Hatred of the Jewish people and Judaism appeared in antiquity and continues to this very day. The phenomenon puzzles scholars, pundits, politicians, Jews, and people around the world. This course studies this complex problem, focusing on specific episodes of this hatred in the past and present, emphasizing its long history in the United States. Students read different genres of literature—history (secondary and primary sources), fiction, and nonfiction—to grapple with the multifarious dimensions of antisemitism, the world’s oldest and longest hatred.
Prof. Pamela Nadell, Instructor

Email: pnadell@american.edu (Usually answered with 24 hours except on weekends or holidays)
Phone: 202.885.2425 (I will receive an email that you called).
Office Hours: 11:15-12:15 Mondays and Thursdays on Zoom: https://american.zoom.us/j/92303398212
Additional ways to join are posted to Blackboard under Content.
Course Management System: Blackboard. Most important tabs: Content, Journals, Course Reserves, and Zoom Meetings
Preferred method of communication: Email. Please check your AU email regularly.

Brief bio: I hold American University’s Patrick Clendenen Chair in Women’s and Gender History and direct AU’s Jewish Studies Program. My most recent book is America’s Jewish Women: A History from Colonial Times to Today, which won the 2019 National Jewish Book Award’s Everett Family Foundation Jewish Book of the Year.

Ethan Friedland, Program Leader

Email: ef8860a@student.american.edu
Office Hours: Tuesdays, 4:00-5:00 pm; Zoom link to follow.

Brief bio: Ethan is a senior with a major in history and a minor in Jewish studies. He also works at AU’s Center for Diversity and Inclusion assisting with educational programs on racism and antisemitism.

Course Requirements and Policies

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<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Course Journal</td>
<td>20%</td>
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<tr>
<td>Assignment #1 (Antisemitism Today, Oral)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #1 (Antisemitism Today, Written)</td>
<td>10%</td>
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<tr>
<td>Assignment #2 (The Plot Against America)</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment #3 (Final)</td>
<td>25%</td>
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</table>

Please send assignments to me either as a Word document, PDF, or Google doc via email to pnadell@american.edu

Video Conferencing Expectations

- I try to join Zoom ten minutes before class starts. That’s a great time to drop in early, chat, and ask questions. I can also usually stay on for a few minutes after the end of class.
- Please practice courteous and respectful non-verbal communication with all members of the class and also any guests we invite. Be polite and focused. Look at your classmates when they are speaking.
- Mute notifications and strive to keep your phone and other devices off or away during live class sessions. Close other tabs and windows. Be present and engaged.
- Please keep audio muted when not speaking. The technology works better that way.
- In this class, which is discussion based, it is important to keep video on, if at all possible. Experiment
with fun virtual backgrounds.

- If you have a tech issue, try calling in. Call in numbers appear below.
- If you can, find a quiet, non-distracting space for our class meetings.
- To signal my attention during class, use the “Raise Hand” function or just raise your hand. I can see you!
- WHEN WE HAVE GUEST SPEAKERS, PLEASE GIVE THE SPEAKER YOUR FULL ATTENTION. Close all other screens as courtesy to our speaker.

I. Attendance. (10 percent of final grade)

You cannot succeed in this class without regular attendance. The spine of this course is our class meetings. We start on time. Please join us on time.

Absence Policies

Excused Absences: American University’s Undergraduate Regulations state: “Excused absences include major religious holidays (https://www.american.edu/ocl/kay/major-religious-holy-days.cfm), medical or mental health events, approved disability-accommodation-related absences, and approved varsity athletic team events.”

Notify me via email IN ADVANCE for an absence to be counted as excused. The email is essential for my record-keeping.

Unexcused Absences: All other absences.

Excessive Absences: AU’s Undergraduate Academic Regulations stipulate: “If excessive absences (both excused and unexcused) fundamentally alter the course or draw into question the student’s ability to accomplish the course’s learning outcomes, as determined by the instructor, the student’s ability to earn credit for the course may be affected.” Six or more absences are considered excessive absences for this course. In these cases, options may include withdrawal, medical leave, or course failure.

If you have to be absent, MAKE UP THE CLASS. It will have been recorded to Blackboard. Watch the recording as soon as possible, preferably before the next class. Then send me an email with some comments that respond the discussion we had that day.

Co-curricular Attendance Policy

Co-curricular activities are integral to the Complex Problems curriculum. Faculty and Program Leaders plan co-curricular activities as a meaningful component of the course. If a co-curricular activity conflicts with your academic or employment obligations or falls in the category of an excused absence, you will have an option for a replacement. All co-curricular activities for this class offer an alternative assignment for those who cannot attend the group activity.

