

DePaul University
History Department

HST 438, SQ 2019
Tuesdays, 6:00-9:15pm
305 Levan

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HST 438/301, Graduate Colloquium

Topic: Jewish History in the Americas

This course will address Jewish History in the Americas since 1492 until the mid-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? Class materials include both primary and secondary sources (primary sources will be provided by the Instructor on selected meetings), and movies.

Attendance Policy: This course is organized as a seminar, which means that attendance and participation in (and learning from) class discussions is crucial. If you miss a class, you are still responsible for what has been said/done in the meeting, and you must contact your classmates (not me) to find out what happened.

Class structure: Again, this course is a seminar. Students are expected to attend and be fully prepared to talk about all assigned readings, bring questions and insights, and discuss among peers. 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.

Assignments: This course requires the following combination of assignments:
Weekly Journals: Every class meeting all students must bring a journal based on the core required reading (the book). Journals will be 1-2 pages long (typed, double spaced, fonts size 12), and include at least one paragraph summarizing the book, a second paragraph summarizing your intellectual reaction to it (so you

are ready to contribute to class discussions), and a third paragraph with 1-2 questions to propose for class discussion. There are 9 (nine) required books plus a selection of recommended chapters/articles in case you need general background. Each student must write a total of 8 (eight) journals. In other words, you can skip one (1) journal with no impact on your grade, just let me know.

Paper Outline (2 pages): Make sure you include a typed paragraph indicating your general area of inquiry, clearly expressing your subject, chronology, and location (who/what/when/where), why you are interested in such topic and the readings and/or archival collection/s you are likely to use. Make sure also that you have a plan: a road map (or a to-do-list if you prefer that format), with the initial location of your sources. For secondary sources, identify relevant authors and academic journals. For primary sources, you must now decide which archive/collection will be at the core of your research.

Final Paper: Research paper, topic of your choice (in consultation with the Instructor). Consider at least 8-10 different sources between books, articles and/or primary sources. Final Papers must be 18-20 pages long, typed with a font size 12, double spaced and standard margins.

Grade Distribution: You may earn 100 points in this class distributed as follows:

Attendance / Participation (determined by Instructor, please note that attendance with no verbal participation will grant you 12/20 points)	20
Weekly Journals	10
Paper Outline	10
Final Paper	<u>60</u>
TOTAL	100 points

Grading Scale (points earned will translate into grades according to this 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."

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 as an exception). 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.

Accommodation Statement: Students who feel they may need a special accommodation should contact the Instructor 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).

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 to schedule an appointment. However, if you have any particular question related to the class, the readings, the papers, and so on, it will be preferable that you come to my office and we address your question/s personally rather than through email. Please note that I don't check my 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 Instructor.

REQUIRED READINGS:

BOOKS (available at the University Bookstore and on Reserve at the Library)
BRODSKY, Adriana. *Sephardi, Jewish Argentine*. Indiana University Press, 2016.
DINER, Hasia. *Roads Taken: The Great Jewish Migrations to the New World and the Peddlers Who Forged the Way*. Yale University Press, 2015.
FABER, ELI. *Jewish People in America*. Baltimore: Johns Hopkins University Press, 1995.
GERBER, Jane. *The Jews of Spain: A History of the Sephardic Experience*. Free Press, 1992.
LESSER, Jeffrey. *Welcoming the Undesirables*. University of California Press, 1994.

McGEE DEUTSCH, Sandra. *Crossing Borders, Claiming a Nation: A History of Argentine Jewish Women, 1880-1955*. Duke University Press, 2010.

MICHELS, Tony. *A Fire in Their Hearts: Yiddish Socialists in New York*. Harvard University Press, 2009.

RUPERT, Linda. *Creolization and Contraband: Curaçao in the Early Modern Atlantic World*. University of Georgia Press, 2012.

WARSHAWSKY, Matthew. *The Perils of Living the Good and True Law: Iberian Crypto-Jews in the Shadow of the Inquisition of Colonial Hispanic America*. Newark, DE: Juan de la Cuesta Hispanic Monographs, 2016.

ARTICLES

Selections will be available on D2L

RECOMMENDED READINGS (in case you need general background, also on reserve at the 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.

SYLLABUS AND WEEKLY SCHEDULE

Week 1: Tuesday, April/2. Introductions and Organization for the term.

Week 2: Tuesday, April/9. Gerber.

Week 3: Tuesday, April/16. Warshawsky **plus** selections available on D2L

Week 4: Tuesday, April/23. Rupert.

Week 5: Tuesday, April/30. Faber.

Week 6: Tuesday, May/7. Diner.

Start developing your paper outline, consult w/Instructor as needed.

Week 7: Tuesday, May/14. Brodsky.

Week 8: Tuesday, May/21. Lesser.
PAPER OUTLINE DUE.

Week 9: Tuesday, May/28. Michels.

Week 10: Tuesday, June/4. McGee Deutsch.

**Tuesday, June/11, 6:00pm: FINAL PAPER DUE
(on-line submission only)**

[Note: If necessary, the Instructor will modify this syllabus and/or schedule]