Course Description

This course traces the evolution of anti-Jewish sentiments that spawned images of the Jew as misanthropic, cannibalistic, conniving, evil, devil-consorts, anti-Christ, Christ-killers, blood-sucking, filthy and conspiratorial in Greco-Roman, Christian, Muslim, and secular culture within the broader context of human rights. We will study the development of anti-Jewish rhetoric and allegory along with historical calamities for which Jews were scapegoated throughout history. We will also examine how pseudo-scientific race theories transformed classical anti-Judaism into the modern phenomenon of antisemitism and how this initially Western cultural phenomenon spread eastward and became associated with anti-Zionism and the anti-Western ideologies of extremist groups. Counts toward the Jewish Studies minor and the Human Rights major and minor.

SLOs

I. PROFICIENCIES AND EXPERIENCES: *Oral Communication (OC)*
   Students will engage in substantial activities, inside or outside the classroom, that develop oral communication skills, such as arguing a position, presenting spontaneous ideas, presenting reports and projects, or performing presentations and speeches fluently. Students must complete one Oral Communication Proficiency and Experience.

   **Oral Communication Student Learning Outcomes:**
   1. Students will select, organize and use appropriate evidence or information to suit a specific or targeted audience.
   2. Students will use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

II. DEPTH REQUIREMENTS: *Humanities and Fine Arts (HFA)*

   **Student Learning Outcomes Option A (Depth):**
   A1. Students will analyze and construct clear and well-supported interpretations of creative or innovative works within a particular discipline
   A2b. Students will demonstrate the ways in which creative works reflect values and modes of thought in individual or cultural contexts.
III. DEPTH REQUIREMENTS: *History, Social and Behavioral Sciences (HSBS)*

**Student Learning Outcomes Option A (Depth):**

A1b. Using primary and secondary historical sources, students will situate disciplinary/professional subject matter within its changing historical contexts.

### Additional Learning Objectives

1. Students will be able to define, historically situate, and identify the causes of the following phenomena:
   - Egyptian and Greco-Roman Anti-Judaism
   - Early Christian Anti-Judaism
   - Medieval European Anti-Judaism
   - Modern Western Antisemitism
   - Classical Islamic Anti-Judaism
   - Modern Islamic and Arab Antisemitism
   - The New Antisemitism

2. Students will be able to research and analyze antisemitism on internet blogs, websites, and videos.

3. Students will learn how to produce a website database of online antisemitism.

4. Students will be able to explain the phenomena of scapegoating, stereotyping, and prejudice in sociological, anthropological, and psychological terms.

### Required Texts (4)

- Robert S. Wistrich, ed., *Demonizing the Other: Anti-Semitism, Racism and Xenophobia. Studies in Anti-Semitism*

*On Reserve* (for additional reading)
**Grading System**

Grading scale: A: 94-100, A-: 90-93.9, B+: 87-89.9, B: 84-86.9, B-: 80-83.9, C+: 77-79.9, C: 74-76.9, C-: 70-73.9, D+: 67-69.9, D: 64-66.9, D-: 60-63.9, F: below 60.

**Graded Assignments & Point Value**

1. **Attendance**—5% of course grade
   - Roll will be taken at the beginning of each class. Students will be marked down 20% each class’s attendance grade for lateness. If late, it is the student’s responsibility to confirm that the professor noted his or her presence. Attendance grade is calculated based on # classes attended/# classes held.

2. **Participation**—15% of course grade
   - Based on participation in class discussion and “active listening” (5%), as well as Nirenberg chapter summaries (10%). In 150 words maximum per chapter, summarize what you think are the main arguments and significant points of each chapter. Assemble all of these summaries in a single word document and upload to CANVAS. **DUE by 11:59 pm Jan. 6.**

   - Students are expected to have studied the assigned reading(s) before each class, as demonstrated by their comments during class, and to meaningfully engage with the reading(s), as demonstrated by the questions raised during class.

