

**San José State University**  
**History Department**  
**HIST 132: JEWISH HISTORY**  
**Spring 2023**  
**Four Units**

**Course and Contact Information**

<b>Instructor:</b>	Professor Gregory Tomlinson
<b>Office Location:</b>	DMH 237B
<b>Email:</b>	gregory.tomlinson@sjtu.edu
<b>Office Hours:</b>	MW 2-3 PM, TTR 1-2 PM
<b>Class Days/Time:</b>	MW 12-1:15 PM
<b>Classroom:</b>	DMH 167

**Course Description**

This course covers the history of the Jewish people and Judaism from their origins in the 2<sup>nd</sup> millennium BCE down to the present. We will discuss the ways in which Jews develop both as an ethnic group and as a religion, with an emphasize on the diverse ways in which Jews responded to their circumstances. A major focus of the course will be the effect of Judaism and the Jews in the course of world history. You will be challenged to think about the "why" as well as the "what" of Jewish history. The class will also improve your reading, writing and analytical skills.

There are no tests in this class. Students will instead respond to focused reading questions by responding to short reading responses and short, argument driven papers. Lectures and discussion are integrated into a hybrid class format. Students should come ready to class having completed assigned readings for each week.

## **Faculty Web Page and MYSJSU Messaging**

Course materials such as the syllabus, handouts, PowerPoint slides of the lecture, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [one.sjsu](#).

The course will be given primarily in the form of lectures. The PowerPoint slides will be posted on the Canvas site after the lecture is given. During lectures you are encouraged to ask questions and make comments. Taking careful notes during lectures will improve your grade. If you miss a lecture, first attempt to get lecture notes from a classmate. If you are unable, then contact me.

## **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. Understand the concept of ethnicity and how this applies to the Jews in various periods.
2. Describe the changing nature of the Jewish religion and how it interacted with non-Jewish religions.
3. Analyze the changing culture of the Jewish people and of anti-Semitism, and how this illustrates the social condition of minority groups in general.
4. Critically follow a theoretical historical argument and the evidence and reason used to support it.
5. Explain how historians use primary sources and other means to reconstruct and interpret Jewish history
6. Read, write, and think critically about historical issues and events.

## **Required Texts/Readings**

### **Textbooks**

All textbooks can be found in the Spartan Bookstore or via online booksellers.

John Efron, Steven Weitzman and Matthias Lehmann. *The Jews: A History*. Third Ed. Routledge, 2019. ISBN-13: 978-1-138-29844-6

Dan Cohn-Sherbok, *Judaism: History, Belief and Practice*. Second Ed., Routledge, 2017. ISBN-13: 978-1-138-91221-2

### **Other Readings**

Additional content includes short stories, musical compositions, journalistic investigations, travelogues, and historical and philosophical analyses uploaded to the course Canvas page.

## **Library Liaison**

The History Department Library Liaison is Nyle Monday ([Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)). Contact him for help with any library assignments in your history classes. His telephone number is (408) 808-2041.

## **Course Requirements and Assignments**

- **Three typed analytical essays of at least 1500 and no more than 2100 words on double-spaced pages, written on one side of the page only.** Single-spaced papers or those written on the both sides of the pages will not be accepted. Each essay is worth 50 points each for a total of 150 points. These assignments will demonstrate mastery of CLO 3, 4, 5 and 6. **Printed papers are preferable.**
- **Five written responses to weekly readings, worth 100 points (20 each).**

## **Writing Assignment Requirements**

**Short Essays 1-3** are guided short essays (5-7 pages) on a thematic unit of Jewish history relating to identity, migration, religious practice, assimilation, expulsion, and cultural expression. Students will respond to prompts provided by the instructor. Papers must be in 12-point font and double spaced. A printed copy is due at the beginning of the class period.

