

<b>Course Title:</b>	<b>CONTEMPORARY GLOBAL ANTISEMITISM &amp; POLICY</b>
<b>Instructor:</b>	<b>Dr. Stephen Sussman</b>
<b>Course Level</b>	<b>Undergraduate</b>
<b>Type of Course</b>	<b>Seminar</b>
<b>Semester/Year:</b>	
<b>Class Days, Times:</b>	<b>TBA</b>
<b>First Day of Class:</b>	
<b>Last Day of Term:</b>	
<b>Classroom/site:</b>	<b>TBA</b>
<b>Phone:</b>	<b>561.758.9103 (Cell)</b>
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<b>Office Hours:</b>	<b>MWF 9:00am-12pm</b>
<b>Office location:</b>	<b>Barry University 9123 N. Military Trail, Palm Beach Gardens</b>

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## ACADEMIC INFORMATION

**Course Description:** This course is an overview of contemporary global antisemitism, and its political, cultural, and social formulation that created/creates an environment fostering defacto and dejure antisemitic policies, and cultural attitudes. Antisemitism is one of the oldest forms of discrimination and hatred. The course will address its definition, its historical, political, economic, and global manifestations, and anti-Zionism as antisemitism. The readings and resources for this course will draw from a wide range of disciplines, including sociology, political science, history, and philosophy.

**Course Objectives:** This course is intended to be a learning experience as well as a guide to the better understanding of contemporary global antisemitism as related to political, cultural, and social formulation, with the following objectives:

- 1) Identify how globalization affects contemporary antisemitism.
- 2) Understand the history of antisemitism.
- 3) Define the political processes that lead to global antisemitism.
- 4) Explain the economic, social, and cultural impact of antisemitism.
- 5) Compare and analyze the connection between anti-Zionism and antisemitism.
- 6) Evaluate appropriate courses of action for addressing antisemitism.

### **Required Readings:**

**Small, C. (2013). *Global Antisemitism : A Crisis of Modernity*. Boston: Brill.**

Amazon review: This volume contains a selection of essays. The essays are written by scholars from a wide array of disciplines, intellectual backgrounds, and perspectives, and address two inter-related areas of focus: global antisemitism and the crisis of modernity currently affecting the core elements of Western society and civilization. Rather than treating antisemitism merely as an historical phenomenon, the authors place it squarely in the contemporary context.

**Small, C., (2014) *Global Antisemitism: A Crisis of Modernity: Volume V: Reflections (Volume 5)***

**Recommended Readings:** Wistrich, R. (2010) *A Lethal Obsession: Antisemitism – From Antiquity to the Global Jihad*. New York: Random House. An examination of the long history of anti-Semitism, from the

THIS PROPOSED SYLLABU IS A WORK-IN-PROGRESS, AND NOT FOR GENERAL PUBLICATION. THE SYLLABUS IS A REQUIRED ASSIGNMENT FOR ISGAP-OXFORD. NOT FOR GENERAL PUBLICATION

first recorded pogrom in 38 BCE to its shocking and widespread resurgence. The text explains the causes behind this form of hatred and offers a look at how it may shake and reshape the world in years to come. James Carroll, *Constantine's Sword: the Church and the Jews: A History* (Boston: Houghton Mifflin, 2002)

**Link to bookstore:** <http://www.barry.edu/bookstore/>

**PACE Philosophy:** The School of Professional and Career Education supports the Barry Mission by addressing the unique needs of adult learners. PACE recognizes the rich experience adult learners bring to the classroom by incorporating that experience into the curriculum. PACE provides adult learners with research tools and analytical strategies with which to connect their experience to a broader body of knowledge and truth. Finally, PACE encourages adult learners to apply what they learn in the classroom to real-world solutions in their careers, their families, and their communities.

