

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

### Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School (Select One) College of Integrative Sciences&Arts Department/School Leadership/Interdisciplinary Studies  
Prefix: IDS Number: 311 Title: Integration Global Contexts: Topic: European Jewish Life today Units: 3

Course description: This course surveys European Jewish communities in the 21<sup>st</sup> century. The emphasis will be on challenges created by changing demographics, political issues in various countries, the State of Israel, aftermath of the Cold War, what the European Union means for Jewish communities, rising anti-Semitism, and multifaceted religious/cultural renewal.

Is this a cross-listed course? No  
(Choose one) If yes, please identify course(s):

Is this a shared course? (Choose one) If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a **permanent-numbered** course with topics? Yes(Choose one) Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** (Choose One) G

**Mandatory Review:** (Choose one) Yes

Note- a **separate** proposal is required for each designation.

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

### Submission deadlines dates are as follow:

For Fall 2020 Effective Date: **October 10, 2019**

For Spring 2021 Effective Date: **March 5, 2020**

### Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

### Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

### A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

### Contact information:

Name Dr. Michael Rubinoff E-mail [mrubinoff@asu.edu](mailto:mrubinoff@asu.edu) Phone 480-269-1744

### Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth, Date: 4/8/2020

Chair/Director (Signature): 

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### **Rationale and Objectives**

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>Course Description in syllabus: This course surveys European Jewish communities in the 21st century. The emphasis will be on challenges created by changing demographics, political issues in various countries, the State of Israel, aftermath of the Cold War, what the European Union means for Jewish communities, rising anti-Semitism, and multifaceted religious/cultural renewal.</p>
		<p><b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):</p>	<p>Course Description in syllabus: This course surveys European Jewish communities in the 21st century. The emphasis will be on challenges created by changing demographics, political issues in various countries, the State of Israel, aftermath of the Cold War, what the European Union means for Jewish communities, rising anti-Semitism, and multifaceted religious/cultural renewal.</p>

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b></p>	<p>Course Description in syllabus: This course surveys European Jewish communities in the 21st century. The emphasis will be on challenges created by changing demographics, political issues in various countries, the State of Israel, aftermath of the Cold War, what the European Union means for Jewish communities, rising anti-Semitism, and multifaceted religious/cultural renewal.</p>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	<p>Course Description in syllabus: This course surveys European Jewish communities in the 21st century. The emphasis will be on challenges created by changing demographics, political issues in various countries, the State of Israel, aftermath of the Cold War, what the European Union means for Jewish communities, rising anti-Semitism, and multifaceted religious/cultural renewal.</p>

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.”</p>	<p>Course Description in syllabus: This course surveys European Jewish communities in the 21st century. The emphasis will be on challenges created by changing demographics, political issues in various countries, the State of Israel, aftermath of the Cold War, what the European Union means for Jewish communities, rising anti-Semitism, and multifaceted religious/cultural renewal.</p>
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Course Prefix	Number	Title	Designation
IDS	311	European Jewish Life Today	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	Course discusses the cultural and social life of contemporary Jewish communities in various countries.	Modules 1-7 cover topically European Jewish communities and their interactions with fellow neighbors as well engagement in their own cultural, religious, and spiritual affairs.
2	Course will assess and analyze European Jews and their responses to changing demographics (including Jewish migrations to France from North Africa), Israel, rising anti-Semitism, and their role in the European Union.	
4	The course's required readings and work are built around European Jewry.	Modules 1-7 include readings about Jews in the UK, France, former USSR/Russia, Hungary, Poland, Romania, Germany, Czech Republic, Sweden, Denmark, Italy, and the Netherlands.
5	All of the course material will contextualize European Jewish life today both within these communities and also neighboring cultures; both secular and religious.	Modules 1-7 detail both macro and micro themes within European Jewish life today. Readings and assignments will assess and synthesize how and why these are important for various Jewish communities.

# IDS 311 - Integration: Global Contexts

## Course Description

Explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand global issues.



## EUROPEAN JEWISH LIFE TODAY

IDS 311

SPRING A 2021

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### Course and Faculty Information

#### **Greeting:**

Welcome to IDS 311: European Jewish Life Today! This course is offered by the College of Integrative Sciences and Arts (CISA). For more information about the college, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

#### **Course Description:**

This course surveys European Jewish communities in the 21<sup>st</sup> century. The emphasis will be on challenges created by changing demographics, political issues in various countries, the State of Israel, aftermath of the Cold War, what the European Union means for Jewish communities, rising anti-Semitism, and multifaceted religious/cultural renewal.

