

Department Name and Number _____

Recommended SCNS Course Identification

Prefix ____ Level ____ Course Number ____ Lab Code ____

Course Title (please limit to 21 characters) _____

Effective Term and Year _____ Rotating Topic yes no

Amount of Credit ____ Contact Hour: Base ____ or Headcount ____ S/U Only yes no

Repeatable Credit yes no If yes, ____ total repeatable credit allowed

Variable Credit yes no If yes, ____ minimum and ____ maximum credits per semester

Course Description (50 words or less)

Prerequisites	Co-requisites
---------------	---------------

Degree Type (mark all that apply) Baccalaureate Graduate Professional Other _____

Category of Instruction Introductory Intermediate Advanced

Rationale and place in curriculum

Department Contact	Name	Phone	Email
--------------------	------	-------	-------

College Contact	Name	Phone	Email
-----------------	------	-------	-------

Judaism and Politics
Dr. Kenneth Wald

POS 4XXX/ JST 4XXX

Course Overview

Course Meetings	Tuesdays, 2-3rd period (8:30-10:25)	Anderson 134
	Thursdays, 3rd period (9:35-10:25)	Anderson 34

Instructor Information	Office: 318 Anderson Hall
	Hours: Tuesday, 1-5; Wednesday, 1-3 or by appointment
	Phone: 392-0262, extension 267
	Email: kenwald@polisci.ufl.edu

Subject: This course provides an examination of how Jews govern themselves (often referred to as communal governance) and how Jews relate to the political system where they live. The class explores the development of the Jewish political tradition in the Biblical period, the Middle Ages, the early modern period, and the modern era. There are two central questions to be examined: *How do Jews govern themselves* (often referred to as communal governance)? and *How do Jews relate to the political system where they live?* The first few weeks of the class explore the development of the Jewish political tradition in the Biblical period, in the Middle Ages (when most Jews lived under either Muslim or Christian sovereignty) and in the early modern period when we focus primarily on Europe. Following that historical survey, we turn to the contrasting political situation of Jewry in the two primary areas of Jewish concentration today--the United States and Israel. The US is a multiethnic, liberal democracy where religion is purely a voluntary matter and no concern of the state. By contrast, Israel defines itself as a Jewish state and is the only nation on the earth with a Jewish majority. We will examine how these differences affect both communal government and politics at the national level.

Expectations: Students are expected to attend class each session, to keep up with the readings, and to contribute to class discussion. You will need access to the UF computer network in order to read some of the web-based material. If you use a private service provider, you will need to configure your system with a proxy to access some materials that are limited to people with UF identification. The library has a [web site](#) that will explain how to do this.

Grading: The course grade is based on three major components--a midterm examination on Thursday, March 6th (30%), a [research paper](#) due in class on Tuesday, April 15th (40%), and a final examination (which focuses primarily

on material since the midterm) on Tuesday, April 29th at 8:30 in Anderson 134 (30%). There may be opportunities for extra credit that will be announced as they arise. I also reserve the right to adjust the final grade to account for outstanding class participation.

The exams will include both multiple-choice and essay questions. Students who miss examinations must provide either a letter from a competent UF authority (assuming there is an official conflict with the exam date) or persuasive documentation about medical and/or family emergencies. Make-up examinations will be administered only for students who satisfy these conditions. Specifics about the paper are available at the appropriate link.

Grading Scale:

90-100 A	87-89 A-
84-86 B+	80-83 B
77-79 B-	74-76 C+
70-73 C	67-69 C-
64-66 D+	60-63 D
57-59 D-	Below 60 E

For information on the grading scale, see either [HTTP://www.isis.ufl.edu/minusgrades.html](http://www.isis.ufl.edu/minusgrades.html) or [HTTP://registrar.ufl.edu/catalog/policies/regulationgrades.html](http://registrar.ufl.edu/catalog/policies/regulationgrades.html).

A C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.

Disability Statement:

Students requiring accommodations must first register with the Dean of Student's Office, Disability Resource Center. The Dean of Student's office will provide documentation which the student will then give to the instructor. <http://www.dso.ufl.edu/drc>

Missed Work:

Students will be allowed to make up missed work in the event of medical and other emergencies if the student(s) produces a valid doctor's statement or other documentation.

