

# *Jews and African Americans: Slavery, Diaspora, Ghetto*



## HITO 136

Fall 2018

Professor Deborah Hertz  
HSS 6024

Please refrain from emailing me unless it is an emergency. Better to catch me after class. In an absolute emergency contact me at [hertzd@gmail.com](mailto:hertzd@gmail.com).

Class meets Tuesdays and Thursdays from 12:30 to 1:50 in Pepper Canyon Hall 121

Office hours: Tuesdays 10-11:30 in HSS 6024 and by appointment.

***Class web site*** can be found on Triton Ed. Power Point slides will be posted up shortly before the class meets on Tuesday and Thursday mornings. You will be writing short blogs on the Discussion Forum. Check your UCSD email regularly as I often send reminder emails to the entire class.

***Manners in the Classroom.*** Please come to class on time and do not leave class before the class is over. If you must leave early, kindly let the instructor know before class begins and sit near the back. Although our class meets over the lunch hour, please do not eat during class, although it is fine to drink liquids. Attendance will not be taken but the sight of empty seats is extremely distressing to the instructor. No clickers!!!

**Readings** can be found in various places, in paper and digital form. All of the assigned texts have been ordered at the Price Center Bookstore and are also on reserve at the Library. The Reader for the class can be purchased in the bookstore and several copies of the Reader are also on reserve. [There is a very slight variation in which chapters/articles are included in the 2018 Reader as compared to the 2016 Reader.]

**Films** . The entire class will be discussing three films, which are noted in the syllabus. They will be available streaming through the Library Reserve system; find the link on the class web site. A list of additional films of interest, both features and documentaries, are noted at the end of the syllabus. One of these films might make a good choice for a Wikipedia article.

**Student Assignments.** Students are expected to come to class having read the assigned material.

Students are expected to post at least ten one-paragraph comments on our **Discussion Forum** on the web site. Those posts will be due BEFORE the class discussion of that topic, by 10 AM on Tuesdays and Thursdays.

In addition, there will be a **midterm** in class on Tuesday October 30 and a **final** on December 14<sup>th</sup> at 11:30 AM.

Instead of a research essay, students will write or revise a Wikipedia article devoted to one of the historical figures or historical events covered in the class. **Please choose your topic by the end of week two, on October 11.** You may of course change your topic after this point. Students will meet in small groups for 20 minutes every two weeks to share notes on building your Wikipedia site. A detailed list of instructions on how to work on your Wikipedia entry will be distributed during the second week of class.

Please choose one of the following four groups with which to affiliate: Early Modern History 1492-1865; Modern History 1866-present; Culture, and Concepts [such as race, ethnicity, peoplehood, slavery].

**Points toward final grade:** midterm examination 30 points; Discussion Forum 10 points; final examination 30 points; Wikipedia article 30 points. There is no pre-set curve by which point totals will be associated with particular letter grades.

**Integrity of Pedagogy.** All of the materials for this class are EXCLUSIVELY for the use of students enrolled. Distributing class materials to web sites such as One Class, Course Hero or Chegg is unethical and against the law. During the first week of class we will discuss why these sites are deeply problematic. I will be enlisting your help to insure that documents created by the professor for the exclusive use of UCSD students enrolled in this class do not appear online. These web sites compromise the educational process.

If you find out that a fellow student is sharing these documents outside of class, please definitely inform the instructor. I will be checking regularly to see if anyone has shared class materials.

If you feel so overwhelmed by the assignments in the class, please visit the instructor in office hours to discuss good ways to lessen the anxiety you are experiencing related to course work load. Better yet, make a friend from class, or create a study circle with other students.

All cases of students who plagiarize in any of their work for this class [Wikipedia entry, midterm, final] will be forwarded to the UCSD Office of Academic Integrity.

## ***Types of Readings***

\*\*\*Book which should be bought at the Bookstore in paper copy or e-book. These books are also available on Reserve in the Library.

###Article or chapter available in the Reader. For most of the articles, the 2016 edition of the Reader is sufficient, and there are multiple copies available in the Library.

Many of the books and articles can be found on the Internet. However you should be aware that the retention rate of texts read online can be far inferior to what you can remember after you have read and marked up a paper copy of the text.

## ***Class Books***

Edward Kritzler, *The Jewish Pirates of the Caribbean*. New York: Anchor Books/Random House, 2008.

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself*, Blank city, Penguin, date.

<http://www.gutenberg.org/files/15399/15399-h/15399-h.htm>

George Fredrickson, *Racism: A Short History*. Princeton University Press.

<https://www.yumpu.com/en/document/view/5200099/racism-a-short-history-george-m-fredricksonpdf-wnlibrary>

Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Harvard University Press. Kindle at \$16.

Eric Goldstein, *The Price of Whiteness: Jews, Race and American Identity*. Princeton University Press.

George Bornstein, *The Colors of Zion: Blacks, Jews and Irish from 1845 to 1945*, Cambridge: Harvard University Press, 2011. [My apologies, hardback only.]

## **Class Schedule**

Thursday September 27: **Introduction to the course**

No reading.

Tuesday October 2: **Expelled from Spain and Portugal, Pirates in the Caribbean**

Kritzler, Introduction, Chapters One, Four, Five, Six and Seven

Thursday October 4: **Jewish Slave Traders: Fact and Fiction**

### Seymour Drescher, "The Role of Jews in the Transatlantic Slave Trade," in the Reader.

### David Brion Davis, "Jews in the Slave Trade," in the Reader.

Tuesday October 9: **How Antisemitism Shaped Color Racism**

\*\*\* Fredrickson, *Racism*, Chapter One

Thursday October 11: **How Olaudah Equiano Became a Free Man**

\*\*\* Olaudah Equiano, Chapters One, Two, Eleven and Twelve.