   **Active Listening:** Listening to another person speak is not a passive enterprise. To truly understand another person requires paying attention to his or her words, taking notes on what the other person says, making associations with what you already know, asking questions when you don’t understand. This applies to your classmates in small or large group discussions as well as to professor.

3. **Web Database**—20% of course grade—assesses HFA
   - Students will post and “claim” their websites to CANVAS to avoid overlap (5%) **DUE Jan. 7, by 11:59pm**
   - Students will upload their annotated database to CANVAS (10%) **DUE Jan. 8 by 11:59pm**
   - Using peer review, students will revise their database and upload to CANVAS (15%) **Due Jan. 9**
A Persistent Prejudice: Antisemitism in Western Civilization

by 11:59pm

DIRECTIONS: Students are asked to search the web for sites that promote and advocate antisemitic views according to the definitions of anti-Semitism discussed in the course using boolean searches with keywords, e.g. "(Jews OR Jewish) AND (greedy OR money OR conspiracy OR economic OR control OR kill OR eliminate OR atheist OR communist)]. There are 3 parts to the assignment:

1. List the urls of TWO of these sites on the CANVAS discussion thread entitled “Web Database”
2. Annotate each site by answering the following questions in a 10-15 sentence paragraph for each site or using the Web Database Chart appended to this syllabus:
   1. Who sponsors the site? Give a brief description of this organization. If a particular person is the author, give a brief biography. Be as sleuth-y as you can!
   2. How does the site attempt to establish its “credibility”? How does the site try to convince readers that they should trust or believe what they read on the site?
   3. Summarize what data is available on the site.
   4. Identify what techniques of persuasion the site uses.
   5. How do the site’s techniques of persuasion compare to techniques used in over two millennia of antisemitism?
   6. Evaluate the sources: Select 3-4 of the most egregious factually erroneous claims made by the site and evaluate these claims using scholarly counter-examples and documentation.
   7. Who you think the site targets as its audience?
   8. In your opinion, is this site dangerous? Based on class-assigned readings, list the criteria you used in making this determination. Explain your assessment and indicate the site’s potential harm for cases you consider dangerous. Write for a general web audience; your job is to document and analyze as well as warn.

3. Students will peer review each other’s work, and revise accordingly.

4. Midterm (2-hour take-home, computerized, requires Respondus lockdown browser and computer video camera)—25% of course grade—assesses HSBS Available Jan. 11 at 4pm-Jan. 13 at 11:00pm A selection of short answer questions and one essay on material covered in class and reading assignments.

5. Holocaust Museum Reflection paper—10% of course grade DUE Jan. 6, uploaded to CANVAS Students should take a guided tour of the Dallas Holocaust Museum on their own prior to the first day of class, Jan. 7. After the tour, write a 500-750 word reflection paper on the experience. In addition to commenting on a particular aspect of the tour or the exhibit, this is an opportunity for you to share how the museum and learning about antisemitism has affected you personally. The goal of this reflection is for you to wrestle with moral and philosophical issues raised throughout the course as they relate to a particular aspect of the museum exhibit. What does your experience at the museum have to do with you—an SMU student, a young 21st-century American—today? You are welcome to
consider scapegoating, stereotyping, prejudice, discrimination, inter-group hostility, or genocide more generally beyond the bounds of antisemitism and the Holocaust.

6. **Oral presentation with visual media and written report**—25% of course grade—assesses OC, consists of 3 parts

   **Part I. Select topic** in consultation with professor (5% of course grade) **Due by 11:59 pm on Jan. 10**

   **Part II. Oral presentation** (10% of course grade): 10-15 minute presentation **Due by 9 am on Jan. 15**

   **Part III. Written report** (10% of course grade): Based on classmates’ feedback after the oral presentation, you will revise your presentation and submit a written report (approx. 750 words) of your results along with your visual presentation [PowerPoint, Prezi, video, etc.]. **Due by Jan. 21 at 11:59 pm**

**EXTENSIONS**

Extensions are rare and are only granted in extenuating circumstances. Students who require an extension must provide an explanation and submit the request to the instructor in advance of the assignment due date, except in the case of true emergencies, for which documentation after the fact is required.

