

SOC495H1F/CJS490H1F

New Topics in Sociology - Like Everyone else but Different:

Diversity and Canadian Jews

Fall 2023

Wed. 3:10-5 PM

Course begins on September 13th

Professor MortonWeinfeld (Visiting professor for this semester)

U of T Email: not yet available, so use morton.weinfeld@utoronto.ca, but indicate clearly in the subject line, 'SOC495H1F/CJS490H1F'

Office Hours: Wed. 1-2 PM, but better to make an appointment rather than drop in. Ofc hrs will be either in person or via zoom, Facetime, or phone

This course will develop an understanding of contemporary North American Jewry using findings of sociology and other social sciences. Social, cultural, and political issues will be analyzed. The course will examine specific characteristics of Jewish life in Canada, with comparisons with the American Jewish experience.

The Jewish case is of interest not only to Jewish people, but to all those interested in minority struggles in diverse societies, notably in the West. The Jewish group has survived as a diasporic minority for close to two thousand years, often (but not always) in very difficult circumstances. Yet the Jewish community in Canada seems to be a poster child for multiculturalism. It has seemingly resisted the excesses of assimilation and retained various forms of Jewish identity. But at the same time, the group seems well integrated into the surrounding society in North America, overcoming antisemitic barriers. Is this true? If yes, then how? This defies sociological logic. The title of this seminar reflects this unusual balancing act, which we will explore.

We should all look forward to an interesting, stimulating, and rewarding learning experience!

Prerequisites to take the course:

Jewish Studies: To take CJS490H1F, students must have completed two years of their Jewish Studies program. If there is a student who asks for an exemption from those pre-reqs (i.e., they have not completed a full two years of their CJS program but have sufficient background) then that request goes to CJS Undergraduate Director who will make the final decision.

Sociology: The prerequisite to take SOC495H1F is successful completion of 1.0 SOC FCE at the 300+ level. Students without the prerequisite can be removed at any time discovered, and without notice - no exceptions.

Note: This course is joint between Sociology and Jewish Studies. Students absolutely need not worry if they have a background in only one of these areas.

Basic Texts

1. Morton Weinfeld, with Randal Schnoor and Michelle Shames. Like Everyone Else But Different. 2nd edition. McGill-Queen's University Press, 2018. (MW)

ISBN 9780773552814..... \$34.95

2. David Koffman ed. No Better Home? Jews, Canada, and the Sense of Belonging. University of Toronto Press, 2020. (DK)

ISBN 9781487523572..... \$35.95

3. Robert Brym and Randal Schnoor eds. The Every-Dying People? Canada's Jews in Comparative Perspective. University of Toronto Press, 2023. (RB-RS)

ISBN 9781487528775 \$34.95

These books can be purchased via Amazon, and are available for purchase from the bookstore in soft cover and they also can be purchased as a pdf ebook.

You can also access these three books at no cost in e format from the library:

Like Everyone else but different - unlimited online

access: https://librarysearch.library.utoronto.ca/view/action/uresolver.do?operation=resolveService&package_service_id=39897079250006196&institutionId=6196&customerId=6195&VE=true

Ever-Dying people - unlimited

access: https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991107232433006196

No Better home - unlimited

access: https://librarysearch.library.utoronto.ca/view/action/uresolver.do?operation=resolveService&package_service_id=39897078130006196&institutionId=6196&customerId=6195&VE=true

There will also be some additional readings, mainly journal articles from e-journal Contemporary Jewry, easily available from the library.

The journal Contemporary Jewry is available electronically, unlimited access, via this catalogue record: https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991105917108706196

The outline below also includes a very few readings which are older, and not easily available electronically from the library. These will be either sent to you as scans via email or made available via Quercus.

Additional Supplementary texts

Here is a list of some supplementary texts (these are much older and **optional** texts that may be helpful in writing a paper, especially if the paper has a historical perspective. **None is required in any way.**)

1. Daniel J. Elazar, Community and Polity, Jewish Publication Society, 1976. (There is now a second edition.)
2. M. Sklare, ed., Understanding American Jewry, Transaction Books, 1982.
3. M. Sklare, ed., (2 vols.) The Jew in American Society and The Jewish Community in America, Behrman, 1974.
4. Marshall Sklare, The Jews, Free Press, 1958.
5. Marshall Sklare, America's Jews, Random House, 1971.
6. Irving Howe, World of Our Fathers, Simon & Schuster, 1976.
7. Chaim Waxman, America's Jews in Transition, Temple University Press, 1983. (AJT)

