ENG 340/JDST399:
Literature of the Jewish Ghetto

Professor Kaufman       Class Meetings: T/TR 2:00-3:20
Email: hkaufman@uoregon.edu       Classroom: 117 Global Scholars Hall
Zoom Office Hours: T/R 4:00--5:30 and by appointment (email for a zoom link)

This course will follow the University of Oregon’s Covid Containment policies which can be found here: https://provost.uoregon.edu/covid-containment-plan-classes
The University of Oregon requires all members of our community to wear a mask during class. Food and drinks are not permitted in classrooms.

Course Description
The idea of the ghetto—as a destination, an origin, a physical boundary, an emotional trap, a labyrinth, a prison, a haven, and an inspiration for self-determination—has been a focal point of Jewish literary culture since the seventeenth century. The first ghetto used to segregate Jewish people was created in Venice in 1611. It was followed by the formation of Jewish ghettos throughout Europe, England, China, and the United States among other places. This course considers literary depictions of Jewish ghettos by Jewish writers from the seventeenth through the twentieth centuries. The course creates opportunities to consider the ways that Jewish writers have wrestled with the ambivalences of the ghetto—as both an emblem of Jewish cultural identity and an oppressive site inspiring resistance against European antisemitism. In this course we’ll consider the perspective of Jewish ghetto-dwellers forced to live apart from dominant Christian culture. In the wake of Covid and BLM, the material we study will offer a timely focus on the historical intersections of social distancing, physical and emotional isolation, segregation, anti-Black racism, and antisemitism.

English 340 satisfies both the University Multicultural Requirement in the category of International Cultures and the Group Requirement in the Arts and Letters category. JDST 399 counts for credit in the Judaic Studies Program.

Learning Outcomes: In this course you will:
1. Read literary and cultural texts with an understanding of their generic conventions
2. Learn to situate texts within cultural, political, and historical contexts
3. Develop and expand slow, careful, and close reading strategies
4. Engage creatively and analytically with cultural texts
5. Write focused, analytical responses in clear, professional, and grammatical prose
6. Gain experience working collaboratively
7. Learn about European Jewish culture and the ghetto’s role in shaping or reflecting Jewish identity

Required Texts (Purchase ASAP. Books are in stock and available at the Duck Store)
* Israel Zangwill, Children of the Ghetto (Duckstore—you must have a physical copy of the book)
* Uprising (2016) (rent on Amazon)
* Who Will Write Our History (2019) (rent on Amazon)
* Assorted Canvas materials (under the Files tab in Canvas)
**Work & Assessment**
10% Class Participation (contributions to class discussion, group work, in-class writing, etc.)
10% Class Notes
30% Reading Quizzes
30% Suitcase Project Parts I-IV
20% Suitcase Project Part V

**Inclusive Learning Environments**
If you have a documented disability and anticipate needing accommodations in this course, please meet with me soon. Please request that the Accessible Education Center send me a letter outlining your approved accommodations: 164 Oregon Hall, 541-346-1155, or uoaec@uoregon.edu.

**Tutoring Help**
Programs, workshops, courses, tutors, and mentors are among the many resources the Teaching and Learning Center (https://tlc.uoregon.edu/) provides to students at UO. You are always welcome to visit the Professor during office hours or by appointment if you’d like extra help with course work. Please email to set up a meeting.

**Academic Integrity**
The University of Oregon values academic honesty. Students are informed of the University’s expectations about conduct and academic honesty when they matriculate. You are here because you clearly have the ability to engage in rigorous intellectual work. Consult the UO’s Student Conduct Code, also available here: http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code for definitions of plagiarism and information on documentation should you need it. See your Professor should you have any concerns about documentation and/or academic honesty. **Cases of clearly established plagiarism or cheating will result in an assignment grade of “0” as a minimum penalty; all incidents will be reported to the Office of Student Conduct, as required by the English Department and University.**

**Respect**
Each person enrolled in this course is expected to help foster a community of respect. We will read controversial material and I expect that everyone will not always agree, or that your experiences may be much different from those you learn about in the course materials. It is therefore crucial that everyone listen carefully and contribute to class discussion in a thoughtful and respectful manner.

**Course Content**
This course contains difficult texts, many depicting scenes of violence. Be warned that we will read and discuss upsetting topics. Be honest with yourself about your desire/willingness to take on these topics.

