ANT 295-01 Fall 2019 – *Jews, Multiculturalism, Antisemitism*
Prof. K. Gibel Mevorach  M/W 8:30-9:50  N1114

ANT 295-01 (Fall 2019) Prof. K. Gibel Mevorach, HSSC S2362 (xxx 4324)
Office Hours - Mon and Wed 10-Noon
Alternative meeting times include FT and Whatsapp

NOTE: Rating “R” – The course content for this class is designed for Mature Audiences over the age of 17 willing to view, discuss and engage with complex, messy, sometimes violent subject matter and material. This may include ideas and/or language which some people might find offensive. Free inquiry and open debate, deliberation and discussion is encouraged and expected.

Course Description: **Guidelines should be read and referred to periodically** (*Prof reserves right to revise this syllabus*)

**Course Description** This course examines Jews and Jewish diversity as an interruption to discussions of multiculturalism and specifically examines the persistence of antisemitism over time and space. Cumulatively, the readings provide a loose overview of theological antisemitism, racial antisemitism, social antisemitism and political antisemitism. Political antisemitism 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. Questions about who are the Jews and Jewish identities raise questions about assimilation, difference and belonging. New antisemitism has confused criticism of government policies with questioning the right of a country to exist.

(i) The written texts selected are both informational and analytic; the intent is to highlight key themes and sketch an historical context from the readings and various films (feature films, documentaries and internet). The format of close reading and discussion will sharpen attention to identifying slippage into prescriptive premises as
well as highlighting ways in which opposition to prejudice and racism redirect enlightenment values against itself.

(ii) There are a significant number of films selected to be screened in class or watched on your own – the goal is to become attentive to both content, representation, information, and the cumulative effect of associations we make between people and ideas about groups, identities and politics.

Course Requirements
This special topics course aims to sharpen skills of critical reading and thinking in order to identify and evaluate issues related to antisemitism with and without the hyphen. Therefore close attention will be given to information presented in a text and how it is presented. This means becoming more attentive to the framing of ideas and the ways interpretations shape the way we think about the past and its impact on the present. 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.
   * Please notify me by email if you will be absent or by the end of the day of an absence.

2. Journal (40%). Every student must keep a reading/reflection journal. In general, journal entries represent a conversation with the text, the author and class discussions. After reading a written text, viewing images or watching a film ask yourself:
   - take notes on your reading and in class
   - 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?
   - Some Journal entries are directed to specific focus (see syllabus)
   - Journals are to be uploaded on Pioneer Web no later than Saturday by 8:00 PM. (Returned journal entries should be printed out; at the end of the semester they will all be submitted in a self-addressed stamped envelope and post-mailed back to that address).

   Format of entries:
   Upload should be in Word doc.
   Standard 12 pt Font, 1-inch Margins, number pages (p. 1, p.2; …until the last page for the semester). Please name files: Last name date journal: Smith 1/29/18 or 29/1/18.
   * What to do with Prof Katya’s comments? You are in charge of your education and therefore you are responsible for carefully reading feedback and addressing questions or invitations for further comment in the next journal.

3. Active Participation in Class Discussions (20%): careful preparation of assignments are absolutely necessary for class discussion and cumulative comprehension of material. Class discussion represents an exchange of ideas -- it is a conversation among peers.
   * Recommended: use PWeb email to exchange questions, offer clarifications and/or bring to class for discussion.

   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 invoked 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.

5. **A Workshop Project (20%)** Plan a workshop for college students on the endurance of antisemitism based on a particular theme (see syllabus) -- this is a team/collaborative project.

6. **Evaluation Paper 6-8 page (20%)**: At the beginning of the semester, you will identify questions that you hope to learn more about. As closure to this course, you will consider how you have addressed or revised these preliminary questions and reflect on what you have learned and how your knowledge has broadened throughout the semester. How what you have learned during the semester integrates and is integrated in your undergraduate studies?

   Final Evaluation Paper due 16 December by 3:00pm – to be submitted in a stamped, self-addressed envelope.

**NOTES:**
- Reading time in preparation for class is individual – generally, plan on 3-4 hours for the Mon meetings and 2 hours for the Wed meetings. Journal entries will vary and depending on your weekly preparation, may take up to three hours a week.

*Recording Policy* is posted on PWeb. Note that there should be no expectation of privacy while in the recordable space of the classroom. As a result, please realize that collateral private conversations and behavior occurring in recordable spaces may end up being recorded and disseminated, even when those conversations or behavior occur before or after events, during breaks. Therefore, voluntary participation in this class is deemed to be consent within the meaning of applicable law in IA to the recordings and disseminations authorized by this policy.

**Accommodations**
- If formal accommodations need to be made to meet your specific learning or physical abilities, please meet with me as soon as possible to discuss appropriate accommodations. Please also contact the Coordinator for Disability Resources, John Hirschman, located on the 3rd floor of the Rosenfield Center (x3089) to provide documentation of your needs. We will work together to ensure this class is as accessible and inclusive as possible.
WEEKLY SCHEDULE – Revisions may be made to the syllabus at the discretion of the Professor (usually this means a replacement or deletion).

Pre-Assignment for 2 Sept (1st meeting)

(1) Explain the significance of the following in the context of Jews and Jewish history (typed and submitted in class) briefly in your own words (identify your sources in a copy/paste for easy retrieval)

(1) Ghetto
(2) Blood Libel
(3) Deicide
(4) Expulsions of Jews from England, France, Spain, Portugal
(5) Emancipation
(7) Dreyfus Case
(8) Décret Crémieux
(9) Protocols of Zion
(10) Nostrae Aetate

(2) - Watch to discuss: (database Films on Demand) “America and the Holocaust” (90 min)

Week 2
Mon 2 Sept. Introductions; Discussion of pre-assignments
In Class Night and fog /Nuit et brouillard dir. Alain Resnais (1955) [access online https://vimeo.com/189672641]

Wed 4 Sept. – On the Hyphen
http://www.jstor.org/stable/466523
In Class: “Antisemitism in the 21st Century” – access on Database Films on Demand (58min)

1st Journal (i) upload your reading notes; (ii) review the syllabus and then write down questions that you hope to learn more about in the course of the semester. At the end of the semester you’ll re-view these.

