Texas Jews
AMS f315 (81200) / HIS f306N (84945) / J S f311 (85330) / R S f313 (87345)

First Summer Session 2010
M-F 10:00-11:30 a.m.
RLM 6.114

Instructor: Dr. Bryan E. Stone
Office: MEZ 3.308
Office Hours: M-F 9:15 – 9:45 a.m., 11:30 a.m. – 12:00 p.m.
E-mail: bestone6703@yahoo.com
Phone: 232-8269 or Schusterman office, 475-6178

Course Description
Numbering today about 135,000 people, the Jewish population of Texas is larger than that of any other southern state except Florida or any other western state except California. Neiman-Marcus and Dell Computer, founded by Jewish Texans, are international institutions. But Jews remain fewer than one-percent of the state’s population, and Texas still seems, as historian Cyrus Adler described it in the 1920s, “one of the last corners” of the Jewish world. Taking an interdisciplinary approach, this course will explore both the historical reality and the mythic perceptions of Texas Jews. With a strong reliance on class discussion and primary sources – including archival, literary, and documentary materials – students will examine the complexities of Texas-Jewish identity, draw parallels to Jewish experiences elsewhere in the United States, and view Texas Jewry in the context of non-Jewish Texan cultures.

Texts
Required texts, available at campus bookstores:
- Bernard Marinbach, Galveston: Ellis Island of the West
- Mark Harelik, The Immigrant
- Sharon Kahn, Fax Me a Bagel

There will also be a selection of required articles which I will provide on CD-ROM, and you will need three blue books for taking the exams.


A variety of links, optional readings, and course documents is available on Blackboard.
Assignments

Reading
Your primary responsibility from day to day will be keeping up with the reading assignments, which are listed on the accompanying schedule. Most of our time will be spent in discussion of these readings, so it is essential that you complete them before coming to class, give them some thought, and be prepared to talk about them. I don’t plan on giving quizzes, but I will if necessary to make sure that you are keeping up with the reading.

About half of the assigned readings are included on a CD-ROM which I will provide you at the beginning of the course. It would be helpful if you could print the readings from the CD each day and bring hard copies to class with you, or bring a laptop or other device to read them on. That way we’ll all have the documents for discussion in front of us as we talk about them.

Discussion Leadership
I will do as little lecturing as possible: the class should progress through discussion of the readings and the issues they raise. To help make this happen, each of you will lead a discussion over one of our assigned readings. As discussion leader, you should prepare several questions to get our conversation started, elicit full participation from the class, offer ideas and interpretations of your own, and help us understand the purposes and usefulness of the reading under discussion. You may volunteer for either an article or a book, and keep in mind that when you choose an assignment you are also choosing a discussion date: there will be no make-ups for this assignment, so pick a day when you will be able to attend class.

Attendance
Regular attendance is both required and necessary. Class participation, of which attendance is the greatest factor, counts 20% of your final course grade. It is not necessary to notify me that you will miss a class unless you expect to be gone for several days.

Exams
There will be three essay exams, which will occur on the dates on the Class and Reading Schedule. These will cover everything we do in class and all of the assigned readings. I will grade your essays on the basis of clarity, thoroughness, use of supporting evidence, accuracy, and originality. Most importantly, I will be looking for detailed examples for every significant point you make.

Make-up Policy: There will be no make-ups for the exams except in extreme conditions. In order to qualify for a make-up, you must contact me by phone, e-mail, or in person before the exam begins to let me know that you will miss it and why. If you miss an exam without contacting me in advance, you will receive a ZERO, regardless of your reason for missing it.

Grading
I will determine your final grade as follows, and there will be no curve on any grades:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>20%</td>
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<tr>
<td>Discussion leadership</td>
<td>20%</td>
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<tr>
<td>Class participation / quizzes (if any)</td>
<td>20%</td>
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Exam scores = 20% x 3 = 60%
## CLASS AND READING SCHEDULE

**CD:** Course reading CD-ROM  
**LSOD:** *Lone Stars of David*

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Th 6/3</td>
<td>Syllabus/Introductions</td>
<td><strong>Handout:</strong> <em>Onion,</em> “Jewish Texans Commemorate Holocaust”</td>
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<tr>
<td>F 6/4</td>
<td>History and Heritage</td>
<td><strong>CD:</strong> Lowenthal, “Fabricating Heritage”</td>
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### PART I: TEXAS JEWISH HISTORY

- **M 6/7**  The Jews in the U.S. and Texas  
  **CD:** *Encyclopaedia Judaica,* “Texas”; *Handbook of Texas,* “Jews”  
  **LSOD:** Weiner, “I Caught the Contagion of Bragging”  
  **Handout:** Population data
- **T 6/8**  Spanish, Mexican, and Republican Texas  
  **LSOD:** Stone, “On the Frontier”
- **W 6/9**  Before and After the Civil War  
  **CD:** “Ceremonial at Galveston”; Tefteller, “The Jewish Community in Frontier Jefferson”  
  **LSOD:** Whitfield, “Confederate Stories”
- **Th 6/10**  Merchant Princes  
- **F 6/11**  The Galveston Movement  
  **Book:** Marinbach, *Galveston: Ellis Island of the West*
- **M 6/14**  Unifying Communities  
- **T 6/15**  WWII and Its Effects  
  **CD:** Rabinowitz, “Ch. 4: Settling”  
  **LSOD:** Gladstein and Cohen, “El Paso”
- **W 6/16**  The Jewish Establishment  
  **CD:** Ritz, “Inside the Jewish Establishment of Dallas”  
  **Video:** “Dallas at the Crossroads”
- **Th 6/17**  Fighting for Rights  
  **CD:** Preuss, “Personality, Politics, and the Price of Justice”; Preuss, “Rabbi David Jacobson and the Integration of San Antonio”
- **F 6/18**  Sunbelt Suburbia  
  **CD:** Apple, “This Land is Meyerland”; Maas, “Jews”  
  **LSOD:** Schechter, “Forty Acres and a Shul”
- **M 6/21**  **First Exam**
### PART II: THE JEWS (IN / OF) TEXAS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>CD References</th>
<th>LSOD References</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 6/23</td>
<td>Anti-Semitism and Nativism</td>
<td></td>
<td>Benjet, “Ku Klux Klan in Dallas”</td>
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<td>W 6/30</td>
<td>Jews in Jesusland</td>
<td>Rosenbaum, “Remembering Fort Worth”</td>
<td>Roseman, “Six-Tenths of a Percent of Texas”; Gutow and James, “Most Politics is Local”; Mecklenberger, “Comfort and Discomfort”</td>
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<tr>
<td>F 7/2</td>
<td>Second Exam</td>
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### PART III: TEXAS JEWISH HERITAGE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>CD References</th>
<th>Book References</th>
</tr>
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<tbody>
<tr>
<td>M 7/5</td>
<td>Bifocality</td>
<td>Wolitz, “Bifocality in Jewish Identity”</td>
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<td>T 7/6</td>
<td>A Hamilton County Album</td>
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<td>Harelık, The Immigrant</td>
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<td>W 7/7</td>
<td>(Why) Is Kinky Friedman funny?</td>
<td>Stone, “‘Ride ‘em, Jewboy’”</td>
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<td>Th 7/8</td>
<td>Eternal, Texas</td>
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<td>Kahn, Fax Me a Bagel</td>
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<td>F 7/9 or Sa 7/10</td>
<td>Final Exam</td>
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