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Jewish Studies 540  
 Antisemitism  
 Fall Semester 2020 (3 units)

Course goals:

Jewish Studies 540 is a seminar designed to explore the history, causes, and impact of antisemitism in Jewish history. It is intended to offer students a more detailed and nuanced understanding of one of the most important themes in the Jewish experience and in the academic field of Jewish Studies. JS 540 is geared to students with little or no previous knowledge of Judaism or Jewish history.

Learning Outcomes:

At the end of this course, students will be able to:

- 1) identify both the historical and thematic development of antisemitism in Jewish history.
- 2) compare and contrast the definition and development of antisemitism over the ancient, medieval and modern periods
- 3) assess the impact of antisemitism over time and place
- 4) apply definitions of antisemitism to contemporary times, especially in the debate around anti-Israel and anti-Zionism.

Themes:

The course will adopt a chronological approach to the study of antisemitism. We will begin with the ancient period, investigating the charge of deicide, Jews as Christ-killers. Then, we will explore the medieval period, learning about the blood libel as well as the larger expressions of economic antisemitism. We conclude with a more detailed study of the modern period and the development of scientific antisemitism. Our last unit will count in-depth study of the Shoah (Holocaust) as well as the re-emergence of antisemitism within the Left and the Right, the Arab and Muslim worlds, and its relationships to Zionism, the Boycott, Divestment, Sanction movement, and the modern State of Israel.

Class Meeting:

This class meets on MW from 11 am-12:15 pm in x.

Office Hours:

Office hours will be Mondays 10:00 am-11:00 am, and by appt.

Academic preparation:

This is a challenging and fast-paced upper-division course. It demands your focused attention and commitment to prepare yourself for each class session. Since I adopt a student-centered learning approach, our discussions, and our class experience, rise and fall according to the level of student interest and knowledge. This promises to be one of the most exciting and interesting courses of your college career. Please help make it great by respecting your classmates and instructor: keep up with the reading! ☺

English 214 is a pre-requisite for this course. If you have any sort of anxiety about writing papers, I am available and interested in helping you develop your thoughts. Please drop by office hours or schedule a special appointment! Critical writing skills are basic to any successful college career. I want to help ensure that you learn them.

### General Education

This course qualifies in the following categories:

Upper Division  
UD-C Arts and/or Humanities  
SF State Studies: Global Perspectives  
SF State Studies: Social Justice

### Testing:

This course focuses on critical thinking and writing. Rather than memorizing facts for their own sake, we embrace an approach that values a five-step approach to learning; 1) complete assigned readings, 2) think about how that reading addresses course themes, 3) write an argumentative essay, 4) rethink your conclusions, 5) rewrite your essay.

To achieve the highest grade possible, you are encouraged to engage one another (and your instructor), think critically about your own conclusions, challenge yourself in front of that computer screen, and gain new insights in the process.

Our priority is learning; testing is merely a means to that end. Therefore, you can look forward to self-directed writing as the exclusive testing vehicle in the class.

### Technology:

Can you imagine a learning space devoted, exclusively, to learning? How incredible that would be...

As our societal relationship to technology evolves (or devolves), I've come to the conclusion that even the best, most dedicated and focused, students still can't resist checking Facebook, Instagram, or whatever app will be trending when you read this.

Worse, those darn smartphones that offer you text messages, not to mention email (for those of you old enough to still use it regularly), divert your eyes and mind from fascinating insights into the Jewish experience.

So, we're going old school. Think "Little House on the Prairie." (Check it on some streaming service if you don't get the reference...and I'm thinking of the Miss Beadle days).

Computers, tablets, and other word-processing enabled hardware are permitted but ONLY WITHOUT INTERNET CONNECTON AND ONLY IF YOU SIT IN THE VERY FRONT ROW. Imagine a device that enables you to take great notes...yet won't divert your needed attention. Fantastic!

