

DePaul University
Department of History

HST 202 – LST 208 – AMS 297
Winter Quarter 2019

Tue-Th, 2:40-4:10
508 Levan

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JEWISH EXPERIENCES IN THE AMERICAS

Description: This course will address Jewish History in the Americas since 1492 until the early 1900s. It will combine colonial/national periods, and cover different regions, such as North America, Central America, South America and the Caribbean. Questions addressed in this course include: When did the first Jewish immigrants arrive to the American continent? What was the Tribunal of the Holy Office of the Inquisition, and how did this tribunal relate to Jewish history? How did Jewish immigrants participate in colonial settlements during the 17th century? What about Jews and the Atlantic slave trade? As independent nations emerged in the continent, how can we understand Jewish experiences in the Americas during the 18-19th centuries? And finally, did Jews feel at home in the American Continent? Are there any regional differences? In this class students will read a variety of primary and secondary sources, and will also access movies that document these historical processes. In a general sense, the course will examine broad questions that concern the Jewish experience/s and will use one or two examples in every class to answer such questions. Finally, this course is organized as a lecture course, and it will include discussion of primary sources in class so students can analyze and integrate information from primary sources.

This course carries Understanding the Past (UP) credit. In addition, this course fulfills requirements for the History (HST) major and minor. If you find this class enjoyable and interesting, consider majoring or minoring in History. History students develop strong skills in writing, reading, and critical thinking— all of which are excellent preparation for a wide variety of careers. For more information, please visit the History Department located at SAC 420, or look at the Department website: <http://las.depaul.edu/academics/history/Pages/default.aspx>. The History Department is also on Facebook and Twitter.

Understanding the Past Learning Outcomes: Historical understanding is a critical competence for our society and a fundamental component of a liberal arts education at DePaul University. Students who are competent in understanding the past are able to achieve learning outcomes that demonstrate their successful development and application of historical knowledge, historical skills, and historical thinking.

Students have demonstrated a depth and breadth of historical knowledge of specified content when they are able to:

- explain historical developments in terms of continuity and change;
- describe the relevant political, economic, social or cultural contexts of historical events and developments;

- explain how people have lived, acted and thought in one or more particular historical periods.

Students have demonstrated historical skills when they are able to:

- analyze and evaluate primary and secondary sources;
- differentiate between historical facts and historical interpretations;
- articulate an historical argument;
- support an interpretation with evidence from primary and secondary sources.

Students have demonstrated historical thinking when they are able to:

- articulate how geography and regional differences affect the past;
- interpret the complexity and diversity among issues, events, and ideas of the past;
- distinguish among multiple perspectives that shape interpretations of the past;
- use the categories of race, gender, class, ethnicity, region, and religion to analyze historical events and developments.

Students will have demonstrated their abilities in understanding the past to communicate in writing when they compose written work that expresses historical knowledge, historical skills, and historical thinking.

Writing Expectations: According to College regulations, Instructors of UP courses should assign at least six pages of written work that students complete outside of class. Such writing assignments should be designed to evaluate both content-based knowledge and skills in critical thinking, reading, and writing; they should not be limited to “opinion” or “response” pieces. In HST 202 students will have two different written assignments: Primary Source Reports, and a Final Paper. Primary source reports will be short assignments in which students will analyze a source of their choice among those discussed in class. The Final Paper will be analytical in nature, and require the combination of primary and secondary sources.

Specific guidelines for written assignments will be available on D2L, but here are some general instructions. All written assignments must be typed, with fonts size 12 and double space, standard margins and numbered pages. During the quarter students must bring a printed copy to class on the day of the deadline and upload the file on *D2L* no later than 11:59pm on that day. On the day of the Final Exam students must upload the Final Paper on D2L (in this case it is an electronic submission only), also no later than 11:59pm.

Class Requirements: Students must attend all meetings, follow the reading schedule of this syllabus, bring assignments on scheduled deadlines and take all required exams. In general, this class will have the format of a lecture course, but students are expected to contribute with questions and comments from their class notes and readings. Poor attendance will reflect on poor papers and exams. Deadlines and exams cannot be rescheduled, please plan accordingly. Late submissions will be penalized. Exceptions can be made only in case of medical emergencies and extreme situations, and the Instructor will consider each situation individually.

Accommodation Statement: Students who feel they may need a special accommodation should contact the Professor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate reasonable accommodation based on your needs, contact me within the first week of class and make sure that you have contacted the Center for Students with Disabilities (CSD) at 773-325-1677, Student Center 370 (LPC).

ASSIGNMENTS AND GRADE DISTRIBUTION: In this class students can earn 100 points, distributed as follow:

Attendance and Participation	10
2-two Primary Source Reports (5 points each).....	10
Mid-Term #1	20
Mid-Term #2	20
Paper Outline	5
Final Paper	<u>35</u>
TOTAL	100

NOTE: Although students are required to write 2 Primary Source Reports, there will be 3 deadlines for such reports so students have options to organize their coursework.

Grading Scale: Points earned will translate into final grades, according to the following scale:
D=60-64.99; **D+**=65-68.99; **C-**=69-72.99; **C**=73-76.99; **C+**=77-80.99; **B-**=81-84.99; **B**=85-87.99;
B+=88-90.99; **A-**=91-94.99; **A**=95-100.