**Relationship of Course to Barry University Mission Statement:** This course fulfills the Barry University Mission by providing and developing analytical and critical thinking skills which are aimed at an appreciation and understanding of the political, economic, cultural, and social institutions that are used to affect change, and develop policies which seek to transform society in the pursuit of equity and social justice. The entire Barry University Mission Statement can be accessed at: <http://www.barry.edu/about/mission/>

**Course Learning Outcomes Table:**

<b>Learning Outcome:</b> Upon completion of this course the student will...	<b>Assignments</b>	<b>Assessment Weighting</b>
Identify how globalization affects contemporary antisemitism	Essays (5-6 pages)	30% (10% each x 3)
Understand the history of antisemitism.	Term Paper (12-15 pages)	20%
Define the political processes that lead to global antisemitism.	Class Participation	10%
Explain the economic, social, and cultural impact of antisemitism.	Chapter/Article PPT Presentation (Brill text)	20%
Compare and analyze the connection between anti-Zionism and antisemitism.	Final Exam	20%
Evaluate and develop appropriate courses of action for addressing antisemitism.	<i>NOTE: Each assignment may cover more than one Learning Outcome.</i>	

**Learning methods:** This course will employ a combination of lectures, individual and group discussions, videos, written projects, oral/video presentations, and examinations.

## **ASSIGNMENTS**

### **Chapter/Article Presentations (Small text)**

Each student will be assigned one chapter/article from the Small text. Students will present an overview of the article, and lead the class in a critical discussion. The instructor will serve as the facilitator. Student participation is required. Students must use PPT, with a minimum of 5 slides, not including title and sources.

### **Essay Assignments**

The Essay Assignments are to be answered by each person, without assistance from any member of the class. These short essays should be 5-6 pages (double spaced), and structured in ESSAY format, including proper citations (APA). The material for the essays should primarily come from the Small textbook. However, if you also use ancillary sources, they must be peer-reviewed sources from the Barry library or the online library.

Essay Assignment-1: What is meant by the Conceptual Approaches to the study of a contemporary antisemitism? Your essay must provide specific reference to the chapters/articles through page 140 in the text. Cite from at least 5 articles in section-1 of the text.

Essay Assignment-2: Discuss the Intellectual Environment as it relates to the study of contemporary antisemitism? Your essay must provide specific reference to the chapters/articles from page 141 through page 114 in the text. Cite from at least 3 articles in section-2 of the text.

Essay Assignment-3: Discuss Global Antisemitism as it relates to the study of contemporary antisemitism? Your essay must provide specific reference to the chapters/articles from page 215 through page 350 in the text. Cite from at least 5 articles in section-3 of the text.

### **Term Paper:**

Each student will select a unique aspect of antisemitism. It could be either historical, political, economic, social. The instructor must approve the topic. Students must use at least 8 sources. Only peer-reviewed, academic sources are acceptable. Two of those sources must be your textbooks. The paper must be written in consultation with the instructor

By the third week, each student should provide me with a short (one-paragraph) description of the specific topic selected. I will review, and give you feedback. I must approve the topic before you start writing the term paper.

### **Submission Requirements**

The paper must be 12-15 pages in length, with standard font and font size. Full citation is expected, with a minimum of eight academic sources (two sources can be from the textbooks. The Barry online library is an excellent source for academic sources. (A general Google search and Wikipedia are not academic sources.) Cite all references using the APA citation style. This paper should reflect college-level work in content, appearance, organization, grammar, and effort. Students will do a term paper presentation in the 8<sup>th</sup> week of the course.

**Final Exam:** The Final Exam will consist of short essays and short answers.

All work must be completed before the end of the term. This course requires you to take an active role in your learning, so email me if you have any questions or concerns.

See the Course Schedule for assignment deadlines.

**About Your Professor:** Dr. Stephen Sussman is an Associate Professor of Public Administration at Barry University. Faculty Bio

- <https://www.barry.edu/ace/about/bio/stephen-sussman.html>

**Undergraduate Grading Criteria Table:**

Achievement	Grade	Percent	Honor Points
<b>Superior</b>	A	94 – 100	4.00
	A-	90 – 93	3.70
	B+	87 – 89	3.40
<b>Average</b>	B	83 – 86	3.00
	B-	80 – 82	2.70
	C+	75 – 79	2.40
<b>Below Average</b>	C	70 – 74	2.00
	D	60 – 69	1.00
<b>Failure</b>	F	0 – 59	0.00