Week 3 Jews, Race, Assimilability – Europe and United States
Mon 9 Sept. Two different viewpoints:
A. Neubauer “Notes on the Race-Types of the Jews”
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Wed 11 Sept.
U.S. Supreme Court; Shaare Tefila Congregation v. Cobb, 481 U.S. 615 (1987) [click on the sidebar for Oral Argument: then listen while reading the transcript of oral argument
https://www.oyez.org/cases/1986/85-2156
bring transcript with notes to class –

Week 4 -- Assignment: 16 Sept. and 18 Sept.
3 FILMS: independent viewing and focused reflections – films are on Reserve in Burling
“Crossfire” (dir Edward Dmytryk)
“Gentleman's Agreement” (dir Elia Kazan);
School Ties (dir Robert Mandel Sch6284)
http://www.jstor.org/stable/43797408

Week 5
Mon 23 Sept.

Wed 25 Sept.

In Class: Yidl in the Middle (dir Marlene Booth) 60 min

Journal week 5:
How do the films Crossfire, Gentleman’s Agreement and School Ties contribute to the concerns raised by readings (Forman, Horowitz, Rubin and Azoulay)? (identify whether the discussion will be conducted with students, family or friends). How would you use these films
for a discussion about antisemitism and whiteness? How does discussion of Jews “becoming white,” “becoming “ethnic,” “religious group” make discussion of antisemitism as racism more challenging? What do the films teach their American Christian audiences? What do they teach American Jewish viewers?

**Week 6 Jews and European Antisemitism**

*Mon 20 Sept*  
> **Rosh HaShana** – no class meeting  

*Wed 2 Oct.*  


**Week 7 Jews, Arabs, Antisemitism** - FOCUS - How sifting through archives and memories of the past shape the political perspectives of the present.

*Mon 7 Oct.*  

* Film In Class (database Films on Demand) Jews & Muslims: Origins (610-721

*Wed 9 Oct*  
> **Yom Kippur** No Class

**Before Monday View Film on reserve in Burling** Le chant des mariees/ The wedding song (dir Karin Albou) - Look up information about Karin Albou AND Le Chant des Mariees/The Wedding Song

**Week 8**

*Mon 14 Oct.*  
Wed 16 Oct.

*Individual Reports:* Jews of North Africa and Middle East during World War II
(Avery-Morocco, Nora-Egypt, Iraq, Zoe-Iran, Nick-Yemen)
Mira-Tunisia
Algeria, Libya,

**Journal week 8:** What preliminary understanding and/or reflections do you have about the meanings and significance of “labels”: “Arab Jew” and “European Jew” and “American Jew”? How do the readings and films of this week help or challenge your understanding of assimilation and difference?

**FALL BREAK**

**Week 9 Jews & Muslims as Intimate Strangers**

Mon 28 Oct.
*In Class (Database Films on Demand) Jews & Muslims: The Place of the Other (721-1789)*

Wed 30 Nov.
*In Class (Database Films on Demand) Jews & Muslims: The Separation (1789-1945)*

**Week 10**

Mon 4 Nov.

** Wed 6 Nov. (Meet at 8:20am to accommodate 86 min documentary)
*Tinghir - Jerusalem echoes from the Mellah* (dir Kamal Hachkar, Kamal, film director) 2011 (86 min)

**Week 11 Antisemitism and Nationalism**

Mon 11 Nov.
https://www.jstor.org/stable/j.ctvqhtfx.9

Wed 13 Nov.
http://www.jstor.org/stable/j.ctt20p574k.19
In Class Remember Baghdad (dir Fiona Murphy, 2016). 70 min
https://rememberbaghdad.com/

Week 12
Mon 18 Nov

Wed 20 Nov

Week 13
Mon 25 Nov
Assignment: watch, listen, take notes Contemporary antisemitism on the left - David Hirsh: https://www.youtube.com/watch?v=hJHArLW5xyQ

Wed 27 Nov

Week 14 New Antisemitism, Anti-Zionism and differentiations
Mon 2 Dec

Wed 4 Dec – class will not meet;
LISTEN: Peter Beinart and Deborah Lipstadt Discuss Antisemitism In America Today: https://forward.com/opinion/421286/listen-columnist-peter-beinart-and-historian-deborah-lipstadt-discuss-anti/ Carefully identify each of Beinart and Lipstadt discussion points – where they agree, disagree.

Week 15 Workshop proposals & general discussion Mon 9 Dec and Wed 11 Dec
Crafting a workshop for peers
Brainstorming in class
- How does anti-Semitism endure and in what forms does it manifest itself? Choose a theme of antisemitism (focused on one of the topics below or suggest one of your own) and map out a plan for a workshop with college-students: why did you choose your topic? what questions would you raise and why? what material would you bring? How will it contribute to an understanding of the antisemitism as a form or racism?
- religious or theological motif, texts or image
- historical event or series of events in a particular time period
- new Antisemitism manifested in web, media, political, academic setting, group

Wed 11 Dec – last meeting
Prepare a written statement of appreciation to read in class: what did you gain and what did you contribute to your peers learning experience this semester?

** Final Evaluation Paper due 16 December by 3:00pm – to be submitted in a stamped, self-addressed envelope [do NOT seal your envelope].