Lion, doors at mid-19th century Bikur Holim Hospital, Old City of Jerusalem Israel (now on Haneviim Street).
Course Description
Addresses Judaism and Politics in terms of identities (personal, national, and international interactions) in several regions and locales around the globe, including attention to Israelis, as well as Jews in the Middle East, Europe, Asia, and/or South America.

Includes lecture and a great deal of class discussion and classroom activities centered on readings, as well as a class-reading of one playscript in which all students will read a portion aloud.

The course takes a case-study approach, addressing several themes and several regions of the world. Connections between these themes and regions will be addressed in lecture and classroom discussion. Several readings include themes related to identity; the World War II period; refugees; cultural changes and/or inter-cultural interactions; and migration influenced or caused by external political phenomena (e.g., the Holocaust). “Migration” in the form of backpacking and dwelling-tourism is addressed in the case of Israeli youth.
Required Textbooks (see reading schedule below)


6. A short reader is available at Smathers Library e-reserves, free with your Gatorlink information. Each student will be responsible for only a few of the e-reserves readings across the semester. We will make assignments for each e-reserves chapter/article in the first two weeks of class.
Assignments

• 10%  In-Classroom Reading of Dramascripts: The Diary of Anne Frank
  Each student will be assigned in advance to read a portion of this stage version of The Diary of Anne Frank. We will read it out loud in class during the scheduled time for this reading.

• 10%  Participation
  Active and appropriate participation in discussion, group activities, Round Table presentations, and ad hoc presentations on readings in the classroom. Each student will be assigned to 2 – 3 of the e-reserves readings for brief presentation in class.

• 25%  Journal (3)
  This is your opportunity to engage with the course readings on a personal level. Include only information that would be appropriate for me to read. I encourage you to keep a wider journal of your experience of the course for your own posterity.
Assignments Continued

• 25%  Abstracts (3)
  Explain the central argument/contention (or take-home message) of the assigned readings in 5-7 sentences (strict limit), drawing upon three (3) major pieces of evidence used in the reading to support that argument/contention. In this assignment, you are working on developing analytical distance and analytical neutrality or clarity. In some ways, it is the opposite of personal engagement.

• 30%  Final Essay
  Each student will write one 6-page essay in response to a choice of two essay prompts. Use Chicago Manual of Style in-text citations and full reference page. The final essay will be due on Canvas on the day and time of the scheduled Final Exam for this course. There is no final exam for this course. You will be asked to distinguish between analytical distance and personal engagement with the materials, and to demonstrate both. When in doubt, analytical distance should come first. You may draw in some part upon your abstracts and journals, as appropriate to answering the essay prompt. Essays are limited to the readings from class.
In-Classroom Reading of the play version of *The Diary of Anne Frank*

- Each student will be assigned to a portion of the text for reading. When we come to that portion of the text in our segment on this reading, you will read aloud with your fellow students in class your assigned portion. You will have some choice in selecting a portion, and you will have advanced notice so that you can practice in advance.
Course Objectives

Students will be asked to consider issues of identity and politics as relates to Judaism in specific locales and/or regions. Some of these contexts will include an element of international interaction. Students will explore these issues of Judaism, politics, and identity in terms of personal, national, and/or international interactions. Students will learn to consider these questions in terms of several important theories.
Student Learning Outcomes

Students who do the work for this course be able to:

1. Discuss international backpacking as a cultural phenomenon among Israeli youth, particularly those traveling in various parts of Asia.

2. Identify several significant Jewish communities in Latin America.

3. Explain the position of Jewish immigrants/refugees to China in the 1940s.

4. Consider the cultural and political experiences of Sephardi or Mizrahi Jews in the Middle East and North Africa in the years leading up to and including World War II.

5. Connect issues of identity in these specific contexts with several important theoretical frameworks.

6. Connect questions of political participation, status, or agency in these specific contexts with several important theoretical frameworks.

Napoleon may have seen himself as granting freedom and the ability to flourish to Jews with French citizenship, which gave new rights to Jewish communities not shared in many other European countries. However “emancipation” came with a high cost for religious communities. Napoleon’s activities in regard to Jewish communities were controversial, particularly among Orthodox communities, who raised concerns about assimilation.
Reading Schedule

We will spend three weeks on each text. See schedule in the pages below.