8. M. Weinfeld, W. Shaffir, I. Cotler, The Canadian Jewish Mosaic, John Wiley, 1981, (CJM).
9. M. Sklare, ed., American Jews: A Reader, Behrman 1983, (AJ).
10. Raymond Breton et al. Ethnic Identity and Equality, University of Toronto 1990.
11. Steven M. Cohen, American Modernity and Jewish Identity, Tavistock, 1983, (AMJI).
12. Charles Silberman, A Certain People, Summit Books 1985.
13. Steven M. Cohen, American Assimilation or Jewish Revival: Bloomington: Indiana University Press 1988.
14. Daniel Elazar and Harold Waller: Maintaining Consensus -The Canadian Jewish Polity in the Post-War World. New York: University Press of America. 1990.
15. Edmond Y. Lipsitz. Canadian Jewry Today; Who's Who in Canadian Jewry⁸⁹. (CJT).
(in McLennan reference section only)
16. Seymour Martin Lipset ed. American Pluralism and the Jewish Community. (AP) New Brunswick, New Jersey:Transaction, 1990 .
17. Gerald Tulchinsky, Branching Out, Toronto: Stoddart, 1998
18. Samuel Heilman Portrait of American Jews Seattle: Univ. of Washington Press, 1995
19. Alan Dershowitz The Vanishing American Jew Boston: Little Brown, 1997
20. Howard Adelman and John Simpson eds. Multiculturalism, Jews, and Identities in Canada, Jerusalem: Magnes press, 1996
21. Robert Brym et al. eds. The Jews in Canada, Toronto: Oxford University Press, 1993, second ed. 2010
22. Richard Menkis and Norman Ravvin eds. The Canadian Jewish Studies Reader. Calgary: Red Deer Press, 2004
23. Roberta Rosenberg Farber and Chaim Waxman eds. Jews in America: A Contemporary Reader, Brandeis University Press, 1999

24. Ruth Klein and Frank Dimant eds, From Immigration to Integration: The Canadian Jewish Experience. Toronto: Inst. For International Affairs, Bnai Brith, 2001
25. Ron Rosenbaum ed. Those Who Forget the Past: The Question of Anti-Semitism. NY: Random House, 2004
26. Chaim Waxman, Jewish Baby Boomers: A Communal Perspective. Albany: SUNY Press, 2001
27. Sylvia Barack Fishman, Jewish Life and American Culture. Albany, SUNY Press, 2000.
28. Steven M. Cohen and Arnold Eisen, The Jew Within: Self, Family, and Community in America. Bloomington: Indiana University Press, 2000.
29. Ira Robinson ed. Canada's Jews : In Space, time, and Spirit, Brighton, Mass : Academic Studies, 2013.
30. Pierre Anctil et Ira Robinson eds. Les Communautés Juives de Montreal : Histoire et enjeux contemporains. Quebec; Septentrion, 2010.

The lectures

This course is a weekly seminar, lasting roughly two hours. I will lecture for the first 40- 50 mins or so. The rest of the time will be devoted to Q and A, discussions, and reactions to the readings prepared by one half of the seminar participants. (see below)

I know some students are reluctant to express comments these days, but in general the class will be a zone of respectful free speech. In this seminar, no one should assume that any readings, or anything I say, is above criticism. The foundation of a seminar is discussion. Disagreements, presented civilly, about readings or lectures, different perspectives, interpretations, and viewpoints, are welcome, and not to be avoided. So, students should come to each class well prepared with questions and comments.

Requirements

It is expected that students will attend every class, since we have only 12 meetings, (the last two student presentations) and this is a seminar where student participation is expected. Students must come having done the readings and be eager and ready to comment! Only significant illness or a personal crisis is sufficient reason to miss a class. Students must contact me before or after class if they will not be there.

The course requirements are one research paper worth 50% and five two-three page issue papers, double spaced, worth 40% , or 8 % each. Students are expected to do all the readings each week, and as mentioned, to participate in the seminars. So, 10% of the grade is reserved for participation.

The seminar will be divided into two groups. Every second week, half the class—one group -- will prepare these issue papers, and will use them to lead class discussion, based on the week's readings, and then hand them in hard copy or via email. There are ten substantive sessions of the seminar, the last two sessions will be for presentation of student research papers.

Note: An issue paper should not be a summary of the readings. Rather, an issue paper should analyze , critique, or /and comment on any key points of interest in the readings. There are no exams in this course, so when you do the readings do not agonize about details, but rather general points that come up in each reading, more forest rather than trees.

The short issue papers must be brought to class, or sent by email before 6 PM on the Wednesday Schedule

The first class will be held on **Wed. Sept. 13** at 3 PM.

The last class will be held on **Wed. Dec. 6**. The research paper is **due on Tuesday Dec. 12 by 6 PM**.

Students who miss the test or are late in submitting an assignment for medical reasons, need to email the instructor, and also declare their absence on the system (ACORN). Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

The major research paper

All research papers must be emailed **to me as a simple word file document** attachment, not pdf.

The papers can deal with any topic related to the course outline below. The focus is modern Jewish life in North America. They must be mainly of a social scientific nature, not only sociology but **any** of the social sciences (e.g. NOT PRIMARILY THEOLOGY OR PHILOSOPHY.... will explain in class). And they can deal with Canada or the US , or both. The research paper should be a **maximum length of 12 double spaced pages** of text (excluding references, tables, footnotes, etc.). References can be done in APA style, in the text, or Chicago style as footnotes or end notes.

Research effort will be rewarded, so the papers should have a minimum of 10-12 quality academic references. More is generally better than less.

