

ANTISEMITISM

Jewish Studies (01:563:269:01)/History (01: 510:269:01)

Course Description:

Recent years have witnessed an upsurge in antisemitic rhetoric and incidents in the United States, Europe, and elsewhere. Jews have been verbally and physically attacked and some have been murdered. The actions and statements of diverse social and political constituencies are labeled antisemitic.

This course invites students to think deeply about contemporary discourses of and about antisemitism in light of their historical precedents and resonances. Students will monitor current events and analyze their representations in the media. They will also study the complex history of antisemitism—a term that has been used to denote a constellation of phenomena that disparage Jews and Judaism. The historical portion of the course will proceed chronologically, starting with an analysis of negative attitudes toward Jews and Judaism in the ancient and medieval worlds and also considering modern Europe, the United States, and the Middle East.

Throughout, attention will be devoted to the wide-ranging contexts and content of antisemitism; the functions that anti-Jewish animus has served in different societies; the roles of religion, science, and politics in anti-Jewish ideologies and actions; factors that have intensified and mitigated anti-Jewish ideologies and their expressions; and the relationships that have existed between hatred of Jews and other forms of prejudice. Students will ponder continuities and turning points in the history of antisemitism as well as the significance of antisemitism as an analytic category. They will also consider the dangers of focusing on antisemitism at the expense of other dynamics in Jewish history.

Addressing urgent questions in historical perspective, students will emerge better equipped to navigate the challenges of the contemporary world.



This course fulfills the following Core Curriculum requirements:

- **Contemporary Challenges [CC]:** CCD-1. Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.
- **Historical Analysis [HST]:** HST-1. Explain the development of some aspect of a society or culture over time.

Additional Learning Goals:

- Observe current developments and their representations in the media with critical distance
- Understand connections between contemporary and historical expressions of antisemitism
- Understand continuities and turning points in the history of antisemitism as well as the significance of antisemitism as an analytic category

Course materials:

- Deborah Lipstadt, *Antisemitism: Here and Now* (New York: Schocken Books, 2019). \$17.00. ISBN978-0805243376. Available for purchase the Rutgers University Bookstore, Ferren Mall, One Penn Plaza, 732-246-8448.
- All other assigned readings and materials will be posted on the course Canvas site.

Grading:

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|---|----------------|
| • Class participation (attendance & engagement) | 10% |
| • 4 quizzes | 60% (15% each) |
| • Final project | 30% |

PRELIMINARY COURSE SCHEDULE

I. CONTEXTS AND DEFINITIONS

1. Introduction

For next time:

- Obtain a copy of Lipstadt, *Antisemitism* (details above)
- Read: Lipstadt, *Antisemitism*, ix–25 (Note to Reader and Chapter 1)

2. Defining Antisemitism

Read: [Pew Research Center: Who is a Jew?](#) (first page only)

3. Who are Jews?

SKIM: Lipstadt, *Antisemitism*, 29–80 (Chap. 2)

4. Taxonomies of Antisemites

Read:

- Hannah Arendt, *The Origins of Totalitarianism*, 5–10 (Canvas)
- Sigmund Freud, *Moses and Monotheism*, 146–48 (Canvas)

5. Theories of Antisemitism

6. Review session for Quiz 1

7. Quiz 1

II. ANTIQUITY & THE MIDDLE AGES

8. Elephantine

Read:

- Excerpts from three “inverted Exodus narratives” (Canvas)
- Excerpts from Apion’s ritual murder narrative (Canvas)

9. Hellenistic Egypt

Read:

- Gospel of Matthew 23:1-33 and Gospel of John 18:38–19:16 (Canvas)
- Excerpt from Augustine, *City of God* (Canvas)

10. Emergence of Christianity

Read: medieval ritual murder accounts (Canvas)

11. Medieval Anti-Jewish Themes, Part 1

Read: edict expelling the Jews from France (Canvas)

12. Medieval Anti-Jewish Themes, Part 2

Read: Sentencia-Estatuto de Toledo (Canvas)

