

From Immigrants to a Minority: Jews in the Americas

JST 3930 | EUH 3931 | EUS 3930 | LAS 3930

syllabus

*The Russian Tsar visits one of his army regiments and asks the soldiers if they have any complaints. "Sir, I am so unhappy in Russia," Pinchus, a Jewish private says. "As a Jew, I cannot live where I wish, I cannot choose a profession that I am interested in, I cannot go to university, and my family is starving!" The Tsar sighs: "Do you think I am in a better situation? My ministers cheat me and rob me, and the anarchists throw bombs at me. I feel as miserable as you do!" Pinchus answers with a suggestion: "Majesty, we should emigrate together to America!"*

István Hajdu (ed.), *The Whip of Herschel Ostropoli* (Budapest: Minerva, 1985), 87-88.

Instructor: Katalin Franciska Rac

Email address: [katalin.rac@ufl.edu](mailto:katalin.rac@ufl.edu)

Class meets on

Tuesdays, 4<sup>th</sup> period (10:40am - 11:30am) in Matherly Hall, room 0105 (MAT 0105)—off University Avenue—and

Thursdays, 4<sup>th</sup> and 5<sup>th</sup> periods (10:40am - 12:35pm) in Little Hall, room 205 (LIT 205)—off Stadium Road.

Office hours:

Tuesdays 6pm-7pm, via Zoom and by appointment

Course description:

This course surveys the history of Jewish immigration to and life in the Americas from the sixteenth century until World War II. We will explore in what circumstances Jewish individuals moved to the Americas and how the Jewish institutions and communities they built continued European and Middle Eastern traditions while also being shaped by local conditions. We will reconstruct this centuries-long and complex history based on a broad range of sources, but chiefly by exploring how Jews in Latin America, the Caribbean, and North America described migration and integration in the Americas and how they told and documented their life stories.

Course objectives:

- Students will become familiar with the major historical events from the early modern period to the mid-twentieth century that shaped migration to the Americas in general and Jewish migration in particular
- Students will gain insights into the history and culture of Jewish communal life and individual experience in the Americas during this period
- Students will develop skills to critically read a broad range of autobiographical sources and communal/institutional documents pertaining to Jewish immigration to the Americas
- Students will explore the role of minority-majority relations in the evolution of American societies from the vantage point of Jewish history
- Students will use the analytical tools of the historian and develop their narrative voice in writing

Course policies:

Classes will include lectures and discussions. By arriving to each class on time and prepared, that is having read the assigned readings, students actively shape the intellectual community formed during the course. To ensure a high-level learning experience, students will engage their peers and the instructor in conversations and written exchanges that, in addition to being academically driven and critical, will be based on mutual respect, and on sensitivity toward and appreciation of difference in world views, cultural values, and sensitivities. The instructor will address the students accordingly and will work to ensure that the classroom is an inspiring place for learning and intellectual growth.

Students may use electronic devices that are silenced to take notes and refer to the readings during discussion. Using phones, computers, tablets, etc. for purposes irrelevant to the scope of the class can be disruptive and is counterproductive and disrespectful.

In addition to regular attendance, completing the readings, and participation in class discussions, students will answer ten short (one question), take-home prompts, take two quizzes, write two short papers and a longer one. Deadlines are indicated on the course schedule. The short prompts will be available on Canvas on Thursday evenings, latest on Friday morning, and the window to answer the prompts will be open until the next Monday at 11:59pm. Quizzes will be given at the beginning of the Tuesday class unless otherwise indicated in class and on Canvas.

Attendance:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. To read the university attendance policies, visit <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. In the event that a student cannot attend class, the student is required to inform the instructor in advance, unless prior communication is not possible. For each unexcused absence, 1% will be deducted from the final grade.

Communication:

Students are required to communicate in writing with the instructor about their absences, make-up work, requests for extension of deadlines and they are welcome to put in writing any concern or question they have regarding the course curriculum. Students will use email and Canvas for written communication with the instructor. Students are also encouraged to speak with the instructor before or after class, during office hours, or by setting up an appointment regarding these issues as well as about any concerns, ideas, and questions pertaining to the course curriculum. Asking questions is part of the learning process.

