

Saint Louis University—Madrid Campus
College of Social Sciences and Humanities
Course Syllabus. Spring 2018.

Course Name and Number: HIST-3770 History of the Jews in Spain

Credits: 3

Class Time: Monday and Wednesday: 14:30-15:45

Professor: Kevin Ingram (e-mail: kingram3@slu.edu)

Office hours: Monday and Wednesday: 10:00-11:00 and 12:00-2:00

Reading:

Jane Gerber, *The Jews of Spain*, The Free Press, New York, 1994

Blackboard Reader.

Description:

Judaism is a multifaceted phenomenon. As one authority has observed, it “is a culture, a nation and ethnicity, and a historical tradition as well as a religion.” In this course we shall be exploring all of these facets of Judaism within the context of Spain and Spanish history. To this end, we shall be addressing historical, philosophical, and theological issues, as well as political and literary questions. Whether discussing Judaism’s contributions to, and influence on, the development of Spanish culture (including both favorable and unfavorable—i.e. anti-Semitic—treatment of Jewry in Spanish literature), reflecting on the fate of the Sephardic Jews, or analyzing the reemergence of “The Jewish Question” in 19th-century Spain, our inquiries will be guided by a set of core questions. These include the following: What are the main features of the “Jewish Question” as it emerged within Spain and Spanish culture? In what ways was the Jews’ experience in Spain, both before and after the expulsion of 1492, paradigmatic with respect to their experience in other parts of the world? What have been the defining characteristics of anti-Semitism in Spain? What lessons for our time can be drawn from the period of “convivencia”? What, finally, is the legacy of Judaism in Spain?

Learning Objectives and Outcomes:

The students will gain an insight into the emergence and development of the Jewish people and Judaism in Western society. They will also recognize the peculiarities of the Sephardic society and its legacy in Spain and develop an awareness of the problems and possibilities of cultural diversity in the European Union. Through writing assignments they will learn to carefully analyze historical source material and present their arguments in a logical, cohesive fashion.

Grading and Attendance:

Participation: Class attendance is compulsory. More than two unjustified absences will lower the final grade. Participation in class is highly encouraged, and will make up 20% of the final grade. Reading assignments must always be completed before the discussion sessions. There will be a number of quizzes to assess the students understanding of the texts; these will form part of the 20% participation grade. There will be two midterms and a final exam. The first midterm and final will consist of a sit down exam taken in class. The second midterm will be an eight to ten page research paper, developed with me through a series of drafts. The emphasis will be on a sound thesis and a clear, well organized argument, using at least five sources, including at least two books. The final

draft of the paper will be presented to me on the day of the final exam. The final grade will be weighted as follows:

First midterm exam:	25%
Final exam:	25%
Second Midterm paper and presentation:	30%
Class participation, assignments and quizzes:	20%

Grading Scale:

92-100	A
89-91	A-
85-88	B+
82-84	B
79-81	B-
75-78	C+
72-74	C
69-71	C-
60-68	D
0-59	F

Assessment:

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

University Statement on Academic Integrity:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. Students can find the Academic Integrity Policy as the first link on this page.

Additionally, SLU-Madrid has posted its academic integrity policy online: <https://www.slu.edu/madrid/academics/student-resources/academic-advising/policies-and-procedures#43>

As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations,

sanctions and appeals. The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

Students shall exhibit honesty in all academic endeavours. Cheating in any form is not tolerated, nor is helping someone to cheat. Work submitted is taken as a guarantee that it is the student's own, except where properly credited to another. Violations include giving or receiving aid on an exam, report or project where otherwise prohibited, plagiarism or forgery of any record, or any deceptive act in connection with academic work. Any violation of this policy will result in an F for the pertinent academic exercise.

University Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213), and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00- 1979).

To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

Students with Special Needs:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about: • Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor. • University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to:

<https://www.slu.edu/madrid/campus-life/student-services/disability-services>

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved,

information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage

SLU email

Both Banner and SLU-Global accounts are linked to your slu.edu address. Please check your slu.edu account on a regular basis or have the mail from this address forwarded to a preferred account.

Dates:

Classes begin: Wednesday 10 January

Last day to drop a class and not receive a grade of "W": Sunday 21 February

First midterm: Wednesday 22 February

Second midterm papers final draft submission: Friday 4 May: 15:30

Final Exam: Friday 4 May: 15:30-17:30

Topics and Assignments:

Week 1. Jan 8-14

- i. No class
- ii. Introduction to the course

Week 2. Jan 15-21

- i. Documentary: The Birth of the Jews and Judaism
Reading: Blackboard Text 1: "Who Wrote the Bible?" and Text 2: "Exile and Restoration."
- ii. Who were the ancient Jews? When was the Jewish Bible written? (Consider: Who were the Jews historically? When did they become monotheists? How did the Babylonia captivity affect their culture and religion?)
Writing assignment: Based on the documentary and readings, write a concise, three to four page (double spaced) summary of the emergence of the Jews as a people and the development monotheistic religion.

Week 3. Jan. 22-28

- i. Jewish History from the Babylonian captivity to the post-Temple Diaspora.
(Consider: How did the Hellenistic culture influence Jewish religion and society? What is the context of early Christianity? What is Rabbinical Judaism? How does it come about?)
Reading: Blackboard Text 3: "The Greek Period"; "Under Roman Rule"; and "The Gaonic Age."

Writing assignment: Write a three to four page (double spaced) summary on the development of Jewish society from the Babylonia captivity to the period after the destruction of the second Temple (the Gaonic Age).