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." For more information on the honor code, see:

[HTTP://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php](http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php)

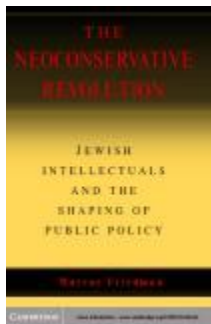
Books

Jews in American Politics, Essays

Edited by L. Sandy Maisel & Ira K. Forman

Lanham, MD: Rowman & Littlefield, 2003

paperback



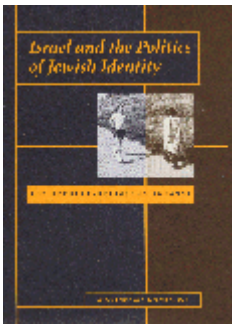
The Neo-Conservative Revolution: Jewish Intellectuals & the Shaping of Public Policy

Murray Friedman

New York, NY: Cambridge University Press,

2005

paperback



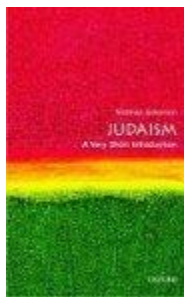
Israel and the Politics of Jewish Identity

Asher Cohen and Bernard Cohen

Baltimore, MD: Johns Hopkins University

Press, 2000

cloth



OPTIONAL - Read this only if you feel you have
no background in Judaism

Judaism: A Very Short Introduction

Norman Solomon

New York, NY: Oxford University Press. 2000

paperback

You will write a substantial research paper (10-15 pages as a rough target) that explores the politics of Jewry on a particular

theme or target. Some possibilities include:

- religious freedom and equality in the US - church-state separation, non-Establishment and the free exercise clause, state financial aid for religious schools and voucher programs, prayer in schools, Christmas trees and other public displays, employee religious practices in schools and the work place
- the political situation of Jews in Muslim societies, past and present
- Soviet Jewry movement in the US
- Jewish perspectives on various social & political issues
- the Court Jew in the Middle Ages
- US support for Israel - decisions, policies sought or opposed, organization and operation of the pro-Israel community, success/failure of such politics and activities, relations with evangelical Zionists
- black-Jewish relations - agreements and disagreements over civil rights, affirmative action, Israel, apartheid; confrontations and conflicts (community, occupational, political), anti-Semitism and racism
- Judaism & politics in _____ (another country, region or area)
- civil liberties - American Nazis, hate groups and literature, Holocaust denial on campuses, ethnic profiling
- antisemitism - Jewish interpretation, policies and activities, individual attitudes
- Jewish political attitudes and behavior - voting patterns, attitudinal stability and change, specific candidates and campaigns
- Jews in public office - politicians, bureaucrats, candidates; elections and campaign finance
- Jewish communal leadership - qualifications and selection, roles; how they represent Jewish interests, speaking for the community
- tensions within the community - religious, ethnic, and political differences among Jews and specific groups

These are suggestive topics and your task is to select one (or make up your own) and write a good paper about it. The core of

a good paper is developing a central thesis or argument that is assessed by evidence. Papers are graded primarily on the basis of the clarity of the argument, amount and quality of the evidence provided, and the professionalism of the presentation. You will lose 5 points a day for failing to meet deadlines (see below) and for academic dishonesty in the form of plagiarism.

If you're unsure about your writing, let me strongly encourage you to use Harvey's [Nuts and Bolts](#) site for general guidance. To avoid plagiarism, an offense that carries a failing grade, take a look at this valuable [guide](#) from Western Washington University. All sources must be properly documented by a list of references with in-text citations. Use the author-date style which is concisely described with copious examples in the [Chicago Manual of Style](#). *Anything cited on the Web must present sufficient information so that I can look it up.* This requires providing the author's name, (if known); the full title of the work, and the date of the document or last revision (if available). Next, list the protocol (e.g., "http") and the full URL, followed by the date of access.

Here are the deadlines for the paper:

February 7th (Thursday) - You must select a topic, write a paragraph explaining it, and submit it to me for approval in hard copy only. These will be returned as either approved or requiring revision. After topic approval, you may change topics only with a written request and a written authorization from me.

February 28th (Thursday) - Submit a hard copy list of ten sources. At least five of these must be academic works--articles in scholarly journals, academic books (not assigned as class reading), feature articles in serious magazines (*New York Times Magazine*, *Harpers*, *New Yorker* but not *U.S. News*, *Time* and others of that ilk.) Some of these sources, such as journal articles or longer pieces in magazines, may be available on the web but I am very skeptical of web pages and sites unless they have some formal or authoritative status.

April 15th (Tuesday) - You must provide me with both a hard

copy of the paper and submit the paper to the [Turnitin](#) program licensed by UF. The hard copy is due in class and the posted paper must be submitted by midnight. Although the principal purpose of this program is to insure the integrity of your papers, you can use it on your own to preview your paper and make sure it complies with the [UF Student Honor Code](#).