How do I join the class?

There are two ways to join our class meetings.

1. Access the meeting from Blackboard using the Zoom link. Class meets from 9:45-11:00 am ET. I plan to open the meetings 10 minutes before class and can stay for a few minutes afterward to
answer questions.

2. **You may also click on the link below.**
Join Zoom Meeting
https://american.zoom.us/j/93934151778?pwd=V2Z0aUVKSHR1c2R1V0krYXJwOWNwQT09

Meeting ID: 939 3415 1778
Passcode: 3y959x
One tap mobile
+13017158592,,9,93934151778#,,,,,,0#,,556911# US (Germantown)
+13126266799,,93934151778#,,,,,,0#,,556911# US (Chicago)

Additional Phone numbers are on Blackboard under the Zoom meeting

**II. Keeping a Journal (20 percent of your final grade).**

By 9:00 am ET on the day of each class, you are to post reading reflections on each of the items that were assigned for that day. These may be readings, films, podcasts, websites. **Post your reflections in your Reading Reflections Journal on Blackboard under the Journals Tab. You will use this journal for the entire semester.**

Writing a journal on the assigned texts for each day prepares you to contribute to our online discussions. It is also essential for the two longer papers due later in the semester where you will be asked to draw upon what you have read, watched, and heard this semester and our class discussions.

- Use Blackboard’s journal feature to keep a running log of your reflections.
- Begin each reflection with the date of the class meeting.
- Then type the title of each assigned text.
- Discuss each of the texts (readings, film, podcasts, websites) assigned for that day.
- Allocate about fifteen minutes to write the day’s reflections.
- You may write in paragraphs or use bullet points. The choice is yours.
- Here are some questions to spark your reflections.
  - If you read a secondary source, can you summarize the main argument in two or three sentences?
  - Evaluate the author’s evidence. Is there a point of view? Do you detect bias?
  - How does this reading relate to other materials that you have encountered either for this class or for another class?
  - What do you think of the author’s style?
  - What did you learn that surprised you?
  - Did you discover something that affirms or contradicts your knowledge or expectations?
  - Connect this source to other topics in our course.
  - What do you think of this text?
  - What do you not understand about this text?
  - Write questions to ask in class.

Journals are graded on 1) timely submission; 2) completeness; 3) quality of the reflections. They are **not** graded on quality of writing. Journals will be graded at mid-semester and at the end of the semester.
III. Assignments

1. Antisemitism today. 10 percent of final grade for the written assignment; 10 percent of final grade for the oral assignment.

   Set a google alert (or another preferred news alert) for “anti-Semitism.” This will give you a daily news feed on antisemitism. Unless something changes, the volume of events and news articles will continue.

   Choose four articles from this news feed. For each article that you read, write a one-page (250-word) reflection. It should contain the following:

   1. The bibliographic information for the article: Title, author, newspaper or journal, date of publication, link to the article.
   2. Describe the source that published the article. What do you know about the source and its reputation? Is it a mainstream news outlet? If so, what is its slant (liberal, conservative, other)? Is this published by an institution or an organization? If so, describe the institution/organization? Check out its website. What is its position/purpose?
   3. Summarize the article.
   4. Then reflect on it. What did you learn about antisemitism? How did this article advance your understanding of the topic? Can you connect this news event/op-ed/news analysis to what we have studied in our course? Be specific? Where else (in the past or contemporary moment) have the major points in this article surfaced? What is new in this article? Why is it newsworthy?
   5. Prepare a 5-minute in-class presentation on one or more articles that you read. Summarize the article(s), analyze them within the context of our course, and critique them. See the syllabus calendar for your presentation date and for your date as a first questioner for one of the presenters. Your four written evaluations are due the day of your presentation. [I will also post a calendar to Blackboard under Content with this information.]

Please send assignments to me either as a Word document, PDF, or Google doc via email to pnadell@american.edu

2. Written Assignment on Phillip Roth’s The Plot Against America. Assignment details to follow. 25 percent of final grade. Due November 16th.

3. Final Paper. Written Assignment on Deborah Lipstadt’s Antisemitism: Here and Now and other course materials. Assignment details to follow. 25 percent of final grade. Due December 7th.

My Grading of Student Writing

Your writing is graded on content, style, form, technique. Use 12-point font, with one-inch margins, page numbers, and endnotes or footnotes. Follow the style guidelines of Chicago Manual of Style, available under AU databases.

