

Original, Full Syllabus and Schedule, Spring 2020-----

Eng 380A – Spring 2020

Antisemitism and Racism in Literature

Dr. Holly Hamby

Office Phone: 615-329-8823

Class meets: MWF 1:00-2:45

Office: Park-Johnson 105

Location: PJ 209

Office Hours: MWF 11:00-1:00

Email: hhamby@fisk.edu

Writing Center Office Hours: Thursdays, 12:00-3:00

#### COURSE DESCRIPTION

This course is an exploration of the themes of antisemitism and racism in comparative literature. Students will be asked to analyze these themes across novels, plays, poetry, and propaganda materials.

\*\*\*\*The syllabus and schedule may be changed or adjusted at the discretion of the professor\*\*\*\*

#### REQUIRED TEXTS

Stoker, Bram. *Dracula*

Marlowe, Christopher. *The Jew of Malta*

Shakespeare, William. *Othello and The Merchant of Venice*

Chaucer, Geoffrey. "The Prioress's Tale" from *The Canterbury Tales*

*The Turner Diaries (PDF ONLY)*

*The Camp of the Saints (PDF ONLY)*

Any class materials presented over CANVAS or email are also required. I will include materials in online modules, which will be additional necessary materials, including excerpts from required readings not listed above. Follow the schedule to complete ALL readings.

## ACADEMIC DISHONESTY

Offering the work of another as one's own, without proper acknowledgement by documentation is plagiarism, regardless of whether the work is copyrighted or not: in some cases, proper permission is applicable (especially copyrighted works where liable), such as pictures that appear in a copyrighted work. Any student, who fails to give credit on the internet, or from the themes, reports, or other writings of other students, is guilty of plagiarism. Plagiarism can include global (cut and pasted, purchased papers from "paper mills," or papers written by other students or parents, which is collusion) incremental (patchworks of quotes or paraphrases "patched" together and presented as the student's own work); or accidental (where the student doesn't realize that cutting and pasting, incorrect citation, or lack of citation constitutes plagiarism). Students are also bound by Academic Integrity and the Honor Code as stated in the [Fisk University Student Rights and Standards of Conduct](#). If you are caught plagiarizing or cheating, you may receive an "E" for the assignment, and may receive an "E" for the course and face disciplinary proceedings.

## HONOR CODE

Honor is defined as personal integrity; possessing strong moral character or strength, and adherence to ethical principles. An adequate view of honor requires that one understand that although honor is an ideal, adherence to the ideal is the demonstration of true social and intellectual responsibility. Therefore, the University seeks to provide students with the opportunity to cultivate and practice standards of integrity and strength as demonstrated in the Fisk University Honor Code.

### ***Fisk Honor Code***

*The Honor Code at Fisk University is based on the expectation that students will not lie, cheat, or steal in academic and non-academic matters. It has a dual function of protection both academic and personal integrity and, applies to students' behavior on-campus and off-campus. Students are expected to abide by the Honor Code and not to tolerate actions by fellow students which breach the Honor Code.*

## ADA COMPLIANCE STATEMENT

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that "no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of, services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance."

Students with disabilities who qualify for academic accommodations must provide notification from Counseling Services and discuss specific needs with the instructor,

preferably during the first two weeks of class. Contact Counseling Services at 329-8776 to assist in arranging appropriate accommodations if you have a disability.

## STUDENT LEARNING OUTCOMES

### Student Outcomes:

At the end of this course you should be able to	Assessment
Analyze and write persuasive arguments about antisemitism and racism in literature from multiple literary perspectives.	Class participation In-Class Writing Essays Exams
Understand how to synthesize multiple primary and secondary sources into a cohesive and persuasive analysis	Essays In-Class Writing
Create persuasive arguments using effective and carefully analyzed literary and film source material	Class participation Essays Oral Presentations In-Class Writing

## COURSE REQUIREMENTS

### ESSAYS (60% total)

Papers must be handed in to the professor on or before the day scheduled. Work not submitted on time will receive a "zero". Unless previous arrangements are made, work should be turned in by class time on the due date.

