**Antisemitism Uncovered:   
From Rhetoric to Violence**

**ETST 257**

**Molecular Radiological Biosciences 109**

Instructor: **Dr. Carolin Aronis**[carolin.aronis@colostate.edu](mailto:carolin.aronis@colostate.edu)

**Tuesday and Thursday**

**09:30-10:45 AM**

Instructor: **Dr. Carolin Aronis** (she, her, היא)

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Office Hours (in-person or via Zoom): Tuesday 2-2:45 pm; Thursday 11-11:45 am

***CSU LAND ACKNOWLEDGEMENT:***

*Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.*

*CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.*

***TRIGGER WARNING:***

*Our goal in this course is to develop educational and intellectual learning about the phenomenon of antisemitism. Please note that this includes images and specific details about atrocities and historical and current hate crimes, incidents and language. These may trigger trauma and/or other emotions. While I expect you to reach out to campus professionals for support if needed (see below “MENTAL HEALTH AND WELLNESS” section), please feel very welcome to let me know how you are doing, step out of class when you need to, and/or share in class how you feel. I do recognize that some of us (including me) bring to this course some of our deep vulnerabilities.*

* *Dr. Carolin Aronis*

**Course Description from Catalog:**

A survey of historical and contemporary forms of antisemitism and Jew-hatred in the United States and worldwide. Provides tools to recognize, analyze, and discuss antisemitism and its relation to religion, race, xenophobia, white nationalism, and perceptions of power.

**More specifically:** Antisemitism has manifested in different rhetorical forms throughout history and often culminates in violent and deadly attacks. This course invites students to explore antisemitism and Jew-hatred in the United States, its historical and global origins and development, and its relations to other related aspects as religion, race, xenophobia, white nationalism, and perceptions of power in light of various forms of discrimination that manifest in the United States and elsewhere. Students will learn to recognize, analyze, and discuss historical and contemporary antisemitism via multiple lenses. They will become familiar with current perception and handling of antisemitism, will learn about coalition work, and how Jewish people maintain their identities and daily life.

**Course Learning Objectives:**

Students will be able to:

* Describe specific antisemitic and Jew-hatred manifestations and practices in everyday life, politics, media, and academia, from ancient to current times
* Classify, explain, and apply distinctions between race, religion, ethnicity, power, and otherness as it relates to antisemitism
* Evaluate historic and current public discussions on antisemitism
* Develop critical thinking, writing, and reading skills to their intellectual and personal pursuits

**Required Textbook:**

No required textbook. All texts will be available on Canvas

**COURSE EXPECTATIONS:**

**CLASSROOM CONDUCT:**

By design this course should be a space for you to challenge yourself, your own perspectives, and ways of knowing as you think critically about issues related to media, race, ethnicity, gender, sexuality and ability within the field of Ethnic Studies. Throughout the semester you will be exposed to a variety of ideas, experiences, and frameworks. Many of the texts and experiences of your peers may be new to you and/or may not be align perfectly with your own experience or perspective – again, this is by design. Research shows that learning occurs, not when we are merely presented with ideas that confirm our thinking, but often the depth of learning is greatest when we are presented with ideas that challenge our prior perspectives and knowledge. Yet, this learning process can at times be uncomfortable. It is ok if you do not agree with everything that is presented by the texts or your peers. What I ask is that you honestly and openly consider the ideas and research presented by the texts.

Additionally, our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Ethnic Studies field, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, distress, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers’ understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom. I expect every student to contribute toward the creation of a constructive and respectful learning environment where we all are active participants in the learning process.

**CLASSROOM RECORDING**

To ensure the free and open discussion of ideas, students **may not** audio or video record classroom in-person or virtual lectures, discussion, and/or activities without the prior written permission of the instructor, and any such recording that has been properly approved in advance can only be used for the student’s own private use. All of the course content, including lectures, powerpoints, photographs of slides in class, and other materials are copyrighted. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s written permission, including online sites that post and sell material to other students, will face appropriate disciplinary and/or legal action.

**ACADEMIC MISCONDUCT**

Academic integrity will be strongly enforced in this course. Academic misconduct includes the following:

* Cheating; includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
* Plagiarism; includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.
* Unauthorized Possession or Disposition of Academic Materials; includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
* Falsification; any untruth, either verbal or written, in one’s academic work.
* Facilitation; knowingly assisting another to commit an act of academic misconduct.

Any student caught engaging in behaviors or acts of academic misconduct may receive an F for the course and be referred to the Office of Conflict Resolution and Student Conduct Services. I encourage you to work with classmates. However, each student must turn in original work if not mentioned otherwise. Academic integrity is the cornerstone of the university.

