

Worry & Wonder: Jewish Politics, Religion and Culture in Canada
Professor David Koffman
HIST 4581 6.0, Y
2020-2021

- Email: koffman@yorku.ca
 - Seminar Meetings: Tuesdays 11:30 – 2:15
Zoom link: <https://yorku.zoom.us/j/97805483907?pwd=djFEeHhpdkF1NEhmc3l2dVYxdVZVZz09>
Meeting ID: 978 0548 3907
Passcode: 107718
 - eClass Site: <https://eclass.yorku.ca/eclass/course/view.php?id=2272>
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What You Will Learn:

This course will outline the dynamic, ever-changing Canadian Jewish experience from the colonial era orbit, through the turn of the digital age - some 250 years. It explores the great diversity of Canadian Jewry: its variety in ethnicity, class and religious practice, its regional variations in small towns, farms, factory & mining towns, and in roaring cities, coast to coast. The course emphasizes the ruptures and wonders of mass migration, religious and political tensions among Canadian Jews from the 1940s through the 1980s, and the ways in which Jews negotiated relationships with non-Jews in Canada, as well as its politics, its landscape, its race relations, its religious spheres, and eventually, its embrace of multiculturalism. It will touch on Canadian Jewry's relations with the State of Israel, anti-Semitism, and the political, economic and cultural contributions Jews have made to Canadian life, always placing the Canadian Jewish experience in the broader context of global Jewish life.

How You Will Learn:

This is a seminar: it will include short synchronous lectures, student-lead discussions & a year-long original research project. During the first term, lectures and discussions will be punctuated with digital research workshops. Guest lecture appearances from leading scholars of Canadian Jewish life are spread throughout the course. Students will engage with primary sources including newspapers, memoirs, obituaries, photographs, maps, and other archival and cultural materials. Throughout the year, step by step, students will develop, draft, revise, and eventually present an original research paper based on their own unique interests, thereby adding new knowledge of and understanding to Canadian Jewish life.

Mode of Delivery:

This course will be offered remotely, with a mix of synchronous and asynchronous learning. The course will meet live, through Zoom, during the scheduled course time, Tuesdays from 11:30am to 2:15pm.

- All of the readings for this course will be available, for free, through the York University Library website or online. Links will be provided on the course eClass site.
- Assignments will be submitted, graded, and returned electronically.
- All of the research materials used for the research paper will be available online.

Assessment:

- Find and Discuss a Primary Source 10% September 29
- Analyze the Secondary Field 10% October 20
- Research Paper:
 - Research Proposal 10% November 17
 - Research Project First Draft 20% February 23
 - Peer Review Report 5% March 2
 - Revisions of Research Paper 15% March 23
 - Final Edits & Presentation 5% April 6
- Lead Seminar Discussion 10% Turn-Taking
- Weekly Participation 15% Ongoing

Learning Outcomes:

I have two sets of goals for you. By the end of the course, I hope you will have:

- Learned or improved the skills of a historian so as to:
 - Find and analyze primary sources to “make” history
 - Gain basic competency in archives
 - Research, write and edit an original scholarly argument.
- Acquired knowledge and insight about Canadian Jewish history so as to:
 - Be able to intelligently assimilate new facts / perspectives about Canadian Jewry when then come up in your life in the future
 - Be able to apply your knowledge about Canadian Jewry to the experiences – similarities and differences – with other minority ethnic and/or religious groups in Canada
 - Have a clear sense of the broad arch of modern Jewish history and something of the unique nature of the Canadian version of it
- Your goals. What does success in this course (and in your undergraduate career) look like for you? Please take the time to set some goals for yourself. Write down a few learning objectives, and periodically check in with your list to ensure that you’re getting what you want from our work together.

What You Will Read:

- Allan Levine, *Seeking the Fabled City: The Canadian Jewish Experience*. Toronto: McClelland and Stewart, 2018.
- Articles from journals freely available through Scott Library (as indicated below)
- Course Kit reader for the readings that are not available electronically.
- *Seeking* and the Course Kit are available at the York Bookstore. The book might be found used and purchased online.

The Logic of the Assignments:

There are two small written assignments designed to give you some of the skills you’ll need to use when writing the major research project. There’s **one major research project** for this course, which includes several independently graded tasks and totals 60% of the entire course grade. That’s more than 3.0 credits for just one assignment. We will spend lots of time on this together, helping ensure you achieve great success with it! The course also has 15% for participation, which means regular attendance, discussing the readings every session, interacting with the guests, and active discussion in your peers’ research. Students will take turns leading discussion of the readings for a given week (10%).