**Course Expectations**

**ATTENDANCE**

- Arrive promptly to class. Class begins on time. Attendance is taken at the beginning of class.
  - If you are late for some reason beyond your control, please show respect for the professor and your classmates by entering the classroom discretely and quietly and taking your seat quickly and with the least possible disruption. You must check-in with the professor at the end of class in order for your attendance to be recorded.
- Excused absences will **not** affect students’ attendance grade. Excused absences are defined as:
  - **RELIGIOUS OBSERVANCE**
Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**UNIVERSITY EXTRACURRICULAR ACTIVITIES**

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation in such activities. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

**ILLNESS OR OTHER UNFORESEEN EMERGENCIES**

A student who misses class due to illness or emergency requires a note from a medical professional or university official when returning to class.

**CLASSROOM RULES**

- **Laptops**
  - and other electronic devices are not to be used during lecture. For in-class group projects, you will sometimes be asked to use a laptop or smartphone camera. You are expected by the honor code to use it only for that purpose and not to play video games, check email, engage in electronic chats, etc. Please disable all sounds on your electronic device when using it for in-class group projects.

- **Conduct**
  - Listen actively to lectures and classmates. Listening to another person speak is not a passive task. To truly understand another person requires paying attention to his or her words, taking notes on what the other person says, making associations with what you already know, and asking questions when you don’t understand. This applies to your classmates in small or large group discussions or to the professor’s lectures. Rather than interrupting a lecturer mid-sentence as soon as a question pops into your head, jot down your question as you take notes and ask it at a pause in the lecture or when the lecturer invites questions. If you are too shy to ask a question in class, see me during office hours or send me an email. Questions that seek to clarify points you did not understand, either in the reading or the lecture, are an excellent use of class time. More often than not, if you didn’t understand it, some of your classmates didn’t as well. There is no such thing as a stupid question if it is genuinely asked from a position of wanting to know more or filling in a knowledge gap. Questions that pursue esoteric or tangential lines of thought are better reserved for office hours.
  - Show respect for all points of view. The discipline of religious studies is premised on the supposition that all religions and viewpoints are worthy of the same degree of
respect. This means that when the lecturer or a classmate expresses a point of view different from your own, you listen to that perspective with an open mind and generosity of spirit rather than a judging, dismissive, or derogatory attitude. At the same time you are expected and encouraged to express alternative points of view in a civil manner and to engage in reasoned debate. The goal is to disagree without being disagreeable.

CHECKING EMAIL AND ACCESSING CANVAS

The primary mode of communication between professor and student is email. You are therefore expected to check your email on a daily basis. If you do not check email daily, you are expected to give the professor your cell phone text-messaging contact information as an alternative mode of communication.

Many of the course readings, changes to the syllabus, group announcements, and submitting and receiving graded written assignments are posted through CANVAS. If you are not yet familiar with it, you are expected to learn how to use it within the first week of the course.

LATE SUBMISSIONS

Assignments submitted to CANVAS past the due date will automatically receive a grade penalty of 5% per day. For example, if the scored grade on an assignment is 25/30 (83%), and the assignment is submitted two days after the due date, the final grade for that assignment will be 22.5/30 (75%).

ACADEMIC INTEGRITY AND THE HONOR CODE

Cheating on exams or plagiarizing on written assignments is a serious violation of the SMU Honor Code and may result in suspension or even expulsion from the university. If you do your own work and are careful about citing your sources, you should be fine. If you ever are in doubt, it is better to ask than to violate the Honor Code out of ignorance. The Honor Code can be found at https://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode.

