micha Brumlik et al., Michael Brenner and Wladimir Kaminer in Deniz Göktürk, David Gramling, and Anton Kaes, eds. *Germany in Transit* (Berkeley: University of California Press, 2007), 203-206, 209-212, 214-219, 421-423 (Documents 6, 8, 10, 11, and 15).  
Boris Fishman, "An Interview with Wladimir Kaminer" *Words without Borders* (Nov/Dec 2003): <http://www.wordswithoutborders.org/article/an-interview-with-wladimir-kaminer/>

## 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. 9, 2016**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 7, 2017**.

### 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, 2016** for the Fall term and **March 10, 2017** 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 a final assignment or take home, in courses without a final examination, 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 **3 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 & Career Development Services 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-6632	4 <sup>th</sup> Floor Library
Learning Support Service 520-2600 Ext 1125	4 <sup>th</sup> Floor Library