

Antisemitism and the Crises of Modernity

REL 371 Section 001

Fall 2016, Recitation or Discussion

Dr. Steven Jacobs

#50019

Office Hours and Contact Information

Office Hours: Tuesday & Thursdays, 11:00-1:30 & By Appointment

Contact Information

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Prerequisites

UA Course Catalog Prerequisites

No prerequisites or none listed.

1 Course in *either* Religious Studies *or* Judaic Studies *or* Permission of the Instructor

Course Description

UA Course Catalog Information

Specific context will be determined by faculty responsible for the course that semester. May be repeated for a maximum of 9 hours for differing topics.

This course consists of lectures and seminar conversations. It addresses the problem of antisemitism, which has been called "the world longest and oldest hatred". During the semester, we will consider and attempt to address the following questions:

1. What is antisemitism from a historical and contemporary perspective?
2. What are the various definitions posited in the past, and are they applicable to the present circumstances?
3. Is antisemitism part of the family of bigotries, prejudices, and discriminations, or is it a *sui generis* and, therefore unique, phenomenon?
4. Is it more bigotry or ideology?

5. How has it manifested itself in different historical eras, regions, political, economic and social systems and cultures up to the present day?
6. Are its various manifestations and iterations in the present (e.g. anti-Zionism) different from those of the past, or do they build upon already-established tropes?
7. How can it be combatted?

Learning Goals

Students are to become aware and conversant with this longest and oldest hatred in various iterations and permutations both historically and contemporarily.

Student Learning Outcomes

1. Students will be able to construct their own working definition of antisemitism after examining other attempts to do so and reflecting class discussions and critiquing those posited as well as their own.
2. Students will be able to give concrete examples of antisemitism throughout history and as reflected in their answers on the Final Examination as well as their readings and class discussions.
3. Students will concretely demonstrate their writing skills through either a research-based paper of commentary accompanying their creative project.
4. Students will concretely construct a workable "game plan" to combat this oldest hatred on the world scene, which, in turn, will be discussed and critiqued in classroom conversations and discussions.

Required Texts

UA Supply Store Textbook Information

- ROSENFELD / RESURGENT ANTISEMITISM **(Required)**
- MARCUS, KENNETH L / THE DEFINITION OF ANTI-SEMITISM **(Required)**
- ROSENFELD, ALVIN H / DECIPHERING THE NEW ANTISEMITISM **(Required)**
- SMALL (POD) / THE YALE PAPERS: ANTISEMITISM IN COMPARATIVE PERSPECTIVE **(Required)**

Other Course Materials

Possible of additional handouts distributed in class as well as important articles posted on Blackboard course page.

Outline of Topics

1. What is hatred?
2. Who are the Jews? What is Antisemitism?
3. The role of religion in the construction of the antisemitic agenda?
4. Older European tropes of Jew-hatred.
5. Antisemitism during the European Enlightenment.
6. The myth of a world Jewish conspiracy; *The Protocols of the Learned Elders of Zion*.
7. The Dreyfus Affair in France: 1894-1906.

8. Nazism and the Holocaust I.
9. Nazism and the Holocaust II.
10. Antisemitism in America.
11. *Nostra Aetate* ("In Our Time"), 1965.
12. Holocaust Denialism/Revisionism.
13. Antisemitism/Anti-Zionism in the Arab and Muslims Worlds.
14. Zionism and Anti-Zionism I.
15. Zionism and Anti-Zionism II.
16. Israel and Antisemitism I.
17. Israel and Antisemitism II.
18. How is Antisemitism Measured Today?
19. Antisemitism and the African-American Community.
20. Antisemitism without Jews: The Case of Poland and Other Countries.
21. Antisemitism and Modern American Right-Wing Extremism.
22. Antisemitism on College and University Campuses.
23. What Antisemitism May be Like in the Year 2050?
24. How May Antisemitism be Combatted?

