

Antisemitism: A History
JUDS 0063
Spring, 2020
CRN: 24801

Antisemitism is sometimes called the "longest hatred," and from Pittsburgh to Paris it is on the rise. This class examines both the how and the why. We will examine the origin and history of the major antisemitic tropes, including the Jew as rapacious capitalist; Christ-killer; socialist; parasite; and White colonialist. Our goal is to explore not only how and why those tropes came to be, but also where and why today some of them endure.

We are fortunate this year to be able to bring in several guest speakers throughout the semester, with the support of the Jacobson Fund in Judaic Studies. These speakers are all significant scholars in their fields. Generally, their visits to our class will have two parts, a public lecture and then some time alone with the class.

This is a DIAP designated course. If I gave "trigger warnings," this class might best come with one. We will be reading many disturbing primary texts, really for almost every class.

Goals

By the end of the semester, you should:

1. Know where, when, and why the major antisemitic tropes arose;
2. Know the basic theories of why antisemitism has endured so long and continues to be endemic;
3. Know how antisemitism has changed in response to historical conditions and how it manifests today;
4. Have developed your ability to translate academic work into an outward facing, public medium

Instructor

Professor Michael Satlow, Religious Studies and Judaic Studies.

I strongly advise you come see me early in the semester, even if you think that you have nothing to discuss. You will be more engaged in the course and I will be more effective if we have had at least one private conversation. If you are uncomfortable meeting with your professors, don't be! You might want to read this article about getting the most out of college: <https://www.nytimes.com/2018/08/17/opinion/college-students.html>.

I seek to cultivate a classroom of mutual respect, seriousness, and inclusiveness. Should you need accommodations, or if there is anything else that I can do to help you to thrive in this class, please talk to me early in the semester.

Resources

We will read three books in their entirety. You should purchase them from the Brown Bookstore or wherever you buy your books. They are:

1. David Nirenberg, *Anti-Judaism: The Western Tradition* (W. W. Norton, 2014), ISBN: 978-0393347913
2. Jean-Paul Sartre, *Anti-Semite and Jew: An Exploration of the Etiology of Hate* (rpt. Schocken, 1995), ISBN: 978-0805210477
3. William Shakespeare, *The Merchant of Venice* (Folger Shakespeare Library, 2009), ISBN: 978-0743477567)

Other readings are indicated below and will be available either through OCRA or on Canvas. We will make extensive use of Canvas.

Laptop and Electronic Device Policy

I have long been conflicted about allowing the use of electronic devices in my classroom. I have lately become more convinced that the use of such devices detract more than they add to your education and also can serve as a distraction for others. Accordingly, **I am not permitting their use in class**. Should you have an accessibility issue, please let me know at the beginning of the semester.

Be aware: since many of our readings are online, you are responsible for **printing them all out and bringing them to each class**, as we will frequently discuss and refer to them. Budget accordingly.

Requirements and Evaluation

Attendance, preparation, and participation. You are expected to come to every class prepared, and to participate. You must attend all sessions during which we have an outside speaker. More than two unexcused absences could result in loss of up to a grade.

Journals (20%). Throughout the course you will keep a journal. You will record reactions to and insights from the class. Even though I will read it and comment on it, your audience is you – this is a place to consolidate your learning and to process what at times can be difficult material. We will discuss the logistical and technical details of this in class.

Project (80%). The major project of this class is to build, collaboratively, a website that will help people to understand the causes and persistence of antisemitism. The learning goals of the project are (1) to engage you in authentic, and useful, tasks that help you to learn and apply the materials and methods that we discuss in class; (2) develop your ability to work collaboratively; and (3) acquaint you with “public scholarship” and methods of making scholarship accessible.

I have schematically, and tentatively, structured the stages of developing this project, but I am open to shifting directions should the class desire to do so.

After the first few weeks of the semester, you will choose a topic on which to focus throughout the term. You will then be assigned to a small group with whom you will be working on it. Throughout the semester, at regular intervals, you will produce components (or “assets”) of that project. Every individual will produce at least: (1) an annotated bibliography; (2) creation or modification of at least five Wikipedia entries or the equivalent; (3) and a multimedia presentation (e.g., podcast, timeline, animation, map, or video). Each group will produce one synthetic essay. You should expect all of these resources to be open to public viewing.

Topics can be of different types. You may, for example, choose a case-study, a particular incident of antisemitism (e.g., the Pittsburgh shooting) that you will describe and analyze. You can also, though, pick a trope (e.g., “blood-libel”) or a broader topic.

By February 14: Topics chosen and groups assigned.

March 2: Annotated Bibliographies due. These contain short, critical summaries of primary sources, books, and articles relating to your topic. Primary sources can include visual materials (e.g., collections of photos; newsreel footage). Since these will be integrated into your group essay, you will plan this so that there is no overlap between entries.

