

FACULTAD DE CIENCIAS SOCIALES

DEPARTAMENTO DE LENGUAJES Y ESTUDIOS SOCIOCULTURALES

NOMBRE DEL CURSO:	Antisemitism: Christianity, Islam, Academia
CÓDIGO:	CBU B
PROFESOR:	Gregory J Lobo, PhD
CORREO ELECTRÓNICO:	globo@uniandes.edu.co
OFICINA:	G504
HORARIO:	
HORARIO DE ATENCIÓN A ESTUDIANTES:	
MONITOR	
CORREO ELECTRÓNICO MONITOR	

“Antisemitism begins with Jews; but it doesn’t end with Jews.” Elie Wiesel

DESCRIPCIÓN GENERAL

This class, conducted in English, examines the hatred of Jews—and that which is (seen to be) Jewish—which seems almost eternal, to have always been with us. The question is, will it always be with us? In this course we learn about this phenomenon, or more correctly, these phenomena: the different social, cultural and political forms and formations that can each be understood as antisemitism nonetheless. We will be asking questions the answers to which will change depending on time and place. What is antisemitism? How is it (not) different from other types of prejudice? How has it changed and how has it remained the same? We ask about the metaphysics of antisemitism and how these are the fount of both acute outbreaks and chronic continuities. We ask about its presence in Colombia but also elsewhere. What is its relationship to the current world situation? (What is the current world situation?)

The course is designed to give students a chance to educate themselves about antisemitism in its multiple forms: from the hating of Jews (and wishing for their extinction) to the hating of Israel (and wishing for its extinction). It is hoped that students will leave the course with the ability to articulate what is antisemitic and why, and thus enabled to resist antisemitism in even its “benign” forms. It is hoped that this resistance to antisemitism will be embedded within a larger, democratic and pluralistic sense of personhood, or subjectivity.

The course is based on readings mostly, but involves viewing some films too. There will be much discussion by students who are encouraged to draw on what they know, since what we will often refer to as antisemitism (even as we differentiate its various forms) itself thrives on nothing less than “what everyone knows”. In this regard, we will also discuss what knowledge and knowing are, and most importantly the nature of meaning.

Active participation in the class and completion of assignments will give students a basic level of competence principally in recognizing, analyzing and resisting antisemitism. To this end, the final weeks of class will be devoted to working up the final assignment, a detailed proposal for research and/or analysis.

OBJETIVOS

Upon completing our course of study, having actively engaged with materials and participated in class, students will be able to articulate their perceptions of antisemitic phenomena and their understanding of the phenomena’s connection to wider cultural, social and political discourses.

It is hoped that this understanding of antisemitism will be embedded within a larger, democratic and pluralistic sense of personhood, or subjectivity, which is resistant to the anti-democratic logics of certain types of alterity.

METODOLOGÍA

The success of the course depends on actively engaging students to participate in the construction and appropriation of knowledge relevant to the study of antisemitism. There will be exercises which consist in sharing of knowledge and of thinking, quite literally, together. We will encourage the actualization of discourses and will limit ourselves to the critique of discourses (not of people, especially in class. This limitation, by the way, is very difficult to abide by; but doing so is our goal).

Additionally, given the omnipresence of social media and its adoption by many people, in this course we have included a number of video files *that we will watch together*. We want to be talk about the video files as we watch them. This practice will hopefully more deeply involve learners who are more engaged by such forms of communication.

In this vein, we are also using interviews, websites, and other sorts of grey but reputable literature to understand our topic.

## EVALUACIÓN

Weekly questions posted on Sicua+: 40%  
Two mid-term exams: 20% + 20%  
One final proposal for research and/or analysis: 20%  
Extra credit: 1 page papers (see program)

## CONTENIDOS

### SEMANA 1

Tema: Introductions—The most common stereotype: the rich Jew

Película:

Arcady, A. (Producer) & Director). (2014) *24 Days*. [Motion Picture]. France: Paradis Films. 110 mins.

### SEMANA 2

Tema: The so-called Jewish Question—On human liberation (and Jewish extinction)

Lecturas obligatorias:

Marx, K. (1844). On *The Jewish Question*. Retrieved from <https://www.marxists.org/archive/marx/works/1844/jewish-question/>

Yad Vashem. (2015, Nov. 17). *Antisemitism*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=re3kZcrKPM>

### SEMANA 3

Tema: Orwell's view; Britain's view—Are antisemites mad or bad? Or British? (In Britain "an antisemite is a person who dislikes Jews more than is necessary." Anon.)

Lecturas obligatorias:

Orwell, G. (1945). Antisemitism in Britain. *Contemporary Jewish Record*. Retrieved from [http://orwell.ru/library/articles/antisemitism/english/e\\_antib](http://orwell.ru/library/articles/antisemitism/english/e_antib)

Channel 4. (2012, Nov. 17). *The War on Britain's Jews*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=mzOFbPJs4tc>

### SEMANA 4

Tema: The longest hatred?—From Being to metaphysics

Lecturas obligatorias:

The Holocaust Video Project. (2015, Mar. 19). *The Longest Hatred*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=ID0Llf5my9o>

ISGAP. (2014, Jul 15). Robert Wistrich—"A Lethal Obsession: Antisemitism from Antiquity to the Global Jihad." [Video file]. Retrieved from <https://www.youtube.com/watch?v=Dbt5okeEjuY>

Nota: Please write up a 1 page summation of the main arguments presented in the videos (extra credit).

## SEMANA 5

Tema:  
Mid-term

## SEMANA 6

Tema:  
Christians and Jews—The presence of the Jew prevents the redemption of the world. Mostly antiquated Christian theology.