Plagiarism will not be accepted in this class. As stated in the University *Student Handbook* "Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- b) Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- d) The paraphrasing of another's work or ideas without proper acknowledgement."

Sexual and Relationship Violence: As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response. Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Title IX Coordinator (312-362-8970 or titleixcoordinator@depaul.edu). Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at <https://offices.depaul.edu/diversity/title-ix/Pages/default.aspx> (click the link labeled "Sexual and Relationship Violence Prevention and Response Policy.") Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

Email: Please email me if you have an unexpected crisis that prevents you from coming to class or from bringing your work on time. If you have a major problem (such as a family emergency, an ongoing health problem) during the quarter please contact me and/or the Dean of Students (773/325.7290; <http://studentaffairs.depaul.edu/dos/>). Feel also free to email me if you need an appointment outside my regular office hours. However, if you have any particular question related to the class, the readings, the assignments, and so on, it will be preferable that you come to my office hours and we address your questions personally rather than through email. Please note that I don't check my work email on weekends.

Electronic Devices: The use of electronic devices (phones, pagers, and the like) is not allowed during class time. If you want to use a laptop/tablet in class you must consult with the Professor.

Class Decorum: Students must arrive on time and leave at the end of the class, or let the Instructor know if for a specific reason they will arrive late or leave early. I personally encourage class discussions and debates within the classroom, but always with courtesy and respect regarding different perspectives and opinions. Eating is not allowed in class (coffee or any other non-alcoholic beverages are fine). Note that the lack of a proper class behavior will affect your participation grade.

COURSE READINGS

a) Books, required: (available at the Bookstore and on reserve at the Richardson Library)
ELKIN, Judith. *The Jews of Latin America*. Colorado: Lynne Rienner Publishers, Inc, third edition, 2014.
SARNA, Jonathan. *American Judaism: A History*. New Haven: Yale University Press, 2004.

b) Primary Sources, required (for in-class discussion and for Primary Source Reports; PDFs will be posted on D2L).

Remember: You will find primary sources on D2L organized by week and 3-three deadlines listed in the course schedule, but *each student must complete 2-two written reports only*.

c) Chapters/articles, required for Final Paper: (selections will be available on D2L).

Ben Ur, Aviva
Bodian, Miriam
Brodsky, Adriana
Díaz-Mas, Paloma
Diner, Hasia
Drescher, Seymour
Evas, Eli
Feitler, Bruno
Gelfland, Noah
Gerber, Jane
Gitliz, David
Korn, Bertram
Lowenstein, Steven
Michels, Tony
Mirelman, Victor
Wachtel, Nathan

SYLLABUS and WEEKLY SCHEDULE

Week #1:

Tue, Jan/8. Introductions and organization for the term.

UNIT I: Early 1500s to late 1700s

Th, Jan/10. Jewish History, general concepts. The Sephardim and the Sephardic Diaspora. 1492, the Edict of Expulsion and Columbus's trip.

Week #2: Read: Elkin (Preface) and Sarna (Introduction)

Tue, Jan/15. Inquisition and Crypto-Jews, Spanish Colonies: Mexico and Peru...

Th, Jan/17. Inquisition and Crypto-Jews, Portuguese Colonies: Brazil.

Week #3: Read: Elkin, ch 1 and Sarna, ch 1.

Tue, Jan/22. Sephardic Presence in the Dutch and French Colonies. New Amsterdam, Curaçao, and the French Antilles.

Th, Jan/24. Sephardic Presence in the British Colonies. North America and the Caribbean.

Week #4: Read: Sarna, ch 1-2.

Tue, Jan/29. Jews and Slavery.

Th, Jan/31. Balance and Discussion. Review before exam. **Primary Source Report #1, DUE.**

Week #5

Tue, Feb/5. Mid-Term Exam #1.

UNIT II: Late 1700s to Early 1900s

Th, Feb/7. French Revolution, impact on Jewish Experiences.

Week #6: Read: Sarna, ch 3-4.

Tue, Feb/12. Independence, citizenship, and Jewish immigrants (US, late 1700s to mid-1800s).

Th, Feb/14. The Jewish Experiences during the US Civil War.

Week #7: Read: Elkin, ch 2.

Tue, Feb/19. Independence, citizenship, and Jewish immigrants (Latin America, early to mid-1800s). **Primary Source Report #2, DUE**

Th, Feb/21. Jewish Immigrants, late 1800s to early 1900s: Urban life, working class, and radicalism (US).

Week #8: Read: Elkin ch 3-4.

Tue, Feb/26. No class meeting (Prof. will attend a conference; use the time to work on your paper outline).

Th, Feb/28. Jewish immigrants, late 1800s to early 1900s (cont., Argentina). **Paper Outline, DUE.**

Week #9:

Tue, March/5. Final reflection: Do Jews feel at home in the American continent?

Th, March/7. Review before exam.

Week #10

Tue, March/12. **Mid Term Exam #2.**

Th, March/14. Return of Paper Outlines, in-class consultations for Final Papers. Course Evaluations. **Primary Source Report #3, DUE.**

***** TUESDAY, MARCH/19TH, 5pm --- FINAL PAPER DUE
(upload on D2L, electronic submission only) *****