

HIST/RELS 257: History of Antisemitism

Occidental College

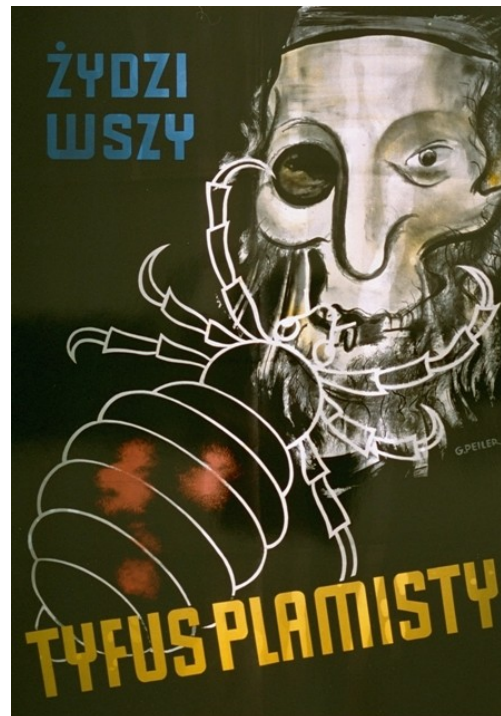
Fall 2020

MW 4:00 PM – 5:25 PM *or* 5:45 PM – 7:10 PM

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Course description: A broad, systematic, and comparative examination of the history of antisemitism. We will explore its different manifestations today and trace its sources in religious narratives, myths, and stereotypes, political and economic structures, and racial ideologies. We will pay particular attention to the significance of different historical contexts in shaping anti-Jewish violence and discourse, interrogating the continuities and ruptures between different periods/stages in antisemitism's evolution. We will also consider antisemitism's relationship to other forms of xenophobic and/or racist violence.



Poster published in German-occupied Poland in March 1941. The caption reads, "Jews Lice; Epidemic Typhus."

Learning Goals/Course Objectives and Student

Learning Outcomes:

- Identify key approaches and debates in the historiography of antisemitism
- Locate the historical sources and manifestations of antisemitism
- Trace the cultural and political locations of antisemitism across time
- Compare primary source texts to demonstrate significance of historical context to antisemitism
- Analyze antisemitism's historical development in comparison to other forms of racist violence

Course Overview

- I. **Confronting the Problem**
 - a. Antisemitism Today
 - b. What is Antisemitism?
 - c. Historiography
- II. **Elements of Christendom**
 - a. The Church
 - b. Blood
 - c. Money
- III. **Religion and *Raza***

- a. The Case of Spain
- IV. **Emancipation**
 - a. Enlightenment and the “Jewish Question”
 - b. Reaction
- V. **Communism and Fascism**
 - a. Revolution in Russia
 - b. Nazi Antisemitism
 - c. “Rootless Cosmopolitans”
- VI. **“New Antisemitism” and “New Jews”**
 - a. “Specters of Islam”

Office Hours:

Open Office Hours: Wednesdays 1:30-2:30 PM (PDT)

These are an open Zoom meeting, perfect for dropping in with a quick question or a discussion with classmates. To join, use the zoom link and passcode below.

<https://occidental.zoom.us/j/3475717108>

Passcode: 599776

Individual Appointments: Wednesdays 2:30-3:30 PM (PDT)

Sign up for a 15-minute slot at the below link, or email me to schedule another time. Once you sign up for a slot at the below link, you will receive a confirmation email that the appointment has been set up. In that email you can find the Zoom link & password. At the time of our individual office hours appointment, simply click the Zoom link or call the phone number in the confirmation email or in the calendar event itself.