**LATE WORK SUBMISSION POLICY**

Specific due dates for each assignment are noted on the course calendar. Late work will not be accepted. If you need any special accommodation due to an illness or life event, please make sure to reach out to me before the deadline. However, I might ask you to additionally reach to Case Management for an official approval.

**WORK OUTSIDE OF CLASS**

This is a 3-credit course. You can expect to work an average of 3-4 hours per credit hour (9-12 hours total per week) of work outside of class in order to succeed in this class.

**CANVAS**

We will use Canvas often throughout the semester. Many of the readings, assignment instructions, and the syllabus will be posted on Canvas. Also, we will use Canvas to communicate with each other, and I will leave you comments on your submitted assignments there. It is your responsibility to check the site regularly and often and to turn on all Canvas notifications.

Canvas is the place where course content, grades, and communication will reside for this course.

Login: [canvas.colostate.edu](http://canvas.colostate.edu/) Support: [info.canvas.colostate.edu](https://canvas.colostate.edu/support/)

For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](http://lib.colostate.edu/services/computers/technical-support-helpdesk). Voice: (970) 491-7276 Email: [help@colostate.edu](mailto:help@colostate.edu)

The [Technical Requirements](https://www.online.colostate.edu/current-students/technical-support-and-requirements/) page identifies the browsers, operating systems, and plugins that work best with Canvas.

Further information about Academic Integrity is available at CSU’s [Academic Integrity - Student Resources](https://tilt.colostate.edu/Integrity/StudentResources)

**ON NAMES AND PRONOUNS**

In class, students should be referred to by the name and pronouns they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by both the name and gender pronouns you identify with. Please advise me of your name’s proper pronunciation, and any names or pronouns not reflected by the Canvas early in the semester so that I can make appropriate changes to my records.

**RESOURCES FOR STUDENTS:**

CSU PRINCIPLES OF COMMUNITY

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

**RESPECT FOR DIVERSITY STATEMENT:**

Colorado State University is committed to embracing diversity through the inclusion of individuals reflective of characteristics such as: age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, physical appearance, medical diagnosis, documentation status, and veteran status with special attention given to populations historically underrepresented or excluded from participation in higher education. The University’s commitment to diversity is a longstanding one that reflects our role and mission as a land-grant institution.

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](https://disabilitycenter.colostate.edu/) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation’s specialist in the SDC.

**UNDOCUMENTED STUDENT SUPPORT:**

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit  [Student Support Services for Undocumented, DACA & ASSET](https://undocumented.colostate.edu/) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

**FOOD INSECURITY:**

Any CSU student (along with faculty and staff) who is experiencing food insecurity can receive support from the [Rams Against Hunger](https://lsc.colostate.edu/slice/slice-engagement/rams-against-hunger/) program. Services include a food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.

**TITLE IX/INTERPERSONAL VIOLENCE:**

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](http://oeo.colostate.edu/title-ix-sexual-assault).

If you feel that your rights have been compromised at CSU, several resources are available to assist

* Student Resolution Center, 200 Lory Student Center, 491-7165
* Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

**RELIGIOUS OBSERVANCES:**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let me know in advance if religious observances conflict with course expectations so that I can make arrangements ahead of any absences. Alternatively, you can fill this form: [Religious Holidays – Vice President for Student Affairs (colostate.edu)](https://studentaffairs.colostate.edu/resources/resources-faculty-staff/administrative-information/religious-holidays/) and be notified by the Office of Student Affairs about approval. This form can also be filled in case you need additional accommodations than I provide to you.

See the campus policy regarding religious observances for full details: <https://oeo.colostate.edu/religious-accommodation/>.

Please note that as an instructor I have my own right for religious observances, and I may make changes to the syllabus upon religious reasons/needs.

**STUDENT CASE MANAGEMENT:**

[Student case management](https://studentcasemanagement.colostate.edu/) is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you discuss your situation with us, we may request [verifiable documentation for class absences](https://studentcasemanagement.colostate.edu/class-absences/) from the SCM office if you request considerations for absences or missed coursework.

**MENTAL HEALTH AND WELLNESS:**

Need Help? CSU is a community that cares. If you are struggling with drugs, alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others, please know there is help available.

Your student fees provide access to a wide range of support services located in the **CSU Health and Medical Center** (Corner of Lake and College). Trained professionals are available 24/7 to help you identify which services are right for you.

Visit [CSU Health Network Counseling Services](https://health.colostate.edu/about-counseling-services) or Call (970) 491-6053. Check out also [Multicultural Counseling Services | Health Network](https://health.colostate.edu/multicultural-counseling/)

If you are concerned about a distressed friend or peer, share your concerns with a trained professional at **Tell Someone.**They can help you discreetly connect the individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know if having a difficult time.

Visit the [TELL SOMEONE website](https://supportandsafety.colostate.edu/tell-someone/) or call (970) 491-6053

**COURSE ASSIGNMENTS & EVALUATION**

***NOTE:*** *All assignments should be typed and double-spaced in Times New Roman 12pt font with 1-inch margins. Essays should include a title page and academic source list/bibliography. Please use APA format. All assignments should be submitted via CANVAS.*

**ATTENDANCE/PARTICIPATION AND IN/OFF-CLASS PARTICIPATION ASSIGNMENTS: (150 POINTS)**

Class attendance is expected, and each student will be allowed for three absences that will be excused (no need to communicate with me when/if you decide to take these days off – when calculating the final grade, I will waive them). After that, your final grade drops 10 points for each additional absence. Perpetually arriving late to class will also result in a loss of participation points. To take attendance, I may send also around a sign in sheet, call roll, and/or use your in-class work. Students caught signing in for their peers who are absent or late to class are engaging in academic misconduct as this is a form of plagiarism.

Students are expected to be in class on time each week, to prepare in advance by reading the assigned texts, and to be active contributors to class discussions and activities. Preparation and participation are equally vital to the success of the course. In order to be active and thoughtful participants, you must prepare for class by carefully reading the assigned materials. I expect students to come to each and every class meeting ready to reflect on, discuss, and write about the topic(s) under consideration.

In order to ensure a learning, non-interrupted environment, I ask that you use your digital devices only for academic purposes related to the current class and moment. That means, no ear buds, no texting to friends, no watching videos, etc. during class. If you do need to use your devices to address specific need, including disability, please communicate this with me.

All students are directed to report any COVID-19 symptoms to the university immediately, as well as exposures or positive test results from a medical provider or home test. [COVID|19 Reporter | COVID Information & Resources | Colorado State University (colostate.edu)](https://covid.colostate.edu/reporter/)

If you are required to quarantine, please send me the email you received about that from the university pandemic team, or ask them to communicate with me. Please check out other information and resources here: [COVID Information & Resources | Colorado State University (colostate.edu)](https://covid.colostate.edu/)

If you miss class because of an illness that is not related to Covid, please provide a doctor note, and do your best to communicate this before class starts.

**Participation Assignments (P.A.s)** are short assignments and are given usually once a week on Canvas (in Assignments or Discussion Forum) and/or in class to ensure involvement in the course and comprehension of the material. Many of the P.A.s encourage discussion and aim to create a sense of community within the course, as well as for developing one’s own knowledge and reflection. The P.A.s will be given throughout the course, some without prior notice. Since some of the P.A.s can be personal, you will have an option to submit certain P.A.s directly to me. Others will be seen and responded by your peers in class. For instance, P.A. Public/Discussion/Feedback will be viewed by others and will develop discussions in the course in relation to a certain topic, text, or case study, or in relation to other students’ work and presentations. These small assignments are worth 5-15 points each as part of your whole grade of Participation (150 points) in the course. Participation Assignments must be submitted by their due date/time as mentioned on \*Canvas\*.

**TEN READING REFLECTIONS: (100 POINTS)**

Write a Reading Reflection on Ten texts from the syllabus of your choice (1-2 short pages for each reading) (10 points each), and submit them in their designated assignment on Modules before they are taught in class. Reading Reflections will include (1) one summarizing paragraph of the reading, (2) one quote/argument which you find interesting/thought-provoking, and (3) a “real life” example you offer to support the author's argument (and/or the quote) or refute it. Additional two Reading Reflections will be count as **extra-credit points** (10 points for each additional one).

**ONE TAKE HOME EXAM: (200 POINTS)**

You will have one take home exam this semester that will consist of multiple choice questions and short essay questions, and will have limited time. You are allowed to use your course readings and notes. You must complete this exam independently. Additional instructions, grading rubric, and examples of questions will be given later in the course.

**ESSAY #1: ANALYSIS OF ANTISEMITIC TROPES (100 POINTS)**

This 900-1200 word short paper invites you to use the learned course material in weeks 1-4, including the readings, for analyzing an antisemitic event/incident/crime through the lenses of antisemitic tropes and Jewish identities and experience. You can choose an event/incident/crime that you experienced or witnessed, or one that you could learn about from the media/history books/a personal witnessing.

You will be provided with specific essay structure that you can follow as well as texts/concepts to use.

This is a brief assignment to have you perform first steps of knowledge and application.

