Our course examines antisemitism’s political resurgence from the close of the 20th century to the present. After a brief overview of the religious doctrine, racial science and nationalism that gave rise to the Holocaust, we will focus on antisemitism in the postwar world. More specifically, we will consider how and why non-state actors (e.g., social movements and non-governmental organizations) and transnational organizations (e.g., the European Union and United Nations) gather data on, deny, mitigate and promote antisemitism. Upon completion of this course students will be able to define “antisemitism”, understand its appeal, and appreciate the difficulties in countering it.

**Grading:** Given the pandemic, every effort has been taken to be accommodating while maintaining rigor, so please read the following requirements with care.

2 exams are required, each is worth 25 percent (see outline below). Because everyone is entitled to miss one of the three exams that will be given, there are no makeup, substitute or late exams. Simply complete two required exams at the time they are given.

Weekly quizzes comprise 10 percent of your grade and the lowest one is dropped.

A final presentation/annotated bibliography is worth 30 percent of your grade and will either be due 10th week or during the final exam class period. Again, no late work is accepted as flexibility is already built into this deadline. Plagiarized work or any cheating will result in an F for the entire course.

Class participation (10 Percent) is strongly encouraged! Our lectures and discussions are never to be recorded. Recording without one’s consent in Michigan is illegal.

**Participation 10-point scale.**

As noted, your participation is evaluated throughout our term and 10% of your final grade is earned through your overall contribution to the class or the lack thereof.

To earn all 10 points, a student’s contribution to class discussions must prove outstanding. This student frequently contributes thoughtful insights, questions and comments throughout the term that are relevant to the lectures, readings and current events. The student also facilitates conversations between students (and the professor) in ways that reveal a keen ear for what others say.

To earn 8 points, a student’s contributions to class must be very good. This student regularly contributes thoughtful questions, insights and comments throughout the term that are relevant to the lectures, readings and current events. Sometimes these contributions facilitate conversations between students (and the professor) and reveal respectful attention to others.
To earn 6 points, a student sometimes issues questions, comments and insights premised in relevant materials and news events. However, this rarely happens without the professor’s prompting. This student, while generally polite, could be more engaged in discussions.

To earn 4 points, a student seldom contributes to class discussion of their own volition and/or issues comments that are not always relevant to the material. While this student may try, they display little attention to what others say and thus the student needs to pay greater attention to the course (i.e., the outline, readings, lectures, news and the contributions others make).

To earn 2 or less points, a student never contributes to discussion of their own volition and/or offers extraneous comments that reveal limited attention to the readings, lectures, the news and contributions of others. This student maintains a blank online presence and/or is repeatedly absent, late, or leaves early.

TEXTS: While every effort was taken to save you money and make texts accessible online, please print these materials if you are able and work with them accordingly. Studies reveal that while many of you prefer online reading, you are better able to comprehend and retain information through printed texts and writing (by hand).

GUIDANCE: Readings and screenings of videos should be completed prior to class as lectures do not replicate them and we can best grasp material and contribute to discussion when we attend prepared. Our outline may change slightly, depending on class interest and extenuating world events. Thus, we’ll reflect on the syllabus throughout. Please maintain this e-copy as it contains important links to readings, reports, data sets, videos and websites. For example, follow a US NGO that counters discrimination via Vital Statistics: Jewish Population of the World (via the Virtual Jewish Library), understand “The continuing decline of Europe’s Jewish population” (via Pew Research), explore a video archive that contains over 3,000 interviews with Holocaust survivors Fortunoff Video Archive for Holocaust Testimonies (via Yale University) or check a site that includes information about projects and publications on antisemitism as well as an analysis of current trends with over 20,000 items from 1984 to the present through Vidal Sassoon International Center for the Study of Anti-semitism (via Hebrew University).

1. INTRODUCTION: THE JEW(S)

Week 1: Tuesday March 30

International Holocaust Remembrance Alliance (IHRA) Memo on Spelling of Antisemitism.