Late Paper Policy: Turning in papers late raises questions of fairness, because, if I accept late papers without penalty, those students have extra time to complete the assignment. Consequently, I penalize late papers. For each day that a paper is late, your grade drops one-third of a letter grade, e.g., from an A to an A-. Penalties begin the date and time papers are due. The maximum penalty is one full-letter grade, i.e. from an A to a B.

It is better to turn in an imperfect essay on time, then to fail to turn in an essay entirely. Even an F grade earns points. A missing paper earns a zero.
Understanding Grading

A = superior academic performance
B = very good academic performance
C = satisfactory completion of course requirements
D = unsatisfactory fulfillment of course requirements
F = failure to meet course requirements

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
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<td>B</td>
<td>83-86.9%</td>
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<td>B-</td>
<td>80-82.9%</td>
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<td>C</td>
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<td>C-</td>
<td>70-72.9%</td>
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<td>D</td>
<td>65-69.9%</td>
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<tr>
<td>F</td>
<td>(below 65%)</td>
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Failure to complete all assignments or attend class regularly is grounds for failure.

I do not post grades to Blackboard. Please keep track of your grades on assignments.

RECORDING CLASSES FOR ONLINE LEARNING: Class meetings may be audio/video recorded and made available to other students in this course (but not to anyone else). If you have questions about class recordings, please contact the professor during the first week of class.

In order to respect the privacy of everyone in the class, and to protect the copyright of materials used and the professor’s lectures, students are prohibited from recording or distributing any class materials or any portion of a class meeting. Students with approved accommodations that permit recording should contact the professor to discuss the process of accessing any recordings.

ACADEMIC INTEGRITY: Standards of academic conduct are set forth in the University’s Academic Integrity Code. http://www.american.edu/academics/integrity/code.cfm.

By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to requirements for this course.

EMERGENCY PREPAREDNESS  [No Joking: This has been on my syllabus for years!]
In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail
and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.

**Support for Students with Documented Disabilities.** If you have special needs because of a documented disability, reasonable accommodations can be made for you. Please contact me with a letter from Disability Support Services (x3315) early in the semester so we can address your needs appropriately.

**Academic Support Resources on Campus.** American University has multiple resources to advance your learning. Here are four of the most important:

- Learning Services (x3360) offers study skills workshops, individual instruction, tutor referrals, and services for students with disabilities.
- Counseling Center (x3360) offers counseling and consultations regarding personal concerns and connections to off-campus mental health resources.
- Disability Support Services (x3315) offers technical and practical support and assistance with accommodations for students with various types of disabilities.
- College Writing Center (Battelle 228, x2991). Tutors in the Writing Center can help you brainstorm, organize your thoughts, and offer feedback on drafts.

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**Complex Problems Learning Outcomes**

Students should have the chance to demonstrate all of the following learning outcomes in their Complex Problems seminar. The topical nature of these seminars means that students will engage with the learning outcomes in the context of the course.

1. **DIVERSE PERSPECTIVES:**
   a. **Complexity.** Identify and engage with complexity (or gray areas) within issues or contexts by explaining the factors influencing different positions
   b. **Multiple Perspectives.** Use multiple perspectives to refine your understanding of an issue or context
   c. **Awareness.** Investigate the sources of your own groups’ norms and biases
   d. **Civility.** Demonstrate civility through argumentation or intellectual exchange

2. **COMMUNICATION:**
   a. **Audience.** Identify the audience to make choices about how to communicate your ideas
   b. **Sources.** Integrate materials or sources to develop and refine your ideas
   c. **Organization.** Use organizational strategies to develop a clear purpose or aim

3. **CRITICAL READING:**
   a. **Summary.** Summarize an author’s or authors’ message, main points, and supporting ideas
   b. **Response.** Engage with a “text” by responding to it
   c. **Conversation.** Put “texts” into conversation with other “texts”
4. REFLECTION:
   a. Feedback. Incorporate feedback from faculty, staff, or peers in subsequent work
   b. Metacognition. Practice metacognition by reflecting on feedback and your revision processes

5. INTEGRATIVE LEARNING:
   a. Connect. Connect experiences and academic learning

SYLLABUS

Required Texts: Both are available through the library website as e-books.