**ESSAY #2: ANALYZING ANTISEMITIC PRACTICES VIA THREE METHODOLOGIES (150 POINTS)**

In this 1500-2500 words research paper you will study through three of the learned methodologies in Section 3 a case study that manifests antisemitism. The goal is to develop deeper understanding of antisemitic *practices*. You will start with identifying the leading antisemitic tropes, but will put more focus on the actual antisemitic manifestations and practices. Again, you will be provided with specific essay structure that you can follow as well as variety of texts/concepts to use in your small research. I recommend meeting with me ahead of time to discuss your work. This research paper can be submitted with a peer from class or your Chavruta.

**ARTICLE PRESENTATION (100 POINTS)**

EachChavruta groupwill actively and significantly contribute to the content of the course and give their own input, understanding and example for a chosen topic, via a 5-7 minute of a well-done presentation. Presentations will be spread out throughout the course (you should choose a topic/class you are interested in). Each presentation will include: (1) Main argument of one current class reading, (2) a current day example to the argument, (3) relationship/connection to same class’s or previous reading, (4) at least one insight. Detailed instructions as well as a sign-up schedule will be provided by the second week of class.

**WORKSHOP PRESENTATIONS (100 POINTS TOGETHER)**

Each workshop/In-class Chavruta work will be presented in class and graded 30-40 points each.

**GRADING SCALE**

Assignments are on a 1000 pt. scale and weighted as described above with letter grades as the following:

|  |  |  |
| --- | --- | --- |
| A+ | 100% | to 96.67% |
| A | < 96.67% | to 93.33% |
| A- | < 93.33% | to 90% |
| B+ | < 90% | to 86.67% |
| B | < 86.67% | to 83.33% |
| B- | < 83.33% | to 80% |
| C+ | < 80% | to 76.67% |
| C | < 76.67% | to 70% |
| D | < 70% | to 60% |
| F | < 60% | to 0% |
|  |  |  |

**GRADE COMPOSITION:**

Participation Assignments (150)

10 Reading Reflections (100)

Take Home Exam (200)

Essay #1 (100)

Essay #2 (150)

Article Presentation (100)

Chavruta Workshop Presentations (100)

900 points in total

*\*Note: Instructor reserves the right to adjust the schedule, readings, and assignments*

