

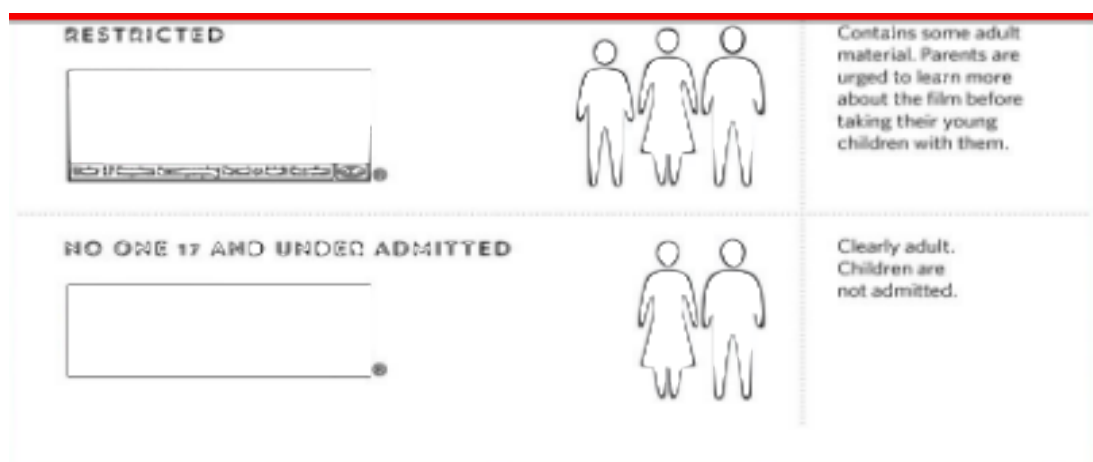
ANT 295-01 Fall 2019 – **Jews, Multiculturalism, Antisemitism**
 Prof. K. Gibel Mevorach **M/W 8:30-9:50 N1114**

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 Whatsap

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

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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 represents 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

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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.

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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
 - (6) Comte de Clermont-Tonnere (Who? Where? When? Significance to Jews?)
 - (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

<https://www.timesofisrael.com/whats-in-a-hyphen-why-writing-antisemitism-with-a-dash-dists-its-meaning/>

Marshall Grossman. "The Violence of the Hyphen in Judeo-Christian" *Social Text*, 22 (1989) <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”

The Journal of the Anthropological Institute of Great Britain and Ireland
 Vol. 15 (1886), pp. 16-23 <http://www.jstor.org/stable/2841905>

Joseph Jacobs. “On the Racial Characteristics of Modern Jews”

The Journal of the Anthropological Institute of Great Britain and Ireland
 Vol. 15 (1886), pp. 23-62 <http://www.jstor.org/stable/2841906>

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Wed 11 Sept.

De Sola Pool, D. "The Levantine Jews In The United States." *The American Jewish Year Book* 15 (1913): 207-20. <http://www.jstor.org/stable/23600749>

Ethel S. Beer. "The Americanization of Manhattan's Lower East Side." *Social Forces*, Vol. 15, No. 3 (Mar., 1937), pp. 411-416. <http://www.jstor.org/stable/2570609>

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)

Leonard J. Leff and Jerold L. Simmons "Film into Story: The Narrative Scheme of 'Crossfire.'" *Literature/Film Quarterly*, Vol. 12, No. 3 (1984), pp. 171-179.

<http://www.jstor.org/stable/43797408>

[database EBSCO] Frank Ardolino "A Name, a Number and a Picture: The Cinematic Memorialization of Jackie Robinson." *Journal of Popular Film & Television*, Fall2005, Vol. 33 Issue 3, p151-159, 9p; DOI: 10.3200/JPFT.33.4.

Week 5

Mon 23 Sept.

[E-reserves on PWeb under "Biale"] Sara R. Horowitz, "The Paradox of Jewish Studies in the New Academy." IN *Insider/Outsider: American Jews and Multiculturalism* (eds), David Biale, Michæl Galchinsky, and Susannah Heschel. (Univ of CA Press, 1998)

[EBSCO] Dan Ian Rubin. "Still Wandering: The Exclusion of Jews From Issues of Social Justice and Multicultural Thought." *Multicultural Perspectives*. Vol. 15 Issue 4 (2013), p213-219.

[EBSCO] Forman, Seth, "Whiteness Scholars vs. the Jews." *Academic Questions*, Vol. 13, Issue 4 Fall 2000, pp52-58

Wed 25 Sept.

Gabriella Modan. "White, Whole Wheat, Rye: Jews and Ethnic Categorization in Washington, D.C." *Journal of Linguistic Anthropology*, Vol. 11, No. 1, Discourses of Whiteness (June 2001), pp. 116-130 <http://www.jstor.org/stable/43103958>

Katya Gibel Azoulay. "Jewishness after Mount Sinai: Jews, Blacks and the (Multi)racial Category." *Bridges* 9, no. 1 (2001): 31-45. <http://www.jstor.org/stable/40316802>

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

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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**

[before Wed 2 Oct – film on reserve in Burling] *Sunshine* dir. István Szabó (1999) – 180 min.
 Library [Sun7445](#) (also available on Amazon)

Skim for comments on “Sunshine” 🖱️ Cunningham, John. “The Man Who Comes from Somewhere Else Is Always Suspect”; *Sunshine*. In *The Cinema of István Szabó: Visions of Europe*, 95-106. Columbia University Press, 2014.