3. Other assignments are on Blackboard under Course Reserves or websites linked directly from this syllabus.

What is antisemitism

8-24 Introduction

8-27 Foundations: Studying Antisemitism, Defining Antisemitism, Spelling Antisemitism, Racism
   • David Koffman, “Forum on the Gilded Age & Antisemitism,” Journal of the Gilded Age ((Bb)
   • Deborah E. Lipstadt, Antisemitism: Here and Now, ix-xiii, 1-25 (Part I: Antisemitism: A Conversation: The Perplexed, A Delusion, A Definition, A Spelling)
   • Ibram X. Kendi, Stamped from the Beginning: The Definitive History of Racist Ideas in America, 1-11, 503-511 (Bb)

8-31 Foundations Continued: A Taxonomy of Antisemites
   • Deborah E. Lipstadt, Antisemitism: Here and Now, 29-43, 68-75 (Part II: A Taxonomy of the Antisemite: The Extremist: From the Streets to the Internet, Beyond the Extremist, The Dinner Party Antisemite, The Clueless Antisemite. You may skip the chapter titled Antisemitic Enablers.)

9-3 Foundations Continued: The Work of Antisemitism
   • “How Anti-Semitism Rises on the Left and Right,” Isaac Chotiner interview with David Nirenberg, author of Anti-Judaism: The Western Tradition, New Yorker, 1.2.2020 (Bb)
   • Jonathan D. Sarna, “Anti-Semitism is a Symptom,” Times of Israel, 1.1.2020 (Bb)

9-7 No Class Labor Day

From Anti-Judaism to Antisemitism

9-10 Christian Origins
• New Testament: Gospel according to Mark
• Selected Texts on Early Church, edited by Pamela Nadell (Bb)

Co-curricular:

“The Deep Roots of Modern Anti-Judaism,” a conversation with Professors David Nirenberg and Paola Tartakoff, moderated by AU Professor Michael Brenner, the opening event in American University’s virtual series, “Antisemitism Since the Holocaust: Israel, America, and Europe.”

Options for viewing: Link to follow.
1) September 10, live event 4:00-5:20pm. Include reflections in your journal.
2) As a co-curricular event with Ethan Friedland: September 11th, 4:00 pm. No journal entry required.
3) View on your own before our next class on September 14th. Include reflections in your journal.

9-14 Medieval Enmities
• Crusaders in Mainz, 1096
• The Life and Miracles of St. William of Norwich
• Lateran Council IV, Canon 68
• Inquisition
• Expulsion of Jews from Spain, 1492
• See Co-curricular activity above. “The Deep Roots of Modern Anti-Judaism,” a conversation with Professors David Nirenberg and Paola Tartakoff, moderated by AU Professor Michael Brenner, the opening event in American University’s virtual series, “Antisemitism Since the Holocaust:

9-17 From the Medieval into the Modern World
• Amos Elon, Founder: A Portrait of the First Rothschild and His Time, 19-41 (Bb)
• David Kertzer, The Popes Against the Jews, pp. 25-37, 86-105 (Bb)

9-21 ANTiSEMITISm today presentations; Students with last names from A-Di. Students with last names of Li-So will be first questioners.

9-24 Racial Antisemitism
• View the short film Antisemitism from the Enlightenment to World War I at Facing History and Ourselves, https://www.facinghistory.org/resource-library/video/antisemitism-enlightenment-world-war-i
• Jacob Katz, “Anti-Semitism Through the Ages” in The Holocaust: Problems and Perspectives of Interpretation (3rd ed.), ed. Donald L. Niewyk, pp. 12-23 (Bb)
• The Protocols of the Elders of Zion, selections edited by Pamela Nadell (Bb)

9-28 Yom Kippur: No Class

10-1 Pogroms
• Hayyim Nahman Bialik, “In the City of Slaughter” in The Literature of Destruction: Jewish Responses to Catastrophe, ed. David Roskies (Bb)
• Steven J. Zipperstein, “Anatomy of a Pogrom,” Tablet Magazine, March 23, 2018 (Bb)
10-5 The Dreyfus Affair and its Aftermath

- View this clip from the PBS series *The Story of the Jews with Simon Schama*

10-8 Nazi Race Laws and Nazi Propaganda

- View on the U.S. Holocaust Memorial Museum website, “Defining the Enemy,” one of the themes in the exhibition *Propaganda*
  https://www.ushmm.org/propaganda/exhibit.html#/themes/defining-the-enemy/

10-12 Holocaust Testimonies

- The website *Facing History and Ourselves* has excerpted short clips (around 5 minutes) from the Holocaust survivor testimonies collected by the USC-Survivors of the Shoah Foundation. They are divided into three sections: “The Nazis in Power: Voices in Europe,” “The Holocaust,” and “After the Holocaust.” Listen to one testimony in each section. Be prepared to discuss what you learned about the experiences of Jews under the Nazis, in the Holocaust, and after the Holocaust.  https://www.facinghistory.org/survivors-and-witnesses

Co-curricular: October 13th, 5:00 pm
View the film *JoJo Rabbit* on your own. You may view it on the AU Bender Library website at:  
https://www.american.edu/library/mediaservices/streaming_video_collection.cfm. On October 13th, at 4:00 pm, join Ethan Friedland and your classmates to discuss the film. **No journal entry required.**

Make-up for those who cannot join the discussion. Discuss the film in your journal.