**Read this carefully:** Each writing assignment consists of a typed analytical essay of at least 1000 and no more than 2000 words on double-spaced pages, written on one side of the page only. Papers must be argumentative, thesis-driven examinations of Jewish history. Students will respond to key themes in Jewish history through close examinations of secondary texts and primary sources provided by the instructor. Outside texts must be approved by the instructor before use in papers. Grading is based on the strength of arguments, proper use of sources, adequate analysis of key themes, and writing that is clear and free of grammatical, syntactical, or spelling errors. You do not need to use Turabian citation format. All sources can be cited parenthetically. Example: (Cohn-Sherbok, 400).

**Reading Responses.** Students must complete **5** reading responses addressing the connections of the week's secondary source and primary source readings to the lecture content and broader course themes. Key course themes will form the basis of the short composition of **1-3 pages**. Each response must be argumentative and feature a minimum of **two** parenthetically cited quotes from primary sources.

**Plagiarizing in whole or in part, including the submission of essays obtained online will not be tolerated. The penalty for plagiarism and cheating may include expulsion from the university.**

## **Grading Criteria**

Papers will be evaluated based on clarity of argument, use of sources with careful assessment of bias, agenda, purpose, and proper citation per assignment prompts.

Papers are graded as follows:

- A- A+: Exemplary use of evidence, clarity of argument, use of proper grammar, spelling, and syntax. This paper is persuasive and well-edited.
- B- B+: Above average paper with some errors including argumentative consistency, topic sentence construction, and decent, yet lacking analysis of primary and secondary sources.
- C- C+: Average analysis, argument, and sparing, if possibly deficient understanding of sources and larger course content. Edits are necessary, but do not obfuscate the overall meaning of this paper.
- D- D+: Passing, but below average paper. Glaring grammatical, spelling, and syntactical errors. Few uses of sources, possible omission of primary sources. Confusing, illogical, or unrefined thesis and essay structure. Difficult to follow.
- F: Illogical, unsourced, and difficult to read. No use of sources to support claims. No broader connections or understanding of course themes or content.

*University Policy S16-9, Course Syllabi requires the following language to be included in the syllabus:*

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

## **Classroom Protocol**

If you are late to class, please come in quietly. If you must leave early, you need not ask permission, please do so quietly. Attendance is strongly encouraged but not mandatory, but you are responsible for all the material presented in the lectures and assigned in the required readings. My lectures secured by copyright. You may not record lectures without my permission but feel free to ask. Lectures may not be shared posted on the internet under any circumstances. Doing so may result in civil or criminal penalties according to copyright law. You need not receive my permission if you are forced to be absent.

Bring at least one unused Answer Book to each examination. Answer Books may be purchased at Spartan Bookshop. Writing correct, clear and concise English is a criterion for grading on all written work. Pay close attention to the corrections and comments made on your written assignments. If you feel you need special assistance with your writing, come see me. Please turn off or silence cell phones while in class. If you need to take a call, please leave the class quietly to do so. If you need course adaptations or accommodations because of a disability, or if

you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. If you have any questions or difficulties, do not hesitate to see me after class, come to my office hours or arrange an appointment.

## **University Policies**

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## **Additional Information**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](#), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors. **The penalty for plagiarism and cheating may include expulsion from the university.**

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

### **Veteran Services**

For Student Veterans, Dependents and Spouses, Reservists and National Guard services are available. The SJSU Veterans Study Lounge is located in Clark 122. For more information contact Maggie Morales at (408) 924-6299 or [Maggie.morales@sjsu.edu](mailto:Maggie.morales@sjsu.edu).

