Request Form for General Education Certification:
Humanities Requirement: (Except FYSM, please include a syllabus)

Faculty Member(s): Joshua Shanes
Course Number: JWST 335
Course Name: Modern Jewish Politics
Department of faculty member(s): Jewish Studies
Course Description: This course explores the rise and development of Jewish political movements in three areas – Europe, Palestine/Israel, and the United States – from the late nineteenth century to the late twentieth century.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

This course analyses the emergence of modern Jewish political movements – Zionism, Diaspora Jewish nationalism, Jewish socialism, liberalism – in the context of late nineteenth- and early twentieth-century Europe. The course then follows how these political movements developed as Jews themselves moved to America and Palestine/Israel and brought these ideologies with them.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

This course evaluates the essential question of what it means to be Jewish in the modern world with subsidiary questions such as what are the essential Jewish interests and what political ideology and alliance will best advance that interest. It examines the variant answers and how they evolved over the twentieth century.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

This course is heavily based in primary source readings in translation.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

This course is a research seminar. Students are evaluated based on in-class participation in discussions over assigned readings, and particularly a major research paper based on both primary and secondary sources.
II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

**Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. *(List Outcome 1 on Syllabus)*

**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
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<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
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**Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

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<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
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<tr>
<td><strong>Description:</strong> identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/description is insufficient, ambiguous, lacks detail</td>
<td>Identification/description is accurate, adequately detailed despite omissions</td>
<td>Identification/description is stated clearly and comprehensively and includes relevant information</td>
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<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
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<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
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In the late nineteenth century, East European Jews and East European Jewish immigrants in the United States, Ottoman-ruled Palestine and other countries began to form various political movements in response to a host of problems from poverty to anti-Semitism to cultural assimilation. These movements – socialist, liberal and nationalist in character – differed greatly in how they understood what was then called “the Jewish Question” and how to solve it. Above all, the question of Jewish nationhood grew to dominate “post-emancipation” Jewish politics. Were the Jews a nation or a religious community? What sort of politics should they pursue? Should Jews emigrate from Eastern Europe or stay put and struggle for change there? If emigration, than to which country should they go: Palestine, the United States, or someplace else? Should Jews form alliances with non-Jewish political parties and movements or remain independent? Or should they eschew autonomous Jewish movements altogether in favor of non-Jewish movements? Which goals should Jews seek to achieve: civil and political equality in their countries of residence, communal self-governance (i.e. national autonomy), or a Jewish homeland? Should they struggle for gradual change or social revolution? Should Jews seek to assimilate into the dominant culture or develop their own, distinct culture in Yiddish or Hebrew (and which one)? These and other, related questions provoked enormous debates among Jews on both sides of the Atlantic, starting in the nineteenth century and continuing for more than a century.

This course explores the rise and development of Jewish political movements in three areas – Europe, Palestine/Israel, and the United States – from the late nineteenth century to the late twentieth century. We will spend a disproportionate amount of time on the first unit, as Eastern Europe was the source both of modern Jewish political ideologies as well as of the Jews themselves, millions of whom emigrated to America and Palestine/Israel in the late 19th and early 20th centuries. Although these movements met with greater or lesser success (and we will examine the reasons for this), they together transformed modern Jewish life and had a major impact on international relations. Thus the history of modern Jewish politics had profound implications beyond the Jewish world from which it arose.
Course Requirements

This is an upper-level seminar. Many classes will be a combination of lecture and discussion; some will consist purely of in-class analysis of primary texts. **All students are required to read all assigned texts in advance of each class and to participate in class discussion.** Preparing a text means being able to discuss it intelligently and critically, raising key issues that the text evokes and suggesting possible answers.

Attendance is mandatory. Your attendance grade will be lowered one full grade for every unexcused absence after the first (you get one freebie). Anyone who fails attendance (i.e. five or more unexcused absences) will automatically fail this course. Students who miss an excessive number of sessions for medical reasons should arrange a medical withdrawal from the course.

The principal written assignment is an **original research paper** due on the last day of class. The paper should be about 3,000 words (~10 pages) in length. Topics must be approved by this instructor. Preliminary annotated bibliographies with at least six outside sources on your shelf, with a brief explanation about how they will be used, are due by February 17 and will be graded. Rough drafts are due on April 14 and will count as a separate grade (criteria for the drafts will be explained in class). Students will share the results of their research in a 5-7 minute presentation, which should include a paper or powerpoint outline (powerpoints must be emailed to me in advance). There will also be a **take-home midterm and final exam**, and **8-10 random quizzes** on the readings to ensure full participation.

**Important note:** Some weeks have heavier reading assignments than others. For example, the first several weeks of the course lean towards the heavy side, while there are no reading assignments after April 12 in order to give you time to finish your papers and prepare for the final exam. Please plan accordingly.