Exams and Assignments

- (1) 5 One-page Chapter Summaries & Oral Presentations
- (2) 5-7 Page Critique of Marcus Book & Defense of Personal Definition of Antisemitism
- (3) 7-10 Page Research Paper (Topic of Choice; Minimum of 6 Sources) OR Creative Project (Topic of Choice; Plus 2-3 Page Narrative)
- (4) 4 Question Final Take-Home Essay Exam

Grading Policy

- 50% = 5 Chapter Summaries & Oral Presentations (10% Each)
- 20% = Marcus Book Critique & Personal Definition of Antisemitism
- 20% = Research Paper OR Creative Project
- 10% = Final Exam

Policy on Missed Exams & Coursework

Policy on missed coursework and exam are to be determined in consultation with the instructor.

Attendance Policy

Attendance is required unless otherwise noted in the Calendar of Meetings.

Emergency Contact Information

UA's primary communication tool for sending out information is through its web site at www.ua.edu. In the event of an emergency, students should consult this site for further directions. Additional course information will be posted using Blackboard Learn.

Severe Weather Guidelines

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at <http://wvua23.com/weather>.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Policy on Academic Misconduct

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: "I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University."

See the Code of Student Conduct for more information.

Disability Statement

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 1000 Houser Hall to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 1000 Houser Hall, before receiving academic adjustments.

UAct: Ethical Community Statement

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (<http://www.ua.edu/uact>) provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud.

FALL SEMESTER 2016

REL 371.001 "ANTISEMITISM AND THE CRISES OF MODERNITY" 50019

TU/TH 9:30-10:45 MA 210

REL 110.001 "INTRODUCTION TO THE OLD TESTAMENT" 50011

TU/TH 2:00-3:15 LLOYD 227

CALENDAR OF MEETINGS

(SUBJECT TO CHANGE)

AUGUST

18	THURSDAY	INTRODUCTIONS, POLICIES, ETC.
23	TUESDAY	
25	THURSDAY	
30	TUESDAY	

SEPTEMBER

	THURSDAY	
6	TUESDAY	
8	THURSDAY	
13	TUESDAY	
15	THURSDAY	
20	TUESDAY	
22	THURSDAY	
27	TUESDAY	
29	THURSDAY	<u>REL 110: EXAM #1: THE FIVE BOOKS OF MOSES</u>

OCTOBER

4	TUESDAY	
5	WEDNESDAY	<u>MID-TERM GRADES DUE ALL 100- & 200-LEVEL CLASSES</u>
6	THURSDAY	

11	TUESDAY	
13	THURSDAY	<u>NO CLASS: FACULTY ADVISOR INSTITUTE</u>
18	TUESDAY	
20	THURSDAY	
24	MONDAY	<u>SPRING REGISTRATION BEGINS</u>
25	TUESDAY	<u>REL 371: MARCUS CRITIQUE PAPER DUE</u>
27	THURSDAY	<u>NO CLASS: MID-SEMESTER STUDY BREAK</u>

NOVEMBER

	TUESDAY	
	THURSDAY	
8	TUESDAY	<u>REL 110: JACOBS PAPER DUE: A-L</u>
10	THURSDAY	<u>REL 110: JACOBS PAPER DUE: M-Z</u>
15	TUESDAY	<u>REL 371: RESEARCH PAPER OR CREATIVE PROJECT I</u>
17	THURSDAY	<u>REL 371: RESEARCH PAPER OR CREATIVE PROJECT II</u>
22	TUESDAY	<u>LAST DAY FOR ALL EXAMS & EXTENDED ASSIGNMENTS</u>
		<u>REL 110: EXAM #3: THE WRITINGS</u>
24	THURSDAY	<u>NO CLASS: THANKSGIVING</u>
29	TUESDAY	

DECEMBER

	TUESDAY	
5-9	MONDAY-FRIDAY	<u>FINAL EXAMS</u>
7	WEDNESDAY	<u>REL 110 8:00-10:30</u>
8	THURSDAY	<u>REL 371 8:00-10:30</u>
10	SATURDAY	<u>COMMENCEMENT</u>
13	TUESDAY	<u>GRADES DUE</u>

HAVE A GREAT WINTER BREAK!