ACCOMMODATIONS

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students may call 214-768-1470 or visit http://www.smu.edu/Provost/ALEC/DASS to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Topics and Assignments:

Prior to Jan. 7:

1. Visit the Dallas Holocaust Museum.
2. Upload Holocaust Museum Reflection Paper to CANVAS. **Due by 11:59pm Jan. 6**


4. Upload Nirenberg chapter summaries to CANVAS (150 words per chapter). Honor Code rules apply to this assignment, so do your own work and make sure you use proper citation format for any sources used. **Due by 11:59pm Jan. 6**

**JanTerm:**

1. Jan. 7, 9-10:30 am “Introduction to the Study of Antisemitism: Definitions and Methodologies” Group work: Analyze the video “History They Don’t Teach You in School”

2. Jan. 7, 10:40 am-noon —“Antisemitism in the Bible?: Pharaoh, Amalek and Haman”
   **READING:**
   - Bible Passages: Exodus, chapters 1-14; Exodus 17:8-15 and Deuteronomy 25:17-18;
   - Esther (entire book) Berger, 3-48
     - “Anti-Semitism: An Overview”
     - Shaye Cohen, “Anti-Semitism in Antiquity: The Problem of Definition”
   - Laqueur, 21-38
     - Chapter 2: “Interpretations of Antisemitism”

3. Jan. 7, 1-2:30 pm—“The Origins of Antisemitism in Greco-Roman Culture: Hellenistic Period”

4. Jan. 7, 2:40-4pm—“Romanized Anti-Judaism: Class, Culture, and Conversion”

   **Jan. 7, by 11:59pm: Website selection for Website Database Project DUE on CANVAS**

5. Jan. 8, 9-10:30 am—“Intra-Jewish Rhetoric in Second Temple Judaism and the Emergence of Anti-Judaism in Early Christianity”

6. Jan. 8, 10:40am-noon—“Jews and Christians in Medieval Europe: A Setup for Conflict?”
   **In-class Case Study:** Bishop Ambrose’s correspondence with Emperor Theodosian and his sister Marcellina re: the Synagogue Burning in Callinicum
   - “Legislation Affecting Jews” at
A Persistent Prejudice: Antisemitism in Western Civilization

http://www.fordham.edu/halsall/source/300-800-laws-jews.html

Jan. 8 by 11:59pm: Web Database Project DUE on CANVAS

7. Jan. 9, 9-10:30am—Peer Review of Web Database Project

8. Jan. 9, 10:40-noon—Watch “The Longest Hatred” in class

9. Jan. 9, 1-2:30pm—“Medieval Anti-Judaism: Church Canons and State Charters” READING:
   Berger, 49-66
   - Robert Chazan “Medieval Anti-Semitism” Laqueur, 39-70
   - Chapter 3 “Ancient and Medieval Anti-Judaism”

10. Jan. 9, 2:40-4pm—“Theologizing the Jew in Medieval Christianity” READING:
    Berger, 67-72
    - Jeremy Cohen “Robert Chazan’s ‘Medieval Anti-Semitism’: A Note on the Impact of Theology”

Jan. 9 by 11:59pm: Web Database Project Revisions Due

11. Jan. 10, 9-10:30am—“Stereotyping and Demonizing the Jewish ‘Other’ in Medieval Europe” READING:
    Wistrich, pp. 17-30 and 31-43
    - Chapter 1. Harumi Befu “Demonizing the ‘Other’”
    - Chapter 2. Yaacov Schul and Henri Zukier “Why Do Stereotypes Stick?”

12. Jan. 10, 10:40-noon—“Luther, the Reformation and the Jews”

13. Jan. 10, 1-2:30pm—“Anti-Judaism in Medieval Islam” READING:
    Berger, 73-94
    - Jane Gerber “Anti-Semitism and the Muslim World”

14. Jan. 10, 2:40-4pm—“The Enlightenment: Repackaging Anti-Judaism” READING:
    Laqueur, 71-90
    - Chapter 4 “The Enlightenment and After” Wistrich, 148-167
    - Chapter 9. Shulamit Volkov “Exploring the Other: The Enlightenment’s Search for the Boundaries of Humanity”