<http://www.gutenberg.org/files/15399/15399-h/15399-h.htm>

**Please kindly list your topic for the Wikipedia essay today on our web site.**

Tuesday October 16: **How Racial Categories Emerged in Science and Society**

\*\*\*Fredrickson, *Racism*, Chapter Two

\*\*\*Bornstein, Chapter One up to page 65

Thursday October 18: **The Historical and the Cinematic *Belle***

Watch film before class and discuss the film in class

**Wikipedia Writing Workshop meets today for the last 20 minutes of class**

Tuesday October 23: **Jews and Slavery in the American Old South**

### Jason Silverman, "The Law of the Land is the Law," in the Reader.

\*\*\* Goldstein, *The Price of Whiteness*, Chapter One

Thursday October 25: **America as the "Melting Pot" of Peoples and Races**

\*\*\*Jacobson, *Whiteness of a Different Color*, Chapter Five

\*\*\*Bornstein Chapter Three

Tuesday October 30: **Midterm Examination in class**

Study questions will not be distributed ahead of the exam, although students are encouraged to form study groups to work together to review the materials. At the exam you will be asked to choose two questions out of total of 10 and write two essay responses. There will also be identifications of individuals and events, and you will choose 6 identifications out of 15. Total points for midterm: 12 points per essay; one point per identification = 30 points.

Thursday November 1: **The Lynching of Leo Frank in Georgia 1915**

Watch *The People versus Leo Frank*

\*\*\*Jacobson, *Whiteness of a Different Color*, 62-68

Tuesday November 6: **Jazz and Vaudeville: Blacks, Jews and the Irish  
Create Popular Culture**

\*\*\*Bornstein, Chapter Four

## **Wikipedia Writing Workshop today**

### **Thursday November 8: Eugenics and Whiteness**

\*\*\*Frederickson, *Racism*, Chapter Three

\*\*\*Goldstein, *Price of Whiteness*, Chapter Three

\*\*\*Jacobson, *Whiteness of a Different Color*, Chapter Six

### **Tuesday November 13: Film: the Jazz Singer**

Watch the film before class.

\*\*\* Bornstein, 66-74.

###Charles Musser, "Why did Negroes Love Al Jolson and the Jazz Singer," in the Reader

### **Thursday November 15: Liberia, Black Hebrews and the Nation of Islam**

### Jacob Dorman, *Chosen People: The Rise of American Black Israelite Religion*, in the Reader, Chapters One and Conclusion.

### **Tuesday November 20: Marcus Garvey, Zionism, and the Harlem Renaissance**

### Colin Grant, *Negro with a Hat: The Rise and Fall of Marcus Garvey*, in the Reader, Prologue, Chapters Two, Three and Eighteen, and Epilogue.

\*\*\* Bornstein, 83-104 in Chapter Two

### **Thursday November 22: No Class Thanksgiving**

### **Tuesday November 27: Jewish-Black Music from World War Two to the Present**

### Jeffrey Melnick, *A Right to Sing the Blues: African-Americans, Jews and American Popular Song*, in the Reader, Chapters One and Epilogue, 16-59; and 197-208.

### **Thursday November 29: Jewish Jesus to Black Christ**

Guest Lecture by Professor Amelia Glaser, Department of Literature

Read her article: “Jewish Jesus to Black Christ: Race Violence in Leftist Yiddish Poetry,” in the Reader.

## Tuesday December 4: **Jews and Blacks in the Civil Rights Movement**

###Nancy Weiss, “Long Distance Runners of the Civil Rights Movement” and Cheryl Greenberg, “Negotiating Coalitions,” both in the Reader.

\*\*\*Jacobson, *Whiteness of a Different Color*, Chapter Eight

## December 6: **Class Roundtable: What is Race, What is Racism, and the Future of Diversity**

***Final examination:*** Friday at 11:30, in our classroom. The format will be identical to the midterm.

### ***Suggested Topics for Wikipedia Articles***

The True Story of Belle; Leo Frank case; Leo Frank case in theatre and films; comparison of antisemitism and white supremacy in a particular setting; Jewish religious teachings on slavery; Jews and African-Americans in the American Labor Movement; the politics and theatre of blackface; Liberia; Paul Robeson; Jews and African-Americans in Hollywood films; interracial marriages; Franz Fanon; Al Jolson; Africans who practice Judaism; Jean-Paul Sartre’s book *Antisemite and Jew*; Alain Finkelkraut’s book *The Imaginary Jew*; Albert Memmi; liberation of Dachau by African-American soldiers; Harlem renaissance; W.E.B. Dubois; the concept of whiteness; affirmative action in dispute; the Black-Jewish alliance in dispute; the civil rights movement; Jim Crow segregation; Jewish refugees teaching in Black colleges.

### ***Suggested Films***

Aviva Kempner, *Rosenwald* [Jewish philanthropist dedicated to African-American education]

Lacey Schwartz, *Little White Lies*

*Driving Miss Daisy*

*Gentleman’s Agreement*

*Blacks and Jews* Documentary by Deborah Kaufman and Alan Snitow

*They Won’t Forget* on the Leo Frank case

*Murder of Mary Phagan* 1988 TV mini-series on the Frank case

*Parade* Broadway musical on the Frank case

*The People versus Leo Frank*, documentary by Ben Loeterman

*Falasha: Exile of the Black Jews of Africa* <https://www.youtube.com/watch?v=rEgi7KucN7Q>

*The Identity Question: Blacks and Jews in Europe and America* by Robert Philipson

*Selma*

*From Swastika to Jim Crow*