Outline of Topics

- (1) What is hatred?
- (2) Who are the Jews? What is Antisemitism?
- (3) The Role of Religion in the Construction of the Antisemitic Agenda?
- (4) Older European Tropes of Jew-hatred
- (5) Antisemitism during the European Enlightenment?
- (6) The Myth of a World Jewish Conspiracy: *The Protocols of the Learned Elders of Zion*
- (7) The Dreyfus Affair in France: 1894-1906
- (8) Nazism and the Holocaust I
- (9) Nazism and the Holocaust II
- (10) Antisemitism in America
- (11) *Nostre Aetate* ("In Our Time"), 1965
- (12) Holocaust Denialism/Revisionism
- (13) Antisemitism in the Arab and Muslim Worlds
- (14) Zionism and Anti-Zionism I
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- (18) How is Antisemitism Measured Today?
- (19) Antisemitism and the African-American Community
- (20) Antisemitism without Jews: The Case of Poland and Other Countries
- (21) Antisemitism and Modern American Right-Wing Extremism
- (22) Antisemitism on College and University Campuses

(23) What May Antisemitism be Like in the Year 2050?

(24) How May Antisemitism be Combated?

“ANTISEMITISM AND THE CRISES OF MODERNITY”

FALL, 2016

READING & PRESENTING ASSIGNMENTS

CHAPTER	SMALL, THE YALE PAPERS	STUDENT	ROSENFELD, RESURGENT ANTISEMITISM	STUDENT	ROSENFELD, DECIPHERING THE NEW ANTISEMITISM	STUDENT
1	Introduction	Dr. Jacobs	Introduction	Dr. Jacobs	Introduction	Dr. Jacobs
2	Kaplan & Small		Harrison		Bruckner	
3	Porat		Yakira		Marcus	
4	Küntzel		Bogdanor		Jikeli	
5	Shain		Baer		Yakira	
6	Hirsch		Chaouat		Ben-Atar	
7	Lappin		Eiglad		Cahan	
8	Reich		Peremiczky		Chaouat	
9	Smith		Gitelman		Eiglad	
10	Stauber		Schneider		Weitzman	
11	Chatterley		Jikeli		Harrison	
12	Halevi		Bali		Patterson	
13	Steinberg		Choksy		Tuchman	
14	Glick		Avisar		Arnold	
15	Kressel		Küntzel		Elman	
16	Lubin		Wistrich		Grabias	

17	Schnabel & Dovidio		Ottolenghi		Grigat	
18	Cotler		Porat		Kahmann	
19	Friedman		Benjamin		Küntzel	
20	Roskies		Rosenfeld			
21	Morris					
22	Guang					
23	Kayitesi					
24	Whine					
25	Kirschen					
26	Tibi					
27	Susser					
28	Bell					
29	Gold					

Research Paper Grading Rubric

Name: _____

Introduction <input type="checkbox"/> Is the topic of the paper clearly and concisely introduced? <input type="checkbox"/> Does the introduction include a clear and concise thesis statement? <input type="checkbox"/> Does the information forecast the remainder of the paper for the reader?	____/15
Body of the Paper <input type="checkbox"/> Does the paper summarize the articles individually, one at a time, or does it provide a thematic summary of the research drawn upon? <input type="checkbox"/> Does the paper provide examples to help the reader understand points made? <input type="checkbox"/> Does the paper synthesize the material reviewed into a few main points? <input type="checkbox"/> Is all information factually correct? <input type="checkbox"/> Does the paper provide excellent background, context and idea development? <input type="checkbox"/> Does the paper include an excellent discussion of detail?	____/40
Conclusion <input type="checkbox"/> Is there a conclusion? <input type="checkbox"/> Does the paper provide a brief summary of what has been discussed?	____/10
References & Citations <input type="checkbox"/> Does the body of the paper cite sources as necessary? (2 points) <input type="checkbox"/> Does the paper draw on six journal articles/empirical sources (no more than 2 websites)? (2 points)	____/4
Quality of Sources <input type="checkbox"/> Are the sources relatively recent? (3 points) <input type="checkbox"/> Is there a variety of sources? (3 points)	____/6
Writing Style <input type="checkbox"/> Is the paper well organized? (5 points) <input type="checkbox"/> Is the paper free from grammar & spelling errors? (5 points) <input type="checkbox"/> Are there smooth transitions between sections? <input type="checkbox"/> Is the manuscript clean/legible/pleasing to read?	____/20
Style <input type="checkbox"/> Does the paper follow the margin, font, and page specification found in the paper guidelines? (8 pages, 12-point font, 1" margins, double spacing)	____/5

Total Points: ____/100

General Comments:

Grading Rubric for Oral Presentations

Student's Name: _____

4=A 3=B 2=C 1=D 0=U

Effective Communication (Communicate Orally: Speaking Skills/Voice and Pacing)

Unsatisfactory = 0	Novice = 1	Apprentice = 2	Proficient = 3	Distinguished = 4	Points/Comments
Wholly lacking	Inaudible or too loud; too slow/fast; uninterested and used monotone; incorrectly pronounces terms	Some mumbling; uneven rate; little or no expression; student incorrectly pronounces words	Clear articulation but not as polished; pronounces words correctly	Poised, clear articulation; proper volume; steady rate; good posture/eye contact; enthusiasm; confidence; precise pronunciation	

Effective Communication (Communicate Orally: Eye Contact)

Unsatisfactory = 0	Novice = 1	Apprentice = 2	Proficient = 3	Distinguished = 4	Points/Comments
	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Maintains eye contact most of the time but frequently turns to notes	Student maintains eye contact with audience, seldom returning to notes	

Effective Communication (Communicate Orally: Body Language)

Unsatisfactory = 0	Novice = 1	Apprentice = 2	Proficient = 3	Distinguished = 4	Points/Comments
	No movement or descriptive gestures	Very little movement or descriptive gestures	Made movements or gestures that enhanced articulation	Movements seemed fluid and helped the audience visualize	

Effective Communication (Communicate Orally: Poise)

Unsatisfactory = 0	Novice = 1	Apprentice = 2	Proficient = 3	Distinguished = 4	Points/Comments
	Tension and nervousness is obvious; has trouble recovering from mistakes	Displays mild tension; has trouble recovering from mistakes	Makes minor mistakes, but quickly recovers from them; displays little or no tension	Student displays relaxed, self-confident nature about self, with no mistakes	

Effective Communication (Use of Electronic Media)

Unsatisfactory = 0	Novice	Apprentice	Proficient	Distinguished	Points/Comments
	Layout is cluttered, confusing and does not use spacing; graphics, sounds and/or animations are unrelated to content; four or more spelling errors and/or grammatical errors	Some structure, but appears cluttered or distracting; some of the graphics, sounds, and/or animations seem unrelated to topic; three misspellings and/or grammatical errors	Uses horizontal/vertical white space appropriately; graphics, sound and/or animation visually depict material/assist audience understanding; no more than two misspellings and/or grammatical errors	Layout is visually pleasing; graphics, sound and/or animation assist in presenting overall theme; no misspellings or grammatical errors	

Effective Communication (Quantitative Data)

Unsatisfactory = 0	Novice = 1	Apprentice = 2	Proficient = 3	Distinguished = 4	Points/Comments
	Communication of results is incomplete, unorganized and difficult to follow; Makes inferences inconsistent with simple displays of data or with its context	Communicates some important information; not organized well enough to support decision; Explains the inferences within a limited context	Communicates most of important information; shows support for decision; Explains the meaning of the data in everyday language; relates to the appropriate context	Communication of results is thorough; shows insights into how data predicted the outcome; Explains clearly the meaning of the data, and relates it to appropriate context	

Effective Communication (Organized)

Unsatisfactory = 0	Novice = 1	Apprentice = 2	Proficient = 3	Distinguished = 4	Points/Comments
	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which audience can follow	

Effective Communication (Content Knowledge)

Unsatisfactory = 0	Novice = 1	Apprentice = 2	Proficient = 3	Distinguished = 4	Points/Comments
	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with content, but fails to elaborate	Student demonstrates full knowledge (more than required) with explanations and elaboration	

DVDs on Antisemitism

>“Defamation: Anti-Semitism the Movie” (91 minutes, © 2009)

>“The Monster Among Us” (57 minutes, © 2008)

>“Ever Again” (74 minutes, © 2006)

>“The Longest Hatred: A Revealing History of Anti-Semitism” (150 minutes, © 2004)

“From the Cross to the Swastika”

“Enemies of the People”

“Between Moses and Mohammad”

>“Unmasked Judeophobia: The Threat to Civilization” (88 minutes, © 2011)

ANTISEMITISM MASTER BIBLIOGRAPHY

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Dr. Steven Leonard Jacobs

Aaron Aronov Endowed Chair of Judaic Studies

The University of Alabama

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