To ask for help with technical and technological issues, please visit the Helpdesk website at <https://helpdesk.ufl.edu/>. The Helpdesk can be reached at (352)-392-4357 and is located at the HUB.

Accommodation for students with disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. To get started with the Disability Resource Center, visit <https://disability.ufl.edu/get-started/> . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Grades and grading

Students’ written work will be evaluated based on the rubric accompanying the description of each assignment. In addition, students will be given tests and quizzes and earn points through class participation. Students’ work will be graded in accordance with UF grading policy, available from <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

The following grading scale will apply:

Grade	Grade Points	Percentage
A	4.0	93-100
A <sup>-</sup>	3.67	90-92
B <sup>+</sup>	3.33	87-89
B	3.0	83-86
B <sup>-</sup>	2.67	80-82
C <sup>+</sup>	2.33	77-79
C	2.0	73-76
C <sup>-</sup>	1.67	70-72
D <sup>+</sup>	1.33	67-69
D	1.0	63-66
D <sup>-</sup>	.67	60-62
E	0	0-59

Late work will be accepted to a certain extent; however, for each day of delay, the instructor will deduct points. Rubrics will include policy regarding late work.

The final grade will be computed of the following elements:

Participation in class discussions	5%
Quizzes (2*5 points)	10%
Short prompts (10*3 points)	30%
Short paper1	15%
Short paper2	15%
Final paper	25%

### Online course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### Academic Conduct

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. To read the Conduct Code, visit <https://sccr.dso.ufl.edu/process/student-conduct-code/>. If you have any questions or concerns, please consult with the instructor in this class.

## Campus Resources:

### Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450

## Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. <https://career.ufl.edu/>

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. <https://uflib.ufl.edu/find/ask/>

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>

On-Line Students Complaints: View the Distance Learning Student Complaint Process at <https://distance.ufl.edu/getting-help/student-complaint-process/>

**Required materials:**

There are no books or other materials that students are required to purchase. Required readings are available via the library or Canvas. To learn how to search the library catalog and access electronic resources, consult this libguide:

<https://guides.uflib.ufl.edu/eresources/home>.

Students, nonetheless, should remember that it is a worthwhile and enriching endeavor to collect books and build one's own library.

**Recommended readings:**

Diner, Hasia. *The Jews of the United States: 1654–2000*. Berkeley, Los Angeles, London: University of California Press, 2004.

Elkin, Judith. *The Jews of Latin America*. Revised edition. Ann Arbor: MPublishing, The University of Michigan, 2011.

Tulchinsky, Gerald. *Taking Root: The Origin of the Canadian Jewish Community*. Hanover and London: Brandeis University Press, 1993.

Additional recommended readings will be listed on Canvas.

### **Course schedule and required readings**

#### **Week 1 Introduction: Jews in Europe and in the Middle East, 14<sup>th</sup>–15<sup>th</sup> centuries: diaspora and community**

##### *1<sup>st</sup> short prompt*

- Jewish Diaspora: diversity and shared customs
- Ego-documents in Jewish studies and in the history of Jews in the Americas
- Key concepts used in the course
- 1492
- New Christians and Jewish history

**Readings:**

R.J. Zwi Werblowsky, "What's in a Name? The Sephardim: The Origin of Their Name and Their Liturgical Customs" *American Jewish History* 72, no. 2 (December 1982): 165-171.

Yitzhak Baer, "Abraham Bienveniste and Communal Reorganization in Castile," in *A History of the Jews in Christian Spain* Vol. 2 From the Fourteenth Century to the Expulsion (Jerusalem, Philadelphia: Jewish Publication Society, 1992), 259-270.

Dean Phillip Bell, “Chapter 3: Community and Social Life” in *Jews in the Early Modern World* (Lanham: Rowman and Littlefield Publishers, Inc., 2008), 93-107.