**Please Be Advised**
Any UO faculty member who becomes aware of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence, or gender-based stalking is required to report that information to a supervisor or the Office of Affirmative Action and Equal Opportunity (http://aaeo.uoregon.edu/). For confidential help, contact University Health Services (http://healthcenter.uoregon.edu/) or Sexual Assault Support Services (http://sasslane.org/).
Attendance Policy
Class attendance is mandatory. Your regular attendance is vital to the goals of this course. You may miss two class meetings without penalty. Final grades will drop one-third of a letter grade for each subsequent absence unless you and the Professor have agreed upon alternative arrangements. You are responsible for making sure your work is turned in on time despite absences. You are also required to attend class on time and to remain in the room for the duration of the class period. Please let me know in advance if you need to leave early or arrive late. Repeated late arrival or early departure will affect your final course grade. You do not need to notify the professor if you plan to miss class.

Please turn cell phones to vibrate or off and store in your bookbag for the duration of class. Silence any electronic equipment capable of interrupting class. The use of electronic social media during class time is prohibited. The use of cell phones is prohibited during classtime.

Missed Classes
Classes may not be recorded or videotaped. Should you miss a lecture or discussion, it is your responsibility to find out what you’ve missed. You have two options:
1) Ask a classmate to share class notes and/or fill you in on what you missed
2) Check the group notes document in Google Docs

Class Groups
Everyone in the course will be assigned to a group (See Canvas/People/Group for group assignment and group leader). Groups will collaborate during Labs and outside of class. Each group will have shared workspace in Canvas. Be sure to correspond professionally in that space. Please be advised, while students from other groups do not have access to your group’s workspace, professors do.

Reading and Class Preparation
In order to create a successful learning community, everyone needs to arrive to class ready to discuss the assigned texts. You should arrive to every class with the assigned book/text, writing materials, and homework notes. You may take notes on a computer, however social media, shopping, and other non-school related activities are forbidden during class. I expect active participation from everyone.

Be sure to read each night’s assignment SLOWLY. Turn off anything unrelated to your homework (such as email, YouTube, or your phone). Keep a notebook handy to write down questions or to keep track of important passages. You should develop a practice of active reading that leads you to ask questions and take note of key details in the texts we study. Be sure to work in an environment where you will not be distracted. Find a library or quiet space where you can focus on your work.

Late Work
All work should be turned in by the deadline. Late work can be uploaded, but it will be counted as “late.” Assignments will be docked 5 points for each day late, beginning with the minute after the deadline. Extensions and incompletes will be given only for documented emergencies. I do not accept written work submitted by email. If you face a health crisis or family emergency that prevents you from completing work on time, you will need to contact the Professor or the office of the Dean of Students: https://dos.uoregon.edu/
Professional Correspondence and Email
Use professional business protocols in course emails. Begin emails by addressing the person by their formal title and name (Dear Professor Smith) and end by signing your name. Be sure to indicate which class you’re taking with the instructor (some of us teach hundreds of students in multiple courses). All email correspondence should be organized in reverse chronological order; the most recent email should appear on the top of the correspondence with cascading email below. An adjustment in the “settings” of your email will enable you to set this up as a default (so you only need to make the adjustment once). Do not delete previous emails in this conversation, as the recipient may wish to refresh their memory of what has been discussed in previous emails.

Classroom Protocols
Masks must be worn in our classroom building (including hallways). Masks should completely cover your mouth and nose. Eating and drinking in classrooms is prohibited.

Restrooms should be used prior to or following class to minimize classroom disruptions. If you have a medical situation requiring regular visits to the restroom during class time, please let me know during the first week of the term.

Course Details
Canvas is the center of our course. All work submitted to Canvas should be uploaded as a Word Doc. If you use a different program, I will not be able to open the document. Please remember to use Word. All UO students can download a free copy of MS Word. Visit this page for details.

In my courses Canvas operates as a filing cabinet where communicate with students and post assignments and grades. Students find instructions for assignments or reading materials and submit work on Canvas. I do not use Canvas’s cumulative grading features. Rather, I calculate grades manually. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support is available by phone or live chat: 541-346-357 | livehelp.uoregon.edu

Email
I communicate by email. It is essential that you make a habit of checking your email daily.

Labs
Students will be divided into groups, and on lab days you’ll meet with your group members to discuss issues in the texts we’re studying and/or to develop a group project. If you have a laptop, please bring it with you to class.
ASSIGNMENT DUE DATES MAY CHANGE, ALTHOUGH NEVER AT THE LAST MINUTE. THE MOST RECENT SYLLABUS WILL BE POSTED ON THE CANVAS HOME PAGE.

