

NAU

TBD 391 - 001 Antisemitism as a Hate Crime: From the Historical to Contemporary
Fall 2026; 3 Credit Hours
Dr. Karl Krotke-Crandall
Northern Arizona University



“History is not determined by fate. There is always an alternative.”
Mikhail Gorbachev

Contact Information:

Instructor's Name: Karl Krotke-Crandall
Office: H-106
Office Hours:.
Email: karl.krotke-crandall@nau.edu

Mode of Instruction: Face-to-Face

Course Prerequisites:

Within the NAU certificate program in Holocaust, Genocide, and Hate Crime Studies, students are expected to have taken one lower level introductory course on Holocaust History and the Introduction to Hate Crimes course.

Course Purpose

This course is part of the NAU certificate program in Holocaust, Genocide, and Hate Crime Studies and seeks to expand upon introductory coursework on Hate Crimes and its connection to Jewish peoples. Regardless of the tragic history of European Jews and the Holocaust, antisemitism has never disappeared. Often described as the long hate, antisemitism is a pervasive and insidious ethos that must be understood to combat. We must also be able to place antisemitism within the scope of Hate Crimes policy and law of the United States. In this class, we will explore the long history of antisemitism and its continual evolution leading to the October 7th, 2023 attack by Hamas on Israel and the subsequent global response. Through this process, we will also seek to connect the issues of contemporary antisemitism with our understanding of Hate Crimes studies to better comprehend and combat it.

General Course Student Learning Outcomes

By the end of this course, you will:

- 1) Define and recognize antisemitism from its historical to contemporary aspects.
- 2) Examine and explain the complexities of contemporary antisemitism.
- 3) Analyze and interpret the meaning of antisemitism by reading scholarly works on antisemitism and discussing them in seminar settings.
- 4) Express through written analysis your understanding of antisemitism and its place as a hate crime.
- 5) Research, design, and implement a tangible outcome to combat antisemitism in our local community.
- 6) Explain antisemitism in the scope of hate crimes laws, legislation and policy within the United States.
- 7) Build upon the NACE competencies required by NAU to improve employability and soft skills for the job market

Methods of Assessment

Grading will be based on the following:

Outreach Project (200 points) and the following corresponding research assignments:

- 1) Identification (100)
- 2) Proposed Action (100 points)
- 3) Design a Proposed Solution (100 points)
- 4) Outreach Program/Project (100 points)

Response Papers (200 points)

Participation. (100 points) This portion of your grade will include: class attendance; active and informed class discussions (both small group and full class); on-time submission of both short and longer writing assignments; diligent attention to peer reviews; and an awareness of and respect for differing opinions.

Total: 1000 points

Grading Scale

A: 900-1000

B: 800-899

C: 700-799

D: 600-699

F: 599 and below

Assignment Descriptions (Instructions are on Canvas)

Outreach Project (200 points):

This semester, students will engage in an individual project to combat local antisemitism with the aim of creating a tangible and reasonable outcome. To that end, students will seek to identify a localized problem with antisemitism. This could include university policy, curriculum, ordinance, antizionist activities, etc. The goal is not to take on global antisemitism, but to identify something here in Flagstaff (and the surrounding community) that can be identified and amended. For example: What are NAU's current policies regarding antisemitism and hate speech?

Assignments:

Problem Identification (100 points)

Outreach Proposal (100 points)

Design an Outreach Objective (100 points)

Outreach Program (100 points)

Presentation of findings (100 points)

Reading Reflection Papers

Participation (100 points of final grade):

I expect you to come to each class prepared and engaged. This expectation requires the reading of assigned materials, preparedness to discuss readings in small groups and with the entire class, active engagement in seminar (ask/respond to questions & take notes). I will often ask you to respond in written form during class to critical thinking questions that encourage risk-taking, analysis, exploring assumptions. Here is the basic formula for daily participation:

- 0 pts. – Absent. May include missing in-class work, sleeping, side conversation, or frequent distraction with smart phone or another device.
- 1/2 pts. – Present but *not* actively participating in daily assignment (i.e. small group work, individual free write, skill-building exercises, film analysis, etc.). Physically present, but cognitively absent.

- full pts. - Present, actively participating in daily assignment, *and* contributing to class discussion in appropriate spots (i.e. discussion or small group discussion, intermittent questions during lecture, etc.).

Readings and Materials

Students should be expected to read for this a considerable amount for this class. Bring assigned readings to class. All other readings listed in the course schedule are available on Canvas or will be made available during class.

