

Jewish History 1492-1750



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Office Hours –Monday 1:30-2:30, Wednesday 1:00-2:00 and by appointment

Jewish History from the Spanish Expulsion to the Eve of the Enlightenment This course will survey major trends in Jewish society from the break-up of the medieval world to the emergence of a new order in 18th century Europe. We will trace the transition of Jewish society towards modernity by following the varieties of cultural, social, and religious life among communities of Jewish exiles from Spain from 1492 through the early 18th century. *Prerequisites:* None.

Required Books: The following book is required for this course. It is available through various online distributors or directly through the press's website.

Lawrence Fine, *Judaism in Practice: From the Middle Ages through the Early Modern Period* (Princeton University Press, 2001)

What is expected of you:

a) *Course Requirements:*

- i) Two exams, the first worth 25% and the second worth 30% of your final grade. These are in-class exams comprised of essays and identifications of important terms and concepts.
- ii) One 1500 word paper due on 4 November, worth 30 % of your final grade. I will be happy to read and comment on all written assignments prior to the due date; just be sure to give me enough time to read your work carefully and get it back to you in time for you to implement changes.
- iii) Participation in class discussions, worth 15%. By participation, means active and attentive engagement with the course material. Ideally, it also means contribution to in class discussion, including asking questions. Coming to class and sleeping through the lecture, for example, is not considered productive participation. ([Links to an external site.](#))

b) *Reading:* I strongly recommend that that you complete each reading assignment before the class session and be ready to discuss the themes and substance of the assignments. Lectures and discussions will be more engaging and productive for you if you have a formal point of

reference. Please bring all assigned primary source readings to class on the day for which the reading has been assigned (i.e., internet sources and handouts, etc.). We will not always discuss all of the readings directly. However, these readings were selected to provide you with a foundation for the material and issues covered and you will be responsible for all readings. You are strongly encouraged to bring questions about the readings to class – if one of you had questions or difficulties, others certainly did as well.

c) **Attendance:** You are responsible for all the material included in the readings as well as the material covered in lectures. It is expected that you will be present at all class sessions unless unavoidable circumstances make attendance impossible. If you must miss a class, please make arrangements with another student to get notes. But remember: if you miss a substantial number of classes, your participation grade will suffer proportionately. **You will be permitted three absences over the course of the term; for every unexcused absence thereafter you will be penalized 5 points toward your final grade.** Guidelines for excused absences can be found here: <https://catalog.ufl.edu/ugrad/1617/regulations/info/attendance.aspx#absences> (Links to an external site.). Also, as a courtesy to me and to your fellow students, please turn off your cell phones before class begins and refrain from checking them during class. Obsessive attention to cell phones distracts your instructor and your colleagues. If ringing cell phones and persistent texting become a problem, the owners of those phones will be asked to leave the class and their absence subsequent will count as unexcused.

d) **Written assignments:** Historical writing demands that you make your arguments in a clear and precise manner and that you back them up with historical evidence. Thus, your paper will be graded on the basis of **style as well as content**. Completion of the written assignments is *absolutely required*. Late assignments **will not** be accepted without penalty. Please make every effort to apprise me of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse an absence and to schedule make-up assignments. Do not submit your work to via email – written work must be presented in hard-copy.

e) **Academic Honesty:** According to the UF Academic Honesty Guidelines, “an academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student’s duty to report observed academic honesty violations.” All students are will be expected to follow the UF Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> (Links to an external site.) *All academic honesty offenses will result in a failing grade in this class.*

Grade Distribution and Grading Scale

Participation: 15 %	A = 100 - 93	A- = 92 - 90	B+ = 89 - 87	B = 86 - 83	B- = 82 - 79
Paper: 30 %	C+ = 78 - 75	C = 74 - 71	C- = 70 - 67	D+ = 66 - 63	D- = 59 - 56
Two exams: 25 & 30 %	F = below 55				

More information on grades and grading policies can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> - (Links to an external site.) A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> - hgrades (Links to an external site.)