Students are allowed one late paper for the semester. You will have until the next class period after the paper is due to turn in the late paper.. After you have taken your late paper for the semester, **no other late papers will be accepted.**

There will be two formal papers required in this class. These papers will be analytical/research papers written outside of class. Each essay is to be typed, double-spaced, 12-inch TNR font, and one inch margins (standard). I strongly suggest that you place your work on a flash drive with appropriate back up so that revisions can be done easier and quicker. Each essay will be turned in on the designated date and class time. I will grade these essays according to the set of criteria as outlined in a rubric specific to each assignment. They may only be turned in digitally via Canvas. I recommend that you visit the Writing Center for assistance as you draft these papers, as you will only turn in a final, polished draft to me.

**Essays are to be 7-10 pages. These minimum page counts DO NOT include any necessary Works Cited page/s.**

### **PARTICIPATION/IN-CLASS WRITING (10% total)**

You are expected to attend every scheduled class meeting, to be properly prepared for each day's discussion, and to join in class discussions thoughtfully and analytically, both as a respectful listener and as a speaker. As you are an adult, you will be held responsible for your own actions. Cell phones, laptops, tablets, music players, tape or digital recorders, or other electronic devices **MAY NOT BE USED DURING CLASS**, unless I specifically tell you to use them for research purposes. Please place them on "vibrate" and leave class if you need to answer your phone for emergency purposes. If you are engaged with a device (for example, texting), and do not put it away when asked to do so, I will deduct 3 points from your Participation grade. This will be strictly enforced--and repeated refusals to adhere to this policy may result in your dismissal from class for the day and a recorded absence.

You will also be required to bring outside research to class and write multiple short in-class responses over the course the semester, including answering study questions in every class. The dates we will write these papers are listed on the schedule. These informal papers are assessed for skill, but graded for completion. You can use the material you draft in these response papers in your final, polished essays, as directed. Your total grade from these research prompts and papers will comprise 50% of your participation grade.

If you need to discuss any issues pertaining to our class, please visit me during my office hours or contact me by email. If you contact me by email, please be advised that I only read and respond to student email during the day--do not expect emails sent at 2 a.m. to be answered until the next day. During the weekends I only check email a few times a day. However, if you have a serious emergency situation, please

contact me by any or all of the above methods! I have an open-door policy; I am here to help you, so don't be afraid to ask any question regarding our class.

### **EXAMS (30% total)**

Your midterm and final exams will ask you to critically analyze our course readings and write short answers and an essay in response. Missed exams may not be made up unless excused by serious emergency or official university business, and the makeup must be arranged before the examination date.

### **ATTENDANCE**

Attendance in class is strictly required by University policy. In each course, students who miss more than ten percent of the scheduled class meetings (including labs) due to unexcused absences will be in danger of failing the course. For a class that meets three times per week, the number of unexcused absences would be five class sessions; for a class that meets twice a week, three class sessions and for a class that meets once per week, two class sessions. More strenuous requirements may be applicable, as stated by individual instructors in their respective course syllabi.

In this class, attendance is taken at the start of each class meeting; a student must be present throughout the entire class to be considered present at all. (This means that you should not suddenly leave class without explaining before class that you need to leave for a legitimate reason). Students who are more than 5 minutes late to class will be considered TARDY. Be advised that 2 TARDIES is equal to one absence, and can severely impact your grade!

The student who accumulates more than three absences will have ten points taken off their final course grade for each absence after the third; the student who misses more than five class meetings and activities is normally ineligible for a passing grade. Un-excused absence limits apply no matter the student's reasons for absence. I will only excuse absences that are legitimate emergencies or are university-excused absences.