### **Jewish Studies**

The SJSU Jewish Studies program offers a minor, and puts on events and programming throughout the school year. For more information contact the Jewish Studies Coordinator, Vicki Harrison at [Victoria.harrison@sjsu.edu](mailto:Victoria.harrison@sjsu.edu)

## HIST 132-01 Spring 2023 Course Schedule

*This schedule is subject to change. Notice will be given by email through one.sjsu*

Date	Topics, Readings, Assignments, Deadlines
Week One M 1/25	Jewish History: An Introduction
Week Two MW 1/30-2/1	Introduction to Judaism <b>Read Cohn-Sherbok, pp. 349-468, 469-584 (Weeks Two-Four)</b>
Week Three MW 2/6-2/8	Origins of the Jewish People <b>Read Efron, Ch. 1</b>
Week Four MW 2/13-2/15	Conquest and Assimilation: Babylonian, Persian, and Hellenistic Influence <b>Read: Efron Ch. 2-3</b>
Week Five MW 2/20-2/22	Repression and Rebellion: The Roman Empire and Judea <b>Read: Efron Ch. 4-5, Excerpt from Josephus, <i>The Jewish Wars</i></b>
Week Six MW 2/27-3/1	Between Christendom and Islam <b>Read: Efron Ch. 6-7, Excerpt from Augustine, <i>City of God</i>, Excerpt from the <i>Holy Koran</i></b>
Week Seven MW 3/6-3/8	Stigma and Persecution: The Jewish Middle Ages <b>Read Efron Ch. 7, Cohn-Sherbok Ch. 32, Ch. 36, Excerpt from Glückel von Hameln <i>Diaries</i>, Moses Maimonides “Epistle to Yemen”</b> <b>**Suggested Submission Date for Paper 1**</b>
Week Eight MW 3/13-3/15	Heretics, Merchants, and Refugees: Jews in the Early Modern Era <b>Read Efron Ch. 9, Cohn-Sherbok: Ch. 37, Excerpt from Baruch Spinoza, <i>Theological-Political Treatise</i></b>
Week Nine MW 3/20-3/22	Eastern European Jews in the Early Modern Period <b>Cohn-Sherbok, pp. 211-43, Excerpt from Omer Bartov, <i>Erased: Vanishing Traces of Jewish Galicia</i>, Timothy Snyder <i>The Reconstruction of Nations</i></b>
Week Ten MW 3/27-3/29	<b>SPRING RECESS NO CLASS</b>
Week Eleven MW 4/3-4/5	Court Jews, Enlightenment, and Emancipation 18 <sup>th</sup> -early 19 <sup>th</sup> centuries <b>Read Efron: Ch. 10-11, Cohn-Sherbok, pp. 244, Excerpt from Heinrich Heine, <i>The Harz Journey</i></b>
Week Twelve MW 4/10-4/12	Jews and the West: Assimilation, Identity, and Emigration <b>Read Cohn-Sherbok: pp. 259-269, Franz Kafka, <i>The Metamorphosis</i>, From Abraham Cahan, <i>Yekl</i> “Tale from the New York Ghetto”</b>
Week Thirteen MW 4/17-4/19	The Limits of Assimilation: Antisemitism and the Advent of Zionism <b>Read Efron: Ch. 12, Excerpts from Emile Zola, <i>J'accuse!</i>, Theodor Herzl, <i>The Jewish State</i>, H.N. Bialik “In the City of Slaughter”</b> <b>**Suggested Submission Date for Paper 2**</b>
Week Fourteen MW 4/24-4/26	The First World War and the Jewish World <b>Read Efron: Ch. 13, Excerpt from Isaac Babel, <i>Red Cavalry Stories</i>, Osip Mandelstam “Stalin Epigram,” Stefan Zweig, <i>The World of Yesterday</i></b>

Date	Topics, Readings, Assignments, Deadlines
Week Fifteen MW 5/1-5/3	<i>Shoah</i> and Exodus: The Holocaust as Global Jewish History <b>Read Efron: Ch. 14, excerpts from Spiegelman, <i>Maus I and II</i>, From Hannah Arendt <i>Eichmann in Jerusalem</i></b>
Week Sixteen MW 5/8-5/10	Jewish Postmodernity: The State of Israel and the Global Jewish Diaspora <b>Read Efron: 15, Excerpts from Arab-Israeli Reader</b> <b>**Suggested Submission Date for Paper 3**</b> <b>**ALL PAPERS MUST BE SUBMITTED BY MONDAY, 5/15**</b>