



University of  
New Haven

## *The Jewish Experience in Paris*

### SECTION I: Course Overview

**Course Code:** REL341CDG

**Subject Area(s):** Religious Studies

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

For more than 1,500 years, Jews have lived within the modern-day limits of Paris and France. France even became the first nation, at the time of the Revolution in 1789, to grant equal rights to this community. Yet despite an entrenched history in France, Jewish life and experiences in this region are not monolithic. This course concentrates on the origins and history, the changing cultural conditions, and the particular characteristics of the French Jewish experience.

Class time will reflect on the cultural, linguistic, religious, and political diversity of Jewish communities in Paris and its surroundings. We will visit the major Parisian monuments of historic and contemporary Jewish life in order to analyze key chapters of French Jewish history since the end of the 18<sup>th</sup> century. Major events studied may include: the Revolution and the Emancipation; the Dreyfus Affair; waves of Jewish immigration to the Paris area; State antisemitism and deportation during the Occupation and the Vichy régime; and post-Holocaust reconstruction and life.

### LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Outline the history of Parisian Jewish communities.
- Explain the historical, political, and theological rapport between these communities and the French State, society, and the Catholic Church.
- Examine current Parisian Jewish experiences through interaction with these distinctive communities.
- Analyze the historical causes and consequences of religious persecution and prejudice.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 1 day(s) per week	1 Absence	4 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Reflection Journal</b>	<b>15%</b>
<b>Onsite Presentation</b>	<b>20%</b>
<b>Midterm Exam</b>	<b>25%</b>
<b>Research Paper</b>	<b>30%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Reflection Journal (15%):** The reflection journal should document with a few sentences each time you encounter an element of the Jewish past or present in Paris (signs on schools and buildings about World War Two; synagogues and Kosher restaurants, etc.) and compare them with what you know about Jewish life in your home country. You should also pick one article in the press about present-day Jewish life in France and critically read it in order to present it briefly in the last session of class. You are encouraged to write detailed entries as the reflection journal can serve as a useful resource when completing the course's group project, research paper, and final project presentation.

**Onsite Presentation (20%):** In groups of 3-4, you will make a presentation at one of these three sites: Great Synagogue de la Victoire; Musée d'art et d'histoire du judaïsme, or the Memorial de la Shoah. Each group will then present their research by leading the discussion for that class session. In order to lead an effective class discussion, student groups should come prepared with questions to stimulate conversation as well as resources and aids that can be used during the discussion.

**Midterm Exam (25%):** The midterm exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The midterm exam will cover all concepts from the first half of the term and will have multiple choice questions, short-answer questions, and an essay-response question.

**Research Paper (30%):** You will write an 8-10 page research paper that investigates cultural, political, or historical dimensions of Jewish life in France since the end of the 18<sup>th</sup> century. You are expected to incorporate knowledge gained from class and assignments, however a substantial portion of the paper should be dedicated to independent research. Prior to beginning your paper, you will need to write a thesis statement and construct an outline to be approved by the course instructor. Further instructions and resources for this assignment will be provided during class.

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Burns, Michael. *Dreyfus: A Family Affair, 1789-1945*. Harper-Collins, New York, 1991

Dohm, Christian W, and Helen Lederer. *Concerning the Amelioration of the Civil Status of the Jews*. Hebrew Union College, Jewish Inst. of Religion, Cincinnati, Ohio. 1957

Hyman, Paula. *The Jews of Modern France*. University of California Press, Berkeley, Calif. 1998

Judt, Tony. "From the House of the Dead. An essay on Modern European Memory," in *Postwar: A History of Europe Since 1945*. Penguin Books, New York. 2006

Katz, Ethan. *The Burdens of Brotherhood: Jews and Muslims from North Africa to France*. Harvard University Press, Cambridge, Mass.; London. 2015

Mandel, Maud. *Muslims and Jews in France: History of a Conflict*. Princeton University Press. 2014

Marrus, Michael R., and Robert O. Paxton. *Vichy France and the Jews*. New York: Basic Books, 1981, pp. 83-95.