#### **Credits: 3**

**Prerequisites:** Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours

**Instructor: Dr. Michael Rubinoff**

**Faculty Webpage:** <https://webapp4.asu.edu/directory/person/87524>

**Contact Info:** [mrubinoff@asu.edu](mailto:mrubinoff@asu.edu)

480/269-1744 (Google voice messaging) – preferred phone, 480/965-7971 (office)

**Office Location/Hours:** Tempe/Urban Systems Engineering 230/By appointment

### Course Learning Outcomes

After completion of this course, the student will have further honed their skills in two major areas by contextualizing knowledge of essential factual material and critically thinking on a variety of course topics. Specifically, the student will (1) demonstrate the ability to apply an integrative process within a particular context, (2) critically reflect on an integrative skill or process within a particular context, and (3) evaluate the significance of the various insights, perspectives, and components relevant to an integrative process within a particular context. These skills will be demonstrated in the following categorizations:

#### **Knowledge of Essential Factual Material**

- Identify various themes, major figures, and forces in post-1950 European Jewish societies.
- Appreciate both the “grand picture” and sweep of major events along with realizing the importance of often overlook aspects of contemporary European Jewish life and culture.
- Recognize the history scholar’s/student’s role as both an objective and subjective interpreter European Jewry’s very recent past.
- Analyze different approaches made to historical study (e.g., chronological, topical, biographical, etc.)



## Critical Thinking

- Evaluate historical questions with use of scholarly materials.
- Ask appropriate questions about the application of historical study in the context of cultural, economic, political, and social issues.
- Distinguish abstract ideas from detailed specifics in historical study.
- Ability to identify and assess the major controversies in European Jewish life since 1950.

## Course Format

The course closely resembles a seminar. Readings along with online discussions will be the foundation for exploring a wide range of opinions/viewpoints, as well as class member's opinions. No exams or research projects are required. Instead, a consistent and robust scholarly exchange of ideas will be the sole measurement for student achievement.

## Textbooks

### *Required Articles and Screening:*

There is no single text for class. Keeping student costs in mind, course topics/objectives can be met with weekly readings of selected scholarly articles/eBook chapter all available in the Hayden Online JSTOR, EBSCOhost, Sage, and other databases. Links can be found in each module's section called, "Learning Materials." If at any time you find the link not working and/or a request is made for a payment (for which you need not pay), go to <http://asu.edu/lib> - The new library platform allows you to copy/paste the article, author, title, and information in the center page search box. The link provided for downloading should take just seconds.

While most of these articles are written by professors with fellow scholars (not undergraduate students) in mind, these selections offer analyses in different decades and perspectives that in some case could not be foreseen by more recent events. All of these articles will be used in our weekly discussions (See Graded Work below). A complete bibliography of articles per unit can be found immediately below in alphabetical order:

### **Module 1: European Jews at Mid-Century**

- Steven Beller, "Is Europe Good for the Jews? Jews and the Pluralist Tradition in Historical Perspective," *European Judaism: A Journal for the New Europe*, Vol. 42, No. 1 (Spring 2009): 134-155.
- Nick Lambert, "In Hiding: The Jews of Europe," *European Judaism: A Journal for the New Europe*, Vol. 40, No. 2 (Autumn 2007): 71-74.
- Diana Pinto, "Are There Jewish Answers to Europe's Questions?," *European Judaism: A Journal for the New Europe*, Vol. 39, No. 2 (Autumn 2006): 47-57.

### **Module 2: The Jews of Britain and France**

- Michel Abitbol and Alan Astro, "The Integration of North African Jews in France," *Yale French Studies*, No. 85, Discourses of Jewish Identity in Twentieth-Century France (1994): 248-261.
- Lionel E. Kochan, "Anglo-Jewry Since World War II," *The American Jewish Year Book* (1978), Vol. 78 (1978): 339-349.
- Michael M. Laskier and B. Gorodetzki, "The Regeneration of French Jewry," *Jewish Political Studies Review*, Vol. 10, No. 1/2 (Spring 1998): 37-72.
- Leslie Wagner, "The Revival of British Jewry," *Jewish Political Studies Review*, Vol. 27, No. 3/4 (Fall 2016): 55-68.