Information on the assignments will be handed out in class and posted on our course’s eClass site 2 weeks before they are due. I will provide grading rubrics along with each assignment. I will follow the History Department’s grading policies. They can be found here: http://www.yorku.ca/uhistory/undergraduate/grading_policies.html

Grading Scheme: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+=9, A=8, B+=7, C+=5, etc.). Assignments and quizzes will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75-79, B= 70-74, C+ = 65-69, C= 60-64, etc.).

Submission Policy:

Assignments are due at the start of class time submitted either through the course eClass site, or by email. The major research project for the course and the peer-review assignment will be submitted by email in .docx format, and distributed electronically so that peer review can happen (either using "Track Changes" on Word or using Adobe tools.)

Late Policy for Written Work:

All submissions are due at the start of the class during which they are due. All late submissions will be penalized 2% per day for the first 5 days (weekends included), and 4% for every subsequent day unless you have permission, in advance, without exception. NOTE: Research Project First Drafts, as well as the Peer Review assignment, have a stiffer late penalty, since the timing of your work implicates your peers' work. These two assignments will be penalized 8% for the first three days (i.e. until Friday, and 12% for every subsequent day (including weekends).

Grade Reappraisals:

If you wish to appeal a grade I have given you on a particular assignment, you can re-submit your work with a letter or email outlining your position within 2 weeks of receiving your grade. I will re-evaluate your work. If you remain unhappy with your grade after this process, you can contact Professor Adrian Shubert at dushist@yorku.ca, the Director of Undergraduate Studies for the Department of History for a round of further appeal within 2 weeks of receiving your revised grade. You can also appeal your final grades. Please consult the guidelines from the History Department on this matter, including link to the grade reappraisal form: <http://history.laps.yorku.ca/students/grading-system/>

Director of Undergraduate Studies, History Department: Main contact for advising for history majors or minors and for problems that your professors and/or teaching assistants cannot solve. **History Advising Hours:** The Director of Undergraduate Studies is Prof. Adrian Shubert, and he can be contacted at dushist@yorku.ca. As well as answering questions by email, he will arrange a conversation on Zoom if you wish. Please note that no grade information will be discussed via email.

Support for Your Learning: I am ready, willing and able to offer you whatever help / advise / support I can for your improved writing, reading, and research skills. We can all use improvement, irrespective of the quality of skill we have each managed to acquire. Be in touch. York University offers a host of other services that I strongly encourage you to take advantage of.

The Writing Centre: One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your appointment, though they also offer some drop-in sessions. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.

York University Libraries: Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <http://www.library.yorku.ca/web/>

SPARK [Student Papers and Academic Research Kit]: On-line tutorial that provides handy tips and tools for understanding and successfully completing university-level assignments. Go to <http://www.yorku.ca/spark/>

Undergraduate History Student Association: <http://www.yorku.ca/uhistory/uhsa.html> **Learning Disability Services:** <http://lds.info.yorku.ca/> and **Alt Exams/Test Scheduling** <http://altexams.apps01.yorku.ca/> (for students registered with LDS).

Academic Honesty:

York has provided guidelines and information to ensure the highest standards of Academic Honesty be met by our faculty and students: academic honesty is assumed at the of the entire higher education enterprise:

<http://www.yorku.ca/acadinte/index.htm>. Consider having a closer look at the web pages designed by York experts for undergraduate students: <http://www.yorku.ca/academicintegrity/students/>. The site suggests that "the best way to cope with the pressure of your responsibilities as a student is to develop strong academic skills, which includes ensuring that you understand and adhere to the principles of academic integrity. To avoid the possibility of committing an academic offense, ensure that you: (1) Understand [York's Senate Policy on Academic Honesty](#). Ignorance of this Policy is not an acceptable excuse for academic misconduct. (2) Produce honest academic work. For instance, this means that you must

always reference all your sources in your written work, including those from the internet. (3) Consult your instructor if you are unsure whether a certain course of action is acceptable. (4) Discourage others from violating standards of academic integrity.”