Weekly Schedule

week 1	<u>23-25 August • Introduction: Leading to the Spanish Expulsion of 1492</u>
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	<ul style="list-style-type: none"> • Henreitte-Rika Benveniste “Crossing the Frontier: Jewish Converts to Catholicism in European History” in <i>From Florence to the Mediterranean and Beyond, Essays in Honor of Anthony Mohlo</i> ed. Diago Ramada Curto (Firenze, 2009), 447-474. • David Nirenberg, “Enmity and Assimilation: Jews, Christians, and Converts in Medieval Spain” in <i>Common Knowledge</i> 9:1 (2003): 137-155 • Sentencia-Estatuto de Toledo, 1449
week 2	<p><u>29 August – 2 September • Expulsion and Resettlement...Portugal and Beyond</u></p> <ul style="list-style-type: none"> • Fine, <i>Judaism in Practice</i>, 143-153 and 325-338 • Edict of Expulsion • Renée Levine Melammed, “Adapting and Adopting Conversos and the Sephardi Diaspora” in <i>Hispania Judaica Bulletin</i> vol. 8 (2011): 85-94. • Debra Kaplan, “Jews in Early Modern Europe: The Sixteenth and Seventeenth Centuries” in <i>History Compass</i> vol. 10, no. 2 (2012), 191-206. • Synod of 1432 - skim, paying attention to the subjects covered (Links to an external site.)
week 3	<p><u>5 - 9 September • Portugal and Beyond</u></p> <p>Labor Day • No class on Monday, 5 September</p> <ul style="list-style-type: none"> • Fine, <i>Judaism in Practice</i>, 348-352. • Jonathan Ray, “Christian (Re)Encounters with Jews in the Sixteenth-Century Mediterranean” in <i>Jewish History</i> vol. 30 (2016): 183-206. • Ruth Lamdan, “Jewish Women as Providers in the Generations Following the Expulsion from Spain” in <i>Nashim</i> no. 13 (2007): 49-67
week 4	<p><u>12 - 16 September • Jewish Life in Renaissance Italy</u></p> <ul style="list-style-type: none"> • Fine, <i>Judaism in Practice</i>, 52-60, 203-209 • Howard Tzvi Adelman, “The Venetian Identities of Beatrice and Brianda de Luna,” <i>Nashim</i> 25 (2013): 10–29. • de Nepi-Murder in the Roman Ghetto • Siegmund-Taverns • Bregioli – A Jewish Casino
week 5	<p><u>19 – 23 September • The Ghetto</u></p> <ul style="list-style-type: none"> • Fine, <i>Judaism in Practice</i>, 453-469

	<ul style="list-style-type: none"> • Stefanie Siegmund “Division of the Dowry on the Death of the Daughter: An Instance in the Negotiation of Laws and Jewish Customs in Early Modern Tuscany” in <i>Jewish History</i> vol. 16, no. 1 (2002): 73-106 • Amnon Raz-Krakotzkin “Persecution and the Art of Printing: Hebrew Books in Italy in the 1550s” in <i>Jewish Culture in Early Modern Europe: Essays in Honor of David B. Ruderman</i>, ed. Richard I. Cohen et al., (Cincinnati and Pittsburg: HUC Press, 2014), 97-107. • Siegmund-Gelinbra <i>Testament</i> • Franscesconi-<i>Illicit Sex in the Italian Ghetto</i> • Cum nimis absurdum (Links to an external site.) • Listen to two songs by Salamon de Rossi and one by Monteverdi
week 6	<p><u>26 – 30 September • Jewish Culture in the Muslim World</u></p> <p>Rosh ha-Shannah • No class on Monday, 26 September</p> <ul style="list-style-type: none"> • Fine, Judaism in Practice, 237-247 and 375-398 • J.H. Chajes, “He Said, She Said: Hearing the Voices of Pneumatic Early Modern Jewish Women,” in <i>Nashim</i> no. 10 (2005): 99-125 • Texts from Stillman, <i>Jews of Arab Lands</i> • Ben Naeh <i>Jews in the Kadi Court</i>
week 7	<p><u>3 – 7 October • First Midterm on Monday</u></p> <p>Yom Kippur • No class on Wednesday 5 October</p> <p>Homecoming • No class on Friday 7 October</p>
week 8	<p><u>10 - 14 October • Shabbtai Tzvi; Conversos in France</u></p> <ul style="list-style-type: none"> • Fine, Judaism in Practice, 470-482 • Richard Popkin and Stephanie Chasin “The Sabbatian Movement in Turkey (1703-1708) and Reverberations in Northern Europe” in <i>The Jewish Quarterly Review</i> 94:2 (2004) 300-317. • David Graizbord, “Becoming Jewish in Early Modern France: Documents of Jewish Community-Building in Seventeenth-Century Bayonne and Peyrahorde” in <i>The Journal of Social History</i> vol. 40, no. 1 (2006): 147-180. • "A Letter of Rabbi Joseph Halevi of Livorno to Rabbi Hosea Nantawa of Alexandria." in <i>Sabbatian Heresy: Writings on Mysticism, Messianism, and the Origins of Jewish Modernity</i> ed. Patel Maciejko (Brandies, 2017), 27-30. • Letter from the Jews of Provence to the Jews of Salonika (ca. 1550)
week 9	<p><u>17 – 20 October • The Netherlands</u></p>