- ii. Documentary: The Shaping of Traditions
Class discussion on the character of the Diaspora Jews in the Roman world.

Week 4. Jan 29-Feb. 4

- i. The Jewish religion and literature.
Reading: Blackboard Text 4, “The Jewish Bible” and Text 5, “The Jewish Calendar”
Group Quiz
- ii. Jewish life in Spain under the Romans and the Visigoths. (Powerpoint presentation)
(Consider: The character of life under the Romans and Visigoths. Why were the Muslim invaders welcomed by the Jews?)
Reading: Gerber Ch.1. Volatile Origins

Week 5. Feb. 5-11

- i. The Sepharad
(Consider: The changes in Jewish life under Muslim rule: Arabization or Islamization.)
Reading: Gerber Ch. 2. Birth of the Sepharad and Blackboard Text 6: “The Legal Position of Jews in Islam”
- ii. The Golden Age (Power-point presentation)
(Consider: What area of Jewish culture witnessed advances during the Golden Age? What was Maimonides’ contribution? Why were his views potentially divisive?)
Reading: Gerber Ch. 3 and Blackboard Text 7: Earning a Livelihood.

Week 6. Feb. 12-18

- i. Golden-Age Poetry. Power-point presentation.
(Choose two poems. Analyze the themes and metaphors. What image do they convey of the affluent Jewish life? Why is there an underlying melancholy in some of the poems?)
Reading: Blackboard Text 8: Wine, Women and Death and Documents file: Joseph ibn Nagrid, son of the Jewish vizier of Granada ibn Nagrid, described by a Muslim rival.
Writing Assignment: Choose two poems and describe them, analyzing the poetic devices used by the authors to make their point. What guides the authors in choosing their similes and metaphors?

- ii. Documentary: The Jews in Medieval Europe
(Consider: Why was Christian Europe anti-Semitic? Why did the Crusades foment anti-Semitism? Why were the Jews blamed for the Black Death?)

Midterm Exam review

Week 7. Feb. 19-25

- i. Christian Reconquest. Life in Christian Spain. (Power-point presentation).
(Consider: How did the Jews benefit initially from the Reconquest? How were their communities (*aljamas*) organized? What were the Siete Partidas of Alfonso X? What relationship did Jewish scholars have to the translation school in Toledo?)

Reading: Gerber Ch. 4. The Reconquista.

- ii. **1st Midterm Exam**

Week 8. Feb 26-Mar. 4

- i. Mysticism (the Cabbala) and Social Reform
(Consider why 13th century Spanish Jews were attracted to mysticism? What effects did this have on the Jewish communities?)

Reading: Blackboard Text 10: “Mysticism and Reform” and Text 11: “The Zohar”

- ii. From 1391 to the Jewish Expulsion. (Power-point presentation)
(Consider: What was the Jews’ situation after 1391? How did this compare with that of the *conversos*? What was the Disputation of Tortosa? Who was Vicente Ferrer? Who was the Niño de la Guardia?)

Reading: Gerber.Ch. 5

Week 9. Mar. 5-11

- i. The Inquisition and the Conversos (Power-point presentation)
Reading: Blackboard Text 12: “The Coming of the Inquisition” and Text 13 “Inquisition Trial of Maria Gonzalez”
Why was the Inquisition created? What does the Maria Gonzalez trial tell us about Inquisition proceedings and their effect on society?

Hand in essay proposals (A two page essay proposal including a question/problem that the essay will attempt to answer/clarify; and a list of possible sources.

- ii. Essay proposals Feedback

Week 10. Mar. 12-18

- i. Documentary: The Sephardic Diaspora
- ii. Sephardic Diaspora
(Consider: Where did the Diaspora community go? Where were the Sephardic Jews most successful?)

Reading: Blackboard Text 14: "Exodus from the West" and Text 15 "Turning Point (1570-1600)"

Week 11. Mar. 19-25

- i. Jewish culture in crisis and change
Reading: Blackboard Text 16: "Jewish Culture (1550-1650)" and Text 17: "Spiritual Crisis"
- ii. The Conversos and 16th-century religious non-conformism.
(Why, in your opinion, were the conversos drawn to humanism and illuminism?)
Reading: Blackboard Text 18: The Converso Problem: An Assessment; and Text 19: "The Conversos and the Spanish Renaissance"

Week 12. Mar. 26-Apr. 1

Easter Week. No Classes

Week 13. Apr. 2-8

- i. Converso Humanists and the Counter-Reformation
Reading: Blackboard text 20: "Philip II as the New Solomon"
- ii. The *converso* situation in 17th- and 18th- century Spain. The Count-Duke Olivares and the Desecration of the Cross Affair.
Reading: Blackboard Text 21: "Visions of the Sefarad" and Text 22 "Velazquez at the Court of the Conde Duque" and Text 23: Velazquez images
Hand in draft of research paper. This should comprise of at least the first six pages of your essay with correct footnotes and a detailed essay plan.

Week 14. Apr. 9-15

- i. **Research paper review**
- ii. The Jewish question returns to Spain.
Reading: Blackboard Text 20: "The Emancipation and Modern Anti-Semitism" and Gerber, *The Jews of Spain*, pp 253-265

Week 15. Apr. 16-22

- i. Presentations
(One-page handouts)
- ii. Presentations
(One-page handouts)

Week 16. Apr. 23-29

- i. Presentations
(One page handouts)
- ii. Presentations
(One page handouts)

Week 17. April 30-May 6

- i. Course Review

Final Exam: Friday 4 May 15:30-17:30