Recent years have witnessed an upsurge in antisemitic rhetoric and incidents in the United States, Europe, and elsewhere. Jews have been verbally and physically attacked and some have been murdered. The actions and statements of diverse social and political constituencies are labeled antisemitic.

This course invites students to think deeply about contemporary discourses of and about antisemitism in light of their historical precedents and resonances. Students will monitor current events and analyze their representations in the media. They will also study the complex history of antisemitism—a term that has been used to denote a constellation of phenomena that disparage Jews and Judaism. The historical portion of the course will proceed chronologically, starting with an analysis of negative attitudes toward Jews and Judaism in the ancient and medieval worlds and also considering modern Europe, the United States, and the Middle East.

Throughout, attention will be devoted to the wide-ranging contexts and content of antisemitism; the functions that anti-Jewish animus has served in different societies; the roles of religion, science, and politics in anti-Jewish ideologies and actions; factors that have intensified and mitigated anti-Jewish ideologies and their expressions; and the relationships that have existed between hatred of Jews and other forms of prejudice. Students will ponder continuities and turning points in the history of antisemitism as well as the significance of antisemitism as an analytic category. They will also consider the dangers of focusing on antisemitism at the expense of other dynamics in Jewish history.

Addressing urgent questions in historical perspective, students will emerge better equipped to navigate the challenges of the contemporary world.

Core Curriculum Goals:

- Contemporary Challenges [CC]: CCD-1. Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.

- Historical Analysis [HST]: HST-1. Explain the development of some aspect of a society or culture over time.

Additional Learning Goals:

- Observe current developments and their representations in the media with critical distance
- Understand connections between contemporary and historical expressions of antisemitism
- Understand continuities and turning points in the history of antisemitism as well as the significance of antisemitism as an analytic category
Course materials:

- All other assigned readings and materials will be posted on the course Canvas site.

Grading:

- Class participation (including attendance) 10%
- Reading response papers (200 to 275 words each = about 1 pg., double-spaced) 40%
- Quizzes 40%
- Final reflection paper 10%

COURSE SCHEDULE

I. CONTEXT AND DEFINITIONS

1. Introduction
For next time:
- Obtain a copy of Lipstadt, *Antisemitism*
- Read: Lipstadt, *Antisemitism*, ix–25
- Response Paper 1: Write 200- to 275-words (about one page, double-spaced) addressing the following questions:
  - According to Lipstadt, what is antisemitism and why is antisemitism difficult to define?
  - How does Lipstadt explain why it is important for non-Jews to be concerned about antisemitism? Can you think of additional reasons?

2. Defining Antisemitism
For next time:
- Read: Pew Research Center: *Who is a Jew?*
- Response Paper 2: Write and upload to Canvas 200- to 275-words (about one page, double-spaced) in which you answer the following questions:
  - Why is the question “who is a Jew” complicated?
  - What groups did the Pew Research Center decide to include in its survey of “Jewish” Americans?
  - If you were in charge of the survey, would you have included the same groups? If so, why? If not, what would you have done differently?

3. Who are Jews?
For next time:
- Response Paper 3: Write a 200- to 275-word (about one page, double-spaced) response paper that
  - summarizes Lipstadt’s taxonomy (i.e., categorization) of anti-Semites
  - evaluates her taxonomy (i.e., how is it useful, and how is it problematic?)
  - offers your own taxonomy of anti-Semites. Are there any groups that you think should be omitted from—or added to—Lipstadt’s? Why or why not?
4. **Taxonomies of Antisemites**
For next time:
- Read:
  - Hannah Arendt, *The Origins of Totalitarianism*, 5–10 (Canvas)
  - Sigmund Freud, *Moses and Monotheism*, 146–48 (Canvas)
- Response Paper 4: Write 200 to 275 words (about one page, double-spaced) addressing the following:
  - What two theories of antisemitism does Arendt critique?
  - On what grounds does she critique them?
  - What does Freud suggest as some of the causes of antisemitism?

5. **Theories of Antisemitism. QUIZ 1 STUDY GUIDE HANDED OUT**
For next time:
- Study for Quiz 1
- Read: excerpts from the Book of Exodus (Canvas)
- Response Paper 5: Write 200 to 275 words (about one page, double-spaced) addressing the following:
  - How does the text contrast the Egyptians to the Israelites?
  - Describe how the power dynamics between the Egyptians and the Israelites repeatedly shift.