York’s Senate Policy on Academic Honesty requires that “persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.” There is a process for adjudicating cases. It is my responsibility to follow York’s policy, and it is your responsibility to know it: <http://calendars.registrar.yorku.ca/2012-2013/policies/honesty/>

Please save all of your drafts of your essays and assignments. If I suspect any form of academic dishonesty – intentional or not – I will ask to see your “rough” work. An essay is not considered complete until you have satisfactorily explained your work to me if you are asked to do so.

York Student Code of Conduct: <http://www.yorku.ca/oscr/pdfs/StudentCodeOfConduct.pdf>

Academic Integrity Tutorial: http://www.yorku.ca/tutorial/academic_integrity/index.html

Fall/Winter 2020-2021 Sessional & Important Dates: <https://registrar.yorku.ca/enrol/dates/fw20>

FW 20-21 Important Add/Drop Deadlines:

	YEAR
	(Y)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 22, 2020
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 27, 2020
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Feb. 5, 2021
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Feb. 6 - April 12, 2021

Refund Table (Student Financial Services): <https://sfs.yorku.ca/refunds/tables/>

Work Load / Expectations:

I have calculated the amount of work I expect you do devote to this class as follows:

40h/week (full-time equivalence)

/4 for 4 courses

=10h/wk (3h/wk for reading¹, 3h/wk for class, 4h/wk for assignments + study, not distributed evenly over the weeks

¹ The readings for the course average about 35 pages per week, though some weeks have more than that, while other weeks have less. The readings for this course are fairly straightforward and not particularly sophisticated or difficult. I estimate it should take you about 3 times longer to a given page of text than it takes me (this is how the learning experts advise university professors). Note that by this standard, you should be able to read the average 35 page reading-load

Course Schedule:

WEEK:

1. Introduction: Themes and Structuring Tensions
September 15
 - Morton Weinfeld, Randal Schnoor and David Koffman, "Overview of Canadian Jewry" in A. Dashefsky and I. Sheskin (eds.), American Jewish Year Book. Springer. 2012, pp. 55-90. [ONLINE]

2. Broad Strokes 1
September 22
 - Seeking the Fabled City parts Introduction, Chapters 1 + 2
 - Guest: Amir Lavie, historian, archivist, Archives of Ontario
 - Guide to Primary Sources in Canadian Jewish Studies Workshop

3. Broad Strokes 2
September 29
 - DUE: Find & Discuss Primary Source 10%
 - Seeking the Fabled City parts 3 +4, Conclusion
 - Guest: Janice Rosen, archivist, Canadian Jewish Archives
 - Digitization, access to digital resources workshop

4. Colonial Jewish Life, Atlantic World
October 6
 - Sheldon Godfrey and Judith Godfrey's Search out the Land: The Jews and the Growth of Equality in British Colonial America, 1740-1867. Montreal: McGill-Queen's University Press, 1995, pp. xv-11, 15-33, 228-234 [ONLINE]
 - Denis Vangeois, The First Jews in North America: The Extraordinary Story of the Hart Family, 1760-1860. translated by Käthe Roth. Montreal: Baraka Books, 2012, pp. xv-45. [COURSE KIT]
 - Guest: Michael Moir, Archivist and Director, Clara Thomas Archives & Special Collections
 - The Godfrey Collection workshop

READING WEEK

in under 2h. What's the other hour allotted for "reading"?: to take notes, review, and digest the material so that you can use it in your assignments and have easy notes to study from for the exam.

5. Political Emancipation
October 20
 - DUE: Analyze the Secondary Field Assignment 10%
 - Reading: TBD
 - Guest: Richard Menkis, Historian UBC
 - Abraham De Sola Sermons & the CJH Documentary Reader Workshop

6. The Age of Migration
October 27
 - Harold Troper, "New Horizons in a New Land: Jewish Immigration," in From Immigration to Integration: The Canadian Jewish Experience. Toronto: Malcolm Lester, 2001, pp.3-18. [COURSE KIT]
 - Guest: Pierre Anctil, historian, University of Ottawa
 - Jewish Immigration & Newspapers as Sources Workshop

7. Ontario Jewish Archives
November 3
 - READING: none.
 - Guest: Donna Bernardo-Ceriz, Archivist and Managing Director, Ontario Jewish Archives
 - Primary Source Research Workshop

8. Research week
November 10
 - READING: none.
 - Students can book a Zoom or telephone meetings with an archivist at the OJA or elsewhere during the first week or two of November. Professor Koffman will be available further consultation and discussion in the weeks before, during and after our Research week. You are welcome to use the digitized collections at any nearby archive, including Clara Thomas, Archives of Ontario, City of Toronto Archives, the Archives at U. of T., digitized newspapers, etc.