### **Module 3: Jews under Communism**

- Pavel Câmpeanu, “Aspects of Romanian Stalin’s History: Ana Pauker, A Victim of Anti-Semitism?”, *East European Politics and Societies*, Vol. 14, No. 2, (Dec. 2000): 157-178.
- A. Mark Clearfield, “The Soviet “Doctors’ Plot”: 50 Years On,” *BMJ: British Medical Journal*, Vol. 325, No. 7378, (Dec. 21-28, 2002): 1487-1489.
- Robert L. Cohn, “Early Postwar Travelers on the Future of Jewish Life in Poland,” *The Polish Review*, Vol. 53, No. 3, (2008): 317-340.
- Peter Kenez, “Antisemitism in Postwar Hungary,” *Judaism: A Quarterly Journal of Jewish Life and Thought*, Vol. 50, No. 2 (Spring 2001): 144-157.
- Jacob Ari Labendz, “Lectures, murder, and a phony terrorist: managing “Jewish power and danger” in 1960s communist Czechoslovakia,” *East European Jewish Affairs*, Vol. 44, No. 1 (2014): 85-108.

### **Module 4: European Jews, Zionism and Israel**

- Natan Aridan, “Anglo-Jewry and the State of Israel: Defining the Relationship, 1948-1956,” *Israel Studies*, Vol. 10, No. 1, Israel and the Diaspora: New Perspectives (Spring 2005): 124-156.
- Matti Bunzl, “Austrian Zionism and the Jews of the New Europe,” *Jewish Social Studies*, New Series, Vol. 9, No. 2 (Winter 2003): 154-173.
- Freddy Eytan, “The Complexity of the Relations between European Jewry and Israel,” *Jewish Political Studies Review*, Vol. 28, No. 3-4 (Fall 2017): 30-37.

### **Module 5: The Cause of Soviet Jewry**

- Robert B. Cullen, “Soviet Jewry,” *Foreign Affairs*, Vol. 65, No. 2 (Winter 1986): 252-266.
- Vladimir (Ze’ev) Khanin, “Institutionalization of the Post-Communist Jewish Movement Organizational Structures, Ruling Elites, and Political Conflicts,” *Jewish Political Studies Review*, Vol. 14, No. 1-2 (2002): 5-28.
- Vladimir (Ze’ev) Khanin, “The refusenik community in Moscow: social networks and models of identification,” *Eastern European Jewish Affairs*, Vol. 41, Nos. 1–2 (April-Aug. 2011): 75–88.
- Lewis H. Weinstein, “Soviet Jewry and the American Jewish Community, 1963-1987,” *American Jewish History*, Vol. 77, No. 4 (June 1998): 600-616.

### **Module 6: European Anti-Semitism: The Oldest Hatred Revisited**

- Arthur Arnheim, “Anti-Semitism after the Holocaust – Also in Denmark,” *Jewish Political Studies Review*, Vol. 15, No. 3-4 (Fall 2003), “Anti-Semitism Issues”: 151-159.
- Sergio I. Minerbi, “Neo Anti-Semitism in Today’s Italy,” *Jewish Political Studies Review*, Vol. 15, No. 3/4, “Anti-Semitism Issues” (Fall 2003): 111-139.
- Mikael Tossavainen, “Arab and Muslim Anti-Semitism in Sweden,” *Jewish Political Studies Review* (Fall 2005), Vol. 17, No. 3-4 (Fall 2005): 109-118.
- Robert S. Wistrich, “Anti-Semitism in Europe Since the Holocaust,” *The American Jewish Year Book*, Vol. 93 (1993): 3-23.

### **Module 7: Redefining European Jewry: Today and Tomorrow**

- Andrew Buckser, “Chabad in Copenhagen: Fundamentalism and Modernity in Jewish Denmark,” *Ethnology*, Vol. 44, No. 2 (Spring 2005): 125-145.
- Manfred Gerstenfeld, “At Issue: Symbolic and Other Roles of Jews in Dutch Society,” *Jewish Political Studies Review*, Vol. 20, No. 3-4 (Fall 2008), pp. 35-50.
- Hanni Mittlemann, “Reconceptualization of Jewish Identity as Reflected in Contemporary German-Jewish Humorist Literature,” *Being Jewish in the 21<sup>st</sup> Century Germany*, eds. Haim Fireberg, Olaf Glöckner (Walter de Gruyter GmbH: Berlin, 2015): 131-141. The eBook link follows below:

[https://arizona-asu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01ASU\\_ALMA21875238380003841&context=L&vid=01ASU&lang=en\\_US&search\\_scope=Everything&adaptor=Local%20Search%20Engine&tab=default\\_tab&query=any,contains,Jews%20in%20Germany%20today&sortby=rank&mode=Basic](https://arizona-asu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01ASU_ALMA21875238380003841&context=L&vid=01ASU&lang=en_US&search_scope=Everything&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contains,Jews%20in%20Germany%20today&sortby=rank&mode=Basic)

- Katerina Novotna, “Reform Judaism in the Czech Republic: Comeback or Innovation?”, *European Judaism: A Journal for the New Europe*, Vol. 30, No. 1 Central and Eastern Europe (Spring 1997): 130-136.
- Magdalena Waligórska, “A Goy Fiddler on the Roof - How the Non-Jewish Participants of the Klezmer Revival in Kraków Negotiate Their Polish Identity in a Confrontation with Jewishness,” *Polish Sociological Review*, No. 152 (2005): 367-382.