	<ul style="list-style-type: none"> • Miriam Bodian, “Men of the Nation: The Shaping of Converso Identity in Early Modern Europe” • Spinoza, <i>Tractatus Theologico-Politicus</i> through Chapter II • Richard Cogley “The Ancestry of the American Indians: Thomas Thorowgood’s ‘Iewes in America’ (1650) and ‘The Jews in America’ 1660” in <i>English Literary Renaissance</i> 35:2 (2005): 304-330. • <i>The Hope of Israel</i>: http://www.cwru.edu/UL/preserve/stack/Menasseh.html (Links to an external site.) - Sections 1-3, 7, and 21. <ul style="list-style-type: none"> ◦ Recommended: <i>Encyclopedia Judaica</i>, “Menasseh ben Israel”
week 10	<p><u>24 – 28 October • England</u></p> <ul style="list-style-type: none"> • Beverly Nenk, “Public Worship, Private Devotion: The Crypto-Jews of Reformation England,” in <i>The Archaeology of Reformation 1480-1580</i>, ed. David Gaimster and Roberta Gilchrist, Monograph Series / Society for Post-Medieval Archaeology, 1. (Leeds: Maney, 2003), 204–220. • Kenneth Marks, “The Archaeology of Anglo-Jewry in London 1656-c. 1850,” <i>London Archaeologist</i> 12, no. 7 (2010): 182–88. • <i>The Merchant of Venice</i> <ul style="list-style-type: none"> ◦ Recommended - Jonathan Schorsch, “Blacks, Jews and the Racial Imagination in the Writings of Sephardim in the Long Seventeenth Century” in <i>Jewish History</i> 19:1 (2005) 109-135
week 11	<p><u>31 October - 4 November • (New) Jews in the Americas</u></p> <ul style="list-style-type: none"> • Wim Klooster, “Communities of Port Jews and Their Contacts in the Dutch Atlantic World” in <i>Jewish History</i> 20:1 (2006): 129-145 • Natalie Zemon Davis, “Regaining Jerusalem: Eschatology and Slavery in Jewish Colonization in Seventeenth-Century Suriname,” <i>The Cambridge Journal of Postcolonial Literary Inquiry</i> 3, no. 1 (January 2016): 11–38. • Bodian-<i>Inventory of Inquisitorial Prisoner’s Possessions</i>
week 12	<p><u>7 - 11 November • Central Europe</u></p> <p>Veterans' Day - No class on 11 November</p> <ul style="list-style-type: none"> • Fine, <i>Judaism in Practice</i>, 155-167 and 215-226 • Martin Luther, <i>Letter to Spalatin</i> • Isaac Zarfati • <i>Stow-Trent 1475</i> • <i>Jütte-Jailhouse Encounters</i> • Isaac Zarfati

	<ul style="list-style-type: none"> • Stow-Trent 1475 • Staudinger-Aulic Court
week 13	<p><u>14 - 18 November • Glikl of Hameln</u></p> <ul style="list-style-type: none"> • Fine, <i>Judaism in Practice</i>, 483-497 • Robert Liberles, "'She sees that her merchandise is good, and her lamp is not extinguished at nighttime" : Glikl's memoir as historical source" in <i>Nashim</i> 7 (2004): 11-27 • Natalie Zemon Davis, "Revealing, Concealing: Ways Of Recounting The Self In Early Modern Times"
week 14	<p><u>21 - 25 November • Jewish Life in Poland</u></p> <p>Thanksgiving - No class on 23 - 25</p> <ul style="list-style-type: none"> • Fine, <i>Judaism in Practice</i>, 61-72 • Greenblatt-<i>Women's Writing</i> • Magdalena Teter "Jewish Conversion to Catholicism in the Polish-Lithuanian Commonwealth of the Seventeenth and Eighteenth Centuries" in <i>Jewish History</i> 17:3 (2003) 257-283 • Joshua Teplitsky, "Heros and Victims without Villains: Plague in Early Modern Prague" in <i>Jewish Social Studies</i> vol. 26, no. 1 (2020), 67-76.
week 15	<p><u>28 November - 2 December • The Ba'al Shem Tov and the Vilna Gaon</u></p> <ul style="list-style-type: none"> • Fine, <i>Judaism in Practice</i>, 498-520 • Teller-<i>Violence in the Ukraine</i> • Jan Doktor, "The Beginnings of Beshtian Hasidism in Poland," <i>Shofar</i> 29, no. 3 (2011): 41-54. • Shtetl Timeline (Links to an external site.)
week 16	<p><u>5 – 7 December • Conclusion</u></p> <ul style="list-style-type: none"> • Voltaire, <i>A Treatise on Tolerance</i> • Jonathan Ray "What if King Ferdinand and Queen Isabella Had Not Expelled the Jews of Spain in 1492?" in <i>What Ifs of Jewish History: From Abraham to Zionism</i> ed. Gavriel D. Rosenfeld (Cambridge University Press, 2016), 58-80.

Students with disabilities requesting classroom accommodation must first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/> (Links to an external site.)). The DCR will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Online Course Evaluation Process: Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jk4wI-DcSEfmKub76k8eaDIYyGQkZMpCOZ6&m=KCOMaruvDccGkO95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e= (Links to an external site.) . Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu>Links to an external site. . Thank you for serving as a partner in this important effort.