ASSIGNMENT SCHEDULE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/4</td>
<td>Course Introductions</td>
</tr>
</tbody>
</table>
| R 1/6 | Homework: Set up a gmail account ([visit this site](#) for setup details)  
Go to [this site](#) and add your name and gmail address to the list  
Read Cheyette Chapter 1: “Why Ghetto?” |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Sara Copia Sullam &amp; the Venice Ghetto</th>
</tr>
</thead>
</table>
| T 1/11 | --Read Cheyette chapter 2, “The Age of the Ghetto”  
--Read “The Virtual Jewish World: Venice, Italy” available [here](#)  
--Read Wikipedia article, “Sarra Copia Sulam” available [here](#) |
| R 1/13 | --Read Sara Copia Sullam, (Canvas/ Files Tab/ Sullam Homework 1): pgs. 115-128  
--A reading quiz will become available on Canvas on Wednesday at 2:00 and must be completed by Thursday at 1:59 (just before class), at which point you will no longer have access to the quiz. |

**Friday 1/14 by 5pm**  
Group 2 class notes should be submitted to **both** our Google folder “Jewish Ghetto Class Notes” available [here](#) and Canvas. Only one person in the group needs to submit the file to the Google folder and Canvas. Everyone in your group will be graded for this assignment. NOTES SHOULD BE CAREFULLY WRITTEN/EDITED BY EVERY GROUP MEMBER.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Sullam continued</th>
</tr>
</thead>
</table>
| T 1/18 | --Read Sara Copia Sullam, (Canvas/ Files Tab/ Sullam Homework 2): pgs. 511-522  
--A reading quiz will become available on Canvas on Monday at 2:00 and must be completed by Tuesday at 1:59 (just before class), at which point you will no longer have access to the quiz. |
| R 1/20 | Discussion continued  
Lab |

**Friday 1/21 by 5pm**  
Group 3 class notes should be submitted to **both** our Google folder “Jewish Ghetto Class Notes” available [here](#) and Canvas. Only one person in the group needs to submit the file to the Google folder and Canvas. Everyone in your group will be graded for this assignment. NOTES SHOULD BE CAREFULLY WRITTEN/EDITED BY EVERY GROUP MEMBER.
Week 4  
**Ghettos of the Imagination**

T 1/25  
--Read Cheyette, Chapter 3 “Ghettos of the Imagination”
--Read *Children of the Ghetto* pgs. 53-78
--A reading quiz will become available on Canvas on Monday at 2:00 and must be completed by Tuesday at 1:59 (just before class), at which point you will no longer have access to the quiz.

R 1/27  
--Read *Children of the Ghetto* pgs. 79-129
--Complete Canvas Quiz prior to class. A reading quiz will become available on Canvas on Wednesday at 2:00 and must be completed by Thursday at 1:59 (just before class), at which point you will no longer have access to the quiz.

Friday 1/28 by 5pm:
Group 4 class notes should be submitted to both our Google folder “Jewish Ghetto Class Notes” available [here](#) and Canvas. Only one person in the group needs to submit the file to the Google folder and Canvas. Everyone in your group will be graded for this assignment. NOTES SHOULD BE CAREFULLY WRITTEN/EDITED BY EVERY GROUP MEMBER.

Week 5  
**London’s East End Ghetto**

T 2/1  
--Read *Children of the Ghetto* pgs. 130-181
--Complete Canvas Quiz prior to class. A reading quiz will become available on Canvas on Monday at 2:00 and must be completed by Tuesday at 1:59 (just before class), at which point you will no longer have access to the quiz.

R 2/3  
--Read *Children of the Ghetto* pgs. 182-246
--A reading quiz will become available on Canvas on Wednesday at 2:00 and must be completed by Thursday at 1:59 (just before class), at which point you will no longer have access to the quiz.

Friday 2/4 by 5pm:
Group 5 class notes should be submitted to both our Google folder “Jewish Ghetto Class Notes” available [here](#) and Canvas. Only one person in the group needs to submit the file to the Google folder and Canvas. Everyone in your group will be graded for this assignment. NOTES SHOULD BE CAREFULLY WRITTEN/EDITED BY EVERY GROUP MEMBER.

