Course Description

Anti-Semitism, or whatever names it takes, seems to locate both within and beyond the historical process, and its various interpretations in the wake of the Holocaust appear to be hardly escapable from being categorized as either apologetic or politically incorrect. It is arguably a pivotal, pervasive, thorny, and keenly-felt theme in Jewish studies. This survey course for graduate students will address various anti-Semitic manifestations from the Greco-Roman antiquity through medieval Christendom and Islam down to the contemporary world, trying to draw attention to the contexts in which they were emerged and to probe their historical, religious, economic, social, political, and psychological roots. The assigned readings are intended not only to form a holistic understanding of anti-Semitism in its temporal and spatial evolution and mutations, but also to offer the bibliographical knowledge necessary for independent research.

Some of the over-arching questions for the course are as follows and please be prepared to relate the reading assignments to these questions in our class discussion.

1. In scholarly writings we frequently encounter terms like “Judeophobia”, “anti-Judaism”, “anti-Israel”, “anti-Zionism”, so on and so forth. Are they interchangeable with “anti-Semitism”? Why is it necessary to coin a plethora of terms?
2. What is the pattern of continuity and change in various anti-Semitic manifestations?
3. Is anti-Semitism unique? How is anti-Semitism similar to and different from other prejudices or ethnic hatred?
4. How is anti-Semitism connected with and affected by imperialism, colonialism, (trans-)nationalism, racism, and globalization?
5. What can we do when facing anti-Semitic or similar discourses and praxes?

Requirements and Evaluations

- Reading: Students MUST attend class having read the assigned readings each week and having prepared thoughtfully to discuss the issues raised. This will be measured through summarizing the major points and arguments of the readings.
- Attendance: One absence will be considered unremarkable. More than two absences will require explanation and will affect the final grade.
- Participation: The course will emphasize discussion. Full participation is expected.
- Presentation: Each student will make a presentation of at least 30 minutes on a topic of his/her choice.
- Final paper: The paper, with minimum 4,000 Chinese characters, should be based on the presentation. It is expected to be fully annotated and included with a bibliography.
- Grading: attendance 10%, class participation 30%, presentation 20%, and final paper 40%.

Required Text:

(1) 徐新: 《反犹主义：历史与现状》（Xu Xin, Antisemitism: Past and Present），人民
Suggested Readings:
(1) 阿多諾等：《權力主義人格》（T. W. Adorno, et al., The Authoritarian Personality），浙江教育出版社，2002年，论反犹主义的部分（Part on Antisemitism）。
(2) 汉娜·阿倫特：《極权主義的起源》（Hannah Arendt, The Origins of Totalitarianism），北京三联书店，2008年，第一部分（Part I）。
(4) Institute for the Study of Global Antisemitism and Policy (ISGAP) http://isgap.org (Note its “Publications”)

Week 1: Reflections on the Definitions
(1) 徐新：《反犹主义：历史与现状》，第1-23页。
(2) EUMC Working Definition of Antisemitism: http://www.antisem.eu/projects/eumc-working-definition-of-antisemitism/

Week 2: Judeophobia in the Greco-Roman World
(1) 徐新：《反犹主义：历史与现状》，第26-45页。

Week 3: Kata Ioudaion / Adversus Judaeos of the Christian Fathers
(1) 徐新：《反犹主义：历史与现状》，第46-75页。
(2) 周伟驰：“作为基督见证者的犹太人——奥古斯丁的犹太观”，载《犹太研究》第3期（2004），山东大学犹太教与跨宗教研究中心，第158-169页。

https://www.douban.com/note/210377865/

Week 4: Anti-Judaism in the Medieval Christendom
(1) 彭小瑜：《教会法研究—–历史与理论》，北京：商务印书馆，2003年，第261-265、275-279页。
(2) 徐新：《反犹主义：历史与现状》，第78-167页。
(4) Selected medieval artistic representations of ritual murder, desecration of the hosts, blood libel, etc.
Week 5: Political and Racial Antisemitism in Modern Europe I
(1) 罗祥林：“马丁·路德与犹太人问题,” 《世界历史》2003年第3期，第72-81页。
(2) 徐新：《反犹主义：历史与现状》，第202-209, 212-238页。
(3) Paul Mendes-Flohr and Jehuda Reiharz, eds. The Jew in the Modern World: A

Week 6: Political and Racial Antisemitism in Modern Europe II
(1) Paul Mendes-Flohr and Jehuda Reiharz, eds. The Jew in the Modern World: A
Documentary History, pp. 308-345.
(2) Todd M. Endelman, “Comparative Perspectives on Modern Anti-Semitism in the
West,” in History and Hate: The Dimensions of Anti-Semitism, ed. David Berger, pp.
95-114.

Week 7: Muslim and Anti-Semitism I: Overview and Roots
(1) Norman Stillman, The Jews of Arab Lands: A History and Sourcebook, Philadelphia, 1979,
pp. 149-151 (Koran on dhimmis), 157-158 (the Pact of Umar).
(2) 宋立宏：“论’顺民’：犹太人在伊斯兰世界中的法律和社会地位”（Lihong Song, “On
Dhimmi: the legal and social status of Jews in Islam”），载潘光等主编：《离散与避
难：犹太民族难以忘怀的历史》(in Pan Guang, et al. eds., Diaspora and Refuge), 时事
出版社, 2013年, 第31-55页。
(3) 徐新：《反犹主义：历史与现状》, 第175-193页。

Week 8: Muslim and Anti-Semitism II: Contemporary Manifestations
(1) Hamas Charter: http://fas.org/irp/world/para/docs/880818.htm
or http://avalon.law.yale.edu/20th_century/hamas.asp
http://www.meforum.org/396/muslim-anti-semitism
1-12.
(4) Esther Webman, “The Challenge of Assessing Arab/Islamic Antisemitism,” Middle
(5) Günther Jikeli, Antisemitic Attitudes among Muslims in Europe: A Survey Review, New
York, 2015.【Optional】

Week 9: New Antisemitism: Anti-Zionism
(1) Robert Wistrich, “Anti-Zionist Connections: Communism, Radical Islam, and the
Left,” in Resurgent Antisemitism: Global Perspective, ed. Alvin Rosenfeld, Bloomington
and Indianapolis, 2013, pp. 402-423.

Week 10: Anti-Semitic Iconography: Continuity and Change
(1) Sara Lipton, Dark Mirror: The Medieval Origins of Anti-Semitic Iconography, New York,
2014. selections
(2) Joël Kotek, Cartoons and Extremism: Israel and the Jews in Arab and Western Media,
Portland, Oregon, 2009. selections
(3) Yaakov Kirschen, “Memetics and the Viral Spread of Antisemitism through ‘Coded
Images’ in Political Cartoons,” in The Yale Papers: Antisemitism in Comparative

Week 11: Philosemitism or Antisemitism?
Week 12: Jewish Self-Hatred


(2) Zhang Qianhong: “Review of Song Hongbin’s Currency War”. 载《世界民族》2010年第1期。

(3) “广州告急！贩毒、强奸、闹事……50万黑人带来的灾难” (“Guangzhou is in danger! Drug Trafficking, Rape, Messing Around”)

Weeks 13-15
Presentations