9. Jewries at the Margins
November 17
 - DUE: Research Proposal 10%
 - Ira Robinson (ed.) *Canada's Jews in Time, Space, and Spirit*. Boston: Academic Studies Press, 2010 [ONLINE]:
 - Chapter 10, Atlantic Canada
 - Chapter 14, Jewish Life in Ontario Outside the Metropolis
 - Chapter 15, Winnipeg
 - Chapter 16, Saskatchewan, Alberta and the North
 - Chapter 17, Vancouver

10. Socialism and Zionism

November 24

- Ruth Frager, Sweatshop Strife: Class, Ethnicity and Gender in the Jewish Labor Movement of Toronto, 1900-1939, Toronto, University of Toronto Press, 1992, pp. 3-9, 35-55 [ONLINE]
- Gerald Tulchinsky, Joe Salsberg: A Life of Commitment. Toronto: University of Toronto Press, 2013, pp. 3-40 [ONLINE]
- Michael Brown, "Divergent Paths: Early Zionism in Canada and the United States," *Jewish Social Studies*, Vol. 44, No. 2 (Spring, 1982), pp. 149-168 [ONLINE]
- Gerald Tulchinsky, "If I Forget Thee, O Jerusalem" in Taking Root: The Origins of the Canadian Jewish Community. Hanover: Brandeis University Press, 1993 p.181-203 [COURSE KIT]

11. Anti-Semitism & Immigration Restriction

December 1

- Irving Abella and Harold Troper, None is Too Many: Canada and the Jews of Europe, 1933-1948. Toronto: Lester & Orpen Dennys, 1982. Ch. 1, pp. 1-37. [ONLINE]
- Ira Robinson, A History of Antisemitism in Canada. Wilfrid Laurier Press, 2015, Ch.4 pp.35-55, ch.5, pp.59-83 [ONLINE]

12. Proposal Workshop

December 8

- Jack Lipinsky, Imposing Their Will: An Organizational History of Jewish Toronto, 1933-1948. Montreal: Queens-McGill Press, 2011, Introduction pp. xix-xxvii. [ONLINE]
- Ira Robinson, "Ninety-Nine Meetings: The Jewish Public Library of Montreal in its First Century," *Canadian Jewish Studies*, Vol.22 (2014), pp. 16-31 [ONLINE]
- Research Paper Proposals Casually Presented by Each Student

Winter 2021 Term

13. During the War

January 12

- Norman Erwin, "The Holocaust, Canadian Jews, and Canada's "Good War" Against Nazism," *Canadian Jewish Studies*. Vol.24 (2016), pp. 103-123 [ONLINE]
- James Walker, "Claiming Equality for Canadian Jewry: The Struggle for Inclusion, 1930-1945," in Klein (ed.) Nazi Germany, Canadian Responses: Confronting Anti-Semitism in the Shadow of War. Montreal: McGill-Queens Press, 2012, pp.218-262 [ONLINE]

14. In the Wake of the Holocaust: Political, Cultural and Religious Responses
January 19
Guest lecture by Frank Bialystok
- Bialystok, Franklin. Delayed Impact: The Holocaust and the Canadian Jewish Community. Montreal and Kingston: McGill- Queen's University Press, 2000, pp.3-41 [ONLINE]
 - David Goutor, "Canadian Media and the 'Discovery' of the Holocaust, 1944-1945," *Canadian Jewish Studies*. Vol.4-5, 1996-1997, pp. 88-119. [ONLINE]
15. RESEARCH WEEK
January 26
- Students can book a Zoom or telephone meetings with an archivist during this week. Professor Koffman will also be available for further consultation and discussion, in the weeks before, during, and after this. Feel free to book a time.
16. Canadian Jewry in the 60s
February 2
- Guest: Harold Troper, historian, OISE University of Toronto
 - *Canada's Jews* Chapter 7: Post-War Canadian Jewry
 - Troper, Harold, "Of Faith and Thanksgiving," in The Defining Decade: Identity, Politics and the Canadian Jewish Community in the 1960s. Toronto: UTP, 2010, pp.3-38. [ONLINE]
17. Jews & Quebec Nationalism – Simon-Pierre Lacasse
February 9
- Pierre Anctil, "A Community in Transition: The Jews of Montreal," in *Contemporary Jewry*. (2011) 31:225–245 [ONLINE]
 - Michael Brown, Jew or Juif? Jews, French Canadians, and Anglo-Canadians, 1759-1914. Philadelphia: Jewish Publication Society, 1987, pp.211-250. [COURSE KIT]