March 15: “Encyclopedia” entries due. We will be using Wikipedia, if possible. You will be identifying places, people, concepts, etc., that will be relevant to your final essay. Where such things are in Wikipedia, you will modify them accordingly. Where they are not, you will create them. Each student will submit an essay documenting what you have done, and why.

April 5: Multimedia project due. Each student will prepare a multimedia asset to be included in your final topic essay. This might be a short video, a podcast, an interactive timeline, or some other component.

April 24: Final essays due. These will be discussed and revised on April 28.

There will be an alternative grading plan available. This will be explained in class.

Please note that I take Brown’s Academic Code very seriously, and any violations thereof will result in failure from the class and referral to the Dean’s office.

Time Expectations

The following “good faith” estimate of time expectations is required on all Brown syllabi by the Dean of the College:

Our accrediting agency requires an expectation of 180 hours of coursework in order to receive four credit hours. This figure will be reached in this class through the following expectations:

- (1) Class meeting: 36 hours;*
- (2) Reading for class (6 hours/week * 12 weeks): 72 hours*
- (3) Project assignments: 72 hours*

Tentative Schedule

I reserve the right to modify this schedule as necessary. Assignments are explained in more detail on our Canvas site. In the case of conflict between the syllabus and Canvas, Canvas always take precedence unless I say otherwise. Note that we will meet (at least once) during Reading Week.

January 23	Introduction
January 28	The Problem and Definitions <i>Reading:</i> <ol style="list-style-type: none"> 1. Nirenberg, <i>Anti-Judaism</i>, pp. 1-12 2. Lipstadt, <i>Antisemitism: Here and Now</i>, pp. 7-25 3. U.S. Department of State Definition of Anti-Semitism: https://www.state.gov/defining-anti-semitism/ 4. David Feldman, "Toward a History of the Term Anti-Semitism," <i>American Historical Review</i> 123:4 (2018): 1139-1150
January 30	A Theoretical Framework <i>Reading:</i> Jean-Paul Sartre, <i>Anti-Semite and Jew</i>
February 4	"Anti-Judeanism" <i>Reading:</i> <ol style="list-style-type: none"> 1. Nirenberg, <i>Anti-Judaism</i>, pp. 13-47 2. Marth Himmelfarb, "Judaism in Antiquity: Ethno-Religion or National Identity," <i>Jewish Quarterly Review</i> 99 (2009): 65-73 3. Peter Schäfer, <i>Judeophobia</i>, pp. 163-179 4. Fragments from Manetho: Josephus, <i>Against Apion</i>, 1.14-16; 1.26-31, as numbered on: https://penelope.uchicago.edu/josephus/apion-1.html
February 6	Anti-Judaism as a System of Thought: The Example of Shakespeare This class will be led by Professor David Nirenberg (University of Chicago) <i>Reading:</i> <ol style="list-style-type: none"> 1. Nirenberg, <i>Anti-Judaism</i>, pp. 269-299 2. Chaucer, "Prioress's Tale" 3. Shakespeare, <i>The Merchant of Venice</i> <p>Note that he will also give a public lecture this evening at 5:30 PM, which you are required to attend.</p>
February 11	Early Christian Anti-Judaism <i>Reading:</i> <ol style="list-style-type: none"> 1. Nirenberg, <i>Anti-Judaism</i>, pp. 48-86 2. Paula Fredriksen, <i>Augustine and the Jews</i>, pp. 235-352

	3. Mark 15; Matthew 21-24, 27, 28:13-15; John 7-8; 2 Corinthians 3:13-15; Galatians 3; 1 Thessalonians 2:14-16; Revelation 3:9
February 13	The Origins of Shylock: Jews and Money This class will be led by Professor Elli Stern (Yale University) <i>Readings:</i> <ol style="list-style-type: none"> 1. Daniel Boyarin, <i>Carnal Israel</i>, introduction 2. Luke 16:1-18
February 18	University Holiday
February 20	Project Work Presentation by the Multimedia Lab
February 25	The Middle Ages <i>Readings:</i> <ol style="list-style-type: none"> 1. Nirenberg, <i>Anti-Judaism</i>, pp. 163-216 2. Irving M. Resnick, "Cruentation, Medieval Anti-Jewish Polemic, and Ritual Murder," <i>Antisemitism Studies</i> 3:1 (2019): 95-131 3. Miri Rubin, <i>Gentile Tales</i>, pp. 7-39
February 27	The Reformation <i>Readings:</i> <ol style="list-style-type: none"> 1. Nirenberg, <i>Anti-Judaism</i>, pp. 246-268 2. Martin Luther, "On the Jews and Their Lies" 3. Statement of the Lutheran Church-Missouri Synod: https://lutheranreformation.org/history/luther-and-the-jews/
March 3	Spain and the New World <i>Readings:</i> <p>Nirenberg, <i>Anti-Judaism</i>, pp. 217-245</p>
March 5	The Agency of Images: Anti-Jewish Iconography, Prejudice, and Violence This class will be led by Professor Sara Lipton (SUNY-Stony Brook).
March 10	Project Work
March 12	The Enlightenment <i>Readings:</i> <ol style="list-style-type: none"> 1. Nirenberg, <i>Anti-Judaism</i>, pp. 300-360 2. Voltaire, excerpts
March 17	The Nineteenth Century <i>Readings:</i> <ol style="list-style-type: none"> 1. Nirenberg, <i>Anti-Judaism</i>, pp. 361-459