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**Read the assigned material carefully and on time for each lesson as they form the basis of weekly discussions and a large part of your grade.**

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## Graded Work

We expect every student to leave this course with a better – more insightful – understanding of European Jewish life today. This will be achieved with interactive class activities:

### Online Discussions: (350 Points)

You are responsible for participating in the weekly discussions. These will be academic chat rooms where ideas can be expressed about readings, media, web links, etc. We start every module on Monday (see Course Calendar at the bottom). Each module is worth 50 points. So over eight modules this would be: 50 points x 7 = 350. Answering the questions on the board is worth up to thirty (30) points and these are due before/by Thursday at 11:59 pm AZ time. The remaining twenty (20) points can be earned by making at least two (s) other “substantive” posts on any other day(s) of the module, not including the day you post DQs. “Substantive” means a post of at least 3-4 sentences. You can post on someone else’s answers or reply to a post on your answers. Each module (except Module 8) ends on a Sunday – after which no late posts will be accepted for points. In short, the boards are an interactive exercise and you want to engage on at least two (2) days of each Module with DQ answers (1 day) and two reply posts on a different day(s).

### Research Paper: (100 Points)

Students will propose after the first week of class at least three theses for faculty selection for a course research paper. This paper will evaluate the significance of the various insights, perspectives, and components relevant to an integrative process within European Jewish Life today. This paper will be 8-10 pages in length, excluding bibliography page(s). A minimum of five (5) academic references (excluding course readings) must be identified and their use showed with citations. The paper should be written in Chicago or MLA style, double-spaced, Times New Roman with a 12-pitch font. The paper is due before/by Feb. 23.

## A word about graded written work

This course stresses literacy skills. With the entire grade based on written assignments, it is important to follow these guidelines for all DQ postings. There will be scoring reductions for not following these guidelines with submissions.

1. Prepare your answers in a Word doc for all the spelling/grammar check tools available in the program.
2. Be sure to correct Word's suggestions.
3. Copy the text of your checked Word doc.
4. All DQs uploads and replies are to be made in text (not as Word docs).

### Scoring of Online Discussion DQs

- There is usually no “right” or “wrong” answer to most DQs. It is just “incorrect” to not follow directions and answer them.
- The rubric below is based on meeting assigned Thursday submission deadlines. Timeliness promotes class engagement. Automatic deductions do apply on late DQ submissions (accepted only through the end of module work at 11:59 pm AZ time).
- Additional deductions (3-5 points per question) will be made if the other categories as shown below per asterisk (\*) are deficient. Demonstrating use of required materials with citations are required in all DQs unless otherwise directed. Absence of citations can reduce an answer by 50% or more.
- The score of 30 (maximum) on DQs is earned when every category below has been satisfied.

Score/Points	Meets Thursday deadline	All DQs answered	Meets word count	Spell-check and English	Materials and citations
30	x	x	x	x	x
28	1 day late	*	*	*	*
26	2 days late	*	*	*	*
24	3 days late	*	*	*	*
0	Too late	*	*	*	*

### Scoring of Online Discussion Reply Posts

These 20 points are earned so long as the two replies are on a different day(s) than when you post the DQs. Students often post DQs and replies on the same day – when this happens, only the DQs will be accepted as they count more. To earn the reply points, login at least one other day and post. Some students post their DQs earlier than Thursday due dates – You are welcome to begin posting replies on them even if your DQs follow on a later day.

# Summary of Course Deliverables

- **Module 1: DQs due before/by Jan. 16**
- **Module 1: Additional Posts before/by Jan. 19**
- **Module 2: DQs due before/by Jan. 23**
- **Module 2: Additional Posts before/by Jan. 27**
- **Module 3: DQs due before/by Jan. 30**
- **Module 3: Additional Posts before/by Feb. 2**
- **Module 4: DQs due before/by Feb. 6**
- **Module 4: Additional Posts before/by Feb. 9**
- **Module 5: DQs due before/by Feb. 13**
- **Module 5: Additional Posts before/by Feb. 16**
- **Module 6: DQs due before/by Feb. 20**
- **Module 6: Additional Posts before/by Feb. 23**
- **Module 6: Research Paper due before/by Feb. 23**
- **Module 7: DQs due before/by Feb. 27**
- **Module 7: Additional Posts before/by March 3**

## Grading

The Grading Scale is as follows:

### Based on 450 points

405 – 450 = A

360 – 404 = B

315 – 359 = C

270 – 314 = D

0 – 299 = E

## Course Access

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) and [asu.instructure.com](http://asu.instructure.com); bookmark both in the event that one site is down.

## Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be enough for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

## Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#)
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## Submitting Assignments

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event, you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure your account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Unless otherwise noticed, grades on assignments will be available within one week of a module's end date in the Gradebook.

## Late or Missed Assignments

As outlined above, the Discussion Questions are all due before/by assigned days. A late submission will lose 2 points per day. No posts will be accepted for credit after the module board ends on Sunday at 11:59 pm AZ time. The Research Paper due date is firm and a late submission will be reduced a grade point per day.

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

## Excused Absences

Students may be excused from class for any of the three criteria below.

- a. excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), "Accommodation for Religious Practices"
- b. excused absences related to university sanctioned events/activities that are in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities"
- c. excused absences related to participation in line-of duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work

performed in the line-of-duty, without penalty. See university policy ACD304-11: SSM 201-18: Accommodating Active Duty Military <https://www.asu.edu/aad/manuals/ssm/ssm201-18.html> for details. Students should discuss individual concerns with their instructor.

## Communicating with your Instructor and Classmates

### Netiquette

If you are engaging in online course interactions, use [netiquette](#): a social code that defines appropriate online behavior. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to communicate as a scholarly, respectful, professional, and polite learner.

### Classroom Community

In order to build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as netiquette). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion; in addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

### Community Forum

If your course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

### Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

### Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

*All instructor correspondence will be sent to your ASU email account.*

## Email to your instructor

When emailing your instructor, please include the course name (IDS 312) in your subject box. Faculty often teach many classes and this simple identification will help with course roster searches to match your name against several other class rosters.

## Sensitive Course Content/Trigger Warning

Please note some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from class members) seems offensive, please contact me at [mrubinoff@asu.edu](mailto:mrubinoff@asu.edu)

## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

## Course Calendar (date range)

**Links to readings and screening can be found under Learning Materials**

### Module 1: European Jews at Mid-Century

#### READ

1. Steven Beller, “Is Europe Good for the Jews? Jews and the Pluralist Tradition in Historical Perspective”
2. Nick Lambert, “In Hiding: The Jews of Europe”
3. Diana Pinto, “Are There Jewish Answers to Europe’s Problems?”

#### **POST DQS BEFORE/BY 01/16**

#### **ADDITIONAL POSTS BEFORE/BY 01/19**

### Module 2: Unit 2: The Jews of Britain and France

#### READ

1. Lionel E. Kochan, “Anglo-Jewry Since World War II”
2. Leslie Wagner, “The Revival of British Jewry”
3. Michel Abitbol and Alan Astro, “The Integration of North African Jews in France”
4. Michael M. Laskier and B. Gorodetzki, “The Regeneration of French Jewry”

#### **POST DQS BEFORE/BY 01/23**

#### **ADDITIONAL POSTS BEFORE/BY 01/26**

### Module 3: Jews under Communism

#### READ

1. Robert L. Cohn, “Early Postwar Travelers on the Future of Jewish Life in Poland”
2. Pavel Câmpeanu, Aspects of Romanian Stalin’s History: Ana Pauker, A Victim of Anti-Semitism?
3. A. Mark Clearfield, “The Soviet “Doctors’ Plot”: 50 Years On”
4. Peter Kenez, “Anti-Semitism in Postwar Hungary”
5. Jacob Ari Labendz, “Lectures, murder, and a phony terrorist: managing “Jewish power and danger” in 1960s communist Czechoslovakia”



## **POST DQS BEFORE/BY 01/30**

### **ADDITIONAL POSTS BEFORE/BY 03/02**

#### **Module 4: European Jews, Zionism and Israel**

##### **READ**

1. Natan Aridan, “Anglo-Jewry and the State of Israel: Defining the Relationship, 1948-1956”
2. Freddy Eytan, “The Complexity of the Relations between European Jewry and Israel”
3. Matti Bunzl, “Austrian Zionism and the Jews of the New Europe”

## **POST DQS BEFORE/BY 02/06**

### **ADDITIONAL POSTS BEFORE/BY 02/09**

#### **Module 5: The Cause of Soviet Jewry**

##### **READ**

1. A. Mark Clearfield, “The Soviet "Doctors' Plot": 50 Years On”
2. Robert B. Cullen, “Soviet Jewry,”
3. Vladimir (Ze'ev) Khanin, “The Refusenik Community in Moscow: Social Networks and Models of Identification”
4. Vladimir (Ze'ev) Khanin, “Institutionalization of the Post-Communist Jewish Movement Organizational Structures, Ruling Elites, and Political Conflicts”
5. Lewis H. Weinstein, “Soviet Jewry and the American Jewish Community, 1963-1987”

