

Hi205 A/B
Antisemitism, Medieval to Modern
Syllabus
Spring 2019

Section 1: Mondays, Thursdays, 11:00-12:15, Canisius 202.

Section 2: Mondays, Thursdays, 2:00-3:15, Canisius 6.

Professor P. Behre

Office: 315 Canisius; ext. 2212

Hours: Mondays, Thursdays 4-5 p.m.

Wednesdays, 1:00-3:00 p.m.

Tuesdays, by appointment

E-mail: patrbehre@sbcglobal.net

I prefer to be contacted at my office phone or at the above e-mail only. Do not use Fairfield e-mail if you want to reach me quickly, though it is fine for routine matters (pbehre@fairfield.edu).

Course Overview

From the beginning of Christianity's dominance in Europe, the relationship between Christians and Jews has been a complex one. At once intent on preserving the Jews, while also insuring that their status remain degraded, the Church, Church leaders, and the sons and daughters of the Church developed, or allowed to develop, the systemic discrimination against Jews for which Europe is notorious. Born in the ancient world, tempered in the crucible of the Middle Ages, anti-Semitism was transformed, but somehow not obliterated between the 9th and the 19th centuries, neither by Christian schism, religious dissent, enlightened rationalism, or even modern secularization, as the events of the 20th century proved. The 21st century has even arguably seen a resurgence of anti-Jewish animus in the United States, Europe and around the world.

Yet despite this generally hostile history, Christians and Christian authorities have also worked for the Jews' protection and preservation in Europe. And in the Middle Ages, Christians and Jews often lived and worked alongside each other, in apparent, if limited, harmony. Their mutual history has also not been a static one, responding as it has to the major political, intellectual, and social shifts of this extended chronological period.

This course will survey this complex history, looking broadly at ten centuries of Jewish-Christian interaction in Europe (10th-20th centuries). The position of the Church, the State, and popular attitudes toward Jews will all be considered, in the light of various events and developments. These include (but are not limited to) the Crusades, the Black Death, expulsion orders, ghettoization, the Reformation, the Enlightenment, toleration and emancipation, the Dreyfus Affair, and the Holocaust. Contemporary anti-Semitism

will also be considered against this historical backdrop. Students will explore the history of Jewish-Christian relations using primary and secondary historical sources, literature and films.

Goals and objectives:

There are two complimentary goals: to consider this topic in depth, and to deepen students' understanding of the use of primary and secondary sources in historical inquiry.

By the end of the semester, it is hoped that students will:

- Have a significant understanding of Jewish-Christian interaction and of anti-Semitism within the history of Europe, up to the 20th century.
- Gain increased ability to read and analyze primary sources (critical thinking).
- Gain increased ability to read and analyze secondary sources, and understand historical debate among scholars (critical thinking).
- Gain increased ability to express themselves in written and oral form, through exams, papers, and presentations.

Readings:

The following books have been ordered by the campus bookstore. Additional readings may be put on reserve at DiMenna-Nyselius Library. All are required.

Burns, Michael, *France and the Dreyfus Affair: A Documentary History*.

Chazan, Robert, *Church State and Jew in the Middle Ages*.

Goldestein, Pyllis, *A Convenient Hatred*.

Halie, Philip, *Lest Innocent Blood be Shed*.

Po-chia-Hsia, R., *Trent 1475: Stories of a Ritual Murder Trial*.

Rampolla, M., *A Pocket Guide to Writing in History*.

Trachtenberg, Joshua, *The Devil and the Jews*.

Requirements:

Students are required to attend all class sessions, and to complete all reading assignments on time. A pattern of repeated unexcused absences (more than 4) will result in a lowering of the class participation grade.

Class participation is assessed on the basis of the following factors: attendance, demonstrated command of assigned reading, ability to engage in meaningful discussion with other students and the professor, performance in oral presentations (see below). All of these factors depend, obviously, on regular attendance.

There are two oral assignments which are specifically graded: a group leading of discussion of a given week's reading (in randomly assigned small groups); and an oral

presentation (5-10 minutes) on antisemitism in an assigned contemporary setting (in self-selected teams). The due dates for these are listed below in the weekly schedule.

Written work consists of one in-class test; one paper (5-7 pp.); and a final examination.

Note that absences will be excused only for serious illness or emergency (as explained in written communication from an appropriate university official). Make-ups or paper extensions are subject to the same rules. Late papers are penalized at the rate of one-third of a letter grade for each day of lateness. I do not accept papers by e-mail. Any assigned work not completed by the end of the course (72 hours after the final exam) will be given a grade of 0 and the overall grade computed accordingly. Grades of incomplete are allowed only with a formal note from the Dean's office and prearrangement with the professor.

Grades

Grades will be determined as follows:

Class Participation (professor's subjective assessment).....	10%
Group leading of discussion (randomly assigned groups).....	10%
Oral reports on Contemporary Antisemitism (self-selected teams).....	10%
In-class test	20%
Paper (including prospectus and preliminary bibliography).....	20%
Exam	30%

Weekly Schedule:

Week 1 (January 24):

NOTE: Optional attendance at Opening Reception for exhibit, *Ghosts: French Holocaust Children*, Walsh Gallery in the Quick Center, 5:30-7 p.m., Wednesday, January 23. We will be visiting this exhibit and meeting the artist later in the semester.