Jane Gerber, “Introduction: An Enigma of 1492,” In *The Jews of Spain: A History of the Sephardic Experience* (New York: The free Press, 1994), ix-xxv.

J. H. Chajes, “Accounting for the Self: Preliminary Generic-Historical Reflections on Early Modern Jewish Egodocuments,” *The Jewish Quarterly Review* 95, no. 1 (Winter 2005): 1-15.

» In class we will look at excerpts from the English translation of Solomon Alami, *Iggeret Musar* (1415) אגרת מוסר ; the bylaws of the Majorca fraternity *La Novella Confraria de Sant Miquel*, municipal rulings from the 1410s, the 1449 *Limpieza de sangre* (Blood Purity) Statutes of Toledo, and excerpts from the English translation of Yitzhak Arama, *The Binding of Isaac* (c.1455–1495) עקדת יצחק (Sefaria.org)

## **Week 2 Spain, Portugal and beyond: exploration, expulsion, and migration in the 16<sup>th</sup> century**

### *2<sup>nd</sup> short prompt*

- Jewish chronicles of the expulsion(s)
- Ideas of the Americas and other faraway places
- Jewish community organization in Iberia and beyond
- Chronicles of the histories of Jewish collectivities and individuals

### Readings:

Noah Efron, “Knowledge of Newly Discovered Lands among Jewish Communities of Europe (From 1492 to the Thirty Years War),” in *The Jews and the Expansion of Europe to the West Vol. 2, 1450-1800* (New York, Oxford: Berghahn Books, 2001), 47-72.

Flora Cassen, “The Last Spanish Expulsion in Europe: Milan 1565–1597,” *AJS Review* 38, no. 1 (April 2014): 59-88.

Joseph Hacothen (HaKohen) and the Anonymous Corrector, *The Vale of Tears* (Emek habakha עמק הבכה), translated by Harry S. May (The Hague: Martinus Nijhoff, 1971), 1, 73-83.

» In class we will read the edicts of expulsion from Spain and Portugal in English translation, the accounts HaKohen and Elijah Capsali wrote of the expulsions, and excerpts from HaKohen’s *Sefer Haindia Hahadasha* ספר האינדיאה החדשה (1568).

## **Week 3 Conversion to Judaism in the Americas**

### *1<sup>st</sup> quiz*

- Early modern autobiography
- Autobiography and the Inquisition
- Jewish identification in New Spain: sources of religiosity

### Readings:

Martin A. Cohen, “The Autobiography of Luis de Carvajal, the Younger,” *American Jewish Historical Quarterly* 55, no. 3 (March 1966): 277-318.

David M. Gilitz, “Chapter IV Books, Secrecy and Deceit: the Religion of the Crypto-Jews” (Albuquerque: University of New Mexico Press, 1996), 425-441.

Sara T. Nalle, “Literacy and Education among Judeo-conversa Women in Castile, Portugal, and Amsterdam, 1560–1700,” *Early Modern Women* 11, no. 1 (Fall 2016): 69-89.

» In class we will read Maimonides’s *Thirteen Principles* and excerpts—two letters Carvajal wrote to his sister in prison and Carvajal’s testament—from Luis de Carvajal, *The Enlightened: the Writings of Luis de Carvajal, el Mozo*, translated, edited, and with an introduction and epilogue by Seymour B. Liebman. Pref. by Allan Nevins (Coral Gables, Fla., University of Miami Press, 1967). We will examine Carvajal’s notebooks preserved in the National Archives in Mexico; available from <https://digitalcollections.nyhistory.org/islandora/object/nyhs%3A10467#page/1/mode/2up>; <https://catalog.princeton.edu/catalog/10013425>

#### **Week 4 The Portuguese Nation and the Americas 1: the 17<sup>th</sup> century**

##### *3<sup>rd</sup> short prompt*

- Centers and peripheries: Converso and Jewish settlement in Amsterdam, Western Europe and the Caribbean
- Overlapping networks of commerce and family (endogamy) connecting Conversos and New Jews
- Community leadership and the absence of rabbinical authority
- The Jewish encounter with native Americans
- Messianism

##### Readings:

Miriam Bodian, “The Formation of the Portuguese Jewish Diaspora,” in *The Jews in the Caribbean*, edited by Jane S. Gerber (Oxford, Portland: The Littman Library of Jewish Civilization, 2014), 17-27.