10-15 Antisemitism and Racism

- “Antisemitism and Racism,” Thursday, October 15th, 9:45-11:00 AM, a conversation between Professors Cheryl Greenberg and Marc Dollinger, moderated by AU Professor Amanda Taylor, in the American University virtual series “Antisemitism since the Holocaust: Israel, America, and Europe. This takes place during our regular class time. **THIS CLASS REQUIRES A SPECIAL LOGIN.**

10-19 ANTISEMITISM TODAY PRESENTATIONS; Students with last names from Dy-Li (including Ess.. Th) present. Students with last names from Tr-Z are first questioners

10-22 Denying the Holocaust

- Start Reading Phillip Roth’s novel, *The Plot Against America*
Is America Different?

10-26 The Question of American Exceptionalism
  - Tony Michels, “‘Is America ‘Different?’: A Critique of American Exceptionalism” (Bb)
  - Optional: View “Was America Ever the Exception?”, a conversation with Dr. Annie Poland, Professor Tony Michaels, moderated by AU Professor Pamela Nadell in the virtual series, Antisemitism since the Holocaust: Israel, America, and Europe (originally airing on September 17, 12:55-2:10 pm)
  - Keep Reading, Phillip Roth, The Plot Against American

10-29 ANTISEMITISM TODAY PRESENTATIONS; Students with names from Lu to Tr present. Students with last names from A to Di are first questioners.

11-2 America, a Christian nation
  - Letters 1.03, 1.04, 1.05 (1654-1656) in American Jewish History: A Primary Source Reader, eds. Gary Philip Zola and Marc Dollinger, 10-12 (Bb)
  - Renewed Petition to West India Company and renewed directive to New Netherland, in Religion and State in the American Jewish Experience, eds. Jonathan D. Sarna and David Dalin, 44-45 (Bb)
  - Documents re General Grant’s Order No. 11 and Christian Amendment, in Religion and State in the American Jewish Experience, eds. Jonathan D. Sarna and David Dalin, 132-137 (Bb)
  - Keep Reading, Phillip Roth, The Plot Against America

11-5 Antisemitism in America, 1929-1947, Part I
The Literary Imagination/Counterfactual History
  - Class discussion of Phillip Roth, The Plot Against America (The miniseries is available on HBO)

11-9 Workshop your papers on Phillip Roth’s The Plot Against America

11-12 Antisemitism in America, 1929-1947, Part II
  - View the film From Swastika to Jim Crow, available to stream from AU Library https://video-alexanderstreet-com.proxyau.wrlc.org/watch/from-swastika-to-jim-crow

11-12 For our discussion on November 30th: Watch “Antisemitism and Anti-Zionism,” Thursday, November 12th, 11:20am-12:35 pm, a conversation between Professors Dina Porat and David Myers, moderated by AU Professor Michael Brenner in in the American University virtual series “Antisemitism since the Holocaust: Israel, America, and Europe. Log in address forthcoming, , and after the event I will copy a link to the program.

11-16 Papers on Phillip Roth’s The Plot Against America due
• In-class viewing of the first part of Gentleman’s Agreement, available to stream from AU Library

11-19 Antisemitism in America, 1929-1947, Part III
• Finish viewing Gentleman’s Agreement available to stream from AU Library

11-23 ANTISEMITISM TODAY PRESENTATIONS; Students with names from W-Z present. Students with last
names from Dy to Le (including Ess... Th) are first questioners

11-26 Thanksgiving: No Class

11-30 Antisemitism and Anti-Zionism
• Watch “Antisemitism and Anti-Zionism,” Thursday, November 12th, 11:20am-12:35 pm, a
conversation between Professors Dina Porat and David Myers, moderated by AU Professor
Michael Brenner in the American University virtual series “Antisemitism since the Holocaust:
Israel, America, and Europe. Log in address forthcoming, and after the event I will copy a link to
the program.
• Deborah Lipstadt, Antisemitism: Here and Now, 167-233 (Part VI. The Campus and Beyond:
Toxifying Israel, BDS: Antisemitism or Politics? Campus Groupthink: Not-So-Safe Zones;
Progressivism and Zionism: Antisemitism by Subterfuge? Responding to the Progressive
“Critique”; Myopia: Seeing Antisemitism Only on the Other Side

12-3 Workshop your final papers

12-7 Final Papers Due