Theodore Herzl, Photo by E.M. Lilien / Public domain
Reading Schedule

• Week I
  • Elkin, “The Jews of Latin America: The Historical Context”
  • Elkin, “Immigrant Flood”

• Week II
  • Elkin, “Refugees, Nativists, and Nazis”
  • Elkin, “Argentina: Attraction and Repulsion” – journal 1 due

• Week III
  • Elkin, “Balancing Acts: Mexico, Chile, Venezuela”
  • E-reserves reading: “First Part” in I and Thou by Martin Buber – abstract 1 due
Reading Schedule

• Week IV
  • Bei, “Chinese and Japanese Perceptions of the Jews”
  • Bei, “The Chinese Nationalist Government and the Shanghai Jewish Refugees”

• Week V
  • Bei, “Yasue Norihiro, Inuzuka Koreshige, and Japan’s Policy toward the Shanghai Jewish Refugees, December 1937 – December 1939”
  • E-reserves reading: “Identity and Representation” in Language and Symbolic Power by Pierre Bourdieu – journal 2 due

• Week VI
  • Bei, “The Tripartite Pact and Japan’s Policy toward the Shanghai Jewish Refugee Issue, January 1940 – August 1945”
Reading Schedule

• Week VII
  • Memmi, Part One, “The Sabbath”
  • Memmi, Part One, “Old Clothes”
  • Memmi, Part One, “The Bar Mitzvah”
  • Memmi, Part Two, “The City”

• Week VIII
  • Memmi, Part Two, “High School”
  • Memmi, Part Two, “Uncle Joseph’s Death”
  • Memmi, Part Three, “The War” – journal 3 due

• Week IX
  • Memmi, Part Three, “The Camp”
  • Memmi, Part Three, “Departure”

• E-Reserves reading: Selection from David Ben Gurion Looks Back in Talks with Moshe Pearlman – abstract 3 due
Reading Schedule

• Weeks X through XII
  • All. Parts to be decided/assigned in first two weeks of class.
    • *journal 4 due week XI*
    • *abstract 4 due Week XII*
Reading Schedule

• Week XIII
  • Noy and Cohen, “Introduction: Backpacking as a Rite of Passage in Israel” in Noy and Cohen, eds., *Israeli Backpackers: From Tourism to Rite of Passage*
  • Ayana Haviv, “Next Year in Kathmandu: Israeli Backpackers and the Formation of a New Israeli Identity” in *Israeli Backpackers*

• Week XIV
  • Dalit Bloch-Tzemach, “Young Israelis’ Long Trip Abroad, Backpacking in Asia and ‘Dwelling-Tourism’ in Japan” in *Israeli Backpackers*
  • Cohen and Noy, “Conclusion: The Backpackers and Israeli Society” in *Israeli Backpackers – journal 5 due*

• Week XV
  • E-Reserves reading: “A Tale of Two Cities” in *Divided People: Can Israel’s Breakup be Stopped?* By Eva Etzioni-Halevy
  • E-Reserves reading: “Real Spaces, Symbolic Spaces: Interrelated Notions of Territory in the Arab-Israeli Conflict in A Roadmap to War: Territorial Dimensions of International Conflict*, edited by Paul F. Diehl – abstract 5 due
Reading Schedule

• Week XVI – Conclusions

Final paper due on Canvas during hour and day of final exam. There is no final exam in this course.
Absences and make-up assignments

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, which can be found at: catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Absences over 3 will count 0.5 points off of your final grade (on a 100 point scale) without an appropriate scholastic, medical, or other approved excuse.

Make-up assignments will not be allowed without a scholastic, medical, or other approved excuse.
Accommodation

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, or www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
**Tardiness:** Please do not be tardy. If you are tardy, come in quietly and do not disturb lecture, discussion, or other classroom activities. More than 3 tardy days will impact your participation grade negatively. Do not be tardy on the day that you are assigned to read a portion of *The Diary of Anne Frank* play script.

**Cell Phones:** Students may have their cell phones out in class if they feel it is important for their safety; however, please do not read, use, or play with your cell phone during class.

**Respect:** All participants (students, faculty, and/or any guest speakers) in this class are asked and expected to be respectful to one another during discussions and other class exercises, remembering that your student body (and the American polity) includes intelligent people of vastly ranging political, religious, social, and other opinions and subject positions. Discourse in this class is expected to cover a wide range of opinions and subject positions in a way that is civil at all times. We will practice how to do this in class. Sometimes it is hard work. Your cooperation in this effort will be greatly appreciated!
Other...miscellaneous

- Materials and supplies fees: none other than texts. Students are expected to have access to a computer and to the internet in order to write and to submit assignments.

- Student evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
Academic honesty

- The university’s honesty policy regarding cheating, plagiarism, etc.
- 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 Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the faculty instructor for this class.
All assignments will be submitted and graded on-line through Canvas, our on-line course and assignments platform at UF. If this causes you hardship, please contact me immediately so that we can arrange a suitable alternative.
Grading Scale

A 93-100%; A- 90-92%;
B+ 87-89%; B 83-86%; B- 80-82%;
C+ 77-79%; C 73-76%; C- 70-72%;
D+ 67-69%; D 63-66%; D- 60-62%;
E Below 60%
Dr. Patricia Sohn, Ph.D.

Associate Professor

333 Anderson

Office Phone: 352-273-2370

Email: pjsohn@ufl.edu

Spring 2019 Office Hours: Wednesdays and Fridays 1:00 – 2:30 p.m.