Jessica V. Roitman, “Marriage, migration, and money: the Santa Companhia de dotar orphas e donzelas pobres in the Portuguese Sephardic Diaspora,” *Portuguese Studies Review* 13, no. 1, (January 2005): 347-367.

Arnold Wiznitzer, “The Minute Book of Congregations Zur Israel of Recife and Magen Abraham of Mauricia, Brazil,” *Publications of the American Jewish Historical Society* 42, no. 3 (March 1953): 217-259.

Menasseh ben Israel, *Hope of Israel* (1644), including Antonio de Montezinos, “Relación,” translated by Moses Wall; the first and second English editions from 1650 and 1651 in original print (scanned) are available online through the Library and the electronic (typed) version of the



first English edition is available from

<https://quod.lib.umich.edu/e/eebo2/A89453.0001.001/1:7?rgn=div1;view=fulltext>

- » In class we will read the Amsterdam dowry society's bylaws (Ascamoth) (1615), the merger document of three communities in Amsterdam (1638), The Minute Book of Congregation Zur Israel, Recife (1648), and "The Oldest Hascamoth of Congregation Mikve Israel," 1671–1699 in Curaçao, that is the bylaws of the Curaçao Jewish congregation.

## Week 5 Material life and afterlife in the Americas: the 18<sup>th</sup> and early-19<sup>th</sup> centuries

4<sup>th</sup> short prompt

- Plantations in Suriname
- Commerce in Curaçao
- הלכה *Halakhah* (Jewish law) and slavery
- Wills
- Epigraphs and tombstones

Readings:

Francesca Trivellato, "Images and Self-Images of Sephardic Merchants in Early Modern Europe and the Mediterranean," in Jacob M.C., Secretan C. (eds), *The Self-Perception of Early Modern Capitalists* (New York: Palgrave, 2008), 49-74; available from:

[https://albert.ias.edu/bitstream/handle/20.500.12111/7841/Trivellato\\_Images%20and%20Self-Images%20Sephardic%20Merchants\\_2008.pdf?sequence=1&isAllowed=y](https://albert.ias.edu/bitstream/handle/20.500.12111/7841/Trivellato_Images%20and%20Self-Images%20Sephardic%20Merchants_2008.pdf?sequence=1&isAllowed=y)

"Personalialia. Abraham Mendes de Castro's (1689–1762) will and epigraph," in Isaac S. and Suzanne A Emmanuel, *History of the Jews of the Netherlands Antilles II* (Cincinnati: American Jewish Archive, 1970), 1095-1099.

Aviva Ben-Ur, "Still Life: Sephardi, Ashkenazi, and West African Art and Form in Suriname's Jewish Cemeteries," *American Jewish History* (March 2004) 92, no. 1: 31-79.

Michael Hoberman, "More disgrace than honor: the diminishment of paternal authority in the letters of Aaron Hart," *American Jewish History* 98, no. 4 (2014): 211-236.

- » In class we will read Wilfred S. Samuel "Will of Rabbi Carigal," *Publications of the American Jewish Historical Society* 31 (1928): 242-243 and from Leo Hershkowitz, "Wills of Early New York Jews (1743–1774)" *American Jewish Historical Quarterly* 56, no. 1 (September 1966): 62-122. We will study tombstones in Hamburg/Altona and Jamaica documented in R.D. Barnett and P. Wright, *The Jews of Jamaica: Tombstone Inscriptions 1663–1880* (Jerusalem: Ben Zvi Institute, 1997); available from UFDC: <https://ufdc.ufl.edu/AA00001365/00001/21x>

## Week 6 Emancipation, revolutions, and independence, 1750s–1820s

*First short paper is due on Thursday, September 30, 2021 in hard copy and electronically at the beginning of the class*

- Political rights and citizenship: broadening the course’s vocabulary
- The Americas’ republics
- Jewish Enlightenment in the Americas, Western Europe, and Central Europe

Readings:

Manumission (Barbados, August 5, 1801) and Conversion and Circumcision of Isaac Lopez Brandon (Suriname, December 24, 1812) in *Jews in the Americas 1776–1826* (London and New York, Routledge, 2018), 316–318; 161–162.

