Course	Following *Protocol…*
Author	Christine Maxwell, PhD
Term	15-week long semester
Meetings	Online

General Course Information

Pre-requisites, Co-requisites, & other restrictions

This course is taught completely online: there are no required on-campus meetings. Weekly lessons are accessible throughout the study period. The asynchronous schedule allows you to work at your own pace **during the week**.

- Students must know how to access and navigate web pages on the Internet.
- Students must know how to send and receive electronic mail messages.

The flexibility of a student-directed course demands self-discipline and a high level of independent motivation. This is a full semester course. You cannot just log in at the last minute and click your way to the end. You should budget at least 3 hours per week for this study.

Course Description

This is a foundational course on 'modern' antisemitism. Through self-paced modules, the key historical concepts and themes of antisemitism that persist today are explained in layman's terms so that lifelong learners can identify their influence in a local context. A broad thematic approach to refuting *The Protocols of the Learned Elders of Zion* (Education, Finance, Human Rights, Politics, Practice/Other, Propaganda, Race/Ethnicity, and Religion) serves as the basis for raising awareness of the roots of antisemitism to identify manifestations at a personal level. Explicit thinking skills (Other People's Views, The Treatment of Ideas, and The Factors Involved) transfer readily across situations to provide proactive ways of dealing with often inherent and hidden biases. Direct links to real-time resources provide a current view on the state of our world through the pervasive lens of antisemitism.

Learning Outcomes

1. <u>Leverage</u> the comprehensive resources available to support the teaching of historical and contemporary antisemitism.

2. <u>Experience</u> a sound pedagogy for teaching about the Holocaust.

3. <u>Practice</u> instructional strategies to help students learn about the complex history of contemporary antisemitism that persists in their schools, communities, and the world.

4. <u>Apply</u> thinking skills to enact positive change in any local context.

Texts, Readings, & Materials

Required Text

[Dismantling the Big Lie: The Protocols of the Elders of Zion](#)
Steven L Jacobs and Mark Weitzman, Ktav Pub Inc
©2003, ISBN-13: 978-0881257854; ISBN-10: 0881257850

Published in association with the Simon Wiesenthal Center, this volume debunks a major propaganda source for justifying anti-Semitism from tsarist Russia to today's online conspiracy theorists. Jacobs (Judaic studies, U. of Alabama) and the Center's Weitzman trace its nefarious history and refute the 24 protocols item-by-item. Annotation (c) Book News, Inc., Portland, OR (booknews.com).

Recommended Text

[The Jewish Experience: An Introduction to Jewish History and Jewish Life](#), Steven L Jacobs, Fortress Press
©2010, ISBN-10: 9780800696634; ISBN-13: 978-0800696634

This is a story of the Jewish experience through history, which introduces and explains the many dimensions of Jewish life as "cycles" through which Jewish history, thought, writing, and practices have evolved and continue to mature. Steven Jacobs writes a clear and straightforward introduction that explains the basics of Jewish history, the tradition of texts, key philosophical and theological issues and thinkers, the Judaic calendar, and contemporary global concerns and what the future may portend for Judaism. This book is appropriate for use in general and historical introductory courses on Judaism as well as by general readers who seek a better understanding of the richness and meaning of Jewish life through history.

Required Materials

Email account. Individual correspondence will be conducted via electronic mail; therefore, you must have a working email account that can send and receive attachments.

Internet access. All coursework, additional reading assignments, and lesson activities will be provided electronically via the World Wide Web; therefore, you must have a reliable connection and updated browser. (You can access the course from any web-based system!)

Technical Requirements

In addition to a modest level of computer and Internet literacy, you may need Adobe's Acrobat Reader to display course documents (available for free download at http://www.adobe.com/products/acrobat/readstep2.html).

Course Access

To get started, please submit a [Course Access Request Form](#). On approval, login details will be emailed to you directly.

Calendar & Text Readings

Specific requirements are detailed in each lesson. This outline is intended as a guide only and is subject to change as announced in the course. For convenience, text readings (Jacobs & Weitzman, 2003) are listed. The introductory units (1, 2, 3, 4) should be completed before the theme units (5, 6, 7, 8, 9, 10, 11, 12) which should be completed before the project units (13, 14) and conclusion (15). *The theme units 05-12 may be completed in any order.*

01 **Welcome**

    Read pp. xi-xiv

02 ***The Protocols***

    Read pp. 12-16, xv-xxiii, 21-23

03 **Antisemitism Defined**

    Read pp. 1-7, 24-25

04 **Back to the Future**

    Read pp. 8-12, 17-20

___ **Education**: *Protocols 01, **09**, 10, **16**, 17*

    Read pp. 64-68, 170-173 | 93-96, 202-204

___ **Finance**: *Protocol 01, 13, **20**, **21**, **22***

    Read pp. 107-114, 211-219 | 115-116, 219-221 | 117-118, 222-223

___ **Human Rights**: *Protocol **01**, 04, **06**, **08**, 12, 14, 23*

    Read pp. 26-33, 143-150 | 54-57, 165-166 | 62-63, 168-169

___ **Politics**: *Protocol **02**, **07**, **10**, 11, **15**, 24*

    Read pp. 34-38, 151-153 | 58-61, 167-168 | 69-73, 173-180 | 87-92, 192-201

___ **Practice/Other**: *Protocol 03, **04**, 05, 09, 10, 11, **13**, 15*

    Read pp. 44-48, 159-160 | 82-83, 188-190

___ **Propaganda**: *Protocol 02, **12**, 13, 14, 17, 19, **24***

    Read pp. 77-81, 182-188 | 122-124, 225-227

___ **Race/Ethnicity**: *Protocol **03**, **05**, **11**, 14, 15*

    Read pp. 39-43, 153-159 | 49-53, 161-165 | 74-76, 180-182

___ **Religion**: *Protocol 03, 13, **14**, 15, **17**, **18**, **19**, 22, **23***

    Read pp. 84-86, 190-192 | 97-101, 204-207 | 102-104, 207-210 | 105-106, 210-211 | 119-121, 223-225

13 **Reality vs Myth**

    Your Sphere of Influence

14 **Dismantling Antisemitism**

    Combatting Three Dangers

15 **Proactive Change**

    End of Course Survey.

Course Policies

Class Attendance	Students are expected to login regularly to the online class site. The author/leader may monitor student activity.
Citizenship	Professional participation is expected. The same guidelines that apply to traditional classes should be observed in the virtual classroom environment.
	Please use proper netiquette when interacting with class members and leaders. This course will follow the *Netiquette Guidelines*, which are also valid for any other virtual space outside of the course.
Policy on Server Unavailability or Other Technical Difficulties	The author is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive activity, the author will provide an appropriate accommodation based on the situation.
	Students should immediately report any problems to the author as directed.
Student Conduct and Discipline	A student neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws and rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.
Academic Integrity	The author expects from its students a high level of responsibility and academic honesty. Because the value of an academic endeavor depends upon the absolute integrity of the work done by the student for that activity, it is imperative that a student demonstrate a high standard of individual honor in his or her work.
	Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records.
Disability Services	The author is committed to ensuring an equal opportunity to participate in this course. The principles of universal design for learning have been applied to the greatest extent possible. It is the student's responsibility to notify the author in the event that additional accommodations are needed or recommended.
Confidential Information	Any personal information shared with the author will remain strictly confidential. Descriptive course use statistics and performance measures may be reported for educational research purposes, along with unidentifiable responses or comments as indicated in the course.

These descriptions and timelines are subject to change at the discretion of the author/leader.