Week 6  
**East End continued**

T 2/8  
--Read *Children of the Ghetto* pgs. 247-319
--Complete Canvas Quiz prior to class. A reading quiz will become available on Canvas on Monday at 2:00 and must be completed by Tuesday at 1:59 (just before class), at which point you will no longer have access to the quiz.
R 2/10  --Read *Children of the Ghetto* pgs. 323-383
--Complete Canvas Quiz prior to class. A reading quiz will become available on Canvas on Wednesday at 2:00 and must be completed by Thursday at 1:59 (just before class), at which point you will no longer have access to the quiz.

**Friday 2/11 by 5pm:**
Group 6 class notes should be submitted to both our Google folder “Jewish Ghetto Class Notes” available here and Canvas. Only one person in the group needs to submit the file to the Google folder and Canvas. Everyone in your group will be graded for this assignment. NOTES SHOULD BE CAREFULLY WRITTEN/EDITED BY EVERY GROUP MEMBER.

---

**Week 7**  East End--Zangwill

T 2/15  --Read *Children of the Ghetto* pgs. 384-437
--Complete Canvas Quiz prior to class. A reading quiz will become available on Canvas on Monday at 2:00 and must be completed by Tuesday at 1:59 (just before class), at which point you will no longer have access to the quiz.

R 2/17  --Read *Children of the Ghetto* pgs. 438-502
--Complete Canvas Quiz prior to class. A reading quiz will become available on Canvas on Wednesday at 2:00 and must be completed by Thursday at 1:59 (just before class), at which point you will no longer have access to the quiz.
--In class lab: Suitcase Project Part I

**Friday 2/18 by 5pm**
Suitcase Project Part I due on Canvas
Group 7 class notes should be submitted to both our Google folder “Jewish Ghetto Class Notes” available here and Canvas. Only one person in the group needs to submit the file to the Google folder and Canvas. Everyone in your group will be graded for this assignment. NOTES SHOULD BE CAREFULLY WRITTEN/EDITED BY EVERY GROUP MEMBER.

---

**Week 8**  Warsaw Ghetto Archive

T 2/22  --Read Cheyette, Chapter 4, “Nazism and the Ghetto”
--Watch *Who Will Write Our History* (2019) (rent on Amazon)

R 2/24  --Read from Ringelblum’s Oyneg Shabbes hidden Archive—Reading TBA
--In class lab: Suitcase Project Part II

**Friday 2/25 at 5pm**
Suitcase Project Part II due on Canvas
Group 8 class notes should be submitted to both our Google folder “Jewish Ghetto Class Notes” available here and Canvas. Only one person in the group needs to submit the file to the Google folder and Canvas. Everyone in your group will be graded for this assignment. NOTES SHOULD BE CAREFULLY WRITTEN/EDITED BY EVERY GROUP MEMBER.
**Week 9**  **Archive and Rebellion**

T 3/1  --Watch Jon Avnet’s film *Uprising* (2016) *(rent on Amazon)*

R 3/3  Discussion continued  
--In class lab: Suitcase Project Part III

**Friday 3/4 at 5pm**  
Suitcase Project Part III due on Canvas  
**Group 9** class notes should be submitted to *both* our Google folder “Jewish Ghetto Class Notes” available [here](#) and Canvas. Only one person in the group needs to submit the file to the Google folder and Canvas. Everyone in your group will be graded for this assignment. NOTES SHOULD BE CAREFULLY WRITTEN/EDITED BY EVERY GROUP MEMBER.

**Week 10**

T 3/8  DuBois, “The Negro and the Warsaw Ghetto” (Canvas/ Files tab)  
Cheyette, “The Americanization of the Ghetto”

R 3/10  Suitcase Project Part IV (Class Presentations)

**Friday 3/11 at 5pm**  
Group 10 class notes should be submitted to both our Google folder “Jewish Ghetto Class Notes” available [here](#) and on Canvas. Only one person in the group needs to submit the file. Everyone in your group will be graded for this assignment. NOTES SHOULD BE CAREFULLY WRITTEN/EDITED BY EVERY GROUP MEMBER.

**Monday 3/14 at 5pm:** Suitcase Project Part V due on Canvas
COURSEWORK

All written work should follow MLA formatting guidelines. See Purdue Owl (follow this link) for instructions on MLA format. Work should be submitted to Canvas in Word.

Reading Quizzes
Quizzes should be taken on Canvas. They’ll consist of a few (5-8) multiple choice questions. Quizzes are available 24 hours before class. They become unavailable at the moment when class begins.