Laura Arnold Leibman and Sam May, “Making Jews: Race, Gender and Identity in Barbados in the Age of Emancipation,” *American Jewish History* 99, no. 1 (January 2015): 1-26.

Sina Rauschenbach, “Patriots at the Periphery: David Nassy, the French Revolution, and the Emancipation of the Dutch Jews,” in *Religious Changes and Cultural Transformations in the Early Modern Western Sephardic Communities*, edited by Yosef Kaplan (Leiden: Brill, 2019), 581–609.

Exchange of addresses between George Washington and Moses Seixas, Warden of the Hebrew Congregation in Newport, Rhode Island in *Jews in the Americas 1776–1826* (London and New York, Routledge, 2018), 299-302.

Jonathan Israel, Introduction to *Revolutionary Jews from Spinoza to Marx: The Fight for a Secular World of Universal and Equal Rights* (Seattle: University of Washington Press, 2021), 3–29.

- » In class we will study the texts of several legislative acts, such as The Plantation Act (1740) and The Jewish Naturalization Act (1753) enacted by the British Parliament (the latter repealed a year later); Frederick II’s Charter Decreed for the Jews of Prussia from 1750; and Joseph II’s Edict of Tolerance; in addition to Moses Mendelssohn, “On the Curtailment of Jewish Juridical Autonomy (1782), in *The Jew in the Modern World*, eds. Paul Mendes-Flohr and Jehuda Reinharz (New York, Oxford; Oxford University Press, 1995): 21-22; 27-8; 22-27; 87-90. We will also read excerpts from David de Isaac Cohen Nassy’s *Lettre-politico-theologico-morale sur les Juifs* (Paramaribo, 1798).

## **Week 7 Jewish denominations**

*5<sup>th</sup> short prompt*

- Reform Judaism in Central Europe and North America
- Modern Orthodoxy
- Conservative movement
- Reconstructionist Judaism
- Scholarship and religious practice
- Modern rabbinical training and the yeshiva

## Readings:

Jonathan D. Sarna, “Jewish Culture Comes to America,” *Jewish Studies* 42 (2003–2004): 45-57.

Lance J. Sussman, “Another Look at Isaac Leeser and the First Jewish Translation of the Bible in the United States,” *Modern Judaism* 5, no. 2, Gershom Scholem Memorial Issue (May 1985): 159-190.

Isaac Mayer Wise, “To the Editor of The Asmonean,” *The Asmonean* 1, no. 3 (November 9, 1849), 1, available from [http://collections.americanjewisharchives.org/wise/attachment/5368/1849\\_v01\\_n03\\_017-000.pdf](http://collections.americanjewisharchives.org/wise/attachment/5368/1849_v01_n03_017-000.pdf); “To the Ministers and Other Israelites,” *The Occident* 6, no. 9 (December 9, 1949): 431-435, available from [http://collections.americanjewisharchives.org/wise/attachment/3364/occ\\_1848\\_12\\_09\\_431.pdf](http://collections.americanjewisharchives.org/wise/attachment/3364/occ_1848_12_09_431.pdf);

- » In class we will read the “Constitution of the Hamburg Temple” (1817), Moses Sofer’s (Pressburg [Bratislava]) “A Reply Concerning the Question of Reform” (1819), “Hebrew as the Language of Jewish Prayer” (Frankfurt, 1845), “The Pittsburgh Platform,” by the Conference of Reform Rabbis (1885), “The Orthodox Jewish Congregational Union of America” (1898), in *The Jew in the Modern World*, eds. Paul Mendes-Flohr and Jehuda Reinharz (New York, Oxford; Oxford University Press, 1995):161; 169-173, 178-183; 468-469; 469-470.