<http://www.jstor.org/stable/10.7312/cunn17198.11>

Wed 2 Oct.

Matteoni, Francesca. "The Jew, the Blood and the Body in Late Medieval and Early Modern Europe." *Folklore* 119, no. 2 (2008): 182-200. <http://www.jstor.org/stable/40646449>

[EBSCO] van Court, Elisa Narin. “Invisible in Oxford: Medieval Jewish History in Modern England.” *Shofar: An Interdisciplinary Journal of Jewish Studies*, Spring2008, Vol. 26 Issue 3, p1-20, 20p,

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.

Gottreich, Emily Benichou. "Historicizing the Concept of Arab Jews in the Maghrib." *The Jewish Quarterly Review* 98, no. 4 (2008): 433-51. <http://www.jstor.org/stable/25470274>

Levy, Lital. "Historicizing the Concept of Arab Jews in the "Mashriq"." *The Jewish Quarterly Review* 98, no. 4 (2008): 452-69. <http://www.jstor.org/stable/25470275>

* *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.

Michael M. Laskier. “Between Vichy Antisemitism and German Harassment: The Jews of North Africa during the Early 1940s.” *Modern Judaism*, Vol. 11, No. 3 (Oct., 1991), pp. 343-369
<http://www.jstor.org/stable/1396112>

Marcy Brink-Danan “Names That Show Time: Turkish Jews as “Strangers” and the Semiotics of Reclassification.” *American Anthropologist*, New Series, Vol. 112, No. 3 (SEPTEMBER 2010), pp. 384- 396 <http://www.jstor.org/stable/40801596>

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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.

Zytnicki, Colette. "The “Oriental Jews” Of The Maghreb: Reinventing The North African Jewish Past In The Colonial Era." In *Colonialism and the Jews*, edited by Katz Ethan B., Leff Lisa Moses, and Mandel Maud S., 29-53. Bloomington, Indianapolis: Indiana University Press, 2017.
<http://www.jstor.org/stable/j.ctt1zxx145.5>

**** 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.

Maoz, Moshe. "The Zionist/Jewish and Palestinian/Arab National Movements: The Question of Legitimacy—A Comparative Observation." *Israel Studies* 18, no. 2 (2013): 30-40. JSTOR,
www.jstor.org/stable/10.2979/israelstudies.18.2.30

Paul A. Silverstein, “The Muslim and the Jew.” In *Postcolonial France: Race, Islam, and the Future of the Republic* (Pluto Press, 2018).
<https://www.jstor.org/stable/j.ctvqhtfx.9>

Wed 13 Nov.

Roumani-Denn, Vivienne. "Life Interrupted: Interviews with Jews of Libyan Origin." In *Jewish Libya: Memory and Identity in Text and Image*, edited by Roumani Jacques, Meghnagi David, and Roumani Judith, 185-202. Syracuse, New York: Syracuse University Press, 2018.
<http://www.jstor.org/stable/j.ctt20p574k.19>

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In Class *Remember Baghdad* (dir Fiona Murphy, 2016). 70 min
<https://rememberbaghdad.com/>

Week 12

Mon 18 Nov

Aafreedi, Navras Jaat. "Muslim Antisemitism and Anti-Zionism in South Asia: A Case Study of Lucknow." In *Anti-Zionism and Antisemitism: The Dynamics of Delegitimization*, edited by Rosenfeld Alvin H., 454-80. Bloomington, Indiana: Indiana University Press, 2019.

<http://www.jstor.org/stable/j.ctvbnm283.20>

In Class (database Filmmakers) *Salaam Shalom: The Jews of India* (dir. Vanessa C. Laufer, 2001) 62 min

Wed 20 Nov

Bunzl, Matti. "Between Antisemitism and Islamophobia: Some Thoughts on the New Europe." *American Ethnologist* 32, no. 4 (2005): 499-508. <http://www.jstor.org/stable/3805338>

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

Cannon, Ellen. "The BDS and Anti-BDS Campaigns: Propaganda War vs. Legislative Interest-Group Articulation." *Jewish Political Studies Review* 30, no. 1/2 (2019): 5-64.

<https://www.jstor.org/stable/26642823>

Week 14 **New Antisemitism, Anti-Zionism and differentiations**

Mon 2 Dec

Wald, James. "The New Replacement Theory: Anti-Zionism, Antisemitism, and the Denial of History." In *Anti-Zionism and Antisemitism: The Dynamics of Delegitimization*, edited by Rosenfeld Alvin H., 3-29. Bloomington, Indiana: Indiana University Press, 2019.

<http://www.jstor.org/stable/j.ctvbnm283.4>

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

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- 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 of 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].**