Joint papers are acceptable, with my permission. But they must be a maximum length of 20 pages, with a minimum of 18-20 quality academic references.

In general the papers should not be based on the collection of original, empirical data. Ideally, the papers should be based on reviews of the literature, and other secondary sources, unless a special exception is granted. (No original surveys, or original interviews.) This can include reviews of the literature, as well as analysis of previously collected data, as from surveys, the census, published polls, etc. as well as government documents in the public domain, newspaper and magazine articles, etc.

Students must submit a one page outline of a topic -- one large paragraph is fine -- and six social scientific references on or before Oct. 4 and these will be returned, with comments. Ideally this will include some sort of thesis statement, or some clear formulation of a topic. The purpose is to make sure the topics are clear and the project seems doable.

Note: the paper must be uniquely for this particular class.

The last two class meetings will be reserved for student presentations of their papers, completed or in progress. The presentations themselves will not be graded.

Accessibility Services

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> as soon as possible.

SOME COMMENTS ON ETHICAL PRACTICE

1. How Not to Plagiarize

Written by Margaret Procter, Writing Support

[Version](#)

- [Printable PDF](#)
- [Fair-Use Policy](#)

From the Code of Behaviour on Academic Matters:

It shall be an offence for a student knowingly:

(d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism.

Wherever in the Code an offence is described as depending on “knowing”, the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

You've already heard the warnings about plagiarism. Obviously it's against the rules to buy essays or copy chunks from your friend's homework, and it's also plagiarism to borrow passages from books or articles or Web sites without identifying them. You know that the purpose of any paper is to show your own thinking, not create a patchwork of borrowed ideas. But you may still be wondering how you're supposed to give proper references to all the reading you've done and all the ideas you've encountered.

The point of documenting sources in academic papers is not just to avoid unpleasant visits to the Dean's office, but to demonstrate that you know what is going on in your field of study. It's also a courtesy to your readers because it helps them consult the material you've found. That's especially important for Internet sources. So mentioning what others have said doesn't lessen the credit you get for your own thinking—in fact, it adds to your credibility.

That's not to say that questions about ownership of ideas are simple. For one thing, the different systems for typing up references are admittedly a nuisance. (The file [Standard Documentation Formats](#) explains basic formats.) But the real challenge is establishing the relationship of your thinking to the reading you've done (yes, that includes the Internet). Here are some common questions and basic answers.

- **Can't I avoid problems just by listing every source in the bibliography?** No, you need to integrate your acknowledgements into what you're saying. Give the reference as soon as you've mentioned the idea you're using, not just at the end of the paragraph. It's often a good idea to name the authors (“X says” and “Y argues against X,”) and then indicate your own stand (“A more inclusive perspective, however, . . .”). The examples in this file and the one on [Standard Documentation Formats](#) show various wordings. Have a look at journal articles in your discipline to see how they refer to their sources.
- **If I put the ideas into my own words, do I still have to clog up my pages with all I put the ideas into my own words, do I still have to clog up my pages with all those names and numbers?** Sorry—yes, you do. In academic papers, you need to keep mentioning authors and pages and dates to show how your ideas are related to those of the experts. It's sensible to use your own words because that saves space and lets you connect ideas smoothly. But whether you quote a passage directly in quotation marks, paraphrase it closely in your own words, or just summarize it rapidly, you need to identify the source then and there. (That applies to [Internet sources](#) too: you still need author and date as well as title and URL. The handout [Standard Documentation Formats](#) gives examples for a range of types.)
- **But I didn't know anything about the subject until I started this paper. Do I have to give an acknowledgement for every point I make?** You're safer to over-reference than to skimp. But you can cut down the clutter by recognizing that some ideas are “common knowledge” in the field—that is, taken for granted by people knowledgeable about the topic. Facts easily found in standard reference books are considered common knowledge: the date of the Armistice for World War I, for example, or the present population of Canada. You don't need to name a specific source for them, even if you learned them only when doing your research. In some disciplines, information covered in class lectures doesn't need

acknowledgement. Some interpretive ideas may also be so well accepted that they don't need referencing: that Picasso is a distinguished modernist painter, for instance, or that smoking is harmful to health. Check with your professor or TA if you're in doubt whether a specific point is considered common knowledge in your field.

2. Submitting the same work for more than one course: Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Ouriginal for the detection of possible plagiarism. All submitted papers will be included as source documents in the Ouriginal reference database. The terms that apply to the University's use of the Ouriginal service are on the Ouriginal web site. This may be done via Quercus.

3. As mentioned above, sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its Privacy Policy.

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

4. The limits of collaboration.

"UofT encourages students to exchange ideas with each other. This is an essential part of the learning process and is not considered cheating or plagiarism. However, while you may generally discuss an assignment with your classmates, AFTER such discussions you are expected to go away and write up your own work separately. Ensure that any work which you submit is entirely your own work. Do not provide a copy of your finished work (in text form or electronically), or

even a draft of your work, to another student in case s/he is tempted to use it inappropriately in completing his/her own work. If s/he does, you too may face an allegation of academic misconduct under the Code of Behaviour on Academic Matters.”