	<ol style="list-style-type: none"> 2. Karl Marx, "On the Jews" 3. Shmuel Almog, "The Borrowed Identity: Neo-Pagan Reactions to the Jewish Roots of Christianity," in Robert S. Wistrich, ed., <i>Demonizing the Other: Antisemitism, Racism, and Xenophobia</i> (Routledge, 1999), pp. 131-147 4. <i>General Order No. 11</i> (1862) and texts dealing with it, in Jacob Rader Marcus, <i>The Jew in the American World: A Source Book</i> (Wayne State University Press, 1996), 196-202
March 19	France Readings: <ol style="list-style-type: none"> 1. Robert S. Wistrich, <i>A Lethal Obsession: Anti-semitism from Antiquity to the Global Jihad</i>, pp. 318-361 2. Excerpts on the Dreyfus Affair, in Marvin Perry and Frederick M. Schweitzer, <i>Antisemitic Myths: A Historical and Contemporary Anthology</i> (Indiana University Press, 2008), pp. 90-103
March 24, 26	University Holiday
March 31	The Islamic World Readings: <ol style="list-style-type: none"> 1. Nirenberg, <i>Anti-Judaism</i>, pp. 135-182 2. Jane Gerber, "Anti-Semitism in the Muslim World," in David Berger, ed., <i>History and Hate: The Dimensions of Anti-Semitism</i> (JPS, 1986), 72-92 3. Rivka Yadlin, "Anti-Jewish Imagery in the Contemporary Arab-Muslim World," in <i>Demonizing the Other</i>, pp. 309-321
April 2	Anti-Democratic Politics and Antisemitism: The Mainstreaming of Left and Right Wing Populism This class will be led by Professor David Hirsh (Goldsmith College, London).
April 7	The Protocols and their Afterlife Readings: <ol style="list-style-type: none"> 1. <i>The Protocols of the Elders of Zion</i> 2. Excerpts from <i>The International Jew</i>, in <i>Antisemitic Myths</i>, pp. 144-147 3. Vincent Curcio, <i>Henry Ford</i> (Oxford University Press, 2013), pp. 131-158 4. Richard Frankel, "One Crisis Behind? Rethinking Antisemitic Exceptionalism in the United States and Germany," <i>American Jewish History</i> 97 (2013): 235-258
April 9	Canceled: Passover

April 14	Antisemitism, Gender, and Race <i>Readings:</i> <ol style="list-style-type: none"> 1. Étienne Balibar, “Racism and Nationalism,” in Étienne Balibar and Immanuel Wallerstein, <i>Race, Nation, Class: Ambiguous Identities</i> (trans. Chris Turner; Verso, 1991), 37-67 2. Walter Laqueur, <i>The Changing Face of Antisemitism: From Ancient Times to the Present Day</i> (Oxford University Press, 2006), 91-106 3. Judith Weisenfeld, “On Not Being Jewish...and Other Lies: Reflections on <i>Racial Fever</i>,” <i>Soundings</i> 96 (2013): 3-11 4. <i>Joshua Bonadona v. Louisiana College et al.</i>, U.S. Dist. Court civil action no. 18-cv-0224 5. Stefanie Schüler-Springorum, “Gender and the Politics of Anti-Semitism,” <i>American Historical Review</i> 123:4 (2018): 1210-1222
April 16	The Left, Anti-Zionism, and Antisemitism <i>Readings:</i> <ol style="list-style-type: none"> 1. Sina Arnold, “From Occupation to Occupy: Antisemitism and the Contemporary Left in the United States,” in Alvin Rosenfeld, ed., <i>Deciphering the New Antisemitism</i> (Indiana University Press, 2015), 375-404 2. Bari Weiss, <i>How to Fight Antisemitism</i> (Crown, 2019), 84-130 3. Blake Flayton, “On the Frontlines of Progressive Anti-Semitism,” <i>New York Times</i>, November 14, 2019: https://www.nytimes.com/2019/11/14/opinion/college-israel-anti-semitism.html
April 21	Project Work
April 23	Hate Speech, Groups, and Crimes: Modern Antisemitism and its Many Forms This class will be led by Professor Ashley Reichelmann (Virginia Tech).
April 28	Conclusions and Project Work
May 8, 2-5 (tentative)	Final Class Discussion