All other devices must be powered off and placed away from your line of sight. If you have a compelling reason for needing your device, just check in with me.

Onward to learning!

### Required reading:

Each and every student will receive, on loan, free copies of the books required for the course. This is made possible through the Richard and Rhoda Goldman endowment in Jewish Studies and Social Responsibility and is intended to make learning more accessible to SFSU students. Enjoy!

You may, of course, purchase your books at any local bookseller, through the internet, or from the instructor at the end of the course.

Books provided by the instructor:

Michael Berenbaum, ed., Not Your Father's Antisemitism

Stephen Eric Bronner, A Rumor About The Jews

David Crowe, The Holocaust

Marc Dollinger, Black Power, Jewish Politics

Phyllis Goldstein, A Convenient Hatred

Albert S. Lindemann, The Jew Accused

Kenneth Marcus, The Definition of Anti-Semitism

Marvin Perry and Frederick M. Schweitzer, Antisemitism: Myth and Hate From Antiquity to the Present.

Ron Rosenbaum, Those Who Forget The Past

James Shapiro, Oberammergau

Gary Zola and Marc Dollinger, American Jewish History: A Primary Source Reader

### Course Requirements:

Analytic Paper 2 @ 20 pts.	40 pts.
Capstone Paper	30 pts.
Reading Critiques 5 @ 1 pt.	5 pts.
Expert of the Day	10 pts.
Attendance and Participation	<u>15 pts.</u>
Total	100 pts.

### Grading Scale:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
0-59	F

### Grade Requirements

Students must complete all three papers in order to receive a passing grade in the course. Four unexcused absences will lose 7 points in the attendance/participation category. Six unexcused absences is grounds for losing all 15 “attendance and participation” points.

### Extra Credit

The basic requirements for this course provide sufficient challenge. An enterprising pre-law student might even consider further demands on your time a violation of the U.S. Constitution's prohibition against cruel and unusual punishment. Therefore, no extra credit will be granted.

### Analytic Paper

Each student will prepare two different 5-6 page papers. Since you will decide which subject interests you, you will, in effect, choose your own due date. Students will be able to choose a question based on that day's reading (and with the instructor's permission). Papers will be graded by the instructor on the bases of content, composition, and analytic rigor. Please read “Hints for Composing An Excellent Essay” for tips.

### Paper Due Dates

Analytic papers are due on the day the topic is discussed in seminar. One of your analytic papers must be submitted on the day you lead the seminar. While students often prefer to have a printed copy of their papers in front of them as they lead the seminar, please ALSO submit your paper electronically, via email, by 5 pm on the day of the seminar.

**ALL STUDENTS MUST HAVE COMPLETED THEIR FIRST PAPER BY OCTOBER 14. LATE PAPERS WILL BE ASSESSED A PENALTY OF ½ GRADE PER DAY.**

### Due Date Extension!

Some students wish to take advantage of the seminar discussion in order to help them write their paper. If you submit an outline of your paper, INCLUDING THE THESIS STATEMENT as part of the introductory paragraph, to the instructor via email at least ONE DAY before the seminar, you will receive a one-week extension on the due date. Please submit your paper via email by 5 pm on its due date. This extension DOES NOT APPLY to your first paper's deadline.

### Capstone Paper

You are required to complete a 10-12 page paper that engages a common theme or question from at least two seminars. The instructor will provide a list of questions or, with approval, you can formulate your own question. No additional reading or research is required. The capstone paper is due by 5 pm, Monday, December 23, via email.

### Paper revision policy

Since the goal of this class is to learn, you are encouraged to rewrite your papers. This will give you the opportunity to digest my comments and those of your classmates during the student panel. I have found that most learning occurs during the revision process and I want to make it as easy and rewarding as possible.

Students who wish to revise their paper may do so provided the following two conditions are met:

1. You come to office hours to discuss the revision.
2. You turn in your revised copy within three weeks of its initial return to you.