**Course Schedule**

**Text based summaries for each chapter will be posted on the Canvas site.**

**The text; Small, C. (2013). *Global Antisemitism : A Crisis of Modernity*. Boston: Brill**

**WEEK 1:**

**Review of the syllabus and course requirements.**

**I. CONCEPTUAL APPROACHES**

“New Europe,” Holocaust Memory, and Antisemitism  
pp.: 17–25 (9) (Brill text)

Antisemitism and Anti-Capitalism in the Current Economic Crisis  
pp.: 27–35 (9) (Brill text)

How Do We Put an End to Antisemitism? No, Really, How Do We?  
p.21 (Reflections text)

Arab and Islamic Antisemitism  
p.29 (Reflections texts)

Please read prior to the first day of class. We will discuss this survey at our first meeting.

Link: <http://bit.ly/1w2mfTI>

Publication: Discrimination and Hate Crime Against Jews in EU Member States: Experiences and Perceptions of Antisemitism

Please review (It is too long to read by the first meeting) before the first day of class. We will discuss this survey at our first meeting.

Link:

<http://fra.europa.eu/en/publication/2013/discrimination-and-hate-crime-against-jews-eu-member-states-experiences-and>

Publisher's review: This FRA survey is the first-ever to collect comparable data on Jewish people's experiences and perceptions of antisemitism, hate-motivated crime and discrimination across a number of EU Member States, specifically in Belgium, France, Germany, Hungary, Italy, Latvia, Sweden and the United Kingdom. Its findings reveal a worrying level of discrimination, particularly in employment and education, a widespread fear of victimisation and heightening concern about antisemitism online.

Video: Holocaust Denial Criminalization/Oxford University Debate with Professor Charles Small.... <https://youtu.be/pz5bbcYuGcM>

We will watch and discuss this video in class. However, you are also encouraged to view it prior to the class meeting.

## **WEEK 2:**

**Essay-1 Due**      Essay Assignment-1: What is meant by the Conceptual Approaches to the study of a contemporary antisemitism? Your essay must provide specific reference to the chapters/articles through page 140 in the text. Cite from at least 5 articles in section-1 of the text. . (Specific writing instructions are posted in this syllabus.)

Video: Crisis Rising: Antisemitism.... <https://youtu.be/LxB232aUUHQ>

We will watch and discuss this video in class. However, you are also encouraged to view it prior to the class meeting.

Equations in Contemporary Anti-Zionism: A Conceptual Analysis  
pp.: 37–44 (8) (Brill text)

Antisemitic Metaphors and Latent Communication  
pp.: 45–49 (5) (Brill text)

Economic and Behavioral Foundations of Prejudice  
pp.: 51–67 (17) (Brill text)

The History and Psychological Roots of Antisemitism Among  
Feminists and Their Gradual Stalinization and Palestinianization  
p. 37 (Reflections text)

The Rabbi and the President: “Don’t Give Us the Holocaust at the  
Expense of Israel”  
p. 49 (Reflections text)

### **WEEK 3:**

#### **Term Project Topic Due**

Listen to the US Supreme Court, Oral Argument in:  
Shaare Tefila Congregation v. Cobb  
481 US 615 (1987)

Click this link: <https://www.oyez.org/cases/1986/85-2156>

**Facts of the case:** After its Maryland synagogue was painted with anti-Semitic slogans and symbols, the Shaare Tefila Congregation brought a suit charging the white defendants with racially discriminatory interference with property rights under 42 U.S.C. Section 1982. The Maryland District Court dismissed the claims, maintaining that white-on-white violence was not racially discriminatory.

**The US Supreme Court was ask to decide this question:** Did the white defendants exhibit racially motivated discrimination in violation of the federal statute?

The Definition of Antisemitism  
pp.: 97–109 (13) (Brill text)

Embracing the Nation: Jewish Assimilationist and Anti-Zionist Responses to Modernity  
pp.: 111–117 (7) (Brill text)

Modern Capitalist Society, Competing Nation States, Antisemitism and Hatred of the Jewish  
State  
pp.: 133–138 (6) (Brill text)

Making History: Engaging, Educating, and Empowering Faculty to Address Issues of  
Antisemitism in the Academy  
p.83 (Reflections text)

## **II. THE INTELLECTUAL ENVIRONMENT**

## **WEEK 4:**

**Essay-2 Due**      Essay Assignment-2: Discuss the Intellectual Environment as it relates to the study of contemporary antisemitism? Your essay must provide specific reference to the chapters/articles from page 141 through page 114 in the text. Cite from at least 3 articles in section-2 of the text. . (Specific writing instructions are posted in this syllabus.)

Fighting Antisemitism in the Feminist Community  
pp.: 139–148 (10) (Brill text)

Campus Antisemitic Speech and the First Amendment  
pp.: 149–158 (10) (Brill text)

NGOs and the New Antisemitism  
pp.: 171–186 (16) (Brill text)

Struggles over the Boundaries of Legitimate Discourse: Antizionism,  
Bad-Faith Allegations and The Livingstone Formulation  
p. 89 (Reflections text)

The Language of the New Antisemitism  
p. 95 (Reflections text)

## **WEEK 5:**

### **III. GLOBAL ANTISEMITISM: PAST AND PRESENT**

- Video: Antisemitism in the 21<sup>st</sup> Century.... <https://youtu.be/ynktmneLRi4>  
We will watch and discuss this video in class. However, you are also encouraged to view it prior to the class meeting.

Antisemitism and Anti-Zionism in the “New” South Africa: Observations and Reflections  
pp.: 213–221 (9) (Brill text)

The Politics of Paranoia: How—and Why—the European Radical Right Mobilizes Antisemitism,  
Xenophobia, and Counter-Cosmopolitanism  
pp.: 223–236 (14) (Brill text)

Penalizing Holocaust Denial: A View from Europe  
pp.: 237–256 (20) (Brill text)

The EU, the Middle East, and Antisemitism  
p. 105 (Reflections text)

The Unique Nature of Palestinian Antisemitism: A Foundation of Palestinian National Identity  
p. 115 (Reflections text)

### **WEEK 6:**

**Essay-3 Due** Essay Assignment-3: Discuss Global Antisemitism as it relates to the study of acontemporary antisemitism? Your essay must provide specific reference to the chapters/articles from page 215 through page 350 in the text. Cite from at least 6 articles in section-3 of the text. (Specific writing instructions are posted in this syllabus.)

Post-war Antisemitism: Germany's Foreign Policy Toward Egypt  
pp.: 283–290 (8) (Brill text)

Great Expectations: Antisemitism and the Politics of Free-Speech Jurisprudence  
pp.: 291–296 (6) (Brill text)

A Brief History of Iberian Antisemitism  
pp.: 297–304 (8) (Brill text)

Modern Antisemitism and National Identity  
p. 131 (Reflections text)

### **WEEK 7:**

Video: 24 Days – Film Trailer...<https://youtu.be/BkZmgLiwzfU>  
Please watch the trailer prior to the week-7 class meeting. We will watch the full video in class. You will be required to answer a series of film-specific questions to aid in class discussion.

Antisemitism in Contemporary Poland  
pp.: 305–317 (13) (Brill text)

Antisemitism According to Victor Klemperer  
pp.: 327–333 (7) (Brill text)

Two Thousand Years of Antisemitism: From the Canonical Laws to the Present Day  
pp.: 345–349 (5) (Brill text)

Progress in Combating Antisemitism at the International Level  
p. 141 (Reflections text)

The Effect of the Resurgence of Antisemitism on Holocaust Survivors  
p. 147 (Reflections text)

### **WEEK 8:**



## **Term Paper and presentation due, Final Exam**

**NOTE:** This syllabus is a guide to students. The professor reserves the right to change, alter, or amend items in this syllabus if circumstances indicate a change is warranted.

## **General Information**

### **Learning Environment Policy**

All students are expected to support the university's commitment to provide an effective learning environment. Any behaviors and/or events determined to be detrimental to success in any Barry University related academic pursuit, at a location where the Barry University learning process takes place, are prohibited. This includes, but is not limited to, language used in the classroom and online forums, timely postings to forums, and responding to forum postings as outlined on the course web site.

### **Attendance Policy**

Students are expected to participate in all classes and activities, synchronous and asynchronous. Non-attendance and lack of participation will affect your grade. Research suggests that attendance is strongly correlated with course grades. Therefore, attendance can only aid your learning and your grade. If you have to miss a synchronous session, you will need to review the recorded session for content, assignments, and timeline adjustments.

### **Withdrawals**

To withdraw from a course after the first week of classes, students must complete a withdrawal form or notify, in writing, their academic advisor before the date published in the PACE academic calendar (<http://barry.edu/acescheduling>). There is no refund after withdrawing from a course.

### **Incompletes**

On occasion, because of an emergency, a student cannot complete the course during the regular session. An incomplete grade may be given (at the instructor's discretion) only to a student who has been attending classes on a regular basis and submitting assignments and tests promptly. An incomplete grade must be made up within the session following its receipt. It is the student's responsibility to request an incomplete, and to arrange with the instructor for satisfactory completion of course requirements. Refer to the Student Bulletin for the Incomplete Grade Policy.

### **Class Cancellation Policy**

Students are expected to attend classes, be they face-to-face, synchronous or asynchronous. If a synchronous session is canceled, your professor will make every effort to contact you.

### **Make-ups and Late Work**

You are required to complete assigned tasks on the specified dates. Any conflict of schedule should be brought to the instructor's attention during the first week of classes. You can only miss an assignment/exam if you have:

- a) Notified the instructor in writing/phone BEFORE the assignment/exam and has obtained permission,
- b) You submit supporting documents subsequently, as applicable.

### **Academic Dishonesty Policy**

Cheating is defined as the attempt, successful or not, to give or obtain aid or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker, including information found through the Internet. Typical penalties include: resubmitting the assignment or taking a new examination; a failing grade on the assignment or examination; or a failing grade for the course. Please review this policy in the Barry University Student Handbook at <http://www.barry.edu/student-handbook/>

Barry University's School of Professional and Career Education has a license agreement with Turnitin.com, a service that helps prevent plagiarism in student assignments. Instructors may use Turnitin to help review some or all assignments in this course. By taking this course you are agreeing that your assignment submissions can be submitted to and screened by Turnitin for originality rating and notation of possible text or contextual matches with other source documents. Turnitin does not make any determination of plagiarism. Rather, it identifies parts of an assignment that may have significant matches with other source documents found on the Internet, in the Turnitin database, or from other sources.

Documents submitted to Turnitin.com will become part of a database used for comparison with other papers submitted for analysis. Thus, having your paper in the database will protect you from having others inappropriately use your scholarly work.

### **Inclusive Community**

Embracing a global worldview, the University nurtures and values cultural, social, and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

### **Disability Statement**

The Office of Disability Services provides information, advocacy, and academic accommodations to students with documented disabilities. To register, call 305-899-3488.

Barry University is committed to ensuring that students with physical and learning disabilities receive protections and equal access to programs and services as outlined by the 1990 Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. This policy includes the design and delivery of online courses so that the access to a curriculum of learning for the disabled student is reasonably equivalent to that which is provided for the non-disabled student.

To be eligible for disability-related services, students must have a documented disability as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students must request assistance first from Barry University's Office of Disability Services. <http://www.barry.edu/disabilityservices/default.htm>

The Office of Disability Services at Barry University will arrange for any accommodations that are reasonable and do not compromise academic standards or places a prohibitive financial burden on the University. Accommodations might include:

- Adaptive technology
- Enlargers
- Textbook scanning

- E-book adaptation

Canvas, as a course management system, is designed to meet a variety of world accessibility requirements, including Section 508, Section 504 and W3C. Canvas supports the use of assistive technologies such as screen readers, text magnifiers and speech-to-text solutions.

### **Communication Policy**

Students are required to communicate through Barry e-mail (MyMail). Any new email from the instructor will be sent to your Barry email address. You should check your email **at least once a day**. All emails will be acknowledged within **48 hours**.