The Evolution of Anti-Semitism: through history, literature, religion, and art
JWST #255 (4387)

Dr. Henry Shreibman
Location: Salazar 2015

Course Description
This course will introduce the origins and background of anti-Semitism (AS) and the Jewish response over the last two and a half millennia. It has been referred to as “the longest hatred” [Robert S. Wistrich, 1991]. The long history of anti-Semitism can serve as a case study of and cautionary tale for how societies deal with xenophobia, bias and prejudice toward “the other.”

Anti-Semitism is not a Jewish problem – it is a human problem. To understand AS is to understand the human urge toward “dehumanization of the other” and the cycle of prejudice, bullying, intolerance that leads to violence against the other.

“To understand why hatreds endure, we have to confront history.” (Facing History and Ourselves, 1994) We as a class will confront broader concerns about prejudice of all types in our society and on the world stage.

“Anti-Semitism is a barometer for the general health of a society -- when hatred of Jews flourishes, other human rights are in danger.” [US Holocaust Memorial Museum, 1994]

We will begin by examining Greek and Roman authors / historians who set the stage thematically for AS. We will discuss and survey the rise of Roman Christianity and the accusations of deicide and its impact on AS through key biblical texts and art. We will explore certain fixed AS motifs include Jews and money, Jews in cinema, industry, international finance and the “eternal Jew” - into the rise of Nazism. We will survey the Holocaust (AS and resistance) in literature and film. We will consider the interface between some extreme forms of anti-Zionism and AS through art and graphic imagery on the Internet.

First they came for the Socialists, and I did not speak out -- Because I was not a Socialist.
Then they came for the Trade Unionists, and I did not speak out -- Because I was not a Trade Unionist.
Then they came for the Jews, and I did not speak out -- Because I was not a Jew.
Then they came for me -- and there was no one left to speak for me.

[Martin Niemöller (1892-1984) was an ardent nationalist and prominent Protestant pastor who emerged as an outspoken public foe of Adolf Hitler and spent the last seven years of Nazi rule in concentration camps.]

Course Objectives
These are some of the objectives of this course. The course is designed:
• To explore the multifaceted, interdisciplinary field of Jewish Studies.
• To provide students with a sense of Jewish history and timelines.
• To guide students in the exploration and analysis of the evolution of anti-Semitism.
• To enable students to discuss religion and culture in an objective, critical yet understanding way that empathizes with "the other."

**Student Learning Outcomes**
Through reading, individual research and group discussion and analysis we will learn to examine the interface between the development and contributions of Jewish culture and the persistence of anti-Semitism.

✓ We will establish and develop a clear historical timeline tracing the evolution of Jewish life and culture and its interaction with foreign and host cultures around the world.
✓ We will introduce the field of study related to the development of anti-Semitism over 3 millenia.
✓ We will discuss themes, motifs, canards and prominent figures in anti-Semitism – through the lenses of comparative religion, sociology, history and political science.
✓ We will introduce and use text critical and analytical skills.
✓ We will attempt to define and demonstrate what constitutes a Jewish ethical perspective.
✓ We will explore the impact of Hebrew and Jewish contributions to world culture and civilization.

**No Prerequisite:**
There are no perquisites for this course. It will not be assumed that the student is religious or represents any specific religion. No knowledge of Hebrew or previous knowledge of Judaism is assumed or required.

➢ In studying religion and reading sacred text your belief system is neither at risk or on trial. At the same time there is no assumption that you will come to believe as opposed to study these traditions.
➢ There is however a chance that you will be studying and discussing a religion or a belief that is your own. We will learn together how to be descriptive of our beliefs without proselytizing, being defensive or judgmental.

**Course Requirements:**

1) **Four research papers of 4-6 pages are required.** Each student in consultation with the instructor will select a topic or motif and write four three-five page papers (double spaced, 12 point font). The format and structure of the word/concept study is a formal one. There are ample opportunities for revision of your work.

**A Writing Sample:** Early in the course I will ask all students to submit a half page-writing sample. This will help assure that all students will be able to assess their writing ability and get the appropriate support for presenting the strongest possible research papers. The specific requirements for this mini-assignment will be presented in class to include: the topic (something about you) and a formal system of presenting notes / documentation (your choice MLA, APA).