<https://calendar.google.com/calendar/selfsched?sstoken=UU1zZlFnV055b2VtfGRlZmF1bHR8M2Y1MTI4ZDZjY2EzYWU5ZjM4MjNkMWI0MTA1MzU4OTE>

Class Format and Expectations:

Before class: Watch pre-recorded lecture and complete assigned readings/films (all assigned readings/films on Moodle). *Lectures are meant to be watched **before** completing assigned readings/films.*

4:00-4:25: I will field initial thoughts/questions about the lecture or assigned readings and give direction for discussion groups

4:25-4:50: Break out into discussion groups

4:50-5:15: Discussion groups report back to the class; I pull together threads of the discussions

<https://occidental.zoom.us/j/93164285559> Meeting ID: 931 6428 5559
Passcode: 418673

5:45-6:10: I will field initial thoughts/questions about the lecture or assigned readings and give direction for discussion groups

6:10-6:35: Break out into discussion groups

6:35-7:00: Discussion groups report back to the class; I pull together threads of the discussions

<https://occidental.zoom.us/j/96870280438> Meeting ID: 968 7028 0438
Passcode: 393934

*Please log-in to Zoom using your Oxy account. This is important for breakout groups.

Your breakout group will remain the same for the duration of the semester. One student will record the main comments, interpretations, and questions that arise during each small group discussion section. The student who records the minutes will *rotate* for each class. Following discussion in breakout groups, we will come back together as a whole class and the student who recorded minutes will share highlights from the discussion.

Course Assignments:

Weekly forum posts: At the end of each week (except when otherwise noted on the syllabus), you will write a 300-500 word reflection that synthesizes the week's materials and/or extends and develops its ideas. You may choose to reflect on an interesting passage in the assigned reading, explaining how it touches on main questions from the week. Or, you may develop a critical analysis of an interesting passage in the assigned reading that extends and develops ideas from class discussion. You also may add miscellaneous comments about the week's materials and make connections to previous readings/discussions, developing your own line of inquiry. These forum posts are **due on Thursdays @ 5 PM (PDT) on Moodle**.

Additionally, you will briefly respond to another classmate's forum post by **5 PM (PDT) on Friday**. These responses should be 100-200 words and should use the following frame:

- (1) Coming to terms: Restating what the author has done/argued in their forum post
- (2) Corroborating the author's point by using another set of evidence or another text
- (3) Countering or nuancing the author's point (often by locating another set of evidence that undermines or nuances)

Primary source analysis: You will write a 2-3 page comparative analysis of two primary sources assigned in the course. These primary source analyses are intended to generate critical thinking and engagement with the text rather than extensive outside research. Further instructions to follow.

Film Analysis: You will write a 2-3 page film analysis of either *Nosferatu* or *Jud Süß*. Further instructions to follow.

Historiography paper—Racial Antisemitism and Before: You will write a 5-7 page paper that critically interrogates different historiographic approaches to the rise of "racial antisemitism" in the 19th century. This paper will be based in original analysis and argumentation and you will write it in stages, from thesis statement to first draft to final revision. Further instructions to follow.

Final Project—"Draw the Course": By the end of the course, we will have covered a lot of material that spans a long historical scope and a wide geography. In the final assignment, you will "draw" the course and write a 500-word explanation of what you have drawn. Further instructions to follow.

Assessment

40%.....Forum posts and responses (X/4, each) — lowest three dropped
10%.....Primary Source Analysis (X/100)
10%.....Film Analysis (X/100)
20%.....Historiography Paper (X/100)
10%.....Final Project (X/100)
10%.....Class Participation

Key Dates

9/25.....Primary Source Analysis DUE
10/9.....Film Analysis DUE
10/23.....Historiography Paper *Thesis Statement* DUE
10/30.....Historiography Paper DUE
11/6.....Revised Historiography Paper DUE
11/23.....Final Project DUE

All work is expected at the stated and/or written deadline. There are no make-ups for forum posts and their responses. For other assignments, late work will drop a full letter grade for each day it is late. Assignments/papers turned in one minute after the due time will be considered one day late.

Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	<62

Zoom Policies:

As a student participating in an online learning environment, you must abide by all College rules and regulations including, but not limited to, rules in the applicable course syllabus/outline, the Student Code of Conduct Policy, the Policy on Sexual Harassment and Discrimination, as well as any applicable laws. Any violation of these rules may lead to disciplinary action, up to and including expulsion from the College, and/or legal action.