I will count the higher grade. You are encouraged to take advantage of this opportunity both to improve your writing skills and your final grade for the course. You can rewrite your papers as many times as you wish as long as the above conditions are met.

### Reading Critique

To help create a more informed class discussion, you will be required to compose a one-half page TYPED reading critique or discussion guide five times during the course of the semester. You can select the readings you wish to critique. I suggest that you focus your critiques on subjects that will become topics of your papers (and that you not procrastinate!). Your critique will be due on the day we discuss the reading in class.

Reading critiques MUST BE SUBMITTED BY EMAIL BEFORE CLASS.

### Minimum seminar preparation

In order to engage in this course, you are required to complete the assigned reading before each seminar. When you complete your reading, jot down the thesis of at least one of the chapters or articles. The instructor reserves the right to call on any and all students to share their thesis thoughts. Better yet, expand that sentence into a one-paragraph reading critique and turn it in for a point! To learn even more, write down all sorts of questions you have about the readings, large or small, seemingly important or even irrelevant, and ask away in class.

### Seminar Leader

At least once during the semester, you will enjoy the opportunity to lead the seminar. You will be responsible to give that day's reading extra attention and be prepared to launch our class discussion on the subject. It has been my experience that students prepare better (and discuss more freely) when their peers lead the discussion. I will take the last 30 minutes to ensure that the course objectives for that class have been met.

Typically, a student discussion reader will prepare a handout for the class. It might contain interesting quotations from the reading, questions to consider, charts or graphs you've created to best convey the material, vocabulary words that you think may be a challenge for your

classmates, etc. Feel free to be as creative as you wish, provided that you make sure the course content is covered in the process.

PLEASE come to office hours well ahead of your seminar for useful tips!

You will get to select the days on which you serve as seminar leader.

### Plagiarism

Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an “F” grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action. (Quotation taken from “College of Humanities Plagiarism Resources”). For more information on the definition of plagiarism, see <http://www.sfsu.edu/~collhum/?q=plagiarism-resources>

### Sexual Violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students.

To disclose any such violence confidentially, contact: The SAFE Place - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/) Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/> For more information on your rights and available resources: <http://titleix.sfsu.edu>”

### Emergencies

In case of emergency, the SFSU campus police telephone number is either 911 or 8-2222.

### Tutoring

Tutoring is available from the SFSU Learning Assistance Center (LAC) as well as from the instructor during office hours. The LAC is located in HSS 348. Their number is 338-1993.

### Special Needs

I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. You are invited to communicate with me at the outset of the course or at your discretion about any accommodations that will improve your experience of or access to the course.

SF State wishes you to know that students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email [dprc@sfsu.edu](mailto:dprc@sfsu.edu).

### Jewish Studies and our Learning Community

The success of our class depends on our ability to create an inclusive and safe learning community for all students. In any given class, we can usually count students with a high level of Jewish knowledge as well as those for whom this class is their first formal exposure to Jewish learning. We will have students who identify as Jews as well as those who do not. We might also enjoy students from a variety of denominational, political, and theological perspectives, Jewish and non-Jewish. In order to respect your classmates and improve your own learning experience, I ask that you open your minds to new and different perspectives. This is a place for intellectual discovery and I would like each of you to take advantage of it.

## Class Schedule

### Introduction to the Course:

#### **Monday, August 24, 2020 or August 31, 2020?**

Seminar: Jewish Studies and the Crayola Crayon Company, (Reader page 14).  
Reading: None

### Unit 1: Defining Antisemitism

#### **Wednesday, August 28, 2019**

Seminar: Defining Antisemitism

Reading:

Kenneth Marcus, The Definition of AntSemitism, chapter 1.

Matt Lebovic, "What's In A hyphen?," Times of Israel, 8/23/18. (Reader, p. 15).