### **Week 8 War and peace, more revolutions, liberation, and unification— from the U.S. to the Russian Empire, 1820s–1880s**

#### *6<sup>th</sup> short prompt*

- Mobility and tradition(alism)
- Jews in the military
- The rise of the modern Jewish professional
- Journalism

## Readings:

Josette Capriles Goldish, “Nineteenth-Century Caribbean Circumcisions: An Analysis of the Journal of Births and Circumcisions Performed by Moises Frois Ricardo,” *American Jewish History* 91, no. 2 (June 2003): 315-323.

James A. Padgett, “The Life of Alfred Mordecai: As Related by Himself,” *The North Carolina Historical Review* 22, no. 1 (January 1945): 58-108.

Don C. Seitz, “Birth and Beginnings,” in *Joseph Pulitzer, his life and letters* (New York: Garden City Publishing Co. Inc., 1927) 40-57. (Available from Hathitrust.org)

- » In class we will listen to an oral history interview with a member of the San Salvador Jewish community, see <https://www.ufdc.ufl.edu/AA00070887/00001?search=salvador>; and will explore Pulitzer’s journalism.

## Week 9 Amidst global migration: from the zenith of European imperialism to the disintegration of empires in Central, Eastern, and Southern Europe, 1880s–1920s

### 7<sup>th</sup> short prompt

- *Ostjuden*—Eastern European Jewry on the move
- *Landsmannschaften*
- Paths of integration in the Americas: secular societies and synagogues
- Jewish Gaucho
- Agriculture, industry, and Jewish colonies
- Jewish welfare and philanthropy on the international level
- Zionism and other forms of Jewish politics

### Readings:

The Pittsburgh Section, National Council of Jewish Women, *By Myself I'm A Book!* (Waltham, Massachusetts: American Jewish Historical Society, 1972), ix–15.

Theodore H. Friedgut, “Jewish pioneers on Canada’s prairies: The Lipton Jewish agricultural colony,” *Jewish History* 21, no. 3/4 (2007): 385-411.

Devi Mays, “Becoming Illegal: Sephardi Jews in the Opiates Trade,” *Jewish Social Studies* 25, no. 3 (Spring/Summer 2020): 1-34.

Rebecca Kobrin, “When a Jew Was a Landsman,” *Journal of Modern Jewish Studies* 7, no. 3 (November 2008): 357-376.

Adina Cimet, “Chapter 3 Profiles of Thought: The People Behind the Ideologies,” in *Ashkenazi Jews in Mexico: Ideologies in the Structuring of a Community* (New York: SUNY Press, 1997), 73-93. (Available as ebook at the Library.)

- » In class we will discuss excerpts from Joseph Roth’s *The Wandering Jews*, translated by Michael Hoffman (New York and London: W. W. Norton & Company, 2000), 95–100; 102–103; look at photographs that Morton D. Winsberg took in the Jewish colonies in Argentina during the 1940s, available from UFDC: <https://ufdc.ufl.edu/iufjudwinsberg>; and explore the album the Jewish community gifted to the Argentine Minister of Immigration Juan Alsina in 1910, available from UFDC: <https://ufdc.ufl.edu/AA00046752/00001/1j?search=album>

## Week 10 Parallel wor(l)ds? Linguistic and cultural diversity and Jewish identification

2<sup>nd</sup> short paper due on Tuesday, October 26, 2021, in hard copy and electronically at the beginning of the class

- Language as a transnational and transgenerational nexus
- The Jewish museum and the Jewish archive
- *Yiddishland*: Yiddish press, literature, and theater
- Ladino press
- Jewish publications in various languages

### Readings:

Salomon Schechter, “English and Hebrew must be the Languages of American Jewry,” in *The Jew in the Modern World*, eds. Paul Mendes-Flohr and Jehuda Reinharz (New York, Oxford; Oxford University Press, 1995), 492.

