I. COURSE DESCRIPTION

Intersectionality,” a concept coined and developed by legal scholar Kimberlé Crenshaw, examines how our various identities change in meaning and valence when placed in dynamic relation with one another. Instead of exploring identity traits like “race,” “gender,” “religion,” and so on in isolation, an intersectional approach asks what these various characteristics “do” to one another in combination. For example, Kimberlé Crenshaw’s observation that, for example, Black female oppression is “greater than the sum of race and sex” is applicable across a wide range of cases. It is this premise that drove the analysis of racial and gender oppression might still fail to adequately encompass the experiences of (say) Black women, to the extent that “racial oppression” was viewed through the lens of Black men, and gender oppression through the vantage of White women. David Schraub suggests that “what whiteness does to Jewishness is act as an accelerant for certain forms of antisemitic marginalization even as it ratifies a racialized hierarchy within the Jewish community.” This course, then, is designed to put two forms of oppression and marginalization into conversation with each other to examine both the overlap and differences.

II. OBJECTIVES

The immediate goals of this course are:

1) to acquire a conceptual framework for understanding the history of anti-Black racism and antisemitism and all of its iterations.
2) to acquire the skills to identify the contemporary displays of antisemitism and anti-Black racism.
3) to find practical ways to assist the African American and Global Jewish community in their fight against anti-Black racism and antisemitism.
4) To foster a more comprehensive dialogue between the global Jewish community and the African American community on issues of anti-Black racism and antisemitism.

III. FEATURES AND PROCEDURES

To help attain these objectives, the class contains the following features and procedures:

Class preparation/assignments/participation

Students are to complete all assignments and be ready to discuss them in class. There is no grading system to keep you accountable since this is a cadre class. Although you will be able to glean and learn from this class, whether you
do the assignments or not, the more you engage and complete the homework assignments, the more you will get out of the class.

IV. **TEXTBOOKS, READINGS, AND RESOURCES**

**Required:**


**Recommended Further Readings:**


V. **CLASS CALENDAR** (The professor reserves the right to modify the terms or content of the syllabus to respond to unforeseeable circumstances that may arise. **Unless otherwise noted, all assignments are due at the start of class on the due date.**

Note: THIS Syllabus Calendar is based on the 2nd Edition of GGW. If you have another edition, you can find the corresponding chapter in your book’s edition.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Discussion and Homework Assignments Due</th>
<th>Review Exercise/ Extra Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jews as a Global People: <strong>Ethnicity</strong>, <strong>Religion and Peoplehood</strong></td>
<td>Intro Lecture: “Jews Defining Themselves.”</td>
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<td>PowerPoint presentation on the Jews as a Global People.</td>
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<td>The challenges and limitations of the trichotomous taxonomy of:</td>
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<td>Week</td>
<td>Topic</td>
<td>Reading and Notes</td>
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<td>Week 3</td>
<td>The Problem of Jewish Whiteness</td>
<td>Classwork: (1) Internalized Trauma: (a) the Lost of Agency, (b) the lost of agency (c) the Trivialization of their cause (2) The Palestinian Problem and Leftist Politics (3) The Pan-Jewry Problem and Colorism (4) The</td>
<td>Geraldine Heng, <em>The Invention of Race in the European Middles Ages</em>. Cambridge: Cambridge University Press, 2018.</td>
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<td>Week</td>
<td>Potential Pan-African Problem</td>
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<td>4</td>
<td>Zionism</td>
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The Idea (Zionist Thinkers)
- Theodore Herzl
- Ben Gurion
The Question of Where Do we Start
- Antiquity?
- Modernity?

International Laws
- Wars

Arguments for Zionism
- Religious Arguments
- Historical/Cultural Arguments
- Political Arguments

Arguments Against Zionism
- Neutral arguments against Zionism: When Antizionism is not Antisemitism
- Internal Communal arguments
- Boschvich
- Tendentious Arguments against Zionism
- Jihadist arguments
- Liberal arguments
- Alt-Right arguments
- Palestinian arguments that do
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<tr>
<th>Week 5</th>
<th>Antisemitism in its Many Forms and its Intersection with Anti-Black Racism</th>
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|        | Classwork:  
  1. Ideological Anti Black Racism and Ideological Antisemitism: Stereo types:  
    1) Uncle Thomism,  
    2) Mammyism, 3) Saphire, 4) Samboism, cf., 5) Demonization of Jews, Conspirators (e.g., puppeteers),  
    6) the challenges of zoomorphisms in the Black and Jewish communities (e.g., The Jew as economics parasite, spiders, Blacks as monkeys, (ra) coons) (7) Holocaust denial, (8) trivialization of slavery.  
|        | https://doi.org/10.1177/0361684318791543 |
| Week 6 | The Complicated History: Jews and Blacks in the American Dilemma Part 1 |
|        | Lecture Based on:  
  Terrence L. Johnson and Jacques Berlinerblau, *Black and Jews and America: An Invitation to Dialogue* (Georgetown: Georgetown |
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<tr>
<th>Week 7</th>
<th>The Complicated History: Jews and Blacks in the American Dilemma Part 2</th>
<th>University Press, 2022)</th>
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