Yad Vashem, “A problematic term – Antisemitism from Its Origins to the Present,”

Patterson, Word, Blood and Redemption: The Essence of Antisemitism (online via ISGAP, March 2021 – watch just the first 40 minutes)
1. INTRODUCTION: THE JEW(S)

(Continued)

**Week 1: Thursday April 1**

Wistrich, *The Longest Hatred*, Film (online via Teams Folder or Moodle) or


**Week 2: Tuesday April 6**


2. DEFINING ANTISEMITISM & DISAPPEARING DATA

**Week 2: Thursday April 8**


**Week 3: Tuesday April 13**

Arcady, *24 Days*, Film (via Kalamazoo College’s Kanopy site)


Suggested, note a similar debate unfolds in the UK - skim Pears Foundation Study and Baker’s response “*A recent study into rising antisemitism in Europe ignores the role of Muslim Migrants*” (May 24, 2018).
3. **HOLOCAUST DENIAL & HOLOCAUST INVERSION**

**Week 3: Thursday April 15**


AJC on Whoopi Goldberg’s View, listen to this People of the Pod [podcast](https://example.com).

**Week 4: Tuesday April 20**

EXAM 1 – First three sections

4. **ZIONISM & THE ISRAELIZATION OF ANTISEMITISM**

**Week 4: Thursday April 22**


**Week 5: Tuesday April 27**


Sassoon, *Review Essay: Israeli Attitudes on Civil Rights, Democracy and Arab-Jewish Relations*

5. **ISLAMIC ANTISEMITISM**

**Week 5: Thursday April 29**


Recommended, compare and contrast *Protocols of Zion* with *Hamas Charter* and *Cairo Declaration on Human Rights in Islam*. 
6. LEFT ANTISEMITISM

Week 6: Tuesday May 4


Arnold, “From Occupation to Occupy,” in Rosenfeld’s *Deciphering the New Antisemitism* (2015), pp. 375-404, (online via Teams Folder or Moodle).

7. ALT-RIGHT ANTISEMITISM

Week 6: Thursday May 6

Ward, In this “conversation on black-Jewish relations,” pay close attention to the arguments made by Eric Ward concerning the centrality of antisemitism to the Alt-Right [https://news.berkeley.edu/2021/03/12/race-and-responsibility-a-conversation-on-black-jewish-relations-and-the-fight-for-equal-justice/](https://news.berkeley.edu/2021/03/12/race-and-responsibility-a-conversation-on-black-jewish-relations-and-the-fight-for-equal-justice/)

ADL, “Steve Bannon: Five Things to Know” and the “ADL Primer about the New White Supremacy”.

EXAM 2 – covers last 4 sections

8. TRANSATIONAL ORGANIZATIONS

Week 7: Tuesday May 11


9. “SOCIAL MOVEMENTS” - HUMAN RIGHTS & NGOs

Week 7: Thursday May 13

NGO Monitor website (skim to get a sense of NGOs engaged in antisemitic activities)


Week 8: Tuesday May 18


Week 8: Thursday May 20

EXAM 3 - Covers the last 2 sections


Week 9: Tuesday May 25

Ward, AJC Podcast follow-up to his earlier work on what fighting racism entails (just listen to the first 20 minutes). See too this video Martin Luther King on Jews, Israel, Hatred

Wisse, “How Do We Put an End to Antisemitism: No, Really. How Do We?” (ISGAP, video).

Pinto, “Viral Hatred: Coronavirus, Conspiracies and Classical Antisemitic Tropes” (ISGAP video). Just watch the first 34 minutes, until she concludes.

Students select works and consider how antisemitism permeates discussions pertaining to contemporary crises and political conflicts including, but not limited to, dictatorships, economic instability, the environment, hate speech codes, the migration crisis and COVID. The question to address is this: given your particular focus, employ Wisse and consider how do you/we put an end to antisemitism?

Week 9: Thursday May 27. Class period for organizing upcoming presentations

Week 10: Tuesday and Thursday June 1 and June 3

RESERVED - FINAL PRESENTATION DEVELOPMENT – present during finals!