Recordings of lectures will be made available through Moodle, but only for the express and sole use of those registered in the course. The recorded material will be removed at the end of the semester. No other recording of classroom instruction is permitted. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted. All content contained in the records shall be subject to the College's Policy on Intellectual Property.

Course schedule:**I. Confronting the Problem**

Week 1: **Antisemitism Today**

M 8/24: Introduction

W 8/26:

[“Charlottesville: Race and Terror,”](#) *VICE* (2017)

Ben Gidley, Brendan McGeever, & David Feldman, “Labour and Antisemitism: A Crisis Misunderstood” (2018), pp. 413-419

Week 2: **What is “Antisemitism?”**

M 8/31:

Wilhelm Marr, “The Victory of Jewry over Germandom” (1879), pp. 74-93

Adolf Hitler, “Letter to Adolf Gemlich” (1919)

W 9/2:

Edouard Drumont, “The Jews Against France” (1899), pp. 105-112

Ethan Katz, “An Imperial Entanglement: Anti-Semitism, Islamophobia, and Colonialism” (2018), pp. 1190-1209

Week 3: **Historiography**

M 9/7: Labor Day

W 9/9:

Leo Pinsker, *Auto-Emancipation* (1882), pp. 3-12

Hannah Arendt, “Antisemitism as an Outrage to Common Sense,” *Origins of Totalitarianism* (1951), pp. 3-10

David Nirenberg, *Anti-Judaism* (2013), pp. 1-12

II. Elements of Christendom

Week 4: **The Church**

M 9/14: The Apostles

“Letter of Paul to the Galatians,” *New Testament* (c. 1st cent. CE), pp. 332-344

"The Gospel According to Matthew," *New Testament* (c. 1st cent. CE), pp. 1-2, 9-15, 22-24, 37-39, 42-43, 47-48

"The Gospel According to John," *New Testament* (c. 1st-2nd cent. CE), pp. 152-159, 167-169, 174-177, 191-192

W 9/16: "Protect or Persecute?"

David Nirenberg, *Anti-Judaism* (2013), pp. 123-134

St. Ambrose, "Letter to the Emperor" (388), pp. 25-28

Pope Innocent III, "*Sicut judaeis*" (1199) pp. 109-111

Martin Luther, "On the Jews and Their Lies" (1543), pp. 212-219

Pope Paul IV, "*Cum nimis absurdum*" (1555), pp. 225-230

Week 5: **Blood**

M 9/21: Murder

David Nirenberg, *Anti-Judaism* (2013), pp. 191-211

Thomas of Manmouth, *The Accusation of the Ritual Murder of St. William of Norwich* (1173), pp. 84-91

Solomon Maimon, *The Autobiography of Solomon Maimon* (1792), pp. 4-10

W 9/23: Vampires

FILM: *Nosferatu*, dir. F. W. Murnau (1922)

Nazi propaganda images (folder on Moodle)

"The Abortion Trial: Jewish Doctors as Murderers," *Der Stürmer* (1939)

NO FORUM POST

F 9/25: Primary Source Analysis DUE (2 pgs.) on Moodle @ 5 PM (PDT)

Week 6: **Money**

M 9/28: NO CLASS (Yom Kippur)

W 9/30: Court Jews and Jewish Bankers

Susan Tegel, *Jew Süß: Life, Legend, Fiction, Film* (2011), pp. 11-60

FILM: *Jud Süß*, dir. Veit Harlan (1940)

Henry Ford, "Jewish Power and America's Money Famine," *The Dearborn Independent* (1921), pp. 8-9

III. Religion and Raza:

Week 7: The Case of Spain

M 10/5: Extinction

David Nirenberg, *Anti-Judaism* (2013), pp. 217-229, 237-245

W 10/7: Inquisition

María Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico* (2008), pp. 1-17, 128-135, 142-152

NO FORUM POST

F 10/9: Film Analysis DUE (2-3 pgs.) on Moodle @ 5 PM (PDT)

IV. Emancipation

Week 8: Enlightenment and the Jewish Question
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M 10/12: Reform and Improvement

Wilhelm Dohm, "Concerning the Amelioration of the Civil Status of the Jews" (1781), pp. 28-36