The topics for the four papers are:

1. a study of a classic AS religious or theological motif, texts or image
2. a study of a classic AS historical event or series of events in a particular time period
3. a study of AS in a country or region: evolving nature of it historically to the contemporary
4. a study of a contemporary manifestation AS in web, media, political, academic setting, individual or group

**Oral presentation:** A brief oral presentation of your research from one of these papers in front of the class. Demonstrate an ability to take questions and interact with the class. Time: 5-7 minutes.
The acceptable and appropriate format and guidelines will be distributed. On time submission of a hard copy in class is expected. Please keep an electronic and hard copy for your records.

There will be a final exam.

**Grading / Evaluation**
- Class participation and discussions: 30%  A > 90%
- Preparation of key questions: 10%  B 80-89%
- Four research papers: 50%  C 70-79%
- Final exam: 10%  D 60-69%  F ≤ 59%

**Class Policies**

**Participation in class:** Participation in the work and discussion during class time are essential to the learning experience given our subject matter. In the humanities, speaking is one of the ways to synthesize your thinking and make an idea your own. Class discussions are based on assigned readings, comments made by instructor and students in the class and other referenced or distributed materials. Lack of participation will work against your grade. It is your responsibility to make sure you know I know that you were in class, if you miss sign in at the beginning of the class.

**Attendance Policy and Absences and responsibilities for the readings:** Because your participation in the on-going class discussion counts toward your grade – attendance counts toward your final grade and evaluation. Missing more than one class will result in lowering of a student’s earned grades. Exceptions will only be made if you provide the instructor with documented evidence (such as a doctor’s excuse note, etc.). *When you miss a class you are responsible to present to the instructor a summary of no more of a page of the major issues discussed during the session you missed. It is due the next time you attend class.*

**We, class members assume the following:**
- All conversations and presentations will be made with civility and respect toward the “other.” (The Golden Rule: “Love your neighbor as you love yourself.” //Lev. 19:18 // Matt. 7:12 // Koran, Sura 2:177)
- An equal and impartial critical eye and attitude will be directed toward all religions and cultures discussed.
- Students /faculty will not politicize topics such as religion/culture – historically or in a contemporary setting.
- Disagreements will arise – but in discussing and debating points of religion/culture no *ad hominem* arguments (no personal attacks) will be used.
- Together we will create an enlightened academic setting in which students can inquire, explore, and share their views and concerns about aspects of religion/culture.
- Students will remain in communication with each other only concerning class business during class time. The use or response to mobile phones or text messaging is prohibited. All devices should be turned off or placed on stun during class time. Penalties for infractions will be swift, sweet, and just.
- All students should speak with the professor and keep open lines of communication to avoid miscommunication, to track student progress, and to get authorization concerning tests and papers.

**Plagiarism** (plā´jĕ-rîz´ĕm) noun – the short form ...
1: a piece of writing that has been copied from someone else and is presented as being your own work.
2: the act of plagiarizing; taking someone’s words or ideas as if they were your own.
Plagiarism is the antithesis of what we are studying in religion, values, philosophy, and humanities.
It is the ethical equivalent of lying, cheating, and stealing.
Do not do it.

**Required Texts**


**Recommended Texts**

**Suggested Internet Research sites (under construction)**

Caveat: when researching Jewish topics there is a serious possibility you will accidentally get drawn into sites that are politicized, prejudiced, non-academic, and even possibly anti-Semitic. It is important as you use these and other resources that you are on your guard using a critical eye and your academic skills to cull and sort concepts and ideas.