Required make-up class

There are two classes cancelled for the Passover holiday. In exchange, students must attend ONE of two prominent lectures on Sunday mornings. The Consul General of Israel will be speaking on March 27. The Deputy National Director of the ADL will be speaking on April 10. Students who attend both lectures will receive extra credit in the form of an erased unexcused absence.

Grade Breakdown

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<tr>
<th>Component</th>
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<tr>
<td>Attendance</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Bibliography</td>
<td>5%</td>
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<tr>
<td>Draft of Term Paper</td>
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Final Term Paper 30%
Midterm Exam 20%
Final Exam 20%

Laptop Prohibition (and other seemingly obvious rules for class conduct)

All forms of electronic communication equipment are prohibited in this classroom, including cell phones, ipods, other texting tools, and laptop computers. Students using any such tool will be asked to leave immediately. Students who require a laptop for note-taking will need to sign an agreement pledging not to use it for any other purpose. They will also sit in the front row.

In addition, the following is absolutely prohibited. Violators will be asked to leave:

- Overtly sleeping in class (i.e. head down or propped up with eyes closed)
- Reading any material unrelated to classroom activities
- Arriving late to class, ESPECIALLY ON DAYS PAPERS ARE DUE
- Inappropriate, rude, sexist or racist comments to classmates or faculty during class discussions
- Talking with another student to the extent that the volume is noticeably disruptive

Honor Code: Statement on Cheating and Plagiarism

The Honor Code of the College of Charleston specifically forbids cheating, attempted cheating, and plagiarism. A student found guilty of these offenses will receive a failing grade in the course. Additional penalties may include suspension or expulsion from the College at the discretion of the Honor Board. See the College of Charleston Student Handbook, for definitions of these offenses.

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1. The verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.
2. Borrowing without acknowledging the source.
3. Paraphrasing the thoughts of another writer without acknowledgment.
4. Allowing any other person or organization to prepare work which one then submits as his/her own.

General Education Student Learning Outcomes

1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

[These leaning outcomes are assessed through the final exam, which is a take-home essay.]

Readings

All books are all available for sale at the College of Charleston bookstore and are on reserve at the Addlestone Library circulation desk. OAKS reading are indicated by an asterisk.

- OAKS readings (These MUST be printed and brought to class on the assigned days.)

Schedule (subject to change)

**Unit 1: The Formative Era**

**Week 1**

Tuesday, Jan 11: Introduction – The Collapse of Autonomy and the Emergence of the Jewish Question

Thursday, Jan 13: Jewish Politics before “Jewish Politics”: European Jewry on Cusp of Modernity

David Biale, *Power and Powerlessness in Jewish History*, 87-112

**Week 2**

Tuesday, Jan 18: Defining the Parameters of Modern Jewish Politics


Thursday, Jan 20: 1881 Pogroms and the rise of “self-emancipation” as the solution to the “Jewish Problem”

Arthur Hertzberg, *The Zionist Idea*, 143-153, 159-165, 167-177, 179-198 (Smolenskin, Ben Yehuda, Lilienblum and Pinsker)

**Week 3**

Tuesday, Jan 25: Theodor Herzl and Political Zionism

* Shlomo Avineri, *The Making of Modern Zionism*, 88-100

* Carl Schorske, “Politics in a New Key: An Austrian Trio” in *Fin-de-Siecle Vienna*, 146-175

Arthur Hertzberg, *The Zionist Idea*, 201-231

Thursday, Jan 27: Politics, Culture and the Creation of the New Jew

* Shlomo Avineri, *The Making of Modern Zionism*, 101-111
Week 4
Tuesday, Feb 1: Ahad Ha’am and Spiritual (“Cultural”) Zionism

* Shlomo Avineri, *The Making of Modern Zionism*, 112-124


Thursday, Feb 3: Autonomism, Yiddishism and the quest for Jewish national rights in Diaspora


*Simon Dubnow, *Nationalism and History*, 100-115, 131-142, 155-191

Week 5
Tuesday, Feb 8: Socialist Jews and Jewish Socialists (I): The Jewish Labor Bund

* [http://www.yivoencyclopedia.org/article.aspx/bund](http://www.yivoencyclopedia.org/article.aspx/bund)

Ezra Mendelsohn, *On Modern Jewish Politics*, 93-103

*Lucy Dawidowicz, *The Golden Tradition*, 405-441

Thursday, Feb 10: Socialist Jews and Jewish Socialists (II): Seeking a Socialist Zionism

Ezra Mendelsohn, *On Modern Jewish Politics*, 103-113

Arthur Hertzberg, *The Zionist Idea*, 331-366 (Syrkin and Borochov)

Week 6
Tuesday, Feb 15: Organized Liberalism

* Paula Hyman, “Was there a “Jewish Politics” in Western and Central Europe?” in *The Quest for Utopia: Jewish Political Ideas and Institutions Through the Ages*, 105-117

*I. Schorsch, Jewish Reactions to German Anti-Semitism 1870-1914,” 117-148

*Benjamin Nathans, “The Other Modern Jewish Politics: Integration and Modernity in Fin de Siecle Russia,” in *The Emergence of Modern Jewish Politics*, 20-34