Johann David Michaelis, "Arguments Against Dohm" (1782), pp. 42-44

Jonathan Hess, "Sugar Island Jews? Jewish Colonialism and the Rhetoric of 'Civic Improvement' in Eighteenth-Century Germany" (1998), pp. 92-98

W 10/14: Tolerance and Inclusion

Wendy Brown, "Tolerance as Supplement: The Jewish Question and the Woman Question," *Regulating Aversion: Tolerance in the Age of Identity and Empire* (2006), pp. 48-77

Week 9: Reaction

M 10/19: "Racial Antisemitism"

No reading

W 10/21: The Protocols of the Elders of Zion

Steven J. Zipperstein, *Pogrom: Kishinev and the Tilt of History* (2018), pp. 61-99, 145-183
Stephen J. Whitfield, "The Persistence of the Protocols" (2018), pp. 417-421

F 10/23: Thesis statement DUE on Moodle @ 5 PM (PDT)

V. Communism and Fascism

Week 10: **Revolution in Russia**

M 10/26: Bolshevism

Brandon McGeever, *Antisemitism and the Russian Revolution* (2019), pp. 1-16, 216-219

W 10/28: "Judeo-Bolshevism"

Paul Hanebrink, *A Specter Haunting Europe: The Myth of Judeo-Bolshevism* (2018), pp. 1-10, 26-31, 83-93

Winston Churchill, "Zionism Versus Bolshevism: A Struggle For The Soul Of The Jewish People," *Illustrated Sunday Herald* (1920)

NO FORUM POST

F 10/30: Historiography paper DUE (5-7 pgs.) on Moodle @ 5 PM

Week 11: **Nazi Antisemitism**

M 11/2: Fascism

"The Program of the German Workers' Party: The Twenty-Five Points" (1920), pp. 12-14

Hanns Johst, *Schlageter* (1933), pp. 20-21

Adolf Hitler, "Speech to the Great German Reichstag" (1939), pp. 723-724

Shira Klein, "The Making of Italian Jewish Patriots: Emancipation, World War I, and Fascism," *Italy's Jews from Emancipation to Fascism*, 39-57

W 11/4: Contagion and Extermination

Mitchell Duneier, "A Nazi Deception," *Ghetto* (2016), pp. 3-25

Christopher Browning, "One Day in Jozefow" (1992), pp. 302-314

Pascal Grosse, "What Does German Colonialism Have to Do With National Socialism?" pp. 115-131

NO FORUM POST

F 11/6: Revised Historiography Paper DUE (5-7 pgs.) on Moodle @ 5 PM (PDT)

Week 12: **“Rootless Cosmopolitans”**

M 11/9:

Masha Gessen, *Ester and Ruzya: How My Grandmothers Survived Hitler's War and Stalin's Peace* (2004), pp. 213-254

Ben Sales, [“Senator’s speech on ‘cosmopolitan elites’: Anti-Semitic dog whistle or poli-sci speak?”](#) *Jewish Telegraphic Agency* (2019)

W 11/11:

Masha Gessen, *Ester and Ruzya: How My Grandmothers Survived Hitler's War and Stalin's Peace* (2004), pp. 255-279

Kristóf Szombati & Anna Szilágyi, [“Enemy in the Making: The Language of ‘Anti-Sorosism’ in the U.S. and Hungary,”](#) *Political Research Associates* (2020)

VI. “New Antisemitism” and “New Jews”

Week 13: **“Specters of Islam”**

M 11/16:

Enzo Traverso, *The New Faces of Fascism: Populism and the Far Right*, pp. 1-8, 65-82

W 11/18:

Dorian Bell, “Europe’s ‘New Jews’: France, Islamophobia, and Antisemitism in the Era of Mass Migration” (2018), pp. 65-76

M 11/23: Final Project DUE on Moodle @ 5 PM (PDT)

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Credit Hour Policy: HIST/RELS 257 is a 4-unit course. It is expected that students in this class will be devoting at least twelve (12) hours a week (including in-class time) on average.