## **POST DQS BEFORE/BY 02/13**

### **ADDITIONAL POSTS BEFORE/BY 02/16**

#### **Module 6: European Anti-Semitism: The Oldest Hatred Revisited**

##### **READ**

1. Arthur Arnheim, “Anti-Semitism After the Holocaust – Also in Denmark”
2. Sergio I. Minerbi, “Neo Anti-Semitism in Today’s Italy”
3. Mikael Tossavainen, “Arab and Muslim Anti-Semitism in Sweden”
4. Robert S. Wistrich, “Anti-Semitism in Europe Since the Holocaust”

## **POST DQS BEFORE/BY 02/20**

### **ADDITIONAL POSTS BEFORE/BY 02/23**

### **RESEARCH PAPER DUE BEFORE/BY 02/23**

#### **Module 7: Redefining European Jewry: Today and Tomorrow**

##### **READ**

1. Andrew Buckser, “Chabad in Copenhagen: Fundamentalism and Modernity in Jewish Denmark”
2. Manfred Gerstenfeld, “At Issue: Symbolic and Other Roles of Jews in Dutch Society”
3. Hanni Mittlemann, “Reconceptualization of Jewish Identity as Reflected in Contemporary German-Jewish Humorist Literature”
4. Katerina Novotna, “Reform Judaism in the Czech Republic: Comeback or Innovation?”
5. Magdalena Waligórska, “A Goy Fiddler on the Roof - How the Non-Jewish Participants of the Klezmer Revival in Kraków Negotiate Their Polish Identity in a Confrontation with Jewishness”

**POST DQS BEFORE/BY 02/27**

**ADDITIONAL POSTS BEFORE/BY 03/03**

## **IMPORTANT NOTE IMMEDIATELY BELOW**

**MARCH 3 IS THE END OF CLASS AND NO WORK OF ANY KIND FOR MODULE 7 WILL BE CREDITED FOR POINTS AFTER THIS DATE. STUDENTS ARE ADVISED TO PLAN AHEAD WITH MODULE 7.**

### **College Credit Statement**

The Arizona Board of Regents, the governing board for ASU, NAU, and the UofA, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit.... Off-campus courses, regardless of mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. An equivalent of 45 hours of work by each student is required for each unit of credit. Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a high-quality university education. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

### **Course Time Commitment**

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

<b>Course Length</b>	<b>Time on Coursework per Week for a 3-credit course</b>	<b>Total Time Requirement for a 3-credit Course</b>
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

## Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

## Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

## ADDITIONAL INFORMATION

### Classroom Decorum

The university charges faculty with the responsibility for conducting classes and establishing an optimum learning environment. Accordingly, in keeping with university policy, students are requested as a courtesy to respect the following during this course:

1. Please disengage all cell phones and pagers before entering the classroom.
2. Please close laptop computers when class is in session.
3. Please leave all food and snacks outside the classroom. There is no eating in class.
4. Newspapers and other written materials are not to be read on class time.
5. Classroom furniture is meant for what it was placed to do. Please refrain from using empty chairs or tables as leg rests.

### Extra Credit

With eight discussion board assignments, the course has substantial opportunities for students. Because of these, extra credit is not available for this course.

## UNIVERSITY POLICIES

### Student Conduct and Academic Integrity

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](http://ASU Student Resources for Academic Integrity) or [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity) for more information.

## **EXTREMELY IMPORTANT GUIDANCE FOR SUCCESS IN THIS COURSE**

All assignments are required to show the appropriate citations with use of text readings and other required course materials. This means not just mention of the material but demonstrating clearly the item's analytical use. For example, an MLA citation from page 137 in the Beller article would appear in your writing immediately after use as (Beller, 137). The absence of citations on any item will result in major score reductions and possible assignment failure.