Use of Generative AI in Assignments

I understand that some students may make use of technology, including generative artificial intelligence (AI) tools, while taking this course. **However, the use of generative AI intelligence tools to aid in the actual writing of tests/assessments is strictly prohibited in this course.** I also understand that while it is not my preference for students do to so, they may ultimately decide to use generative AI tools as they work through their research paper; however, this use must be clearly documented in an appendix of the paper. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. While students may use AI tools for their research paper, including generative AI, they are ultimately accountable for the work they submit. Therefore, I highly recommend that if students choose to use AI technologies for their research paper that they do so with extreme caution and integrity. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citinggenerative-ai/>).

Conclusion: My conclusion for this seminar, for the issue papers and of course your longer research paper, is for a MINIMAL use of AI. The ONLY option might be for assistance in compiling lists of relevant publications to be used in doing a literature review of academic work, but even there AI can and does make mistakes, and may be worse than your human brain. You can accomplish the same thing by using key words in an academic search engine, e.g., Proquest, or in your library collection database.

Periodicals of Interest

Note the general journals below are mainly from sociology. But you can find articles about modern Jewish life from many other disciplinary journals, eg political science, anthropology, history, demography, economics, etc.

Jewish	General
Contemporary Jewry	American Journal of Sociology (AJS)
Jewish Journal of Sociology (JJS)	American Sociological Review (ASR)
Jewish Social Studies (JSS)	Canadian Review of Sociology & Anthropology (CRSA)
Commentary	Social Forces
Midstream	Canadian Journal of Sociology (CJS)

Judaism	Canadian Ethnic Studies
Conservative Judaism	Racial and Ethnic Studies
Moment	Journal for the Scientific Study of Religion
Response	
American Jewish Yearbook (AJYB)	
Canadian Jewish News	
Viewpoints	
Canadian Jewish Studies	
Journal of Psychology and Judaism	
Tikkun	
The Forward (also online)	

Several resources are available for research on North American Jewry:

There are several acceptable websites from respectable Jewish think tanks or research institutes which are worth consulting, though these are not substitutes for but in addition to academic journals. These include The World Jewish Congress, the American Jewish Committee, the American Jewish Congress, the Anti-Defamation League of Bnai Brith, CLAL, Jerusalem Center for Public Affairs, CIJA, Center for Modern Jewish Studies at Brandeis University. Some of the papers they publish, if done by academics and scholars, are acceptable as academic references, especially if the subject is very current.

The Jewish Telegraphic Agency is a Jewish news service. See www.jta.org

The North American Jewish Data Bank is an organization through which you can get access to many reports, studies, and data sets.

There is also a search engine for journal articles in Jewish studies, many of which are social scientific in nature: Rambis

The Google search engine can be used to find many others.

There are also websites devoted to Jewish magazine articles and newspapers, many related to Israel.

The Israeli newspapers Haaretz, Times of Israel, and Jerusalem Post have English language websites. But only the second has no paywall.

There are also literally hundreds of Jewish websites, on matters ranging from Talmud study to dating to Jewish studies.

Material taken from serious think tank websites, or serious Jewish intellectual magazines like Commentary or Tablet or Tikkun and written by academics or recognized scholars, can be considered as academic and authoritative, in terms of your research papers. But opinions and analyses expressed in articles in the popular Jewish press, or from magazines or general newspapers (e.g. the NY Times, or the Globe and Mail), are usually not considered scholarly. But they can certainly be used as examples or data in a paper, and sources of information, and as examples of media treatment of an issue.

The Canadian Jewish News, available online, is a good source of information about current Canadian Jewish life, but not of scholarly articles.

Also you can consult all social scientific article databases, eg Proquest, using relevant keywords.

Other websites for Jewish newspapers and opinion articles:

www.forward.com

www.tabletmag.org www.haaretz.com

www.timesofisrael.com

Only the last of these has no paywall.

There are four recent sample surveys dealing with American and Canadian Jewish life. These are good sources of data on many topics.

1. A Portrait of Jewish Americans, from Pew Research Center, Oct. 2013, Lugo et al. via www.pewresearch.org
2. 2018 survey of Jews in Canada, Robert Brym, Rhonda Lenton, Keith Newman. 2019, Environics. Via www.environicsinstitute.org Then search in their website for Robert Brym.
3. Google the following for a recent update of the 2013 report above. You can also find various comments about this recent report mainly from 2021 Jewish Americans in 2020. Pew Research Center or find it on the PEW website www.pewresearch.org, then search for Jewish Americans 2020.
4. The American Jewish Committee also conducts annual surveys of American Jewish political opinion. Check the AJC website.

The Canadian census has information online on Jewish life in Canada, with Jews considered as either a religious group or an ethnic group.

SCHEDULE OF LECTURES AND READINGS (First class is Wednesday Sept 13, last class is Wednesday Dec. 6)

Each of the ten units below corresponds to one week.

All the readings with an * are required. And only those. They are taken from the three core book texts listed above and the other selection of readings. Again do not be frightened by the length of the optional supplemental reading list, which follows the required * readings. These other items can be used as references for term papers, though many are old.