In grading papers, I give principal weight to five factors:

1. Clear statement of problem and thesis - In the first 2 pages, you need to provide a succinct statement of the phenomena you are studying and provide a crisp statement of your central thesis/argument. Unlike a mystery, I want to know the outcome before I read the paper.
2. Quality of evidence and argument - Have you persuaded me of your argument by the effective use of evidence and a strong, clear argument? If I'm not sure what you're arguing or why you've reached certain conclusions, the paper is less persuasive.
3. Quality of research - Your goal is to find the best sources available on your subject, such quality being a function of the competence of the authors, the nature of the publication outlet, your use of proper reference styles, and the appropriate use of quotation and paraphrase. Relying too heavily on one or two sources or principally upon unreliable sources counts against you.
4. Quality of writing - The best papers offer a clear authorial voice that speaks simply and clearly and is expressed in writing that follows accepted rules of grammar and spelling. Poor writing, excessive formality, bad proofreading, and the like inhibit effective communication. Papers should use page numbers.
5. Linkage to course themes - This is a biggie. If your paper reads like it was written by somebody who didn't take the class, then it misses the mark. You need to incorporate the theories, concepts, questions, and themes that are dealt with throughout the semester. Why is this subject important to the study of Judaism and Politics? How does it bear on some of what we've found already?

- Meeting deadlines - This is a negative criterion. You have three deadlines for submitting a paper topic, submitting a preliminary list of references, and turning in the thesis by hand and electronically. Missing any one of those will cost you points.

I have a few miscellaneous rules that you should follow:

- Wikipedia is not to be used as an academic source.
- Submit your papers with page numbers.
- I have a deep loathing, perilously close to a pathological hatred, for the use of "impact" as a verb. The English language is replete with verbs that convey influence-- affect, alter, change, influence, induce, shape, impinge-- making "impact" as a verb both pretentious and unnecessary. Don't use it that way.
- Staple your paper together and don't use any fancy covers.

I encourage you to see me during office hours or other times to discuss your papers. I'm quite happy to suggest research resources and to review early drafts of papers (up until a week before they are due).

Week 1	Jan. 8, 10	Introduction	<u>Concept of Jewish Politics</u>
Week 2	Jan. 15, 17	<u>Politics in the Biblical Period</u>	
Week 3	Jan. 22, 24	<u>Politics in the Middle Ages (Europe & Asia)</u> Biale, "Corporate Power" (reserve) Katz, "Structure of the Kehila" (reserve) Dowty, "Jewish Politics" (reserve) <u>Court Jew readings</u> <u>Zenner</u> , "Jewish Retainers"	
Week 4	Jan. 29, 31	<u>Enlightenment & Emancipation</u> Lederhendler, "Varieties" (reserve)	
Week 5	Feb. 5, 7* *1st paper	<u>American Jewry - Arrival and Adaptation</u> <u>Sarna</u> , "American Revolution"	

	deadline	Elazar, "American Environment" (reserve)	
Week 6	Feb. 12, 14	<u>American Jewish Polity - National</u> Maisel, ch. 6	
Week 7	Feb. 19, 21	<u>American Jewish Political Elites</u> Maisel, chs. 2-5, 7, 12 Friedman, <i>Neoconservative Revolution</i> (entire book)	
Week 8	Feb. 26, 28* *2nd paper deadline	<u>American Jews and Israel</u>	
Week 9	March 4, 6	catch up study session	Midterm
Week 10	SPRING BREAK - YEAH - NO CLASS		
Week 11	March 18, 20	<u>American Jewish Political Behavior</u> Maisel, chs. 8-11 Sorin, "Prophetic Minority" (reserve)	
Week 12	March 25, 27	<u>Judaism in Israel</u> Cohen & Susser, ch. 1,2	
Week 13	April 1, 3	<u>Religion & State Issues in Israel</u> Cohen & Susser, chs. 3-5 Cohen , "Religious Parties in 2006"	
Week 14	April 8, 10	<u>Jewish Thought on War</u>	Panel of IDF veterans
Week 15	April 15*, 17 *Paper due	<u>Judaism and Israeli Foreign Policy</u> Naor , "Behold, Rachel" Bick , "Rabbis & Rulings"	
Week 16	April 22	Summary & Catch up	

All UCC1 forms and each UCC2 form that proposes a change in the course description or credit hours must include this checklist in addition to a complete syllabus. Check the box if the attached syllabus includes the indicated information.

Syllabus MUST contain the following information:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- A topical outline (at least tentative) of subjects to be covered
- Required and recommended textbooks
- Methods by which students will be evaluated and their grades determined
- Policy related to class attendance
- Policy related to make-up exams or other work
- Statement related to accommodations for students with disabilities
- Information on current UF grading policies for assigning grade points

It is recommended that syllabi contain the following information:

1. Critical dates for exams and other work
2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)
3. UF's honesty policy
4. Contact information for university counseling and mental health services

The University's complete Syllabus Policy can be found at:

<http://www.aa.ufl.edu/policy/SyllabiPolicy.pdf>

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	