Group Notetaking
Notetaking responsibilities will be shared among the groups. In week 2 notes will be kept by group 2; in week 3 notes will be kept by group 3, etc. On the week your group is responsible for notetaking, you’ll arrive in class and immediately created a shared google doc. All members of the group should have access and will collaboratively take notes on that document during class on Tuesday and Thursday. Save your document with a name that indicates what week’s notes it includes. For example, if it’s week three of the term, your notes doc should be saved as “Week 3 Notes.” Include the following information at the top of the page: Title of document; dates covered (Tuesday, October 12 and Thursday, October 14); and names of all group members/note-takers. You should not share your document with the class until it has been carefully edited. Once edited, you’ll post a single notes document (containing notes from both Tuesday and Thursday) in our shared Google folder, found here.

If a student misses a class, they’ll be able to see what they missed by reading the weekly notes. You may not alter notes submitted to our google folder by another group. If you believe information on a class notes document is incorrect, email Professor Kaufman.

The Suitcase Project
This assignment will give you an opportunity to analyze a character from Children of the Ghetto in detail. Everyone will follow the steps below.

PART I (to be completed as a group)
As a group, select a single character from Children of the Ghetto who packs a suitcase and leaves the ghetto. The character may or may not have actually left the ghetto in the story. Use your imagination to create a scenario whereby your selected character decides to cross over the ghetto walls. They take a suitcase with them. Once you’ve worked out these details as a group, you’ll collaborate on a group essay (try using a google doc!) in which you address the following: (a) identify the character; (b) describe the ghetto scene/setting they leave behind; (c) identify their destination (where will they go); and (d) explain why you believe they leave. (1 page, double spaced, minimum)

PART II (to be completed as a group)
Given the details you’ve identified above, in this part you’ll explore the significance of the content your character packs in the suitcase. Identify at least 6 objects you think they would have taken with them on the journey across the ghetto walls. Keep in mind, people/characters collect or covet objects that speak to their lives, loves, fears, desires, and insecurities—all the things that make them human. As a group, collaboratively write an essay (1-2 pages) in which you connect the character’s emotions to the objects tucked inside their suitcase. Why these objects? What do these objects mean to your character? Or what do these objects suggest about the emotional life of your character?
Part III (to be completed as a group)
Assign two suitcase objects to each person in your group. If you have two people in your group, you’ll have a minimum of 4 items in your character’s suitcase. If you have three people in your group, you’ll have a minimum of 6 items in your character’s suitcase. Next, find or create a digital image of each object. For example, you can find an image representing the object online or you can create a 3-d object, photograph it, and upload it to your suitcase. You might think of the suitcase as a kind of empty box which your group fills with objects you believe your character would have wanted to save and take with them in their destination beyond the ghetto walls. Be creative with the objects you select, their symbolic value, and their potential power to reflect the inner life of your character and/or their relations with people they leave behind. As a group, write a caption for each object. What is your audience looking at? Why did you select this particular representation of the object? What do you hope to suggest about the object or it’s connection to your character? Turn in one document for the whole group. The document should contain captions (a few sentences each) for every digital object your group selected.

Part IV Suitcase Presentation—5 minutes (to be completed as a group)
Group presentations should be professional, polished, succinct, and thorough. You should practice in advance to be sure you finish in 5 minutes. You’ll want to consider the best method of reaching your audience, of capturing their attention and sharing your work (power point, a poster, paper handouts, chalkboard illustrations, etc.). Be sure to address one of the questions below.

1) What did you learn about ghettos in this class? How did you incorporate that knowledge in your team’s suitcase?

2) What does your group’s suitcase suggest about Jewish history and culture and the ghetto?

3) How does your group’s suitcase point to the significance of resistance—either resistance against ghetto life or against those who forced Jews to live a ghetto life?

4) What does your suitcase suggest about what was never recorded or saved—or about all the lost suitcases we will never find?

5) What story (or stories) do you want your suitcase to expose?

Part V Final Essay (to be completed individually)
Each person will write an essay of their own on two objects in the suitcase (minimum). Essays (3 pages minimum) should build on previous work. Address the following questions in your essay:
What do the objects suggest about the character’s identity, desires, insecurities, loves, frustrations, or dreams? Or what is the emotional, intellectual, social, cultural, historical, personal, and/or sentimental value of that object for your character?
What can we understand about the character’s relationship to the ghetto and its people/culture by these two objects?
Do you believe the character is liberated or entrapped upon leaving the ghetto? How will these objects help them (emotionally or physically) to move on?
Pick one of the questions in Part IV to address in detail in relation to the objects you selected.