|  |  |
| --- | --- |
| **UNIT 1: INTRODUCTION & FUNDAMENTAL CONCEPTS** | |
| Week 1 | T: 8/22 – **Why do we need to learn about antisemitism?**  Introduction to the phenomenon of Jew-hatred, its current manifestations, and the call for social justice;  Course overview, class norms, expectations    **P.A. in class**[[1]](#footnote-2): self-introduction to Dr. Aronis  **Read (by 8/31)**: Lipstadt, D. (2018). *Antisemitism: Here and Now*, pp. ix-xiii, 3-10 |
| Th: 8/24 – **Who are the Jewish people and how they define themselves in the U.S. and in different parts of the world?** Discussing intersections of ethnicity, culture, race, and religion  **Read**: Solomin, R. (retrieved 2022). [Sephardi, Ashkenazi, Mizrahi and Ethiopian Jews: The Jewish world is more ethnically and racially diverse than many people realize](https://www.myjewishlearning.com/article/sephardic-ashkenazic-mizrahi-jews-jewish-ethnic-diversity/). *My Jewish Learning*  **Read:** Weisenfeld, J. (2013). “On Not Being Jewish…and Other Lies: Reflections on Racial Fever,” *Soundings,* 96, 3-11  **Read:** Memmi, A. (1967/2020). Little Portrait of the Jew. *The Albert Memmi Reader*, pp. 94-95.  **Optional Reading**: Pew Research Center. (2021). *Jewish Americans in 2020*: [U.S. Jews are culturally engaged, increasingly diverse, politically polarized and worried about anti-Semitism](https://www.pewforum.org/2021/05/11/jewish-americans-in-2020/).   **P.A.:** Self introduction to the class  **P.A.** Feedback on Syllabus |
| Week 2 | T: 8/29 – **Sephardi and Mizrahi Jews and other Jews of Color in the US and worldwide** Re-discussing intersections of ethnicity, culture, race, and religion  \*Read at least two readings from the following:  **Read:** Foreword by S. J. Ross p. vii and Editorial Introduction by S. Soomekh pp. ix-xiv in *Sephardi and Mizrahi Jews in America* (2016). Purdue University Press  **Read:** Kaur, H. (2023). *What does it mean to be Jewish in the US? CNN.*  **Read:** D. Suissa (2016). Negotiating Exile: An Arab Jew in America pp. 125-129  **Read:** Stovall, T. (2022). Meet the Jews of color exploring what it means to be Black, Asian, Latino — and Jewish. *Forward.*  **P.A.**  Appreciation to the Depth and Diversity of Jewish Experience (Sephardi and Mizrahi Cultures): Listen to one podcast of your choice [Reclaiming Identity - Institute of Jewish Experience](https://instituteofjewishexperience.org/reclaiming-identity/) from the website: <https://instituteofjewishexperience.org/> - and create one slide about it following instructions on Canvas |
| Th: 8/31 - **Silence around both Jews and Jew-hatred**  Discussing relationships between privilege, oppression, and trauma; (de)legitimizing antisemitism  **Read**: Lipstadt, D. (2018). *Antisemitism: Here and Now*, pp. 90-100 (Delegitimizing antisemitism: Jews can't be victims; Antisemitism and racism: The same yet different)  **Read**: Tracie. (2017). [On Skin in the Game: How Antisemitism Animates White Nationalism](https://www.bmoreincremental.com/post/2017/09/22/skin-in-the-game-how-antisemitism-animates-white-nationalism). B'more INCREMENTAL: *REFLECTIONS FROM BALTIMORE ON RACE, JUSTICE, & CHANGE*  **Read:** Schraub, D. “White Jews: An Intersectional Approach.” AJS Review, 379–407  **Optional reading**: Horn, D. “People Love Dead Jews: Reports from Haunted Present.” – selected pages  **Optional reading**: The Social Matrix of Race (pp. 22-30) |
| Week 3 | T: 9/5 – **Definitions of the term “antisemitism,”** also why we dropped the “hyphen”  **Read**: Lipstadt, D. (2018). *Antisemitism: Here and Now*, pp. 11-25  **Read**: [U.S. Department of State Definition of Antisemitism](https://www.state.gov/defining-antisemitism/)  **Introducing the Individual Presentation Assignment** and a sign-up sheet  **P.A.:** Interviewing about Jewish identity. Bring your completed assignment to this class |
| Th: 9/7 – **Common antisemitic tropes: Power, deicide, blood, Disloyalty, greed, denial**  **Read**: Anti-Defamation League. (Retrieved 2022). Antisemitic Myths: Jews Have Too Much Power; Jews Killed Jesus; Jews Use Christian Blood for Religious Rituals; Jews Are Disloyal; Jews Are Greedy; The Holocaust Didn't Happen |
| Week 4 | T: 9/12 – **Work in Chavrutas[[2]](#footnote-3): Analysis of three case studies using learned definitions and tropes**  In Chevruta and in a workshop manner, students will analyze three provided antisemitic case studies from history and current times. Each Chevruta will present in class their analysis/discussion  **Graded workshop presentation (30 points)**  **Introducing Essay #1** |
| Th: 9/14 – **Who are the antisemites today? – from white nationalists to antisemitic enablers**  Class might start with workshop presentations from last class  **Read**: Ward, E. (2017). [Skin in the Game: How Antisemitism Animates White Nationalism](https://politicalresearch.org/2017/06/29/skin-in-the-game-how-antisemitism-animates-white-nationalism). *Political Research Associates*  **Read**: Lipstadt, D. (2018). *Antisemitism: Here and Now*, pp. 42-55  **Read/Watch**: PBS (2021). Exploring hate: [How antisemitism fuels white nationalism](https://www.pbs.org/newshour/show/exploring-hate-how-antisemitism-fuels-white-nationalism)  **Optional**: [Western States Center - Eric Ward on the Antisemitism at the Heart of White Nationalism | Facebook](https://www.facebook.com/westernstatescenter/videos/2912556885640238) (we will this watch together in class)  **Optional**: Schraub, D. (2022). The Epistemic Dimension of Antisemitism, *Journal of Jewish Identities*. |
| **UNIT 2:**  **HISTORICAL AND THEORETICAL CONTEXTS OF ANTISEMITISM** | |
| Week 5 | T: 9/19 – **Jews in the Arab world**    **Read:** Memmi, A. (1967/2020). What is an Arab Jew?. *The Albert Memmi Reader*, pp. 185-189  **Read**: Laskier, M. M. (2014). The Emigration of the Jews from the Arab World (From A History of Jewish- Muslim Relations)  **Watch**: Boukhobza, G., “The Forgotten Refugees of the Arab-Israeli Conflict: The Story of a Jew from Libya”  **Read:** Tibbi, B. (2012). Islamism and Antisemitism. *Islamism and Islam*. Yale University  \*Other/additional readings might be assigned from: *A History of Jewish Muslim Relations: From Origins to Present Days* (2013); *When We were Arabs: A Jewish Family Forgotten History* (2019); *Memories of Absence: How Muslims Remember Jewish Moroco* (2013); and *In Ishmael’s House: A History of Jews in Muslim Lands*  **Optional reading**: Tibbi, B. (2012). Why Islamism is not Islam. *Islamism and Islam*. Yale University |
| Th: 9/21 - **Antisemitism as religious racism or anti-Judaism in the Christian world**  **Read**: Nirenberg, D. (2013). *Anti-Judaism* (The extinction of Spain’s Jews and the birth of its   inquisition), pp. 217-245.  **Optional** **Read**: Fredrickson, G. M. (2015). Religion and the Invention of Racism (pp. 17-47). In *Racism: A short History*. Princeton University Press.  **Optional reading if interested further in Early Christian Anti-Judaism**: Laqueur, W. (2006). *The Changing Face of Antisemitism* (Ancient and Medieval anti-Judaism), pp. 39-70.  **Submission of Essay #1 by Sunday 2/19** |
| Week 6 | T: 9/26 – **Antisemitism as racism**  How antisemitism functioned as racism and how race is a social construct  **Read**: Memmi, A. (Racism) An Attempt at a Definition. (pp. 221-225)  **Read**: Duering, K. E. (1881). The question of the Jew is a question of race. *The Jew in the Modern World.* (p. 308)  **Read**: Renan, E. (1883). Judaism: Race or Religion? *The Jew in the Modern World*. (pp. 309-311)  **Optional reading:** Fredrickson, G. M. (2015). The Concept of Racism in Historical Discourse. In *Racism: A short History*. Princeton University Press.  **Optional** **reading**: Coates, R., et. al. The Operation of Racism. (pp. 31-43) |
| Th: 9/28 - **Pogroms in Russia and other places, the Dreyfus Affair, immigration, and the Zionist movement**  **Read**: [Modern Jewish History: Pogroms](https://www.jewishvirtuallibrary.org/pogroms-2)  **Read**: [Anti-Semitism: Alfred Dreyfus & “The Affair”](https://www.jewishvirtuallibrary.org/alfred-dreyfus-and-ldquo-the-affair-rdquo)  **Read**: [Excerpts from “The Jewish State” by Theodor Herzl (1896)](https://www.jewishvirtuallibrary.org/excerpts-from-quot-the-jewish-state-quot)    **Optional readings for background/enrichment**:  Holocaust Encyclopedia. [Pogroms](https://encyclopedia.ushmm.org/content/en/article/pogroms)  Mendes-Flohr , P. & Reinharz, J. (2011). Zionism. *The Jew in the Modern World*. Pp. 585-587.  [Address by Max Nordau at the First Zionist Congress (August 29, 1897)](https://www.jewishvirtuallibrary.org/address-by-max-nordau-at-the-first-zionist-congress)  The First Zionist Congress (August 1897) by Ahad Haam |
| Week 7 | T: 10/3 –  **Antisemitism as scientific/biological racism**  **Read**: Golash-Boza, “The Rise of Scientific Racism” (p 27-38)  **Read**: [Eugenics | Holocaust Encyclopedia (ushmm.org)](https://encyclopedia.ushmm.org/content/en/article/eugenics?series=27)  **Read**: [Nuremberg Laws | Holocaust Encyclopedia (ushmm.org)](https://encyclopedia.ushmm.org/content/en/article/nuremberg-laws)  **Optional Reading:** Weikart, Richard. *Darwinian Racism: How Darwinism Influenced Hitler, Nazism, and White Nationalism*. Seattle, WA: Discovery Institute Press, 2021.  **Optional Reading:** Whitman, J. Q. (2017). *Hitler's American model: The United States and the making of Nazi race law* - Introduction  **We will watch together in class**: [European Antisemitism from Its Origins to the Holocaust](https://www.youtube.com/watch?v=8i9c3CzgpUM) |
| Th: 10/5 – **Antisemitism as Judeophobia and xenophobia in the U.S.**  The status of antisemitism in the US, and its tension between racism, xenophobia and Judeophobia  **Read:** ADL: Antisemitism in American History  **Read**: Wyman & Medoff, “[America's Response to Nazism](https://drive.google.com/drive/u/1/folders/13C8hZMOE8TW2Xw2Tn9mpdookIqGBeI0o)”  **Optional reading**: Norwood, S. H. (2008). Antisemitic violence in Boston and New York during  World War II. Encyclopedia of American Jewish History (pp. 187–189). Santa Barbara, CA: ABC-CLIO |
| **UNIT 3: SELECTED METHODOLOGIES TO STUDY CURRENT ANTISEMITISM** | |
| Week 8 | T: 10/10 – **Studying propaganda and stereotypes (media representations)**  **Read**: Holocaust Encyclopedia: [Nazi Propaganda](https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda?series=1)  **Read one of the following**: Topor, L. “Dark Hatred: Antisemitism on the Dark Web”  Riedl, M. J. et al., “Platformed antisemitism on Twitter: Anti-Jewish rhetoric in political discourse surrounding the 2018 US midterm election,” New Media & Society; Ali, S. (2020). Hip-Hop’s Dichotomous Use of Anti-Semitism. *Lessons Learned: Critical Conversations in Hip Hop and Social Justice*. Connecticut: African American Images. pp. 30-49.  **Optional Reading**: Brown, T. “Vulgar Imagery and Biological Themes: An Analysis of the Nazi's Anti- Semitic Dialogue”  **Introducing Essay #2** |
| Th: 10/12 – **Studying conspiracy theories (Critical Discourse Analysis and prejudiced presumptions)**  From European blood libels to QAnon and the pandemic; from Protocols of the Elders of Zion to contemporary antisemitic social media memes  **Read:** Ynet/The Media Line (2022). [COVID-19 pandemic unmasks American antisemitism](https://www.ynetnews.com/article/bybo0y002t)  **Read**: Laqueur, W. (2006). *The Changing Face of Antisemitism: From Ancient Times to the Present Day* (Racialism and Jewish Conspiracies) - pp. 91-106  **Read:** Tabarovsky, Izabella. "Demonization Blueprints: Soviet Conspiracist Antizionism in Contemporary Left-Wing Discourse" *Journal of Contemporary Antisemitism*, vol. 5, no. 1, 2022, pp. 1-20.   **Optional reading**: Byford, J. (2021). Conspiracy Theories (pp. 79-92). In S. Goldberg et al. (eds.), *Key Concepts in the Study of Antisemitism*. |