#### **Monday, September 2, 2019**

**NO CLASS-Labor Day**

#### **Wednesday, September 4, 2019**

Seminar: Jew Hatred In The Ancient Period

Perry and Schweitzer, Antisemitism: Myth and Hate From Antiquity to the Present, chapter 1.

#### **Monday, September 9, 2019**

Seminar: Jew Hatred in the Medieval Period: The Blood Libel

Reading:

Phyllis Goldstein, A Convenient Hatred: The History of Anti-Semitism, chapter 5.

Selected images of blood libels (Reader, p. 21).

#### **Wednesday, September 11, 2019**

Seminar: Jew Hatred in the Medieval Period: The Black Death, Jews and Money

Reading:

Phyllis Goldstein, A Convenient Hatred: The History of Anti-Semitism, chapter 6.

#### **Monday, September 16, 2019**

Seminar: Enlightenment

Reading:

Phyllis Goldstein, A Convenient Hatred, chapter 9.

Documents: "A State Within A State, 1793," "The Jewish Mirror, 1819," "The Jewish Problem, 1843," "The Victory of Judaism Over Germandom, 1879." (Reader, p. 24).

#### **Wednesday, September 18, 2019**

Seminar: Oberammergau

Reading:

James Shapiro, Oberammergau, chapter 2.

#### **Monday, September 23, 2019**

Seminar: Dreyfus Affair

Reading:

Albert S. Lindemann, The Jew Accused, chapters 4, 5.

**Wednesday, September 25, 2019**

Seminar: The Protocols of Zion

Reading:

Stephen Eric Bronner, A Rumor About The Jews, chapters 4, 5.  
Selected Protocols, (Reader, p. 33).

**Monday, September 28, 2019**

NO CLASS-Yom Kippur

**Wednesday, October 2, 2019**

Seminar: American Antisemitism and the Exceptionalist Thesis

Reading:

Albert S. Lindemann, The Jew Accused, chapter 8.  
Zola and Dollinger, American Jewish History: A Primary Source Reader,  
documents 1.09, 2.04, 2.09.

**Monday, October 7, 2019**

Seminar: American Antisemitism: Leo Frank

Reading:

Albert S. Lindemann, The Jew Accused, chapter 9.  
Zola and Dollinger, American Jewish History: A Primary Source Reader,  
5.37-5.39.

**Wednesday, October 9, 2019**

Seminar: The Rise of Nazism

Reading:

David Crowe, The Holocaust: Roots, History, and Aftermath, chapters 3-  
4.

**Monday, October 14, 2019**

Seminar: The Shoah, 1939-1941

Reading:

David Crowe, The Holocaust, chapters 5-6.

**Wednesday, October 16, 2019**

Seminar: The Shoah, 1941-1945

David Crowe, The Holocaust, chapter 7.

**Monday October 21, 2019**

Seminar: The Shoah: How could it happen?

Reading:

Thomas A. Idinopulos, "Explaining the Unexplainable," (Reader, p 39).  
Thomas A. Idinopulos, "The Churches and Hitler," (Reader, p. 48).  
Daniel Goldhagen, Hitler's Willing Executioners, chapter 15, (Reader, p.  
60).

**Wednesday, October 23, 2019**

Seminar: Denying The Shoah

Reading:

Marvin Perry and Frederick M. Schweitzer, Antisemitism: Myth and Hate  
From Antiquity to the Present, chapter 5.

OPTIONAL: Watch the movie “Denial” about Deborah Lipstadt

**Monday, October 28, 2019**

Guest Seminar Leader: Professor Volker Langbehn  
Seminar: Facing Antisemitism: Post-War Germany  
Reading:  
TBA

**Wednesday, October 30, 2019**

Seminar: Contemporary Antisemitism: The African American Community  
Reading:  
James Baldwin, “Negroes Are Anti-Semitic Because They’re Anti-White,” (Reader, p. 81).  
Marc Dollinger, Black Power, Jewish Politics, chapter 3.