Mariusz Kałczewiak, “Yiddish in the Andes. Unbearable distance, devoted activists and building Yiddish culture in Chile,” *Jewish Culture and History* 20, no. 4 (2019): 297-316.

Elisabeth Kaplan, “We Are What We Collect, We Collect What We Are: Archives and the Construction of Identity,” *The American Archivist* 63, no. 1 (Spring - Summer, 2000): 126-151.

Watch an excerpt (until 17:52 minutes) of the YIVO presentation “Professional Jokers: Jewish Jesters from the Golden Age of American Comedy” on Youtube:

<https://www.youtube.com/watch?v=gq1A4i-lefI>

- » In class we will visit the virtual exhibition about life of the actress Molly Picon at <https://ajhs.org/Molly/index.cfm> and watch an interview with her (<https://www.youtube.com/watch?v=eyMoZ7R0la4>) as well as excerpts from the Yiddish Book Center’s Wexler Oral History Project (2014). We will explore Reverend Safer’s papers available from UFDC: <https://ufdc.ufl.edu/UF00103299/00001>; <https://ufdc.ufl.edu/UF00103127/00003/5j>; and we will read the testimony of Joseph Gedalecia and a letter sent to the Ladino newspaper *La Amerika*: Source 118 “‘Sephardi but not Oriental’: A Polemic in New York (1914–1915),” in *Sephardi Lives: A Documentary History, 1700–1950*, eds. Sarah Abrevaya Stein and Julia Phillips Cohen (Stanford: Stanford University Press, 2014), 342–346. Finally, we will also familiarize with different Jewish publications in the Americas. Many newspapers are available digitized from UFDC.

## Week 11 Migrant women and women’s activism 1880s–1930s

*8<sup>th</sup> short prompt*

- Women’s organizations within the Jewish community
- White slavery
- Women at work, in the school, and in national and international politics
- Birth of the Jewish cookbook and the kosher food industry

Readings:

Devi Mays, “‘I killed her because I loved her too much’: Gender and Violence in the 20<sup>th</sup>-century Sephardi Diaspora,” *Mashriq & Mahjar* 2, no. 1 (2014): 4-28; available from <https://lebanesestudies.ojs.chass.ncsu.edu/index.php/mashriq/article/view/24/26>

Sandra McGee Deutsch, “Changing the Landscape: The study of Argentine Jewish women and new historical vistas,” *Jewish History* 18 (2004): 49–73.

Mir Yarfitz, “Marriage as Ruse or Migration Route: Jewish Women’s Mobility and Sex Trafficking to Argentina, 1890s-1930s,” *Women in Judaism: A Multidisciplinary e-Journal* 17,

no. 1, 1–35; available from

<https://wjudaism.library.utoronto.ca/index.php/wjudaism/article/view/34964>

- » In class we will study the philanthropist Rebecca Gratz’s legacy and we will read “Some Unpublished Letters of Rebecca Gratz” published by David Philipson in *Publications of the American Jewish Historical Society* 29 (1925): 53-60. We will explore the Argentine Raquel Lieberman’s personal documents and read entries from December 24, 1909 through January 13, 1910 from Helen Jacobus Apte, *Heart of a Wife: The Diary of a Southern Jewish Woman*, edited and with essays by her grandson Marcus D. Rosenbaum (Wilmington, Delaware: Scholarly Resources, 1998), 15-19.

## **Week 12 New states and minority protection in Central Europe, immigration quotas and closing doors in the Americas**

*9<sup>th</sup> short prompt*

- The refugees of World War I and the immediate postwar years
- Religious and ethnic minority status in the successor states
- Numerus clausus and immigration quotas
- Rerouting immigration to the US

Readings:

Carole Fink, “Chapter 2: Bucharest, August 1913,” in *Defending the Rights of Others: The Great Powers, the Jews, and International Minority Protection, 1878–1938* (Cambridge: Cambridge University Press), 39-66.