Meyer, Michael A. "Where Does the Modern Period of Jewish History Begin?," *Judaism*, Vol. 24 No. 3, 1975, pp. 329-338.

Samuels, Maurice, *The right to difference : French universalism and the Jews / Maurice Samuels*, The University of Chicago Press, 2016

Semelin, Jacques, *The Survival of the Jews in France, 1940-1944*, Hurst, London & Oxford University Press, New York – 2018

- II. SELECTED VIDEOS:** The selected videos for this course are listed below. You will need to be able to access these via an internet connection or by borrowing them from the CEA Reserve Library

Jewish Discoveries. "Marais, The Jewish Heart of Paris." *YouTube*, 12 Jan. 2015,  
<https://youtu.be/--tn5Il6iAo>

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Leff, Lisa M. *Sacred Bonds of Solidarity: The Rise of Jewish Internationalism in Nineteenth-Century France*. Stanford University Press, Stanford, Calif. 2006

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

**COURSE CALENDAR**  
*The Jewish Experience in Paris*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<b>Course Introduction:</b> Review Syllabus, Classroom Policies <b>What You Know About Jewish Paris</b>	Course Overview Lecture & Discussion	<b>Readings:</b> Meyer, pp. 329-338
2	<b>Jewish Life in the Medieval Ages in the Kingdom of France</b>	Lecture & Discussion	<b>Readings:</b> Hyman, pp.1-15
3	<b>Jewish Sites in Paris</b>	Lecture & Discussion Meet on site at the Synagogue de la Victoire	Prepare oral presentations
4	<b>Philosophical Debates During the Enlightenment on the Regeneration of Jews</b>	Lecture & Discussion	<b>Readings:</b> Christian Wilhelm von Dohm & Debate on the Eligibility of Jews for Citizenship
5	<b>The Revolutionary Emancipation</b>	Lecture & Discussion	<b>Readings:</b> Hyman, pp.17-36
6	<b>Exportation of the French Model in the North African Colonial Empire</b>	Lecture & Discussion	<b>Readings:</b> Hyman, pp.77-90 Samuels, pp. 73-94
7	<b>The Dreyfus Affair</b>	Lecture & Discussion Meet on site at the Musée d'art et d'histoire du judaïsme	<b>Readings:</b> Burns, pp.1-14 & 141-153 Prepare oral presentations
8	<b>MIDTERM EXAM</b>		
9	<b>Vichy &amp; Nazi Persecution</b>	Lecture & Discussion	<b>Readings:</b> Hyman, pp.161-191 Marrus & Paxton, pp.82-95
10	<b>Rescue &amp; Resistance to Vichy &amp; Nazi Persecutions</b>	Lecture & Discussion Meet on site at the Memorial de la Shoah	<b>Readings:</b> Semelin, pp.259-278 Prepare oral presentations
11	<b>North-African Migrations &amp; the Reshaping of Jewish Life in the Ile-de-France region</b>	Lecture & Discussion	<b>Readings:</b> Mandel, pp.59-79

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			Katz, pp.60-110
12	<b>The Memory of the Holocaust in France Since 1945</b>	Lecture & Discussion	<b>Readings:</b> Judt, pp.803-831 <b>*Submit Research Essay</b>
13	<b>Is the Marais still the Jewish heart of Paris ?</b>	Lecture & Discussion	Watch the documentary 'Marais, The Jewish Heart of Paris' (link above)
14	<b>The Relationship with Israel</b> <b>Concluding Discussion:</b> Jewish Life in Paris Today	Lecture & Discussion	<b>Readings:</b> Hyman, pp.193-214 Samuels, pp. 187-196
15	<b>FINAL PRESENTATION OF REFLECTION JOURNALS</b>		

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)