Core Requirement: This course fulfills the Core Program Global Connections (CPGC) requirement. These courses provide students with an understanding of the interconnectedness of cultural, socioeconomic, and political systems on a global level. Courses satisfying this requirement have a global or transnational perspective and a comparative framework, exploring at least two nations or regions and their global interactions; and address in their content at least two interconnected systems (literary, artistic, religious, philological, economic, ecological, ideological, political, social, intellectual, scientific, etc.).

Academic Ethics & Integrity: Students are expected to comply with the Student Handbook, in particular the section on [Academic Ethics](#). Whenever outside sources are used, they must be properly credited. Plagiarism occurs when the ideas, organization, or language of another are incorporated into one's work without properly crediting the original source with a citation or other disclosure. It includes re-writing or re-formatting material without acknowledging the original source of the ideas. Even if the language and organization are in the student's own words, any ideas or information that are not common knowledge must be acknowledged in a reference. Students are responsible for knowing and using the correct procedures for acknowledging and identifying sources of borrowed material. Failure to properly credit sources in all or part of work presented in draft or final form to anyone is plagiarism, regardless of whether it occurs as a result of dishonest intent or carelessness and regardless of the course credit attached to it. Penalties for academic misconduct are severe (see "Academic Misconduct"), and ignorance of the principles and policies concerning cheating and plagiarism is not a defense.

Title IX: In the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, as a designated Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus. If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- Marianne Frapwell, Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Special Accommodations/Learning Differences: No matter the mode of course instruction, approved academic accommodations remain in effect. Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester, or as soon as possible thereafter. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Accommodations for Reasons of Faith or Conscience: Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>

Student Academic Support Resources: The College has a wide range of [Student Academic Support Resources](#).

- If you'd like to take advantage of the College's Academic Coaching resource, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to academiccoaching@oxy.edu. Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.

- The Center for Digital Liberal Arts (CDLA) offers [library research consultations](#) and [discipline-specific peer tutoring for coursework](#) and [language learning](#). We also offer peer-to-peer [support for learning technologies](#) from Moodle and Zoom to Adobe, app making, and ProTools.
- The Writing Center offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. For fall 2020, all of our appointments will be remote: either synchronous virtual meetings or asynchronous writing feedback. See the [Writing Center website](#) for more information about our fall hours and how students can sign up for appointments. We will update our information again for spring 2021. Please contact the Writing Programs-Center Director, Julie Prebel (jprebel@oxy.edu; x1307) for more information on how the Center can work with you.
- The [Academic Mastery Program](#) provides challenging workshops for students enrolled in general chemistry, organic chemistry, introductory physics, cellular and molecular biology, and basic calculus courses. These workshops are led by upper-level students and provide an opportunity to test knowledge and skills in the context of new and challenging problems. The workshops provide a time to work intensively and collaboratively with other committed students in an atmosphere that is demanding yet relaxed.
- The [Scientific Scholars Achievement Program \(SSAP\)](#) is a student-initiated, student-led academic support program that supports the development of a diverse body of individuals who will advance and enhance STEM (Science, Technology, Engineering, and Math) professional fields in an endeavor to meet the complex and evolving demands of a culturally heterogeneous society. SSAP provides tutoring in introductory and gateway STEM courses and encourages collaboration among classmates. All questions and learning styles from students are welcomed and encouraged. Through educational and social events, SSAP aims to build community between faculty and students studying math and science at Occidental.

Discrimination, Harassment, and Retaliation policy: <https://www.oxy.edu/student-handbook/general-college-policies/discrimination-harassment-and-retaliation>. I strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#), I seek to maintain an environment of mutual respect among all members of our community. Please come to me with any concerns.

Emmons/Student health: Your health and well-being has always impacted learning and academic success, and this reality is only heightened as we learn and live through a global pandemic. Symptoms such as anxiety, depression, loss of motivation, difficulty concentrating, and strained relationships can occur. Emmons Counseling staff are committed to supporting the mental health needs of all of our students, regardless of where you're located. Emmons provides virtual walk-ins, crisis support, and consultation to all students, and ongoing individual telecounseling to students residing in California. All students residing outside of California will have access to ongoing telecounseling through a national telecounseling service. Emmons also assists students with finding local therapy referrals. All students continue to have access to the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.