Jonathan D. Sarna, Zev Eleff, “The Immigration Clause that Transformed Orthodox Judaism in the United States,” *American Jewish History* 101, no. 3 (July 2017): 357-376.

Jeffrey Lesser, “The ‘Other’ Arrives,” in *Welcoming the Undesirables: Brazil and the Jewish Question* (Berkeley, Los Angeles, London: University of California Press, 1995), 23–45. (Available as ebook at the Library.)

Watch the oral history interview with Alex Lauterbach describing the effect of the numerus clausus legislation in Poland. Available from <https://www.yiddishbookcenter.org/collections/oral-histories/excerpts/woh-ex-0002755/rent-exchange-medical-school-admission-numerus-clausus-racial-quotas-interwar-poland>

## **Week 13 Antisemitism and Jewish responses 1880s–1930s**

*2<sup>nd</sup> quiz*

- Universities
- Country clubs and hotels
- Jewish athletic clubs and youth movements
- Summer camps

Readings:

“Leo M. Frank, Appellant, against C. Wheeler Mangum, Sheriff of Fulton County, Georgia,” Supreme Court of the United States, no. 775, October term 1914: 1-8; available online via the Library from [https://heinonline-org.lp.hscl.ufl.edu/HOL/Page?collection=trials&handle=hein.trials/aall0001&id=11&men\\_tab=srchresults](https://heinonline-org.lp.hscl.ufl.edu/HOL/Page?collection=trials&handle=hein.trials/aall0001&id=11&men_tab=srchresults)

Adam S. Ferziger and Hillel D. Spielman, “Reverence and Integration: Boy Scouts, Jewish Camping and American Orthodoxy,” *American Jewish History* 101, no. 3 (July 2017): 271–295, focus on pages 271-283.

Victor Mirelman, “Jew and Gentile in Argentina,” in *Jewish Buenos Aires, 1890-1939: In Search of an Identity* (Detroit, Wayne State University Press, (1990) 2018), 46-75. (Available as ebook at the Library.)

» In class we will read about Jewish responses to the Kishinev pogroms and watch the documentary *My Grandparents Had a Hotel* by Karen Shopsowitz (1991).

## **Week 14 The Berlin Olympics and the Evian Conference—the eve of World War II and the Holocaust**

### *10<sup>th</sup> short prompt*

- Jewish intellectuals fleeing Europe
- First reports on the Holocaust

### Readings:

Tara Zahra, “The First Final Solution,” in *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* (New York and London: W. W. Norton & Company, 2016), 143–179.

Marion Kaplan, (part of) “Chapter 2 The Exasperations and Consolations of Refugee Life After 1940: Fear of Portugal Regime and Appreciation of Its People,” in *Hitler’s Jewish Refugees: Hope and Anxiety in Portugal* (New Haven and London: Yale University Press, 2020), 66-81.

Anne C. Schenderlein, “Americanization before 1941” in *Germany on their Minds: German Jewish Refugees in the United States and Their Relationships with Germany, 1938–1955* (New York, Oxford: Berghahn Books, 2020), 22-52. (Available as ebook at the Library.)

Listen to (or read the transcript of) an “Interview with Martha Feuchtwanger,” Tape no. XVII, side one, August 8, 1975; available from the UCLA Library Center for Oral History Research, <https://oralhistory.library.ucla.edu/catalog/21198-zz0008z8g9>

» In class we will watch the women’s foil finals at the Berlin Olympics [https://www.youtube.com/watch?v=3\\_9\\_KSoZlJl](https://www.youtube.com/watch?v=3_9_KSoZlJl), study German brochures advertising emigration to the Americas, and look at documentation of Argentinian Jewish efforts of sending aid to the Soviet Union. We will also look at pictures of Jewish refugees in Sosúa,

the Dominican Republic, available from <https://archives.jdc.org/project/dominican-republic-dorsa/>

### **Week 15 Conclusion**

*Final paper due on Tuesday, December 7, 2021, in hard copy and electronically at the beginning of the class*

- Review and critique of the course vocabulary
- Jewish history in the Americas: part of larger pictures