Lecturas obligatorias:

Pawlikowski, J. T. (n.d.). Introduction to Gerald S. Sloyan's article on the Christian persecution of Jews over the centuries. Retrieved from <https://www.ushmm.org/research/the-center-for-advanced-holocaust-studies/programs-ethics-religion-the-holocaust/articles-and-resources/christian-persecution-of-jews-over-the-centuries>

Sloyan, G. S. (n.d.). Christian Persecution of the Jews over the Centuries. Retrieved from <https://www.ushmm.org/m/pdfs/20070119-persecution.pdf>

## SEMANA 7

Tema:  
Nazi propaganda—"The Jews are our misfortune." Nazi slogan.

Lecturas obligatorias:

Patterson, D. (2016). National Socialist Anti-Semitism. *Anti-Semitism and its Metaphysical Origins*. Cambridge: CUP, 157-89.

United States Holocaust Memorial Museum. *Propaganda*. <https://www.ushmm.org/propaganda/>

Nota: We will explore this web site in class together.

Nota: Please write up a 1 page summation of what you learned in exploring the *Propaganda* site (extra credit).

## SEMANA 8

Tema:  
Islam and Jews—Compare and contrast the ANC Freedom Charter and the Hamas Charter

Lecturas obligatorias:

BBC. (2014, Dec. 76). Blaming the Jews. [Video file]. Retrieved from <https://www.youtube.com/watch?v=4mWX8VB18nI>

Johnson, A. (2008). Jihad and Jew-Hatred: An Interview with Matthias Kuntzel. *Dissent*. Retrieved from [https://www.dissentmagazine.org/democratiya\\_article/jihad-and-jew-hatred-an-interview-with-matthias-kuntzel](https://www.dissentmagazine.org/democratiya_article/jihad-and-jew-hatred-an-interview-with-matthias-kuntzel)

## SEMANA 9

Tema: Islamism—For a world without Jews (again), and Christians, and *Kafir*

Lecturas obligatorias:

Quilliam Foundation. (2012, Aug. 18). *What is Islamism?* [Video file]. Retrieved from <https://www.youtube.com/watch?v=KIADwwnIpaI>

Lobo, G. (2016). Mimesis, Antisemitism, Terror. *Flashpoint* 16. Retrieved from <http://isgap.org/flashpoint/mimesis-antisemitism-terror/>

Winter, C. (2015). *The Virtual "Caliphate": Understanding the Islamic State's Propaganda Strategy*. Quilliam. Retrieved from <http://www.quilliamfoundation.org/wp/wp-content/uploads/publications/free/the-virtual-caliphate-understanding-islamic-states-propaganda-strategy.pdf>

## SEMANA 10

Tema:

Mid-term

### SEMANA 11

SEMANA DE TRABAJO INDIVIDUAL

### SEMANA 12

Tema: Anti-zionism or Antisemitism—Does contemporary antisemitism manifest as the delegitimization of Jewish peoplehood?

Lecturas obligatorias:

Toronto March of the Living. (2014, Sep. 24). *Antisemitism vs Anti Zionism*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=W2ge9dRTNr8>

BBC. (2016, April 29). What's the difference between anti-Semitism and anti-Zionism? Retrieved from <http://www.bbc.co.uk/news/magazine-36160928>

Nota: Please write up a 1 page summation of the main arguments presented in the videos (extra credit).

### SEMANA 13

Tema: Antisemitism on campus and BDS—The German universities were quick to give up the Jews in Nazi Germany

Lecturas obligatorias:

Jerusalem U. (2015, Feb. 25). *Crossing the Line 2: The New Face of Anti-Semitism on Campus*. [Video file]. Retrieved from [https://www.youtube.com/watch?v=tNDCcsH\\_wgU](https://www.youtube.com/watch?v=tNDCcsH_wgU)

Brahm, G. (2014). The Philosophy behind 'BDS': a review of 'Deconstructing Zionism: A Critique of Political Metaphysics'. *Fathom*. Retrieved from <http://fathomjournal.org/the-philosophy-behind-bds-a-review-of-deconstructing-zionism-a-critique-of-political-metaphysics/>

### SEMANA 14

Tema: Antisemitism and culture—Conviction about the symbolic world is an extension and thus as unshakeable as conviction about the material world

Lecturas obligatorias:

Nirenberg, D. (2014). Thinking about Judaism, or the Judaism of Thought. *Anti-Judaism: The Western Tradition*. WW Norton, pp. 1-12.

Small, C. A. (2013). Introduction. *Global Antisemitism: A Crisis of Modernity*. New York: ISGAP. , 1-19. Retrieved from [http://isgap.org/wp-content/uploads/2013/12/05\\_ISGAP\\_Vol.-V\\_120114\\_Web.pdf](http://isgap.org/wp-content/uploads/2013/12/05_ISGAP_Vol.-V_120114_Web.pdf)

C-SPAN. (2013, June 9). Book Discussion on *Anti-Judaism*. [Video file]. Retrieved from <https://www.c-span.org/video/?313185-8/book-discussion-antijudaism>

### SEMANA 15

Tema: Defiance—Jewish self-defence; democratic values

Lecturas obligatorias:

Zwick, E. & Brugge, P J. (Producers) & Zwick, E. (Director). (2008). *Defiance*. United States & Lithuania: Paramount Vantage. 137 mins.

Lobo, G. (2016). Colombia Unbecoming: Hate Week Comes to Latin America. *Flashpoint* 26. Retrieved from <http://isgap.org/flashpoint/colombia-unbecoming-hate-week-comes-to-latin-america/>

Students propose readings or objects of analysis

SEMANA 16

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Tema: Further discussion and work on proposals for research and/or analysis

Lecturas obligatorias:

Students propose readings or objects of analysis

SEMANA 17

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Hand in final work