

College of the Humanities
Religion Program
RELI 3141A
Jewish Life in Modern Germany
Mons., 11:35 am -2:25 pm; River Building 3110

Prof. James Casteel

Office: River Building 3306

Office Hours: Mondays 2:30-4:00 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 into non-Jewish society 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 and also the extent to which they contributed to the vibrancy of Jewish 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 Jewish Germans 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 in emigration 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 of modernity and the relevance of this history to our contemporary world.

COURSE REQUIREMENTS AND GRADING SCHEME:

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

<u>Assignments:</u>	<u>Percentage</u>	<u>Due Date</u>
Attendance and Participation	20%	
Discussion Assignment	15%	
Paper Proposal	5%	Mon. Sept. 30
Research Paper (10-12 pages, plus notes and bibliography)	30%	Mon. Dec. 2
Final Examination - Scheduled	30%	TBA

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 will be devoted to student discussion assignments and general discussions of readings and other materials. All students should be prepared to discuss the assigned readings and documents as indicated on the course outline.

Discussion Assignment: For the discussion assignment, each student will prepare a presentation based on some of the documents for a particular week (A sign-up sheet listing the documents for presentations will be distributed during the first class). She or he will give a brief presentation about the document(s) (5-10 minutes) and what it tells us about the German-Jewish experience in the modern world. Presenters will also prepare at least four questions to encourage student discussion of some of the issues raised in the document. The presentation should not just summarize the document (since all students will have read the documents for that week), but rather provide an interpretation of the document and its significance in the context of German-Jewish history.

Some questions that students might think about in interpreting the document(s) are: who was the author/creator of the document? For what purpose did she or he create the document? Who was the audience? What does the document tell us about the historical context in which it was created? What is its broader significance?

Students are also free to draw on lectures and other assigned readings for the course in developing their interpretation. While students' presentations and questions will largely focus on the document(s) they selected, it will be assumed that presenters will have done all the required readings for the day that they present.

Written Assignment: Students will write a research paper (10-12 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 Mon. Sept. 30, 2013. 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 Mon., Dec. 2, 2013. More details about the paper and proposal will be discussed in class.

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 that are not submitted in class may be submitted in the Religion program drop box on Paterson Hall, floor 2A.

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 Turabian/Chicago Manual of Style. Please use footnotes or endnotes rather than parenthetical citation. Both the proposal and final paper should be in the proper bibliographic format.

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/>).

Final Examination: The final exam will consist of short identifications and questions based on the course readings, discussions and lectures. Details will be discussed in class. The final exam will be cumulative. There will be no make-up tests except in cases of serious illness (with doctor's note), bereavement, or religious observance. The Final Exam time and location will be assigned by the university. Consult <http://www2.carleton.ca/exams/exams-schedule/> for details.

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://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 their university e-mail addresses (i.e. cmail or connect). 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:

The book by Elon is available for purchase at Havenbooks, 43 Seneca Street (at Sunnyside), 613-730-9888, www.havenbooks.ca, open 10am-6pm, Mon-Sat. Other materials are available online via CU Learn. Journal articles available through the library will link to the relevant library resource. Additional material has been placed on library reserve (Ares).

The textbook by Elon provides a useful and readable survey of the period we are discussing (at least up until 1933). I have assigned the text in order to provide a general background on the period. In our discussion, we will focus 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.**

Coursebook

Amos Elon, *The Pity of it All: A Portrait of the German-Jewish Epoch, 1743-1933* (Picador 2003), ISBN 978-0312422813 (paperback)

CLASS SCHEDULE:

Week 1: Jewish Life in the German lands before Modernity

Mon., Sept. 9 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*)

Mon. Sept. 16, 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.

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 and its Postponement

Mon., Sept. 23 Lecture and Discussion Readings and Documents Week 3

Readings:

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

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 Arnsteinter, 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 (New York: Oxford UP, 1995), 144-145, 256-261.

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

Mon., Sept. 30, Lecture and Discussion Readings and Documents Week 4

*** **PROPOSAL DUE!** ***

Readings:

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

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 (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*, 2nd ed (Lanham, MD: Rowman and Littlefield, 2006), 60-65

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

Mon., Oct. 7 Lecture and Discussion Readings and Documents Week 5

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.

Documents:

Treitschke and Mommsen in *The Jew in the Modern World: A Documentary History*, ed. Paul Mendes-Flohr and Jehuda Reinharz (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

Mon., Oct. 14 – NO CLASS – Happy Thanksgiving!

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

Mon., Oct. 21 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.

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"

Mon., Oct. 28 – NO CLASS – Fall Break!

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

Mon., Nov. 4 Lecture and Discussion Readings and Documents Week 7

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.

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

Week 8: Jewish Society and Culture in Weimar Germany

Mon., Nov. 11 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 .

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 .
Walther Benjamin, "On the Concept of History"

Week 9: Jewish Responses to Nazi Rule

Mon., Nov 18 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: Jewish Life in the Postwar Germanies

Mon., Nov. 25 Lecture and Discussion Readings and Documents Week 10

Readings:

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

Mendel, Meron. "The Policy for the Past in West Germany and Israel: The Case of Jewish Remigration." *Leo Baeck Institute Year Book* 49 (2004): 121-36.

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: After the Holocaust: Rebuilding Lives in Emigration

Mon., Dec. 2 Lecture and Discussion Week 11 Readings and Documents

*** **FINAL PAPER DUE** ***

Readings:

Marion Berghahn, *German-Jewish Refugees in England: The Ambiguities of Assimilation* (London: Macmillan, 1984), 173-215.

Michael Geyer, "Virtue in Despair: A Family History From the Days of the Kindertransports." *History & Memory* 17, no. 1/2 (2005): 323-65.

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

Week 12: From Jews in Germany to the New German Jewry?

Mon., Dec 9 Lecture and Discussion Week 12 Readings and Documents;
Concluding Discussion of Course

Readings:

Y. Michal Bodemann, "Between Israel and Germany From the "Alien Asiatic People" to the New German Jewry," *Jewish History* 20 (2006): 91-109.

David Shneer, "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): 111-21.

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 .

Wladimir Kaminer in *Germany in Transit*, ed. Deniz Göktürk, David Gramling, and Anton Kaes (Berkeley: University of California Press, 2007), 421-423 (Document 15)

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), 204-206, 209-212, 214-219, 421-423 (Documents 6, 8, 10, 11, and 15).

FINAL EXAMINATION:

To be scheduled by Examination Services during the **exam period December 11-22, 2013** (date, time and place TBA)

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, 2013**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2014**.

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/

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. 8, 2013** for the Fall term and **March 7, 2014** for the Winter term. For more details visit the Equity Services website: 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 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library