I. Introduction: Who are the Jews? Why study them? (Sept. 13)

*MW Introduction, Chapter One, Chapter Two, 52 pages

Brym et al. Preface, vii-x

CJM, Introduction

M. Sklare, "Assimilation and the Sociologists", Commentary, May, 1965.

Waxman, (AJT), Intro., chap. 1 Cohen,
(AMJI), chaps. 1, 2.

Raphael Patai, Tents of Jacob, Chaps. 3, 5, 7, 8, 10, 11, 14, 15.

Mark Zborowski and Elizabeth Herzog, Life is with People.

Cecil Roth, A History of the Jews.

Howard Sachar, The Course of Modern Jewish History.

Irving Howe, World of Our Fathers, chap. 1.

Solomon Grayzel, History of the Jews.

Max Margolis and Alexander Marx, A History of the Jewish People.

Ernest van den Haag, The Jewish Mystique, Chaps. 1-4.

S.M. Lipset, "The American Jewish Community in a Comparative Perspective" in Lipset, Revolution, Chap. 4.

Samuel Z. Klausner, "What is Conceptually Special About a Sociology of Jewry" - and responses by Calvin Goldscheider. Contemporary Jewry Vol 8 Transaction 1987. p. 73-100.

II. Immigration and Early History (Sept. 20)

*Menkis, Richard and Harold Troper, Canadian Jewry Since the Second World War, in RB-RS - 16 pp

*MW Like Everyone ch. 3 30 pp

Breton, Introduction, 3-33

Brym et al., article by Tulchinsky

Louis Rosenberg

CJM, articles by Kage, Abella & Troper

Waxman, (AJT), chap. 2

M. Sklare, AJ, pp. 3-45.

Cohen, (AMJI, chap. 3).

M. Sklare, ed., The Jews, pp. 3-42.

Daniel Elazar, Community and Polity, Chap. 2.

M. Sklare, America's Jews, Chap. 1.

Irving Howe, World of Our Fathers, Chaps. 2, 6.

Joseph Kage, With Faith and Thanksgiving, Chaps. 1, 2, 3.

Louis Rosenberg, Canada's Jews, passim.

Stuart Rosenberg, The Jewish Community in Canada, Vol. 1.

B.G. Sack, History of the Jews in Canada, Chaps. 17-22.

Mordecai Richler, The Street.

Jonathan Sarna, "Jewish Immigration to North America: The Canadian Experience," JJS (June, 1976).

Harold Waller The Governance of the Jewish Community in Montreal, Chap. 1.

I. Abella and H. Troper, None is Too Many: 1982.

III. The Setting: Canada and the United States (Sept. 27)

* in readings, Harold Troper and Morton Weinfeld, "*Canadian Jews and Canadian Multiculturalism*" will be sent as a scan via email. 24 pp

*Robinson, Ira, Comparing Montreal and Toronto, in RB-RS 14 pp

*Weinfeld, Morton, A Privileged Diaspora: Canadian Jewry in Comparative Perspective. In DK14 pp

Brym et al: articles by Sheva Medjuck, "Jewish Survival in Small Communities", by Weinfeld, 171-192, Weinfeld, 1 - 4, and Brodbar-Nemzer et al, pp. 39 – 72

Lipset (AP) ch. 1,2,6.

Breton, ch. 3, pp. 92-135

CJM, articles by Arnold, & Medjuck & Lazar

Waxman, (AJT), chap. 3.

M. Sklare, JAS, pp. 67-92.

Seymour Martin Lipset, Revolution and Counter-Revolution, Chap. 2.

John Porter, "Ethnic Pluralism in Canadian Perspective", in Ethnicity, edited by N. Glazer and D. Moynihan.

Daniel Elazar, Community and Polity, Chaps. 1, 3.

Louis Wirth, The Ghetto, Chaps. 12, 13, 14.

Stuart Rosenberg, The Jewish Community in Canada, Vol. I., A History Prologue, Part III.

A. Etzioni, "The Ghetto, a Re-evaluation," Social Forces, (March, 1959).

A. Ronald Gillis and Paul Whitehead, "Halifax Jews: A Community Within A Community," in Immigrant Groups, edited by Jean L. Elliott.

Morton Weinfeld, "A Note on Comparing Canadian and American Jewry," Journal of Ethnic Studies, Spring, 1977.

Rosenberg and Weinfeld, "Ethnicity," in An Introduction to Sociology, ed. M. Rosenberg et al., pp. 543-584.

M. Weinfeld, "The Jews of Quebec" - An Overview in Ron Aigen and Gershon Hundert, eds. Community and the Individual Jew.

IV. Jews and the Social Structure (Oct. 4)

* Weinfeld, MW Like Everyone, ch. 4 30 pp

*Brym, Robert, Are the Chinese Canada's New Jews, in RB-RS 19 pp

*Harold, Joshua, Jewish residential patterns and identity, in RB-RS 15

R. Brym, "The Rise and Decline of Canadian Jewry?"

Brym et al, articles by Brym, pp. 22-38, by Weinfeld, 218-237, and Torczyner, 379-394.

