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 broader legacy of German-Jewish experience of modernity and its continued relevance for our contemporary world.

COURSE REQUIREMENTS AND GRADING SCHEME:
In order to receive a final grade for the course, students must complete all course requirements:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Discussion Assignment</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>5%</td>
<td>Mon, Oct. 5, 2009</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
<td>Mon, Nov. 30, 2009</td>
</tr>
<tr>
<td></td>
<td>(10-12 pages, plus notes and bibliography)</td>
<td></td>
</tr>
<tr>
<td>Final Examination</td>
<td>35%</td>
<td>TBA</td>
</tr>
</tbody>
</table>

(Scheduled by Examination Services)
**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 Monday class. Wednesdays will be devoted to student discussion assignments and general discussions of readings and other materials. On the designated discussion days, 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. Oct. 5, 2009. 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., Nov. 30, 2009. 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://www.carleton.ca/history/resources/essayguide.html).

My preferred citation format is Turabian/Chicago Manual of Style, preferably footnotes or endnotes rather than parenthetical citation. Both the proposal and bibliography as well as the final paper and bibliography 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 (215 Patterson, 520-6632, www.carleton.ca/wts/index.html).

**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://www.carleton.ca/ses/ for details.

**REQUIRED TEXTS:**
The book by Elon and a coursepack are available for purchase at Havenbooks, 43 Seneca Street (at Sunnyside), 613-730-9888, www.havenbooks.ca, open 10am-6pm, Mon-Sat. Additional materials are available online and/or through library reserve. I have included links to online material in WebCT.

Materials are marked on the course outline: (O) for Online, (CP) for Coursepack.

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.

**Coursebooks**

**CLASS SCHEDULE:**

**Week 1: Jewish Life in the German lands before Modernity**
- Mon, Sept. 14  Course Introduction
- Wed, Sept. 16  Lecture

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

*Documents:*

**Week 2: A New Sociability: Jewish Enlightenment *(Haskalah)***
- Mon., Sept. 21  Lecture
- Wed., Sept 23  Discussion Readings and Documents Weeks 1 and 2

*Readings:*
- Amos Elon, *The Pity of it All*, 101-148
Week 3: The Promise of Emancipation and its Postponement
Mon., Sept 28 *** NO CLASS: YOM KIPPUR ***
Wed., Sept 30 Lecture

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. (O)

Documents:

Week 4: Becoming Bourgeois: Social, Cultural and Religious Transformations
Mon., Oct. 5 Lecture *** PROPOSAL DUE! ***
Wed., Oct. 7 Discussion Readings and Documents Weeks 3 and 4

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

Documents:

Week 5: Emancipation Realized: German Citizens of the Jewish Faith
Mon., Oct. 12 *** NO CLASS: Happy Thanksgiving! ***
Wed., Oct. 14 Lecture

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

Documents:

**Week 6: Jewish-German Society and Culture at the Fin de Siècle**
Mon., Oct. 19  Lecture
Wed., Oct. 21  Discussion Readings and Documents Weeks 5 and 6

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

Documents:
- Franz Kafka, Letter to His Father, in *Dearest Father: Stories and Other Writings* (New York: Schocken 1954), 171-176. (CP)
- Georg Simmel, “The Stranger” (O)

**Week 7: The Impact of World War I: From Assimilation to Dissimilation?**
Mon., Oct. 26  Lecture
Wed., Oct. 28  Discussion Readings and Documents Week 7

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

Documents:

**Week 8: Jewish Society and Culture in Weimar Germany**
Mon., Nov. 2  Lecture
Wed., Nov. 4  Discussion Readings and Documents Week 8

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

Documents:
- Walther Benjamin, “On the Concept of History” (O)
Week 9: Jewish Responses to Nazi Rule
Mon., Nov. 9        Lecture
Wed., Nov. 11       Discussion Readings and Documents Week 9

Readings:

Documents:
Marta Appel in Jewish Life in Germany: Memoirs from Three Centuries, ed. Monika Richarz (Bloomington: Indiana UP, 1991), 351-361 (CP)

Week 10: Reconstructing Communities: Jewish Life in the Postwar Germanies
Mon., Nov. 16       Lecture
Wed., Nov. 18       Discussion Readings and Documents Week 10

Readings:

Documents:

Week 11: After the Holocaust: Rebuilding Lives in Emigration
Mon., Nov. 23       Lecture
Wed., Nov. 25       Discussion Week 11 Readings

Readings:

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

Mon., Nov. 30  Lecture  *** FINAL PAPER DUE ***

Wed., Dec. 2  Discussion Week 12 Readings

**Readings:**

**Documents:**

**Week 13: The German-Jewish Past and the Future of Jewish Life in Europe**

Mon., Dec. 7  Concluding Session and Discussion

**Readings:**
- Diana Pinto, “Third Pillar? Toward a European Jewish Identity” (O)
- Daniel Cohn-Bendit, Meike Wöhlert, Micha Brumlik et al., Michael Brenner in Deniz Göktürk, David Gramling, and Anton Kaes, eds. *Germany in Transit* (Berkeley: University of California Press, 2007), 204-206, 209-212, 214-219 (Documents 6, 8, 10, and 11). (CP)

**FINAL EXAMINATION:**
To be scheduled by Examination Services during the **exam period Dec 9-22, 2009** (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 range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>Failure. No academic credit</td>
</tr>
<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
</tr>
<tr>
<td>ABS</td>
<td>Absent from the final examination</td>
</tr>
<tr>
<td>DEF</td>
<td>Official deferral (see &quot;Petitions to Defer&quot;)</td>
</tr>
<tr>
<td>FND</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 November 16, 2010. The last date to withdraw from Fall/Winter (full year) and Winter term courses is March 12, 2010.

REQUESTS FOR ACADEMIC ACCOMMODATION
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: 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. For more details visit the Equity Services website: [http://www.carleton.ca/equity/accommodation/student_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

Religious obligation: 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. For more details visit the Equity Services website: [http://www.carleton.ca/equity/accommodation/student_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

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 are 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 I receive 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 the last official day to withdraw from classes in each term. For more details visit the PMC website: [http://www.carleton.ca/pmc/students/acad_accom.html](http://www.carleton.ca/pmc/students/acad_accom.html)

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at [http://carleton.ca/equity/accommodation](http://carleton.ca/equity/accommodation)

PETITIONS TO DEFER
Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply in writing within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES: (Area Code 613)
College of the Humanities 520-2809
Classics and Religion Office 520-2100
Registrar's Office 520-3500
Student Academic Success Centre 520-7850
Paul Menton Centre 520-6608
Writing Tutorial Service 520-6632
Learning Commons 520-1125