READING WEEK

18. Multiculturalism & Its Discontents
February 23
- DUE: Research Project First Draft 20%
 - Richard Menkis, "Jewish Communal Identity at the Crossroads: Early Jewish Responses to Canadian Multiculturalism, 1963-1965," *Studies in Religion*, 2011, Volume 40, Issue 3, pp. 283 – 292 [ONLINE]
 - Michael Brown, "Canadian Jews and Multiculturalism: Myths and Realities," *Jewish Political Science Review*. 19: 3-4. November 2007. [ONLINE]
19. Toronto Jewry: Concentration and Suburbanization
March 2
- DUE: Peer Review Report 5%
 - *Canada's Jews* Ch. 13: Toronto Jewry, pp.184-214
 - Dimond, Etan, "Religion and Suburbia," And I Will Dwell in Their Midst: Orthodox Jews in Suburbia. Chapel Hill, NC: University of North Carolina Press, 2000, pp. 3-25. [COURSE KIT]

20. Canada's Israel

March 9

- Paul Merkley, "Reversing the Roles: How Pro-Israeli Policy of Canada's Government May be Moving Jewish Voters from Left to Right," *Jewish Political Studies Review*. 23:1-2. April 2012. [ONLINE]
- David Goldberg, "The Post-State Relationship: A Growing Friendship," in From Immigration to Integration: The Canadian Jewish Experience. Toronto: Malcolm Lester, 2001, pp.135-146 [COURSE KIT]

+ The Jewish 80s: Readings from American Jewish Yearbook.

<http://www.ajcarchives.org/main.php?GroupingId=40>

21. Sephardi Perspectives on the Whole

March 16

- Cohen, Yolande, and Stephanie Tara Schwartz. "Scholarship on Moroccan Jews in Canada: Multidisciplinary, Multilingual, and Diasporic." *Journal of Canadian Studies*. 50.3 (2017): 592-612.
- Cohen, Yolande, "Forgetting and Forging: My Canadian Experience as a Moroccan Jew," in David S. Koffman, *No Better Home? Jews, Canada, and the Sense of Belonging*. Toronto: University of Toronto Press, 2020 [IF AVAILABLE]
- Guest: Yolande Cohen, professor, University of Montreal

22. The "New" Immigration

March 23

- DUE: Revisions of Research Paper 15%
- Rina Cohen, "The New Immigrants: A Contemporary Profile," in From Immigration to Integration: The Canadian Jewish Experience. Toronto: Malcolm Lester, 2001, pp. 213-227.
- Larissa Remennick, "Russian Jews in the Global City of Toronto: A Pilot Study of Identity and Social Integration," *Espace populations societies*. 2006, pp. 61-81. [ONLINE]
- Schoenfeld, Stuart, Joan Schoenfeld, and Gail McCabe. "From Diaspora to Diaspora: South-African-Jewish Immigration to Canada". *Canadian Jewish Studies / Études Juives Canadiennes*, Vol. 15, 2007. [ONLINE]
- Harris, Brent David. "Beyond Guilt and Stigma: Changing Attitudes Among Israeli Migrants in Canada." *International Migration* 53.6 (2015): 41-56. [ONLINE]

23. Historical Consciousness

March 30

- Amir Lavie, "The Past is not a Foreign Country: Archival Mentalities and the Development of the Archival Landscape of the Canadian-Jewish Community during the Nineteen Seventies." PhD Thesis. Faculty of Information, University of Toronto. Select chapters. [ONLINE]
- Richard Menkis, "On Display: Canadian Museums and Narratives of the Canadian Jewish Experience," in David S. Koffman, *No Better Home? Jews, Canada, and the Sense of Belonging*. Toronto: University of Toronto Press, 2020 [IF AVAILABLE]

24. Wrapping Up

April 6

- DUE: Final Research Project Draft and Conference Style Presentations 5%