Breton, ch. 4 (chapter by Reitz) pp. 135-195.
CJM, Torczyner.

M. Sklare, (AJ), pp. 49-121.

Waxman, (AJT), chaps. 5, 6.

M. Sklare, America's Jews, Chap. 2.

F. Massarik and A. Chenkin, "United States National Jewish Population Study: A First Report," American Jewish Yearbook, 1973.

Mark Zborowski and Elizabeth Herzog, Life is With People, Part II, Part III, Chap. 3.

M. Sklare, The Jews, (articles by N. Glazer and F. Strodback, pp. 138-168).

Miriam K. Slater, "My Son the Doctor: Aspects of Mobility Among American Jews", ASR, (June, 1969).

Sidney Goldstein "The Demographics of American Jewry": Hebrew University 1987, mimeo.

Alan J.C. King, "Ethnicity and School Adjustment," CRSA, (May, 1968).

Wallace Clement, The Canadian Corporate Elite, pp. 231-259, 332-343.

John R. Seeley et al., Crestwood Heights, Ch. 8.

Joseph Kage, The Dynamics of Economic Adjustment of Canadian - A Historical Review.

Irving Howe, World of Our Fathers, Chap. 7.

T. Veblen, "The Intellectual Pre-eminence of Jews in Modern Europe," (American Political Science Quarterly, Vol. 34, 1919).

Cohen, (AMJI), Chap. 4, 5.

V. Jews and Religion (Oct. 11)

*Weinfeld, MW Like Everyone.. ch. 10 32 pp

*Bibby, "Jews and the Christian Goliath, in RB-RS 15 pp.

Kelman, Ari and Baron, Ilan, Why American Congregations Cannot Talk about Israel. Contemporary Jewry, 2019, 39: 497-522.

Brym et al. article by Shaffir, p. 126-141

CJM, Schoenfeld

M. Sklare, (AJ) pp. 245-362

Waxman, (AJT), chap. 4.

Will Herberg, Protestant, Catholic, Jew, Ch. I-III, V, VIII.

M. Sklare, The Jew in American Society, pp. 223-252.

Daniel Elazar, Community and Polity, Ch. 4

M. Sklare, The Jewish Community in America, pp.131-220.

Stuart Rosenberg, The Jewish Community in Canada, Vol. II, In the Midst of Freedom, Ch. 3.

M. Sklare and J. Greenblum, Jewish Identity on the Suburban Frontier, Ch. 3-5.

L. Kaplan, "The Dilemma of Conservative Judaism," Commentary, (November 1976).

James Sleeper and Alan Mintz, ed. The New Jews, Part 2.

S. Schoenfeld, "The Jewish Religion in North America: Canadian and American Comparisons." Canadian Journal of Sociology, Volume III, 1978, pp. 209-231.

S. Schoenfeld, "Folk Judaism, Elite Judaism..." in Contemporary Jewry, 9;1, 1987/1988.

VI. Jewish Family Life, Social Relations and Intermarriage (Oct.18)

*Weinfeld, MW Like everyone.. ch. 5. 36 pp.

*Fern Chertok and Matthew Brookner, "Intermarriage in Canada and the United States. Déjà vu or Different?" In RB-RS 15 pp.

Brym et al. article by Brym, Gillespie and Gillis, pp. 238-248 and all of Par

Steven Cohen, Alternate Families in the Jewish Community AJC 1989, mimeo

CJM, articles by Davids, Joseph, Rose, Weinfeld.

M. Sklare, (AJ), pp. 123-140, 149-199, 395-412

Waxman, (AJT), chap. 7.

Cohen, (AMJI), Ch. 6.

John R. Seeley et al., Crestwood Heights, Chaps. 7, 10

M. Sklare, The Jew in American Society, pp. 165-187.

M. Sklare, ed., The Jewish Community in America, pp. 339-359.

M. Sklare, America's Jews, Chap. 3.

M. Sklare, ed., The Jews, pp. 520-534.

Benjamin Schlesinger, The Jewish Family: A Survey and Annotated Bibliography.

Moshe Anisfeld et al., "The Structure and Dynamics of the Ethnic Attitudes of Jewish Adolescents." Journal of Abnormal and Social Psychology (66:1, 1963).

Calvin, Goldscheider, "Ideological Factors in Jewish Fertility Differentials," JJS, (June, 1965).

Calvin, Goldscheider, "Socio-economic Status and Jewish Fertility," JJS, (December 1965).

Irving Howe, The World of Our Fathers, Chap. 8.

Moshe Davis, "Mixed Marriage in Western Jewry: Historical Background to the Jewish Response," JJS, (December 1968).

Bernard Lazerwitz, "Intermarriage and Conversion: A Guide for Future Research," JJS, (June, 1971).

M. Sklare, The Jews in American Society, pp. 303-332.

M. Sklare, "Intermarriage and Jewish Survival," Commentary, March 1970).

Werner Cahnman, ed., Intermarriage and Jewish Life.