13. Purity of Blood Legislation

14. Review session for Quiz 2

15. Quiz 2

Read excerpts from Christian Wilhelm von Dohm’s “Concerning the Amelioration of the Civil Status of the Jews” (Canvas)

III. MODERN TIMES

16. Emancipation and its Discontents

Read:

- Excerpt from Karl Eugen Duehring, *The Question of the Jew is a Question of Race* (Canvas)
- Excerpt from Edouard-Alphonse Drumont’s *Jews against France* (Canvas)

17. Crises of Modernization and the Dreyfus Affair

Read:

- Excerpt from the fictional “Rabbi’s Speech” excerpt from Hermann Goedsche’s novel *Biarritz* (1868), which was one of the sources for “the Protocols of the Elders of Zion” (Canvas)
- Excerpt from “the Protocols of the Elders of Zion” (Canvas)

18. Pogroms and the Protocols of the Elders of Zion

Read:

- Excerpt from Henry Ford, *The International Jew* (Canvas)
- Letter of Harvard president A. Lawrence Lowell to Judge Julian Mack (Canvas)

19. American Exceptionalism?

Read: Rudolf Hoess, Commandment of Auschwitz, excerpts from testimony at Nuremberg and autobiography (Canvas)

20. The “Final Solution”

21. Review session for Quiz 3

22. Quiz 3

Read:

- Lipstadt, *Antisemitism*, 139–63 (Chap. 5)
- Excerpt from Arthur Butz, *The Hoax of the Twentieth Century* (Canvas)

IV. CONTEMPORARY CHALLENGES

23. Holocaust Denial

Read: Lipstadt, *Antisemitism*, 167–222 (Chap. 6)

24. Anti-Zionism

25. Antisemitism and Islamophobia

26. Review Session for Quiz 4

27. Quiz 4

COURSE POLICIES

- **Attendance.** More than 3 unexcused absences will lower the final course grade (for example, from an A to a B). In order to have an absence excused, contact the professor either before or asap after the absence.
- **Late Work** will be marked down a full letter grade every 24 hours (for example, from a B+ to a C+). After one week, it will receive an F.
- **Missing Work.** Failure to turn in an assignment or take an exam will result in failure of the course.
- **Academic Integrity.** Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the

Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. For more details, visit

<http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/> and check out these two short videos: [Violation Types & Violation Levels and Outcomes](#). For more resources on Academic Integrity, visit: <https://nbprovost.rutgers.edu/academic-integrity-students>

- **Students with Special Needs.** If you need special arrangements for exams or other coursework, please contact the Office for Disability Services (<http://disabilityservices.rutgers.edu/>) and provide the instructor with documentation as soon as possible.

WELLNESS RESOURCES

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

If you are having personal or other problems, there are many options at Rutgers for assistance:

- When you don't know where to start looking for assistance, contact the Dean of Students office.
- If you are in need of mental health services, please contact Rutgers Counseling and Psychological Services (CAPS): <http://rhscaps.rutgers.edu/>
- If you need some temporary guidance, there is "Lets Talk" – which is a CAPS service offering drop-in hours at a number of locations across campus. No appointment is necessary. <http://health.rutgers.edu/medical-counselingservices/counseling/therapy/community-based-counseling/#runbhc>
- If you are in need of physical health services due to illness, please reach out to the Rutgers Health Services: <http://health.rutgers.edu/>
- If you do not have enough food, there is a Food Pantry on the College Ave campus that is exclusively for Rutgers Students: <http://ruoffcampus.rutgers.edu/food/>
- If you need accommodation for a disability, obtain a Letter of Accommodation from the Office of Disability Services that provides student-centered and inclusive services: <https://ods.rutgers.edu>

- If you are a military veteran or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services: <http://veterans.rutgers.edu/>
- If you are in need of legal services, please visit <http://rusls.rutgers.edu/>
- If you are in need of additional academic assistance, please contact the Rutgers University New Brunswick Learning Center: <https://rlc.rutgers.edu/>
- If you or somebody you know has been victimized by a crime or interpersonal violence (e.g., stalking, sexual assault), support is available at the Rutgers Office for Violence Prevention and Victim assistance: <http://vpva.rutgers.edu>

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