Thursday, Feb 17: Orthodoxy I: Religious Zionists and their “Orthodox” opponents

* A. Ravitsky, *Messianism, Zionism, and Jewish religious radicalism*, 10-39

Arthur Hertzberg, *The Zionist Idea*, 102-114 (Alkalai and Kalischer), 397-431 (Mohilever, Pines, Kook)

** Bibliographies due today **

Week 7
Tuesday, Feb 22: Orthodoxy II: Agudat Yisrael and the emergence of political Orthodoxy


*Lucy Dawidowicz, *The Golden Tradition*, 186-200 (Lipshitz, Margoshes, Ewen)
Thursday, Feb 24: Orthodoxy (conclusion) and Revisiting “Modern Jewish Politics”

David Biale, *Power and Powerlessness in Jewish History*, 118-144


Week 8
Tuesday, March 1: World War I and Interwar Poland

Ezra Mendelsohn, *On Modern Jewish Politics*, 63-78, 115-127

Thursday, March 3: TBA

** TAKE-HOME MIDTERMS DUE TODAY, March 3 **

Week 9 – SPRING BREAK

Unit 2: Jewish politics comes of age: America and Palestine/Israel in the 20th Century

Week 10
Tuesday, March 15: Immigrant and New Deal America

Mendelsohn, *On Modern Jewish Politics*, 78-91

*Tony Michels, *A Fire in their Hearts*, 1-25 (or Sorin chapter 4 or 7)

Arthur Hertzberg, *The Zionist Idea*, 503-23 (Schechter and Brandeis)

Thursday, March 17: Mandatory Palestine

Arthur Hertzberg, *The Zionist Idea*, 369-86

May add chapter from Halpern/Reinharz?

Week 11
Tuesday, March 22: The Establishment of Israel

David Biale, *Power and Powerlessness in Jewish History*, 145-156

* S. Avineri, *Making of Modern Zionism*, 198-216


Thursday, March 24: TBA

Week 12
Sunday, March 27 (10am at Stern Center): Opher Aviran, Consul General of Israel
Tuesday, March 29: The rise of the Israeli right

David Biale, *Power and Powerlessness in Jewish History*, 156-73


Thursday, March 31: Religious Zionism in Israel since the Six Day War (1967)

* *Jewish Fundamentalism in Comparative Perspective*, 104-45

Week 13

Tuesday, April 5: The “Golden Age” of Post-War American Jewry: New Jewish Politics?

David Biale, *Power and Powerlessness in Jewish History*, 177-202


Thursday, April 7: Understanding American Jewish Liberalism

Michael Walzer, “Liberalism and the Jews,” 3-10


* Steven Cohen, “American Jewish liberalism: unraveling the strands,” *Public Opinion Quarterly* 61, 3 (1997): 405-426

* Samuel Heilman and Steven Cohen, *Cosmopolitans and Parochials: Modern Orthodox Jews in America,* 160-73

Week 14

Sunday, April 10 (10am at Stern Center): Ken Jacobson, Deputy National Director of ADL

Tuesday, April 12: Jewish politics at the end of the millennium

Mendelsohn, *On Modern Jewish Politics*, 141-145


Thursday, April 14: Student Presentations

** Rough drafts due today, April 14, in class **

Week 15
Tuesday, April 19: NO CLASS (Passover)

Thursday, April 21: Student presentations

** Term paper due April 26, 5pm in my mailbox **

** Final Exam due May 3, 5pm in my mailbox **
Jewish Studies 335 (Modern Jewish Politics)
Take-Home Final Exam

Due: Tuesday, May 3, 3pm. You may send it via email attachment (shanesj@cofc.edu) or drop it off at my office (preferred). I will confirm every emailed paper by 6pm. If you haven’t received confirmation, assume it did not arrive.

Length: ~1500 words. Please include a word count, double space and number your pages.

Question: How has Jewish politics evolved in the United States and Israel over the past 80 years or so? What is the nature of Jewish politics in contemporary America and Israel? Why? Is this a continuation of past patterns of Jewish political development (as we covered in the first half of the semester), or is this something completely different? Think about a broad range of issues, including the political program of the various parties of course (and Jewish voting patterns) but also style, identity, culture, etc. You may argue differently for Israel and America if you wish. Please organize your answer around some sort of general thesis, but also be sure to cover the topics that we have been studying since the midterm.

The best answers will be clearly grounded in the assigned readings, as supplemented by handouts in class. This does not simply mean citing those sources, although you should include some specific references to the materials (either specific information you are citing or else an argument with which you are agreeing or disagreeing). Beyond such references, it means that the paper indicates your absorption of their ideas. The best answers will also reflect class discussions – those of you who missed any sessions are advised to meet with students who attended.

This is an open-book, take-home final. It should be clearly written and organized so that I can understand your points.

Good luck. I will be checking email frequently throughout the week if you have any questions.

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