

Anti-Black Racism and Antisemitism Theory: Ideology, Intersectionality and Resistance.

SYLLABUS

“An injustice anywhere is a threat to justice everywhere.” (MLK, Jr.)

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:

Isabelle Wilkerson. *Caste: The Origins of Our Discontent* (New York: Random House Publishing, 2020).

Corinne E. Blackmer and Andrew Pessin. *Poisoning the Well: Antisemitism in Contemporary America*. New York; Oxford; Rome; Toronto; Jerusalem: ISGAP, 2021.

Recommended Further Readings:

Marvin Perry and Frederick M. Schweitzer, *Antisemitism: Myth and Hate from Antiquity to the Present*. New York: Palgrave MacMillan. 2002.

Paula S. Rothenberg. *White Privilege: Essential Readers on the Other Side of Racism*, 4th edition. New York: Worth Publishers, 2012.

Bonilla-Silva, Eduardo. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*, 3rd Edition. Lanham: Rowman & Littlefield. 2010.

Charles Asher Small. *The ISGAP Papers: Antisemitism in Comparative Perspective- Volume Three*. New York; Oxford; Jerusalem: ISGAP 2018.

Terrence L. Johnson and Jacques Berlinerblau, *Blacks and Jews in America: An Invitation to Dialogue*. Georgetown: Georgetown University Press, 2022.

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.

Date	Topic	Class Discussion and Homework Assignments Due	Review Exercise/ Extra Reading
Week 1	Jews as a Global People: Ethnicity, Religion and Peoplehood	Intro Lecture: “Jews Defining Themselves.” PowerPoint presentation on the Jews as a Global People. The challenges and limitations of the trichotomous taxonomy of:	

		Ashkenazi, Mizrachi, and Ethiopian Jewry.	
Week 2	The Intersectionality of Whiteness and Jewishness.	<p>Classwork: Lecture based on Karen Brodtkin, <i>How Hews Became white Folks and What that Says about Race in America</i>. 1999; Matthew Frye Jacobson, <i>Whiteness of a Different Color: Europeans Immigrants and the Alchemy of Race</i> (Cambridge, Ma; London, England: Harvard University Press, 1998).</p> <p>Homework: please read David Schraub, <i>White Jews: An Intersectional Approach</i> AJS Review 43 (2019): 379–407.</p>	Chapter (s): Review Quiz (open book)
Week 3	The Problem of Jewish Whiteness	<p>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</p>	Geraldine Heng, <i>The Invention of Race in the European Middles Ages</i> . Cambridge: Cambridge University Press, 2018.

		Potential Pan-African Problem	
Week 4	Zionism	<p>The Idea (Zionist Thinkers)</p> <ul style="list-style-type: none"> . Theodore Hertzl . Ben Gurion <p>The Question of Where Do we Start</p> <ul style="list-style-type: none"> . Antiquity? . Modernity? <p>International Laws</p> <ul style="list-style-type: none"> . Wars <p>Arguments for Zionism</p> <ul style="list-style-type: none"> . Religious Arguments . Historical/ Cultural Arguments . Political Arguments <p>Arguments Against Zionism</p> <ul style="list-style-type: none"> . Neutral arguments against Zionism: When Antizionism is not Antisemitism . Internal Communal arguments . Boschvich . Tendentious Arguments against Zionism . Jihadist arguments . Liberal arguments . Alt-Right arguments . Palenstinian arguments that do 	

		not over lap with the above	
Week 5	Antisemitism in its Many Forms and its Intersection with Anti-Black Racism	Classwork: . Ideological Anti Black Racism and Ideological Antisemitism: Stereo types: 1) Uncle Thomism, 2) Mammymism, 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.	Marvin Perry and Frederick M. Schweitzer, <i>Antisemitism: Myth and Hate From Antiquity to Present</i> . New York: Palgrave MacMillan, 2002. 73–175; Anderson, J. R., Holland, E., Heldreth, C., & Johnson, S. P., “Revisiting the Jezebel Stereotype: The Impact of Target Race on Sexual Objectification. <i>Psychology of Women Quarterly</i> ,” 42:4 (2018): 461–76. https://doi.org/10.1177/0361684318791543
Week 6	The Complicated History: Jews and Blacks in the American Dilemma Part 1	Lecture Based on: Benjamin Sevitch, “W. E. B. Du Bois and Jews: A Lifetime of Opposing Antisemitism,” <i>Journal of African American History</i> (2002): 323–37; Terrence L. Johnson and Jacques Berlinerblau, <i>Black and Jews and America: An Invitation to Dialogue</i> (Georgetown: Georgetown	

		University Press, 2022)	
Week 7	The Complicated History: Jews and Blacks in the American Dilemma Part 2	Homework: Write a Review of Jacques Berlinerblau "Finding Our Affinities in a Black and Jews Dialogue" in Blacks and Jews in America: An Invitation to Dialogue, pp. 25-75 Georgetown: Georgetown University Press, 2022,	Terrence L. Johnson and Jacques Berlinerblau, <i>Blacks and Jews in America: An Invitation to Dialogue</i> . Georgetown: Georgetown University Press, 2022.