Course Description
This seminar examines themes which inform anti-Jewish attitudes and have been channeled into a “new anti-Semitism” focused exclusively on Jewish nationality and nationalism, terms which will also be explored during this semester. Cumulatively, the readings provide a loose overview of theological anti-Semitism, racial anti-Semitism, social anti-Semitism to political anti-Semitism. Political anti-Semitism offers up important corollary questions concerning the relationship(s) between identities, power and knowledge, the consequences of globalization on stereotypes and (mis)representation of people and places and, importantly, the role of academic activism and its political consequences.

Course Objectives
The goals of the course are complex and nuanced precisely because the subject itself has invited discussions which slip and slide along a continuum of propaganda and partisanship. The texts selected are both informational and analytic; the intent is to highlight key themes and sketch an historical context. The format of close reading and discussion will sharpen attention to identifying slippage in to prescriptive premises as well as highlighting ways in which opposition to prejudice and racism redirect enlightenment values against itself.

Required Reading/Viewing/Listening
TBA

Recommended Reading/Viewing/Listening
Peter Beinart on the Crisis of Zionism
https://www.youtube.com/watch?v=oOh4RO4QfS4

Course Requirements
This seminar aims to sharpen skills of critical reading and thinking in order to identify and evaluate issues related to anti-Semitism with and without the hyphen. Therefore close attention will be given to information presented in a text as well as the ideas and interpretations grounded by the information. There are no exams – instead, maintaining a reading journal, active participation in class discussion and several collaborative projects will be graded. In order to facilitate this process, students will be expected to adhere to the following requirements:

1. Attendance (5%) is required and therefore if you are absent, you are still expected to contribute comments either by email to the class or in class at the next meeting; students who miss more than three
classes will receive an automatic reduction in the final grade. Five absences will be considered a withdrawal (WF) from the course.

2. Reading Journal (25%). Every student must keep a reading journal. This represents a conversation with the text, the author and class discussions. For instance: what did you learn? what opinions or preconceptions did you have and did they change? how? what insights did the reading provide which can be applied to other academic experiences on and off-campus.
   Journals are to be uploaded on Pioneer Web no later than Saturday by 2pm. (These will be printed out at the end of the semester and submitted in a self-addressed stamped envelope).

3. Active Participation in Class Discussions (15%): ADVANCE PREPARATION OF READING ASSIGNMENTS IS ABSOLUTELY REQUIRED! Class discussion represents an exchange of ideas -- it is a conversation among peers. Recommended: form reading groups.
   Shared perspectives as well as differences of opinion further our own understanding of a topic. Critical thinking and an engaging exchange of ideas depends on listening carefully to another person's perspective and responding respectfully. The focus should be specifically on what and why there are points of agreement or disagreement -- how is one interpretation different and in what ways should it be valued as more or less persuasive? Personal experience is important, but you may draw on it as an additional resource -- not a substitute -- for insights into analyzing the significance of texts we will be reading. In other words, your arguments need to be situated within the context of the readings. These may be supplemented with outside sources.

4. Class Presentations (15%) Two - three students will guide a discussion of the readings and introduce main points in the text(s) as well as questions/themes for discussion. This group will prepare a written comment (3-4 pages) to present in class which addresses their questions/themes and will then lead class discussion.

5. A Project (20%) Follow-up on a theme, event or trend in the syllabus material (reading, film, discussion, images) and present in class.

6. Evaluation Paper (20%): 4-5 paper summarizing what you have learned and how your knowledge has broadened throughout the semester: how it integrates and is integrated in your undergraduate studies.
   Please note on your calendar

**WEEK #1 (3 meetings)**

**Whiteness and Multicultural Exclusions**

**Thurs -- Introductions**

[Sunday screening Gentleman’s Agreement]

Distribute
http://www.slate.com/blogs/the_slatest/2016/07/25/what_wikileaks_might_have_meant_by_that_anti_semitic_tweet.html
http://gawker.com/5773533/julian-assange-my-enemies-are-all-jews-and-sissies

**Tues**

U.S. Supreme Court; Shaare Tefila Congregation v. Cobb, 481 U.S. 615 (1987)
[listen while reading oral argument transcript] https://www.oyez.org/cases/1986/85-2156
The Journal of the Anthropological Institute of Great Britain and Ireland

**Thurs**

**WEEK #2**
**Tues**

**Thurs**

**Jews and European Anti-Semitism**

**WEEK #3**
**Film: Sunshine** dir. István Szabó (1999)

**Tues**

**Thurs**

**WEEK #4**
**Tues**
In Class *Night and fog /Nuit et brouillard* dir. Alain Resnais (1955)

**Thurs** No class meeting [Rosh HaShana 2017]

**Jews, Muslims, Arabs,**

**WEEK # 5**
**Film: Farewell Baghdad,**

**Tues**


Thurs

WEEK #6
Tues
[Project Muse] Lital Levy. Historicizing the Concept of Arab Jews in the Mashriq Jewish Quarterly Review, Volume 98, Number 4, Fall 2008, pp. 452-469

Thurs

WEEK #7
Tues

Thurs
Before Class viewing assignment:
Film: The Forgotten Refugees (PBS documentary dir Michael Grynszpan, 2007) https://www.youtube.com/watch?v=KH8RL2XRr48
BBC Documentary - Blaming The Jews (Muslim Antisemitism) (2005) https://www.youtube.com/watch?v=4mWX8VB18nI
IN CLASS: *The Wedding Song* (dir Karin Albou)

(read asap after class) Dinah Assouline Stillman (Reviewed Work): *The Wedding Song* (Le chant des mariées) by Karin Albou, Laurent Lavolé, Isabelle Pragier *Review of Middle East Studies* Vol. 45, No. 1 (Summer 2011), pp. 82-84

**SEMIESTER BREAK**

**Racism, Anti-Semitism and Islamophobia**

**WEEK #8**

**Tues**


**WEEK #9**


**WEEK #10**

*Israel Studies*, Volume 18, Number 2, Summer 2013, pp. 30-40

In Class:

Chaim Herzog Tears Up UN Resolution 1975
[https://www.youtube.com/watch?v=aQmexk4-aFy](https://www.youtube.com/watch?v=aQmexk4-aFy)

Haviv Rettig Gur and Naomi Chazan debate (6min)
[https://www.youtube.com/watch?v=yLBzk2Lv0k](https://www.youtube.com/watch?v=yLBzk2Lv0k)

**New Antisemitism/Political Antisemitism**

**WEEK #11**

**Tues**

David Hirsh, Anti-Zionism and Antisemitism: Cosmopolitan Reflections

**WEEK #12**

**Tues**

Academic Premier- access thru Grinnell C] Ben-Moshe, Danny.  The New Anti-Semitism in Europe: The Islamic Dimension of, and Jewish Belonging in, the EU.

**Thurs**

**WEEK #13**

**Tues**


[With 2013 film dir. Bruce Robbins, *Some of My Best Friends are Zionists*]

In Class *Bernard-Henri Lévy with Thane Rosenbaum: Naming Islamic Fascism*

[https://www.youtube.com/watch?v=KueUr0N1iZI](https://www.youtube.com/watch?v=KueUr0N1iZI)

**WEEK #14**

**RECOMMENDED BACKGROUND LINKS**


Vidal Sassoon International Center (SICSA) [http://sicsa.huji.ac.il/](http://sicsa.huji.ac.il/)