**Monday, November 4, 2019**

Seminar: The Protocols of Zion in the Contemporary Arab and Muslim World  
Reading:  
Selections from Webman, The Global Impact of The Protocols of the Elders of Zion

**Wednesday, November 6, 2019**

Seminar: Contemporary Antisemitism: On Campus  
Zoloth Letter and Gitlin reply, appearing in Ron Rosenbaum, Those Who Forget The Past, p. 258.  
SFSU Blood Libel poster, (Reader, p. 104).  
J Weekly, selected articles, (Reader, p. 105).  
Mondoweiss, selected articles, (Reader, p. 126).  
Open Hillel, Amicus Brief, (Reader, p. 142).  
David Schraub, “Attacking Hillel in Open Court...” (Reader, p. 158).

**Monday, November 11, 2019**

NO CLASS-Veteran’s Day

**Wednesday, November 13, 2019**

Seminar: Antisemitism in Uganda  
Special Guest: The Honorable Shadow Minister Rabbi Gershon Sizomu  
Reading:  
<https://www.youtube.com/watch?v=dYAjOt46qkI> (History of the Abayudaya).  
<https://www.youtube.com/watch?v=mMsnDdpRWnc> (Abayudaya Community Marks 100<sup>th</sup> Anniversary).

**Monday, November 18, 2019**

Seminar: Contemporary Antisemitism: White Supremacists  
Reading: Berenbaum, Not Your Father’s Anti-Semitism, chapter 14.  
Student leader chooses news articles

**Wednesday, November 20, 2019**

Seminar: Antisemitism and the Internet, Social Media  
Reading: Webman, The Global Impact of The Protocols, Chapter 9.

**Monday November 25, 2019**

**Wednesday, November 27, 2019**

NO CLASS-Thanksgiving

**Monday, December 2, 2019**

Seminar: Contemporary Antisemitism: Antizionism

Reading:

Kenneth Marcus, The Definition of Anti-Semitism, chapter 6.Jonathan Freedland, "Is Anti-Zionism Anti-Semitism?" appearing in Ron Rosenbaum, Those Who Forget The Past, p. 423.Judith Butler, "The Charge of Antisemitism," Those Who Forget The Past, p. 438.Cary Nelson, "Anti-Zionism as Anti-Semitism," Dreams Deferred, (Reader, p. 180).

Jill Jacobs, "How to Tell When Criticism Of Israel Is Actually Anti-Semitism." (Reader, p. 187).

**Wednesday, December 4, 2019**

Seminar: Contemporary Antisemitism: BDS

Reading:

Cary Nelson, BDS: A Brief History, Dreams Deferred, (Reader, p. 192).

Kenneth Marcus, "Is BDS Anti-Semitic?" (Reader, p. 197).

Ilan Troen, "The Campaign to Boycott Israeli Universities: Historical and Ideological Sources," (Reader, p. 206).

David Hirsch, "The American Studies Association Boycott Resolution, Academic Freedom, and the Myth of the Institutional Boycott," (Reader, p. 214).

Marc Dollinger, "Anti-Israel Boycott Movement is Misplaced," SF Chronicle, August 17, 2007. (Reader, p. 219).

**Monday, December 9, 2019**

Panel Discussion: Confronting Antisemitism in the Bay Area Today

**Wednesday, December 11, 2019**

Lecture: Jewish Studies and the Crayola Crayon Company

Adds:

Antisemitism in Trump's America

Ken Marcus talk

Contemporary Antisemitism: Fall 2020

Guest Lectures:

-ADL

-Ken Marcus

-Gershom

-Volker

-Ilana

-JCRC-community relations

-Kitty; Holocaust Lit.

-Shana Penn; Modern Poland

-An Israeli's perspective

-SFSU II: The Sequel equity and inclusion officer, Jewish campus life, Hillel

-The Protocols in the Arab and Muslim World

- Ari Kelman
- Tammi Benjamin
- Bruce Bramlett