**********Oral presentation topic due by 11:59 pm**********

15. Jan. 11, 9-10:30am—“Political Antisemitism, Pseudo-Scientific Racial Theory, and Nationalism: Germany, Austria, and France” READING:
    Levy, 49-93, 97-103, 113-44 on CANVAS

16. Jan. 11, 10:40am-noon—“The Transformation of Anti-Judaism to Antisemitism” READING:
Laqueur, 91-106
• Chapter 5 “Racialism and Jewish Conspiracies” Katz, 260-272 on CANVAS

17. Jan. 11, 1-2:30pm—“Antisemitism in 19th-20th Century Eastern Europe and Russia”
   READING:
   “The Protocols of the Elders of Zion” available at http://www.biblebelievers.org.au/przion1.htm. Chapters will be delegated to students who will present them for discussion in class.
   Wistrich, 256-265

18. Jan. 11, 2:40-4pm—“The Growth of Antisemitism in the Arab World” READING:
   Laqueur, 191-206
• Chapter 10 “Antisemitism and the Muslim World” Wistrich, 309-321
• Chapter 20. Rivka Yadlin “Anti-Jewish Imagery in the Contemporary Arab-Muslim World”

****Meet with professor about final project during class****

****MIDTERM AVAILABLE JAN. 11 AT 4PM THROUGH JAN. 13 AT 11:00PM****

19. Jan. 14, 9-10:30am—“The Use of Antisemitism in Pan-Arab Nationalism and Anti-Zionism”
   READING:
   Dan Pattir, “Arab Demonization of Israel and the Jews,” Justice 27 (Sp 2001): 21-25 on CANVAS
   Gilbert Achcar, “Assessing Holocaust Denial in Western and Arab Contexts,” Journal of Palestine Studies 41.1 (Autumn 2011): 82-95 on CANVAS

   READING:
   ADL Global 100 Report: http://global100.adl.org/
   ADL Global 100 Report “Executive Summary” on CANVAS

21. Jan. 14, 1-2:30pm—“Antisemitism in Contemporary America” READING:
   Berger, 115-128
• Jonathan D. Sarna “American Anti-Semitism” Laqueur, 170-190
• Chapter 9 “Antisemitism and the Left”
22. Jan. 14, 2:40-4pm—“The New Anti-Semitism” READING:
Laqueur, 1-20
  • Chapter 1 “The New Antisemitism” Nirenberg, 423-460
  • Chapter 13 “Modernity Thinks with Judaism”

23. Jan. 15, 9am-noon, 1-4pm—Student Oral Presentations

24. Jan. 16, 9am-noon—Antisemitism: Conclusions READING:
Wistrich, 1-17 and 168-182
  • “Introduction: The Devil, The Jews, and Hatred of the ‘Other’”
  • Chapter 10. Yael S. Feldman, “Otherness and Difference: The Perspective of
    Gender Theory” Laqueur, 207-208
  • Chapter 11 “In Place of a Conclusion” Katz, 318-328 on CANVAS

25. Jan. 16, 1-4pm—Peer Work on Final Projects

***Final project DUE Jan. 21—UPLOAD TO CANVAS***
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<th>First Website URL</th>
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<td>Who sponsors the site? Give a brief description of this organization. If a particular person is the author, give a brief biography.</td>
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<td>How does the site attempt to establish its “credibility”? What sources does it use? Does it cite academically-credible sources? What are the credentials of the authors?</td>
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<td>Summarize what is available on the site</td>
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<td>Identify what techniques of persuasion the site uses.</td>
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<td>Evaluate the sources: Select 3-4 of the most egregious factually erroneous claims made by the site and evaluate the accuracy of these claims using scholarly counter-examples and documentation. Citations required.</td>
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<td>Who you think the site targets as its audience?</td>
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<td>In your opinion, is this site dangerous? Based on class-assigned readings, list the criteria you used in making this determination. Explain your assessment and indicate the site’s potential harm for cases you consider dangerous. Write for a general web audience.</td>
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