-- Introduction to the course.

Reading: Goldstein, Chapters 1, 2.

Week 2 (January 28, 31):

-- In the Beginning: Jews, Pagans, and Early Christianity.

--The Medieval World: The Church/The State.

Reading: Trachtenberg, J., *The Devil and the Jews*, pp. 1-100

Chazan, R., *Church, State, and Jew in the Middle Ages*, pp. 1-53.

Week 3 (February 4,7)

-- Meet at the Walsh Gallery during regular class time.

--Required Evening Event: The Samuel and Bettie Roberts Lecture on Jewish Art: "Ghosts: A Meditation on the Holocaust and Antisemitism," Robert Hirsch, Dolan School of Business Dining Room, Wednesday, February 6, 7:30 p.m.

-- Guest Appearance: Robert Hirsch, artist of *Ghosts: French Holocaust Children*, in class.

Reading: Goldstein, Chapter 4; Chazan, pp. 53-95; 113-132.

Week 4 (February 11, 14)

-- Blood: Jews, Christians, and Popular mythology.

--Discussion.

Reading: Goldstein, Chapter 5; Trachtenberg, pp. 101-221. Chazan, pp. 133-166.

Group 1 leads discussion.

Week 5 (February 19, 21)

NOTE: MONDAY CLASSES MEET ON TUESDAY THIS WEEK.

-- Renaissance and the Jews in Italy.

-- Discussion.

Reading: Goldstein, Chapter 6; Po-chia Hsia, R., *Trent 1475*, Introduction and chapters 1-5.

Group 2 leads discussion.

Week 6 (February 25, 28)

-- Expulsion from Spain, 1492.

-- Discussion.

Reading: Hsia, chapters 6-11 and epilogue.

Group 3 leads discussion

Week 7 (March 4, 7):

-- **In-class Test, Monday March 4.**

--TBA.

Reading: Catch up and review for test. Begin consideration of papers.

Week 8 (March 11, 14):

-- The Reformation and its impact on Jewish-Christian relations.

-- **Oral Reports on Contemporary Antisemitism (in self-selected teams).**

Reading: Goldstein, Chapters 7, 8.

Week 9 (March 18, 21):

NOTE: NO CLASS; spring break.

Week 10 (March 25, 28):

-- Was the Enlightenment enlightened?

-- Discussion.

Reading: Goldstein, Chapters 9, 10, and 11. Enlightenment documents TBA.

Group 4 leads discussion.

Week 11(April 1, 4):

-- Film: *The Gentleman's Agreement* .

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Discussion.

Reading: Goldstein, Chapters 12 and 13; Burns, *France and the Dreyfus Affair*, pp. 1-87.

Week 12 (April 8, 11):

-- The Dreyfus Affair and Dreyfus.
-- Race and Eugenics.

Reading: Burns, pp. 87-150.

Week 13 (April 15, 18):

-- **Panel Discussion: Antisemitism today; Guests: Dr. Ellen Umansky, Carl and Dorothy Bennett Professor of Judaic Studies; Rabbi James Prosnit, Congregation B'nai Israel and Campus Ministry; Dr. Behre.**

-- Mechanics and questions on the paper./Discussion.

Reading: Halie, *Lest Innocent Blood be Shed*, begin.

Week 14 (April 25):

NOTE: No class Monday; Easter Break ends at 4:45 p.m.

-- Shoah/ Discussion.

Group 5 leads discussion.

NOTE: Papers due Thursday, April 25, in class.

Reading: Halie, finish.

Week 15 (April 29):

-- Discussion/Final Thoughts.

Required evening event this week: Film, *Weapons of the Spirit*, place and time TBA.

Exams:

Section 1: Monday, May 6, 8 a.m. in regular classroom.

Section 2: Monday, May 6, 11:30 a.m. in regular classroom.

GUIDELINES ON ACADEMIC HONESTY

Fairfield University History Department

PLEASE REMEMBER: Fairfield University is committed to a policy of academic honesty. All use of others' words or ideas must be noted with proper quotation and either footnotes or endnotes. This includes use of material from websites when allowed by the instructor. ANY plagiarism is grounds for failure, not only for the assignment in question, but for the course as well. This includes overly close paraphrasing or extended use of another author's narrative, even with citation.

If you have any questions at all about this, please see the instructor BEFORE the assignment is due.

Students are often confused by just what constitutes plagiarism. When the ideas or writings of others are presented in assignments, these ideas or writing should be attributed to that source. Special care should be taken, when cutting and pasting materials, or when paraphrasing, to cite sources correctly and to use quotation marks around exact words from source materials. Actions that result in plagiarism may be intentional or unintentional. Consequently, students must understand the concept of plagiarism. When reading, processing, or using materials from any source, appropriate documentation is always essential. Resources such as the library (ext. 2178) and the writing center are available on campus to assist you. You are encouraged to take advantage of these resources.

The official Fairfield University statement on plagiarism includes the following, which I will enforce: "in all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include but are not limited to...plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course...In the event of

such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an “F” for the course itself.” This includes the failure to quote or cite quotations from another source.