II. **ANTIQUITY**

6. **QUIZ 1, Elephantine**
For next time:
- Read: excerpts from three “anti-Exodus narratives” by Hecataeus of Abdera, Manetho, and Lysimachus of Alexandria (Canvas)
- Write 200 to 275 words (about one page, double-spaced) describing
  - Similarities between all three accounts’ portrayals of Jews
  - Similarities specifically between M and L
  - Differences between H, on the one hand, and M and L, on the other
  - Differences between M and L

7. **Hellenistic Egypt**
For next time:
- Read: excerpts from Apion’s ritual murder narrative (Canvas)
- Write 200 to 275 words (about one page, double-spaced) addressing:
  - What stereotypes of Jews surface in this text that we have already discussed in this segment of the course?
  - What new characterizations emerge?
  - How do these new characterizations transform the overall image of Jews as conveyed in the sources we have analyzed in class thus far?
8. Imperial Rome. QUIZ 2 STUDY GUIDE HANDED OUT
For next time:
- Study for Quiz 2
- Read: excerpts from Matthew 23:1-33 and John 18:38–19:16 (Canvas)
- Write 200 to 275 words (about one page, double-spaced) addressing:
  o As described by Matthew, what is the core of Jesus’s critique of the scribes and Pharisees? What are the implications about what Jesus values?
  o How does John characterize “the Jews”? How does he characterize Pontius Pilate? What techniques does John use to stress the contrast in the Jews’ and Pilate’s respective involvements in the crucifixion of Christ?

III. EARLY CHRISTIANITY AND THE MIDDLE AGES

9. QUIZ 2, Emergence of Christianity, Part 1
For next time:
- Read: excerpt from Augustine, City of God, chap. 46 (Canvas)
- Write 200 to 275 words (about one page, double-spaced) addressing:
  o How does Augustine characterize Jews?
  o What roles does the Jewish Bible (“their own Scriptures,” “the books of our enemies,” Isaiah, Psalms) play in Augustine’s discussion of Jews?
  o According to Augustine, what are the divine purposes of Jews’ exile from the land of Israel?

10. Emergence of Christianity, Part 2
For next time:
- Read: excerpts from medieval accounts of the alleged ritual murders of William of Norwich and Hugh of Lincoln (Canvas)
- Write 200 to 275 words (about one page, double-spaced) addressing:
  o What themes and anti-Jewish stereotypes are familiar from the course?
  o What new themes and anti-Jewish stereotypes emerge?
  o How might the historical context in which these texts were written help to explain the emergence of these new themes and anti-Jewish stereotypes?

11. The Myth of Ritual Murder
For next time:
- Read: Rigord’s account of the expulsion of the Jews from France in 1182 (Canvas)
- Write 200 to 275 words (about one page, double-spaced):
  o List all the anti-Jewish stereotypes in this reading that we have already discussed in our course.
  o In paragraph 4, what is the new and central accusation against Jews? How does it relate to the accusation in paragraph 6?
  o List three different Jewish responses to the 1182 edict of expulsion (see paragraphs 8, 9, and 10)
12. The Stereotype of the Jewish Moneylender QUIZ 3 STUDY GUIDE
For next time:
• Read the *Sentencia-Estatuto de Toledo*, 1449 (Canvas)
• Write 200 to 275 words (about one page, double-spaced) addressing:
  o Whose activities does this proclamation restrict?
  o What kinds of restrictions are listed?
  o How does the proclamation justify these restrictions?
  o Which of these claims are familiar?

13. QUIZ 3, Purity of Blood Legislation
For next time:
• Read excerpts from Christian Wilhelm von Dohm’s “Concerning the Amelioration of the Civil Status of the Jews” (Canvas)
• Write 200 to 275 words (about one page, double-spaced) addressing:
  o How does Dohm characterize Jews? What is familiar here from what we have discussed in class so far? What is new? What is absent?
  o How does Dohm explain Jews’ alleged shortcomings?
  o What does Dohm recommend in order to “improve” Jews?

IV. MODERN TIMES

14. Emancipation and its Discontents
For next time:
• Read the excerpts from Wilhelm Marr’s *The Victory of Judaism over Germanom* (1879) and Edouard-Alphonse Drumont’s *Jewish France* (1886) (Canvas)
• Write 200 to 275 words (about one page, double-spaced) addressing:
  o What do Marr’s and Drumont’s characterizations of Jews have in common?
  o What does each excerpt uniquely stress?
  o How do all of these characterizations of Jews relate to older charges against Jews?
  o Are they new in any way? If so, how?

15. Crises of Modernization
For next time:
• Read: "Antisemitism and Revolution" by Bernard Lazare (Canvas)
• Write: Write one page in which you
  o List the anti-Jewish stereotypes cited by "Jean" and "Jacques."
  o Explain how "Jacques" relates antisemitism to his understanding of "class struggle" (i.e., in Marxist ideology, the conflict of interests between the workers and the ruling class in a capitalist society).

16. The Dreyfus Affair
For next time:
• Read the fictional “Rabbi’s Speech” excerpt from Hermann Goedsche’s novel *Biarritz* (1868), which was one of the sources for “the Protocols of the Elders of Zion” (Canvas)
• Write 200 to 275 words (about one page, double-spaced) addressing:
According to the author of this fictional speech (which was largely plagiarized and adapted from a speech that was not originally about Jews), how did Jews plan to take over the world?

What familiar tropes does this text ply?

How do you think this text’s narrative conventions heightened fears about Jewish conspiracies?

17. Pogroms and the Protocols
For next time:
- Read the letter of Harvard president A. Lawrence Lowell to Judge Julian Mack (Canvas)
- Write: 200 to 275 words (about one page, double-spaced) addressing the following:
  - What does President Lowell seek to do?
  - How does he propose going about doing this and why?
  - What does he mean when he writes that this policy “would be for the greatest interest of everyone concerned”?

18. American Exceptionalism? QUIZ 4 STUDY GUIDE HANDED OUT
For next time:
- Study for Quiz 5
- Read: excerpts from Adolf Hitler, Mein Kampf (Canvas)
- Write 200 to 275 words (about one page, double-spaced) addressing at least two of these questions:
  - What familiar anti-Jewish tropes are present in these excerpts?
  - What does Hitler seem to resent most about Jews?
  - On what grounds does Hitler argue that Jews must be defeated?
  - What is the role of Judeo-Bolshevism in these excerpts?

19. QUIZ 4. The “Final Solution”
For next time:
- Read:
  - Rudolf Hoess, Commandant at Auschwitz, autobiography excerpts (Canvas)
  - Rudolf Hoess, Testimony at Nuremburg excerpts (Canvas)
- Write: 200 to 275 words (about one page, double-spaced) addressing: What light do the reflections and testimony of Rudolf Hoess shed on the mental processes of men turned mass murderers?

20. “Night and Fog”
For next time:
- Read:
  - Lipstadt, Antisemitism, 139–63
  - excerpt from Arthur Butz, The Hoax of the Twentieth Century
- Write: 200 to 275 words (about one page, double-spaced) addressing the following:
  - What aspects of the generally-accepted history of the Holocaust does Butz ridicule?
  - What kinds of reasons does the author give for disbelieving these things?
  - How does the author explain mainstream acceptance of these things?
V. CONTEMPORARY CHALLENGES

21. Holocaust Denial
For next time:
- Read: Lipstadt, Antisemitism, 167–76, 192–210
- Write: 200 to 275 words (about one page, double-spaced) responding to the assigned pages in Lipstadt. What do you find most and least convincing about Lipstadt’s responses to her fictional letter-writers?

22. Anti-Zionism. QUIZ 5 STUDY GUIDE HANDED OUT
For next time:
- Study for Quiz 6
- Read the following four short, recent news articles:
- Write: 200 to 275 words (about one page, double-spaced) addressing:
  - The ways in which some contemporary Muslims and Jews are facing similar challenges
  - The ways in which some of these challenges resemble challenges that we have studied in earlier time periods
  - Key differences between the situations of some contemporary Muslims and Jews

23. QUIZ 5, Antisemitism and Islamophobia
For next time:
- Read: Lipstadt, Antisemitism, 225–42

24. Conclusions. FINAL REFLECTION PAPER DUE