Article by R. Schlesinger, B. Schlesinger, Lipsitz ed. CJT.

Sergio della Pergola, Recent Trends in Jewish Marriage, Hebrew University of Jerusalem, 1989, mimeo

Fred Massarik and Alvin Chenkin, "United States National Population Study: A First Report AJYB, 1973.

Stuart Rosenberg, The Jewish Community in Canada, Vol. II, In the Midst of Freedom, Chap. 5.

S. Lieberman and Morton Weinfeld, "Demographic Trends and Jewish Survival," Midstream, November 1978.

VII. Anti-Semitism (Oct. 25))

*Weinfeld, in Like Everyone .. ch. 11 29pp

*Weinfeld, Morton, Anti-Semitism in Canada, in RB-RS 16 pp.

*Staetsky, Daniel, Perceptions and Realities of anti-Semitism : Canadian, British, and French Jews. In RB-RS 17 pp

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Harold Quinley and Charles Y. Glock, Anti-Semitism in America, NY: Free Press, 1979, ch. 1, 10

CJM, Ages

Robert Brym and Rhonda Lenton, "The Distribution of Anti-Semitism in Canada Today", Canadian Journal of Sociology 16:4 1991, pp. 411-18

Gabriel Weimann, and Conrad Winn, Hate on Trial, chaps. 6, 7.

Cohen, (AMJI), Chap. 8.

David Riesman, "The Militant Fight Against Anti-semitism" (also in Commentary, 1951, No. 11), and "A Philosophy for Minority Living" in David Riesman - Individualism Reconsidered, (also, in Commentary, 1948, No. 6).

Arnold Forster and B. Epstein, The New Anti-Semitism, Chap. 1.

Gertrude Selznick and Steven Steinberg, The Tenacity of Prejudice, Chaps. 1, 10.

L. Dinnerstein, ed., Anti-Semitism in the United States.

Seymour Martin Lipset, "The Left, the Jews, and Israel," Encounter, (December 1969).

Ben Halpern, Jews and Blacks.

Nat Hentoff, Black Anti-Semitism and Jewish Racism.

Earl Raab, "The Black Revolution and the Jewish Question," Commentary, (January 1969).

Stuart Rosenberg, The Jewish Community in Canada, Vol. II. In the Midst of Freedom, Chap. 13.

Peter C. Newman, The Canadian Establishment, Chaps. 11, 12, 13.

Arthur A. Cohen, Ed., Arguments and Doctrines: A Reader of Jewish Thinking in the Aftermath of the Holocaust.

Arthur Morse, While Six Million Died.

Weinfeld, Morton, et al., "Long Term Effects of the Holocaust on Selected Social Attitudes and Behaviors of Survivors: A Cautionary Note, Social Forces, September, 1981, pp. 1-19.

Weinfeld, Morton, "The Jews of Quebec Perceived Anti-Semitism, Segregation, and Migration," JJS, June 1980.

John Sigal and Morton Weinfeld Trauma and Rebirth. Praeger, 1989.

R. Zweigenhaft and G.W. Domhoff, Jews and the Protestant Establishment, Praeger, 1982. Brym et al. articles by Weinfeld and Zelkowitz, 142-152, and by Waller.

VIII. The Organized Jewish Community and Jewish Education (Nov.1))

*Weinfeld, Like Everyone, ch. 6, ch. 8 57 pp

*Schnoor, Randal, The Centrality of Jewish education in Canada., in RB-RS 16 pp

Brym et al, articles by Weinfeld and Zelkowitz, and Waller

H. Troper and M. Weinfeld, Old Wounds, 1988

Breton, ch. 5, pp. 196-255

Sklare, M. ed., (AJ), pp. 201-243, 365-393.

CJM, Waller (Power), Lasry.

Waxman, (AJT), chaps. 8, 9.

Daniel Elazar, Community and Polity, Chaps. 6, 8, 9, 10, (Appendix A)

M. Sklare, ed., The Jewish Community in America, pp. 69-110, 221-248.

M. Sklare, America's Jews, Chaps. 4, 5.

Herbert Gans, "The Origin and Growth of a Jewish Community in the Suburbs," in M. Sklare, ed., The Jews, see also Commentary, (April, 1951), pp. 330-339.

Stuart Rosenberg, The Jewish Community in Canada, Vol. II, In the Midst of Freedom, Chaps. 1, 2, 4, Vol. I., A History, Chap. 14.

Harold Himmelfarb, "Jewish Education for Naught," Educating the Culturally Deprived Child," in Analysis, September, 1975).

Paul Weinberger, "The Effects of Jewish Education," AJYB, 1971.

Daniel Elzear and Harold Waller (M.C.) - passim, Lipset ed, (AP) chapters 10, 11, 12, 13.

Norman Friedman, "Religion's Subsystem: Toward a Sociology of Jewish Education," (Winter, 1969).

Harold Himmelfarb, "The Impact of Schooling Comparing Different Types and Amounts of Jewish Education," Sociology of Education, (April, 1977).