### **GRADING SCALE:**

A : 100-94	A- : 93-90	B+ : 89-87	B : 86-83	B- :
82-80	C+ : 79-77			
C : 76-73	C- : 72-70	D : 69-61	E : 60 and below	

## **SCHEDULE:**

<b>DATE</b>	<b>Class Activity</b>
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Week 1: 1/3/20

Friday: Introduction to the Course

Week 2 : 1/6/20-1/10/20

Monday: Intro Lecture: Why study antisemitism and racism in literature?

Wednesday: Intro to basic racism studies

Friday: Intro to basic antisemitism/white supremacists

Week 3: 1/13/20-1/17/20

Monday: Discussion: Cotler, Irwin “Global antisemitism...” (HANDOUT)

Is this based on reality? Myths and stereotypes.

Read together, in class: Excerpts from Gospel of John, Augustine of Hippo, John Chrysostom.

Read Lipstadt, excerpt from “Antisemitism: Here and Now” together in class.

Wednesday: NO CLASS: Dr. Hamby on official university business

Activity: Write your working definitions of both antisemitism and racism.  
(100 words max, have ready for class on Friday).

Friday: Review and discuss: Batuman and Oluo readings (on CANVAS)

Share and discuss our working definitions. What have we focused on? What is most important at this stage of our understanding?

Week 4: 1/20/20-1/24/20

Monday: No Class-MLK Day

Wednesday: Chaucer, “The Prioress’s Tale”

The Blood Libel

Friday: Begin Marlowe, *The Jew of Malta*

Week 5: 1/27/20-1/31/20

Monday: *Jew of Malta*

Wednesday: *Merchant of Venice*

Friday: *Merchant of Venice*

Week 6: 2/3/20-2/7/20

Monday: *Merchant of Venice*

Wednesday: *Othello*

Friday: *Othello*

Week 7: 2/10/20-2/14/20

Monday: *Othello*

Wednesday: *Othello*

Exam Prep—What have we learned from these early texts? How does antisemitism converge and depart with racism?

Friday: Midterm Exam

Week 8: 2/17/20-2/21/20

Monday: The Turn towards the Modern: Europe and Nationalism

Discuss: Excerpts from *The Protocols of the Elders of Zion* (CANVAS)

Wednesday: *Dracula*

Friday: *Dracula*

Week 9: 2/24/20-2/28/20

Monday: *Dracula*

Wednesday: *Dracula* and the turn of the century

Political Cartoons: Anti-immigration, racist, antisemitic, and...all three!

Friday: Intro to the 20<sup>th</sup> century

Pound, *Canto 50* (Canvas)

Nazi ideas about race and antisemitism (CANVAS)

Charters of The Muslim Brotherhood, Hamas, Hezbollah (CANVAS)

SPRING BREAK: During Spring Break, review additional information about the Holocaust, and worldwide receptions/explanations for it. Also, read as much of the Turner Diaries as you can, in prep for class. (Caution: it's a difficult read, because of the content. It is vile, and probably will make you uncomfortable at the least).

Week 10: 3/9/20-3/13/20

Monday: *Turner Diaries*

Wednesday: *Turner Diaries*

Friday: *Turner Diaries*

Week 11: 3/16/20-3/20/20

Monday: *Turner Diaries*

Wednesday: Translating to anti-immigrant as a smokescreen

*The Camp of the Saints*

Friday: *The Camp of the Saints*

Week 12: 3/23/20-3/27/20

Monday: *The Camp of the Saints*

Wednesday: *The Camp of the Saints*

Friday: Contemporary Texts and the Digital Age

Week 13: 3/30/20-4/3/19

Monday: Racist/anti-Semitic Genre Lit, especially sci-fi

Wednesday: The “New” Propaganda: White supremacist, ISIL, Farrakhan, Bl. Hebrews, Reptilians, etc.

Friday: NO CLASS—Dr. Hamby speaking at Conference

Week 14: 4/6/20-4/10/20

Monday:

Wednesday:

Friday:

Week 15: 4/13/20-4/17/20

Monday: Wednesday: Last Day of class!

Baldwin, “How the Jews became white”

Friday: Field Trip: The Sewanee Medieval Colloquium

Final Exam: