

Bennett College
WS 203—Special Topics –
Introduction to Critical Antisemitism Studies
Fall 2018

Instructor: Dr. Valerie Ann Johnson
Office: Merner 20
Office Hours: **T/TR:** 1:00-2:15pm **W:** 10am-12pm; 1-2pm and by appointment
Telephone: 336-517-2233
Email: vajohnson@bennett.edu
Class Times: Wednesdays – 2:00-5:00 pm
Classroom: Global Learning Center – Classroom -TBD
Textbooks:
Reserved Readings
Prerequisites: None

Course Description: This three-credit course introduces students to the field of critical antisemitism studies. As an introductory course, students will be provided with an overview of the foundational scholarship in critical antisemitism studies. Attention will be given to the salient theories and arguments that are necessary to obtain a thorough understanding of this emerging academic discipline. The global nature of this scholarship will also be a key aspect of the course.

Course Objectives

- 1) Examine in-depth selected writings that are foundational to antisemitism studies
- 2) Provide students with opportunities to engage in critical discussions of the basic ideas and principles that come out of our survey of literature in antisemitism studies.
- 3) Provide students with a forum where they can articulate their own critiques of antisemitism studies through writing, survey research and oral presentations
- 4) Improve students' ability to connect close readings of their texts with their own written expression.

Expected Student Outcomes

Upon completion of this course, students should be able to:

- 1) Propose, develop and write about an issue pertinent to critical antisemitism studies and perspectives utilizing learned analytical frameworks.
- 2) Articulate their positions on a variety of issues pertinent to critical antisemitism studies through different genres of scholarly production.
- 3) Analyze current issues from an interdisciplinary perspective based on their understanding of critical antisemitism studies.
- 4) Demonstrate through completion of their assignments their ability to closely read assigned texts and social media materials

Requirements:

Grading will be done on a 100-point scale, with number of points obtained divided by the total possible used to compute the percentage score. 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%=F. Grade components and their relative values are:

Midterm or Paper	20 points
Critical Essay	10 points
Survey Exercise	10 points
Personal Journey Project	20 points
Media Critique	10 points
Participation	10 points
Final Exam	20 points
Total	100 points

Attendance/Participation Policy

We adhere to the attendance policy as set forth in the College Catalogue. Students are expected to attend all classes (**on time**) and will be held responsible for all material discussed in each class, whether or not the student actually attended class. Your participation grade will be derived from attendance in class, participation in class activities as well as the

completion of course assignments. Students will be dropped from this course for excessive absences. Excessive absences mean failure to attend 80% of scheduled class meetings. In our case students must attend 24 classes, not missing more than six (6) classes. A student dropped from a course for excessive absences will receive a failing grade. If you are dropped from this course you may appeal through the College's Due Process procedure.

Exams (40 points)

The midterm and final exams (totaling 40 points) are designed to measure how well you know and understand the material covered in class. The midterm and final exams will consist of a mixture of objective and subjective questions in short answer, identification, and essay format. The study guide for the final will be distributed the last day of class. Exam dates: **Midterm or Paper –; Final or Paper–**

Critical Essay (10 points)

Students will be given the opportunity to write a 2-3 page essay on an issue generated from the class material (lectures, readings, videos). Your essay will need to be based on feminist perspectives. Essays will need to include the following components: introduction, thesis statement, coherent argument/discussion, conclusion and bibliography. **Due:**

Survey Exercise (10 points)

For this assignment students will create a short survey on antisemitism on a local college campus based on the course materials. You are to do this in pairs and present your findings to the class. **Due:**

Documentation Project (20 points)

You are to develop a project that reflects your unfolding understanding of antisemitism. The completed project will be shared with our Bennett Community at a venue on campus. This can be a multimedia reflection that includes personal reflection, researched material, visual representations and what you determine necessary for someone to understand what you gained from taking this course. **Due:**

Visual Media Critique (10 points)

For this assignment you are to review and critique a selection from media sources (film, television, radio) that exemplifies one of the issues generated by our class. **Due:**

Extra Credit

A total of five events and activities that do not count for ACES credit can be used for extra credit subject to instructor's approval.

Schedule of Readings and Course Activities

BEGINNINGS: WEEK 1 (AUGUST 20TH-24TH) - DEFINING THE FIELD OF CRITICAL ANTISEMITISM STUDIES

"Start with what you have and begin." (Lynda D. Edwards)

INTRODUCTION TO THE COURSE - OVERVIEW OF CRITICAL ANTISEMITISM STUDIES

In-class Reading/Writing Assignment – Charles Asher Small, *Global Antisemitism: A Crisis of Modernity* (New York, 2014)

Alexander Tthesis, "Dignity and Speech: The Regulation of Hate Speech in a Democracy," *Wake Forest Law Review*, 2009

<https://freebeacon.com/issues/anti-semitism-soars-u-s-college-campuses/>

Kimberlé Williams Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" - <https://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>

Alan Dershowitz, "Intersectionality"

Questions to Consider: What is Antisemitism? What do we mean by Critical Antisemitism Studies? Why take a global perspective?

Exercise: What is antisemitism? - Index card activity

MODULE ONE: WEEKS 2- 4 (AUGUST 27TH -SEPTEMBER 14TH) - CONNECTIONS: DIASPORA CROSSINGS - PEOPLE IN ODYSSEY

"If you want to go fast, go alone. If you want to go far, go with others." (African Proverb)

[The Geopolitical Context of Jewish Diaspora](#)

[The Longest Hatred - documentary](#)

Readings: Influence of Political Islam in the Academy

Martin Gilbert - *The Atlas of Jewish History*

Activities: What's in Our Archive? Documenting our journey to understand antisemitism

Critical Essay Assignment -

Response to film, *24 Days*

MODULE TWO: WEEKS 5-8 (SEPTEMBER 10TH -OCTOBER 5TH) - JEWISH/BLACK RELATIONSHIPS IN A GLOBAL CONTEXT

MIDTERM EXAM - OCTOBER 3RD, 2018

"It is never too late to be what you could have been." (George Eliot)

[INTERCONNECTED HISTORIES - BLACK AND JEWISH RELATIONS](#)

Readings: Chapter from Paul Gilroy's *Black Atlantic*

James Baldwin, "A Talk to Teachers" - Delivered October 16, 1963 as "The Negro Child - "His Self-Image" (originally published in *The Saturday Review*, December 21, 1963, reprinted in *The Price of the Ticket, Collected Non-Fiction 1948-1985*, Saint Martins, 1985)

Activities: Shared vocabulary Exercise

Katya references problematizing "ghetto" - Clarks

MIDTERM EXAM: October 3rd in-class/paper due (no, you cannot take this test early)

MODULE THREE: WEEKS 9-12 (OCTOBER 8TH -NOVEMBER 2ND) JEWS, MUSLIMS, CHRISTIANS, GENTILES - UNPACKING RELIGIOUS 'ZEAL'

"When I dare to be powerful—to use my strength in the service of my vision, then it becomes less and less important whether I am afraid." (Audre Lorde)

FALL BREAK - October 8th & 9th - No Classes!

[THE ISSUE OF RELIGION, CULTURE, AND THE NATION/STATE](#)

Readings/Viewings: Corey Gil-Shuster, "Israelis: Is Being Jewish a religion, a nationality or both?"
<https://www.youtube.com/watch?v=Yul533vTqQk>

Boko Haram: Journey from Evil

FALL BREAK - OCTOBER 8th- 9th

MODULE FOUR: WEEKS 13-16 (NOVEMBER 5TH- 30TH) - LIES, MYTHS, AND TRUTHS: USE OF

PROPAGANDA TO SHAPE PUBLIC OPINION

"We are walking on the faces of those yet to come." (Iroquois Teaching)

MEDIA INFLUENCES- ANTISEMITISM IN POPULAR CULTURE

Readings: Yaakov Kirschen, "Memetics and the Viral Spread of Antisemitism through 'Coded Images' in Political Cartoons", pp. 435-456, in *The Yale Papers: Antisemitism in Comparative Perspective*, edited by Charles Asher Small (New York, 2015)

Activities: Return to Index Card Activity

THANKSGIVING BREAK - 5 pm November 20th - 8am November 26th

FINAL WEEK OF CLASSES/EXAM REVIEW - DECEMBER 3rd - DECEMBER 6th

FINAL EXAM - WEEK OF DECEMBER 10TH - 14TH

Special Needs Statement:

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990, Bennett College will make reasonable adjustments in its policies and practices to ensure equal opportunity and access for qualified students, employees, and members of the public to applicable programs, services, activities and facilities.

Students who need to request reasonable accommodations are encouraged to meet with the Office of Disability Services (ODS) to discuss their past use of accommodations and disability-related barriers they anticipate or are experiencing at Bennett College. Documentation may consist of medical records, psycho-educational testing, and school records from the appropriate medical professional disciplined within the specific disability area. This information will be gathered to establish appropriate accommodations and supportive evidence for the learning barrier. These documents will also help provide information about specific requests. If this type of information is available, please submit it in advance or bring it to your first meeting with the Office of Disability Services. Please do not delay scheduling an appointment with ODS out of concern for not having the appropriate paperwork.

If you need additional information please contact Ms. Kameka McMillian, Disability Services and Title IX Coordinator at kmcmillian@bennett.edu or 336-517-1501.

Plagiarism Statement: Students are expected to adhere to the Belle Honor Code, which strictly prohibits plagiarism and other forms of cheating and dishonest behavior. Any student that plagiarizes or otherwise receives unauthorized aid on any assignment will receive a grade of 0 for that assignment for the first infraction and will fail the course and be subject to expulsion or other action as deemed appropriate by the College for additional infractions.

Non Discrimination Statement: Bennett College prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, genetic information, gender identity or expression, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of, students in its programs and activities, or in employment and application for employment. Furthermore, the College policy includes prohibition of harassment of students and employees (i.e. racial harassment, sexual harassment, and retaliation for filing complaints of discrimination).

Africana Women's Studies - Mission Statement

The mission of Africana Women's Studies at Bennett College for Women is to support the institutional goals of scholarly excellence, leadership preparation, and life-long learning through the development of an academic program based on the self-study of women locally and worldwide, with particular emphasis given to understanding the experiences, socio-cultural conditions, and histories of Africana women. Students will acquire research skills informed by feminist and Africana/Black feminist methodologies; develop critical reading and writing skills through learning communities; and further their understanding of feminist praxis through service learning.

Bennett College for Women - Mission Statement

Bennett College is a small, private, historically Black liberal arts college for women. The College offers women an education conducive to excellence in scholarly pursuits; preparation for leadership roles in the workplace, society, and the world; and life-long learning in a technologically advanced, complex global society. As a United Methodist Church-related institution, Bennett College promotes morally grounded maturation, intellectual honesty, purposeful public service, and responsible civic action.

The College welcomes students, faculty, and staff from diverse backgrounds, recognizing that the educational experience is enriched and strengthened when multiple voices are represented and heard. Operating in an interdisciplinary, learning-centered environment, students, working with faculty and staff, will learn to use sophisticated intellectual skills, think analytically, and solve problems in ways that respect a variety of viewpoints and deepen their understanding of different cultures.

At Bennett College, education takes place in an environment of open inquiry where teachers and students are immersed in educational processes that build community, foster authentic research, create knowledge, and advance scholarship and personal empowerment. Students will leave Bennett College prepared for success in the world of work and further studies, possessing a greater appreciation of the history and culture of Africa and the African Diaspora, the struggles and accomplishments of women, and a realization of their own ability and the possibilities to help change the world.

Bennett College is accredited by the *Commission of the Southern Association of Colleges and Schools (SACS)* to award baccalaureate degrees, 1866 Southern Lane, Decatur, GA 30033, 404-679-4500, www.sacscoc.org.

The Teacher Education Program at Bennett College is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500 Washington, DC 20036, (202) 466-7496. The bachelor degree program in Social Work (B.S.W.) is accredited by the Council on Social Work Education (CSWE), the national accrediting body for undergraduate and graduate Social Work programs.

Bennett College is a United Methodist Church-related institution.

3 August 2018

Professor Yossi Shain

Question: Reconcile notions of sovereignty and powerlessness. Mega shift in Jewish history when most Jews will be in a single state – Israel. 44-45% of the Jewish people reside in Israel – birth rate – 3.19/births per woman; One of the fastest growing nations in the developed world]

No longer a small country. Average age in terms of longevity is about 84/years women and 82/years men

Positive Jewish migration to Israel and less migrating out of Israel

Israelization of Judaism

Happy, prosperous,

Israelization of Jewry – centrality of Israel more and more a dominating factor in defining Jewishness outside of Israel

Thought that the state of Israel will “solve antisemitism” – essay by Herschel

Antisemitism as something that is uncontrollable – life in a chaotic fashion – arbitrariness – the hate of the Jews – Israel broke the notion of unpredictability inherent in antisemitism

Stability defines the state of Israel today....breaks the paradigm of Jewish history

Arbitrariness still exists in the Jewish Diaspora – America as the antidote to Zionism

Zion is for those who could not be American

Israelis have a different notion of antisemitism

Yom Kippur war of 1973 – fear of annihilation still exists

Production of Jewish culture (a question of inside/outside Israel) – productivity of Jewish identity. Centered in Israel – not the American complexity of Jewish life

Birthright Israel – bringing Jewish youth to Israel to get an emersion into what it is to be Jewish

Who speaks on behalf of the Jews and who listens?

Domination of Israeli State over Jewish culture

Part of what I hear is that Jewishness and being Israeli are not synonymous and is it because a part of being Israeli includes its minority communities (i.e. Arab Israelis, Christian Israelis, Ethiopian Jews etc.)

Destruction on multiple levels – Destruction of the Temple (Mourning Day) – What happens in Israel will mark what it means to be Jewish...

Destruction of the First Temple – marks the first shift in Jewish history – Babylonian exile

After the destruction of the second temple - going into exile, reinventing yourself,

Three Crowns: Sovereignty, Religiosity, (Priesthood), Torah

Legacy of Cyrus (returns the Jews to sovereignty)

Redemption – coming back to the land

Rise of Christianity – the redemptive moment comes with the arrival of Jesus – Jews would never return – losing sovereignty; could not retrieve your sovereignty

Jews have not been in history - Revolt of Jews against the Romans

Who is in control of history?

Jews as witness to Jesus (St. Augustine says that the Jews bore witness to Jesus)

Idea that Jews should be killed began after the Pope stopped defending the Jews (a la St. Augustine) as bearing witness to Jesus. – Catholic church recognition by the act of Benedictus in laying a wreath on the tomb of Hershel represents a major shift in the Catholic church regarding sovereignty of Jews

For Jews to be free they must be connected to the land – this idea is “trashed” – Charles Small

Note: Arab Israelis population is declining

Idea of sovereignty extends to States – related to who is in control – Nations are entities, considered to be coherent to govern themselves in a sovereign state – Arab people not Arab nation

A people, a nation, a religion

Sunni’s remark– Reference to Ivan Van Sertima – the Moors in Spain) – need to account for this relationship

Theological hijacking

Part 2

Magdalene College – outside the walls of the city (Jews) 1291 Jews expelled from Oxford

Medieval Spain –

Luther – Blueprint for modern antisemitism – when Jews are invited to become Christian and refuse

Hebrewist tradition

1602 – pamphlet circulating – concept of the wandering Jew – rootlessness -recount of the man who betrayed Jesus – the character of the Jew rather than the religion

Court Jews –

1648 – Westphalian States – establishing states along religious lines. Very little talk about what to do with the Jews. Can the Jews be integrated –

Can Jews be a rational religion – Mendolson (sp?) – Jews as remnant of the past – Modernity and religiosity can reside side by side

Westphalian – Peace among Christian nations

What to do with the Jews? Today the Jewish question is dead – it is the Israeli question. To what extent can you be universal and still particular?

Congress of Vienna – When was emancipation of the Jews in Europe? Napoleon emancipates them –

Jews during the Civil War – Lincoln and the Jews – a new book that has come out

Antisemitism evolves in the West -modern democratic Western capitalistic states

Karl Marx and his essay on Jews – identifying Jews with Money

Spinoza – secularist (does not represent Jews in the 19th century)

Dreyfus Affair

1882 – Pogroms in Russia

America was the first time that Jews found less antisemitism – America the solution to antisemitism

At the peak of making headway in the world – here comes the Holocaust

Understanding antisemitism as Jew – question arises in the establishment of the Zionist state

In the US Antisemitism was not sanctioned by the government as in France and Germany

Jewish life is all about community

How do you maintain community? How many Jewish communities exist outside the Western world?

Centrality of Israel in the Jewish world –

So what happens in an anthropological sense to an Israeli identity that is not tied to a Jewish identity? Or does that even exist? Is there any space for there to be an articulation of being Israeli not tied to being Jewish? A people, a nation, a religion “Historically homogenous” (Yossi)

The strength of Israel has forced the Catholic

Alliance with the Christian Right? But that alliance with the Christian Right helps fuel antisemitic sentiment by progressive people of color [Val’s note]

Diaspora as the “soft belly” of Israel security –

Argentina – the blowing up of Jewish Community Center

Does Israel represent the Jews or not?

Age of social justice -Amy's question – who is proprogating the language of social justice in the US

Tekun olum – mending the world

David Mamet

When someone comes to kill you you come earlier and kill them. Never again

Morality comes with power – can you enforce it?

Who comes to protect anyone these days?

Protection of Israelis in and out of the country.

Martin Gilbert – maps of Oxford

Dr. Dina Lisnyansky – New and Old Antisemitism in Islam

Terms for Jews in Qur'an

Yahood – negative (mentioned 8 times)

Banu Israeel – positive term – reference to a tribe (mentioned 40 times)

Muhammad

- 1) 1st seen as allies; Jews called to
- 2) Qibla – look to prayer toward Jerusalem, only after Jews refused to join him he turned the prayer toward Mecca (where there were polytheistic
- 3) Ashura
- 4) War

Sura al-Maidah 117 (allying Jews and Christians)

Use of the verse in the Qur'an that talks Jews and Christians as descended from apes and pigs

Hadith – what was said by Muhammad is worth considering and living by because Muhammad is infallible as given by Allah

Written in the Qur'an and expressed in the Hadith – the “words” of Muhammad

Jesus as Palestinian – imagery of

Layered imagery –

The Damascus Affair – 1840 – blood libel

Killing of Christian children

1983 – The Matzah of Zion – written by a foreign minister

<http://www.facebook.com/FreeYourMindToSaveYourSoul>

Anti-Zionism has become the new form of antisemitism

Antisemitism in new Salafya (more fundamentalism part of Islam)

Roubana Akhtar on a documentary on Channel 4

Tariq Ramadan (grandson of the founder of the Muslim Brotherhood) – arrested for allegedly raping 3-7 women

Jew hating as a central part of Islam

Fatima Hizbullah-Anastasya Yezhova – aligned with the Shiite

Rules of Dhimma – residency rules that Jews must abide by

The intensity of the hatred against Jews has grown.

Falsification of legends – about Jews and Christians by Muslims

New Antisemitism:

- 1) Far Right
- 2) Far Left
- 3) Antisemitism found in Islam – brought to Europe by Muslim Brotherhood
- 4) Post-modern antisemitism-

David Hirsch

Political Islam stands behind antisemitism

Remember that Jews were banished from Oxford twice; their money was left here

Different ideologies and organizations. Qatar used to fund the Muslim Brotherhood - works with the Muslim Brotherhood

Give them (students) basis of knowledge of political Islam

The hope is inside of the Qur'an – not necessarily in the commentary

In Indonesia – the Imams do not support antisemitism and are against the strong antisemitic party.

Can find source of images/cartoons on the ADL website and they are sourced.

No imagery of people and animals allowed – why are the cartoons allowed that depict people and animals

Laura Prusoff – lives in Turkey now

From Refugee Crisis to Refugee Curriculum

Syrians coming into her community from Aleppo and mostly from a single clan – starting from 2012

What was needed? More than school needed material supplies like coats, gloves, bedding, stoves

Has an NGO; opened up a center – projects that they like to do are those that give hope

Needed to be able to read and write in Arabic, read and write in Turkish show that they can go to school – technically a woman's NGO

Kids created shadow puppets – Syrian and Turkish children together

Helping Hands Turkey – the NGO

Bombing of the slums but not the wealthy communities/neighborhoods –

Over 3 million refugees from Syria in Turkey