M. Zborowsky and E. Herzog, Life is with People, Part III, Chaps. 1, 2.

Jack N. Porter and Peter Dreier, Jewish Radicalism, Part 5.

THERE IS NO CLASS NOV. 8 DUE TO READING WEEK.

IX. Culture, Israel, Holocaust, Jewish Identity (Nov.15)

This week has a longer page length of readings. So after the Weinfeld reading, you can pick 2 of the other four, as per your interest.)

*Weinfeld, Like Everyone Else, ch. 7 31 pp

*Margolis, Rebecca, "In der Heym in Kanada; A Survey on Yiddish Today." In DK, 23 pp

*Menkis, Richard, "In from the Margins; Museums and Narratives of the Canadian Jewish Experience. In DK 13

*Cohen, Yolande, Forgetting and Forging, My Canadian experience as a Moroccan Jew, in DK 9 pp

*Koffman, David, The Unsettling of Canadian Jewish History, Towards a tangled history of Jewish-Indigenous encounters, in DK 14 pp

Brym et al, readings by Lasry, by Markus and Schwartz, by Levitt and Shaffir 395-432, and Leo Davids 153-166

Sklare, M. (AJ), pp. 413-438.

Breton, ch. 2, pp. 34-91.

CJM, Orenstein, interview with Wisse, Roiter, Butovsky, Waller (Zionism).

Waxman, (AJT), chap. 10.

Irving Howe, World of Our Fathers, Chaps. 13-17.

Howard Sachar, The Course of Modern Jewish History, Chap. 19

Daniel Bell, "Reflections on Jewish Identity," Commentary, June, 1961.

Norman Friedman, "The Problem of the 'Runaway Jewish Intellectuals': Social Definition and Sociological Perspective," JSS, (January, 1969).

Robert Alter, *After the Tradition: Essays on Modern Jewish Writing*, pp. 17-60.

Kurt Lewin, "Self-hatred among Jews," in Gertrude Lewin, ed., Resolving Social Conflicts.

Victor Sanua, "Patterns of Identification with the Jewish Community in the U.S.A.," JJS, (December, 1964).

Ralph Segalman, "Jewish Identity Scales: A Report," JJS, (April, 1967).

Eli Mandel, "Ethnic Voice in Canadian Writing," in W. Isajiw, ed., Ethnicity.

Stuart Rosenberg, The Jewish Community in Canada, Vol. II. In the Midst of Freedom, Chaps. 8, 10.

M. Sklare, The Jew in American Society, pp. 259-301.

M. Sklare, "The Greening of Judaism," Commentary, (December, 1974).

Jack N. Porter and Peter Dreier, Jewish Radicalism, part 4, 7.

Cohen, (AMJI), Epilogue.

Steven M. Cohen, *Ties and Tensions; An Update*. AJC. 1989.

Lipset ed. A.P. Ch. 5

X. Jews and Politics (Nov. 22)

*Weinfeld, *Like Everyone Else*, ch. 9, 30 pp

*Weinfeld, Morton and Harold Troper, "Between Shtadlanut and Never Again: Jewish Communal responses to conflicts with the Canadian state." *Contemporary Jewry*, 2021, 41, pp. 901-916.

*Weinfeld, Morton, "If Canada and Israel are at War, who gets my Support? Challenges of competing Diaspora Loyalties. Marshall Sklare Award lecture," *Contemporary Jewry*, 2014, 34 : 167-187.

D. Taras - M. Weinfeld, "Continuity and Criticism" North American Jews and Israel International Journal XLV: 3 1990, pp. 661-684.

Breton, ch. 6, pp/ 256-266.

Cohen, (AMJI), Chap. 7

CJM, Stanislawski, Waller & Weinfeld.

M. Sklare, ed., The Jewish Community in America, (JCA) pp. 285-310.

Lawrence Fuchs, "Sources of Jewish Internationalism and Liberalism," in M. Sklare, The Jews.

Irving Howe, World of our Fathers, Chaps. 9-11.

Bernard Rosenberg and Irving Howe, "Are American Jews turning to the Right?" in Irving Howe and Lewis Coser, eds. The New Conservatives.

Mel Tumin, "Conservative Trends in American Jewish Life," Judaism, (Spring, 1964).

Morton Weinfeld, "La Question Juive au Quebec," Midstream, (October, 1977).

Jack N. Porter and Peter Dreier, Jewish Radicalism, (Parts 1,9, Epilogue).

James Sleeper and Alan Mintz, The New Jews, Part I.

Irving Louis Horowitz, Israeli Ecstasies and Jewish Agonies, Chaps. 6, 7, 8, or Midstream, (Nov. 1972; or JSS, Oct. 1962).

Coleman, Romalis, The Attitudes of the Montreal Jewish Community Toward French-Canadian Nationalism and Separatism (McGill M.A. Thesis, 1967).

Lipset, "The Jews, The Left and Israel," in Revolution and Counter-Revolution, Ch. 10.

Lipset ed. (AP) ch. 7,8,9.

Note the last two meetings – Nov. 29 and Dec. 6 -- will be devoted to student presentations of their papers, completed or in progress.