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| Week 9 | T: 10/17 – **Studying exclusionary talk (discourse)** Naming and referencing Jews and their actions  **Read**: Reisigl M. and Wodak, R. (2001). *Discourse and Discrimination: Rhetorics of Racism and Antisemitism*. Routledge. Selected pages |
| Th: 10/19 – **Studying visual practices of marking and threat (semiotics)**  Analyzing semiotics and visual communication of the yellow badge, the Auschwitz tattoo   number, and the swastika on campuses today.  **Read:** Cassen, F. (2017). Marking the Jews in Renaissance Italy: Politics, Religion, and the Power of Symbols – selected pages. (or Aronis, C. “The Nazi Swastika as a Double-Act of Threat and Identity”)  **Watch**: [Nazi anti-Jewish boycott](https://encyclopedia.ushmm.org/content/en/film/nazi-anti-jewish-boycott?parent=en%2F3225). *Holocaust Encyclopedia* (Pay special attention to the marking of bodies with swastikas, and shop windows with the words, "Jews forbidden.")  **Read**: Rose, G. (2016). *Visual Methodologies*, 4th ed. – Semiotics (selected pages) |
| Week 10 | T: 10/24 – **Studying spatial practices of exclusion and expulsion (spaces)**  Examining segregation, immigration banning and quotas, hostile   environments leading Jews to flee  **Read**: Elon, A. (2002). [*The Pity of It All: A Portrait of the German-Jewish Epoch, 1743-1933*](https://www.amazon.com/Pity-All-Portrait-German-Jewish-1743-1933-ebook/dp/B00CGFGT6Q) – Introduction and chapter 1 (Pay special attention to city spaces, the wall, nomads, spaces of refuge)  **Read**: Faber McAlister, J. (2016). Ten Propositions for Communication Scholars Studying Space and Place |
| Th: 10/26 **- Studying violent practices and technologies (technologies and systems)**  Analyzing violent acts like the Kristallnacht, gas chambers, mass shootings in synagogues, street stabbing  **Read and View**: [Gassing Operations](https://encyclopedia.ushmm.org/content/en/article/gassing-operations), [Gas Chambers’ system and doors](https://encyclopedia.ushmm.org/search?query=gas+chamber&languages%5B%5D=), *Holocaust Encyclopedia*  **Read:** Winner, “Do Artifacts Have Politics?”, pp. 19-29, 38-39  **Optional Reading**: Slack, J. D., & Wise J. M. (2005/2014). Culture and Technology: A Primer. New York: Peter Lang Publishing. - pp. 115-123 |
| Week 11 | T: 10/31 - **Chavruta Workshop: Analyzing a case study through three methodological lenses** learned in this unit. Students will present their work in the next class  **Practicing examples**: Anti-Vax Antisemitism and/or swastikas on the US campus  **Introducing Essay #2** |
| Th: 11/2 – **Chavruta Workshop** **Presentations**  **Graded presentation** (40 points)  **Submitting Essay #2 by Sunday, 11/5** |