## **Disability Accommodations**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Disability Resource Center** ([eoss.asu.edu/drc](http://eoss.asu.edu/drc))

**Email:** [DRC@asu.edu](mailto:DRC@asu.edu)

**DRC Phone:** 480-965-1234

**DRC FAX:** 480-965-0441

## **Resources for Students.**

The site can be found here: <https://eoss.asu.edu/drc>

**Downtown Phoenix Campus**  
[University Center building, Suite 160](#)

**Tempe Campus**  
[Matthews Center building, 1st floor](#)

Phone: 602.496.4321  
E-mail: [DRCDowntown@asu.edu](mailto:DRCDowntown@asu.edu)

Phone: 480.965.1234  
E-mail: [DRCTempe@asu.edu](mailto:DRCTempe@asu.edu)

**Polytechnic Campus**  
[Sutton Hall - Suite 240](#)

Phone: 480.727.1039  
E-mail: [DRCPoly@asu.edu](mailto:DRCPoly@asu.edu)

**West Campus**  
[University Center Building, Room 130](#)

Phone: 602.543.8145  
E-mail: [DRCWest@asu.edu](mailto:DRCWest@asu.edu)

## Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

## Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <https://eoss.asu.edu/dos/srr/codeofconduct> and the ACD 125: Computer, Internet, and Electronic Communications available at <http://asu.edu/aad/manuals/acd/acd125.html>

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

## Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

## Title IX

[Title IX of the Education Amendments of 1972](#) protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU does not discriminate on the basis of sex in the employment, education programs or activities it operates.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has

been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. All ASU employees are mandatory reporters and are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence.

“As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, [eoss.asu.edu/counseling](https://eoss.asu.edu/counseling), is available if you wish to discuss any concerns confidentially and privately.”

Sexual violence, sexual harassment, stalking and relationship violence have a profound impact on a victim's academic, social, working, and personal life, and negatively affects victims' friends and families, other students, co-workers, and members of the university community. To combat this complex social problem, ASU provides a variety of [resources](#) and [educational programs](#) designed to prevent sexual violence and other acts of sexual misconduct, including sexual harassment, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to seek support and report the incident. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately. ASU has appointed a Title IX Coordinator to oversee ASU response to Title IX complaints, develop training and education programs/materials for faculty, staff and students, as well as monitor trends and effectiveness of Title IX education efforts. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [sexualviolenceprevention.asu.edu/faqs](https://sexualviolenceprevention.asu.edu/faqs).

Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Office of Civil Rights.

## Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

## Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <https://students.asu.edu/academic-success>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>

- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>
- Military and Veterans Resources: <https://veterans.asu.edu/>

## Table of Contents and Reading List

There is no single text for class. Keeping student costs in mind, course topics/objectives can be met with weekly readings of selected scholarly articles/eBook chapter all available in the Hayden Online JSTOR, EBSCOhost, Sage, and other databases.

### **Module 1: European Jews at Mid-Century**

- Steven Beller, "Is Europe Good for the Jews? Jews and the Pluralist Tradition in Historical Perspective," *European Judaism: A Journal for the New Europe*, Vol. 42, No. 1 (Spring 2009): 134-155.
- Nick Lambert, "In Hiding: The Jews of Europe," *European Judaism: A Journal for the New Europe*, Vol. 40, No. 2 (Autumn 2007): 71-74.
- Diana Pinto, "Are There Jewish Answers to Europe's Questions?," *European Judaism: A Journal for the New Europe*, Vol. 39, No. 2 (Autumn 2006): 47-57.

### **Module 2: The Jews of Britain and France**

- Michel Abitbol and Alan Astro, "The Integration of North African Jews in France," *Yale French Studies*, No. 85, Discourses of Jewish Identity in Twentieth-Century France (1994): 248-261.
- Lionel E. Kochan, "Anglo-Jewry Since World War II," *The American Jewish Year Book* (1978), Vol. 78 (1978): 339-349.
- Michael M. Laskier and B. Gorodetzki, "The Regeneration of French Jewry," *Jewish Political Studies Review*, Vol. 10, No. 1/2 (Spring 1998): 37-72.
- Leslie Wagner, "The Revival of British Jewry," *Jewish Political Studies Review*, Vol. 27, No. 3/4 (Fall 2016): 55-68.

### **Module 3: Jews under Communism**

- Pavel Câmpeanu, "Aspects of Romanian Stalin's History: Ana Pauker, A Victim of Anti-Semitism?," *East European Politics and Societies*, Vol. 14, No. 2, (Dec. 2000): 157-178.
- A. Mark Clearfield, "The Soviet 'Doctors' Plot': 50 Years On," *BMJ: British Medical Journal*, Vol. 325, No. 7378, (Dec. 21-28, 2002): 1487-1489.
- Robert L. Cohn, "Early Postwar Travelers on the Future of Jewish Life in Poland," *The Polish Review*, Vol. 53, No. 3, (2008): 317-340.
- Peter Kenez, "Antisemitism in Postwar Hungary," *Judaism: A Quarterly Journal of Jewish Life and Thought*, Vol. 50, No. 2 (Spring 2001): 144-157.
- Jacob Ari Labendz, "Lectures, murder, and a phony terrorist: managing 'Jewish power and danger' in 1960s communist Czechoslovakia," *East European Jewish Affairs*, Vol. 44, No. 1 (2014): 85-108.