The cost of textbooks continues to increase so too does the burden of expense on students. As such, I try to locate materials at a reduced cost to students. You are welcome to obtain these required materials through the campus bookstore, online vendor, or library. Students may use e-books and used/older editions.

Perry, Barbara and Brian Levin eds. *Hate Crimes Vol. 1 Understanding and Defining Hate Crimes* (Prager, 2009)

Wistrich Robert S., *Antisemitism: The Longest Hatred* (Schocken, 1991).

Other materials/Journals available on Canvas

* Denotes an E-book option

Course Schedule and Outline (subject to change with appropriate notice):

| | In class topics | Read Before Class | Assignment Due by 11:59 pm |
|---------------|------------------------------|--------------------------|-----------------------------------|
| <u>Week 1</u> | Course introduction/Policies | Syllabus | |

| | | | |
|---------------|--|--|-------------------------|
| | | Start Perry/Levin | |
| <u>Week 2</u> | <p>Refresher on Hate Crimes</p> <p>What is Antisemitism?</p> <p>Discussion of Semester Projects</p> | Perry/Levin | : |
| <u>Week 3</u> | <p>The roots of antisemitism</p> <p>Ancient through Medieval</p> | <p>Bennet, Gillian, “William of Norwich and the Expulsion of the Jews” <i>Folklore</i> 116: 3 (2005) 311-314. (on Canvas)</p> <p>Thomas of Monmouth, “The Life and Miracles of St William of Norwich 1173” (on Canvas)</p> | |
| <u>Week 4</u> | <p>Inventing Antisemitism in the 19th Century</p> <p>antisemitism in the 20th Century</p> <p>Discussion: Identifying contemporary and local antisemitism</p> | <p>Patterson, David “National Socialist Origins of Jihadist Antisemitism.” in <i>Antisemitism and Pedagogy</i> ed. Charles Asher Small (New York: ISGAP 2021). 177-192</p> | Reading Response #1 due |
| <u>Week 5</u> | <p>Transitioning into 21st Century antisemitism/antizionism</p> | <p>Patterson, David, selections from <i>A Genealogy of Evil: Anti-Semitism from Nazism to Islamic Jihad</i></p> | Problem Identification |
| <u>Week 6</u> | <p>Consultation week. Students meet one on one to discuss problem, potential outreach options. Appointments are scheduled</p> | | |
| <u>Week 7</u> | <p>Antisemitism in the contemporary world:</p> <p>Methods of transmission: Social Media</p> | <p>Kramer, Martin “Gaza = Auschwitz: the logic of Holocaust inversion.” in <i>The ISGAP Papers: Antisemitism in</i></p> | Outreach Proposal |

| | | | |
|----------------|---|--|-------------------------------------|
| | | <p>comparative perspective (Volume III ed. Charles Asher Small (New York: ISGAP, 2018). 95-106.</p> <p>Landes, Richard “Anti-Zionism: the soft underbelly in jihad’s cognitive war on the west.” in The ISGAP Papers: Antisemitism in comparative perspective (Volume III) ed. Charles Asher Small (New York: ISGAP, 2018). 107-138.</p> | |
| <u>Week 8</u> | Antisemitism in the contemporary world: Methods of transmission: Education | David Hirsh, selections from <i>Contemporary Left Antisemitism</i> | |
| <u>Week 9</u> | Antisemitism in the contemporary world: Methods of transmission: Responses to Oct. 7 th | Screening and discussion: <i>October 8th</i> | <i>Design an Outreach Objective</i> |
| <u>Week 10</u> | Antisemitism as hate speech | ADL <i>Antisemitism Uncovered</i> and other selected readings | |
| <u>Week 11</u> | The politics of antisemitism and hate speech | Fishman, selections from <i>Erasure and Demonization: Antisemitism and Anti-Zionism in Contemporary Social Movements</i> . | Reading Response #2 |
| <u>Week 12</u> | University Break (Thanksgiving in Fall/Spring Break in Spring) | | |
| <u>Week 13</u> | Final Project consultations | | |

| | | | |
|----------------|-----------------------|--|--|
| <u>Week 14</u> | Outcome Presentations | | Outreach Program must be completed by this week. |
| <u>Week 15</u> | Outcome Presentations | | Outreach Program written assignment due |
| <u>Week 16</u> | Finals Week, no class | | |
| | | | |