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| **UNIT 4: SUMMARIZIG THE COURSE JOURNEY AND STEPPING INTO CURRENT DISCUSSIONS** |

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| Week 12 | T: 11/7 – **Summarizing learned tools to identify and analyze antisemitic practices**  **No readings for today** |
| Th: 11/9 - **The new antisemitism**  \*Read at least two from the following:  **Read**: Poisoning the Wells-introduction  **Read**: Elman, M., “Left Antisemitism: The Rhetoric and Activism of Jewish Voice for Peace”  **Read**: K. Marcus, “The Definition of Antisemitism - Anti-Semitism and Anti-Zionism  **Read**: Arnold, S. “From Occupation to Occupy”  **Read**: Butler, J. Forward - On Antisemitism: Solidarity and the Struggle for Justice (Jewish Voice for Peace) |
| Week 13 | T: 11/14 - **Is anti-Israel and/or anti-Zionism a special case of antisemitism?**   When do criticism of Israeli policies and actions become antisemitic?  **Read:** The International Holocaust Remembrance Alliance Working Definition of  Antisemitism ([IHRA](https://www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-antisemitism)); “The Jerusalem Declaration on Antisemitism” ([JDA](https://jerusalemdeclaration.org/)); The Nexus Document ([Nexus](https://israelandantisemitism.com/the-nexus-document/))  **Read:** Jewish Voice for Peace and Butler, J. (2017). *On Antisemitism: Solidarity and the Struggle for Justice*. Chicago: Haymarket Books. – selected pages  **Read:** [Is Zionism Racism?](https://www.jewishvirtuallibrary.org/is-zionism-racism). *Jewish Virtual Library*. (including two videos) |
|  | Th: 11/16 - Multiple definitions of antisemitism: recognizing or dismissing antisemitism? What counts?  **Read**: Waxman,D., Schraub, D. & Hosein, A. (2021): Arguing about antisemitism: why we disagree about antisemitism, and what we can do about it, *Ethnic and Racial Studies* <https://doi.org/10.1080/01419870.2021.1960407>  **\*Dr. Aronis is in a Conference. Online classwork will be assigned.** |
| Fall Recess | |
| Week 15 | T: 11/29 – Discussion: Contemporary antisemitism – rightful silence or neglect?  **Read**: Munro, B. (May 31, 2021). [Dear American Progressives: Your Jewish Friends Are Terrified by Your Silence](https://aninjusticemag.com/dear-american-progressives-your-jewish-friends-are-terrified-b24068fcf488). *Medium*.  **Optional Reading**: Waxman, D., Schraub, D. & Hosein, A. (2022). Arguing about antisemitism: why we disagree about antisemitism, and what we can do about it. *Ethnic and Racial Studies*, 45:9, 1803-1824 |
| Th: 11/31 – **Chavruta Workshop Presentation** (30 points) **and/or watching and discussing a film** |
| Week 16 | T: 12/5 – **Combatting Antisemitism – how, when, why?**  From U.S. campuses to the streets  **Read**: Levin and Nolan (2017). Ch. 6: The Production of Rebels, Deviants, and Other Decent People. In *The Violence of Hate: Understanding Harmful Forms of Bias and Bigotry*  **Read/listen**: [Bridging Time, Distance and Distrust, With Music, The NYTimes](https://www.nytimes.com/2021/03/26/world/middleeast/israel-singer-elkayam-morocco.html)  **Listen**: Collard, R. (2021). [Signs of a forgotten Jewish past in Mosul](https://theworld.org/stories/2021-08-13/signs-forgotten-jewish-past-mosul). *The World*.  **Read**: Kenbib, M. (2011). Muslim-Jewish Relations in Contemporary Morocco. In *Jewish Culture and Society in North Africa* (pp. 24-31). Indiana University Press.  **Read**: [Germans march against anti-Semitism after Berlin attack on Israeli   wearing a yarmulke](https://www.latimes.com/world/europe/la-fg-germany-berlin-yarmulke-20180425-story.html) |
| Th: 12/7 – Summary of the course and words of wisdom (\*Last day of in-person meetings)  **Instructions: Take Home Exam** (submit by Dec 12) |
| **END OF COURSE**  Finals week: December 11-15, 2023 | |

1. See **Participation Assignments (P.A.s)** or any other assignment as described in the syllabus. All assignments have full prompts in the “Assignments” section on Canvas or as mentioned in class. [↑](#footnote-ref-2)
2. the Talmudic study method in which a small group of students analyze, discuss, and debate a shared text [↑](#footnote-ref-3)