### **Module 4: European Jews, Zionism and Israel**

- Natan Aridan, "Anglo-Jewry and the State of Israel: Defining the Relationship, 1948-1956," *Israel Studies*, Vol. 10, No. 1, Israel and the Diaspora: New Perspectives (Spring 2005): 124-156.
- Matti Bunzl, "Austrian Zionism and the Jews of the New Europe," *Jewish Social Studies*, New Series, Vol. 9, No. 2 (Winter 2003): 154-173.
- Freddy Eytan, "The Complexity of the Relations between European Jewry and Israel," *Jewish Political Studies Review*, Vol. 28, No. 3-4 (Fall 2017): 30-37.

### **Module 5: The Cause of Soviet Jewry**

- Robert B. Cullen, "Soviet Jewry," *Foreign Affairs*, Vol. 65, No. 2 (Winter 1986): 252-266.
- Vladimir (Ze'ev) Khanin, "Institutionalization of the Post-Communist Jewish Movement Organizational Structures, Ruling Elites, and Political Conflicts," *Jewish Political Studies Review*, Vol. 14, No. 1-2 (2002): 5-28.
- Vladimir (Ze'ev) Khanin, "The refusenik community in Moscow: social networks and models of identification," *Eastern European Jewish Affairs*, Vol. 41, Nos. 1-2 (April-Aug. 2011): 75-88.
- Lewis H. Weinstein, "Soviet Jewry and the American Jewish Community, 1963-1987," *American Jewish History*, Vol. 77, No. 4 (June 1998): 600-616.



### **Module 6: European Anti-Semitism: The Oldest Hatred Revisited**

- Arthur Arnheim, “Anti-Semitism after the Holocaust – Also in Denmark,” *Jewish Political Studies Review*, Vol. 15, No. 3-4 (Fall 2003), “Anti-Semitism Issues”: 151-159.
- Sergio I. Minerbi, “Neo Anti-Semitism in Today’s Italy,” *Jewish Political Studies Review*, Vol. 15, No. 3/4, “Anti-Semitism Issues” (Fall 2003): 111-139.
- Mikael Tossavainen, “Arab and Muslim Anti-Semitism in Sweden,” *Jewish Political Studies Review* (Fall 2005), Vol. 17, No. 3-4 (Fall 2005): 109-118.
- Robert S. Wistrich, “Anti-Semitism in Europe Since the Holocaust,” *The American Jewish Year Book*, Vol. 93 (1993): 3-23.

### **Module 7: Redefining European Jewry: Today and Tomorrow**

- Andrew Buckser, “Chabad in Copenhagen: Fundamentalism and Modernity in Jewish Denmark,” *Ethnology*, Vol. 44, No. 2 (Spring 2005): 125-145.
- Manfred Gerstenfeld, “At Issue: Symbolic and Other Roles of Jews in Dutch Society,” *Jewish Political Studies Review*, Vol. 20, No. 3-4 (Fall 2008), pp. 35-50.
- Hanni Mittlemann, “Reconceptualization of Jewish Identity as Reflected in Contemporary German-Jewish Humorist Literature,” *Being Jewish in the 21<sup>st</sup> Century Germany*, eds. Haim Fireberg, Olaf Glöckner (Walter de Gruyter GmbH: Berlin, 2015): 131-141. The eBook link follows below:  
[https://arizona-asu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01ASU\\_ALMA21875238380003841&context=L&vid=01ASU&lang=en\\_US&search\\_scope=Everything&adaptor=Local%20Search%20Engine&tab=default\\_tab&query=any,contains,Jews%20in%20Germany%20today&sortby=rank&mode=Basic](https://arizona-asu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01ASU_ALMA21875238380003841&context=L&vid=01ASU&lang=en_US&search_scope=Everything&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contains,Jews%20in%20Germany%20today&sortby=rank&mode=Basic)
- Katerina Novotna, “Reform Judaism in the Czech Republic: Comeback or Innovation?,” *European Judaism: A Journal for the New Europe*, Vol. 30, No. 1 Central and Eastern Europe (Spring 1997): 130-136.
- Magdalena Waligórska, “A Goy Fiddler on the Roof - How the Non-Jewish Participants of the Klezmer Revival in Kraków Negotiate Their Polish Identity in a Confrontation with Jewishness,” *Polish Sociological Review*, No. 152 (2005): 367-382.