- [www.ushmm.org](http://www.ushmm.org) (US Holocaust Memorial Museum)
- [museumoftolerance.com](http://museumoftolerance.com)
- [HolocaustResearchProject.org](http://HolocaustResearchProject.org)
- [Holocaust Education and Archive Research Team (HEART)](http://HolocaustEducationAndArchiveResearchTeam.org)
- [Jewishresearch.org](http://Jewishresearch.org)
- [CIFwatch.com](http://CIFwatch.com)
- [FLholocaustmuseum.org](http://FLholocaustmuseum.org) (Florida Holocaust Museum)
- [http://www.beingjewish.com](http://www.beingjewish.com)
- [http://www.biblos.com](http://www.biblos.com)
- [http://www.biblegateway.com](http://www.biblegateway.com)
- [http://www.geocities.com](http://www.geocities.com)
- [http://www.jewfaq.org](http://www.jewfaq.org)
- [http://holylandphotos.org](http://holylandphotos.org)
- [http://www.jewishvirtuallibrary.org](http://www.jewishvirtuallibrary.org)
- [http://www.sacred-texts.com](http://www.sacred-texts.com)
- [http://shamash.org](http://shamash.org)
<table>
<thead>
<tr>
<th>Responsibility / Assignment</th>
<th>Last day to have assignment approved by professor</th>
<th>Due Date Pre-Write / Rewrite option – potential 1 letter grade improvement</th>
<th>Due Date for all students</th>
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<tbody>
<tr>
<td>Writing Sample</td>
<td>----</td>
<td>---</td>
<td>January 26(^{th})</td>
</tr>
<tr>
<td><strong>Word / Concept Study I</strong></td>
<td>January 28(^{th})</td>
<td>February 9(^{th})</td>
<td>February 16(^{th})</td>
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<tr>
<td>classical AS religious or theological motif, texts or image</td>
<td>February 16(^{th})</td>
<td>February 23(^{rd})</td>
<td>March 4</td>
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<tr>
<td><strong>Word / Concept Study II</strong></td>
<td>March 4</td>
<td>March 23(^{rd})</td>
<td>March 30(^{th})</td>
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<td>classical AS historical event or series of events in a particular time period</td>
<td>March 30(^{th})</td>
<td>April 13(^{th})</td>
<td>April 27(^{th})</td>
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<td><strong>Word / Concept Study III</strong></td>
<td>March 30(^{th})</td>
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<td>AS in a country or region: evolving nature of it historically to the contemporary</td>
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<td><strong>Word / Concept Study IV</strong></td>
<td>March 30(^{th})</td>
<td>April 13(^{th})</td>
<td>April 27(^{th})</td>
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<tr>
<td>a contemporary manifestation AS in web, media, political, academic setting, individual or group</td>
<td>March 30(^{th})</td>
<td>April 13(^{th})</td>
<td>April 27(^{th})</td>
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<tr>
<td>Finals</td>
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<td>May 11 ???</td>
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**Session 1**

**January 21**

**Critical Discussion of Complex Issues**

Fiction, Fear, Frustration vs Truth, Reality, History

**Premises / Hypotheses: The Aught and Naught of AS**

- Distasteful topic
- Thrives on dehumanization of “the other” (sociologically a sign of an ill society)
- Prejudice rarely recognizes itself
- Not: a preoccupation of Jews
- Not: on-going chip on shoulder
- Not: hypersensitivity
- Thought it would have worked itself out and ended – after the Holocaust...
- Counterproductive to interfaith relations (got ya... trumping each other)
- Not: our suffering is worse than your suffering
- Quantity of AS
- Quality of AS
- Persistence of AS
- Evolving / morphing nature of AS
- Not: end w/ Holocaust (// racism not end with multi-racial President of US)
- Not: my style or taste
- The victim gets to define the crime, the prejudice, the nature of the injustice

**Learning and Teaching Style**

- Linear
- Concrete
Conceptual
Integrated, interconnections
Influences
Origins, etiologies

**Contribution of the Day** (Jewish culture, history, Israeli, American, world settings)

- Lev. 19:18 “Love your neighbor as yourself”
- Shreibman, *Primal Ethics* -- Golden Rule ???

**Contradiction of the Day**

**Assertion:** The Jews / Israelis were behind 9/11 vs no Jews / Israelis were killed at 9/11

**Assertion:** Religion and politics is abhorrent vs everywhere but in US politics

**Flavor of the Day > The University Setting**

- Find new survey on campus life: Half of British Jewish Students experience AS
- See Jewishresearch.org
- Explore concerns of *IJCR Quad* concerning AS on campuses

**Anti-Semite of the Day – The World... ouch**

Contemporary Global Anti-Semitism Report

- Research: What are some of the key findings? What surprised you?
- What shocked you in terms of its persistence?

[Released: Office of Special Envoy to Monitor and Combat Anti-Semitism, U.S. Department of State 2005]

**In Arts: AS Cartoons through the ages**

Research: EJ 3: 87-159 Anti-Semitism

**Sessions 2-3** January 26, 28 A Scaffold of Jewish History

**Reading Assignments:**

- Goldstein, *Convenient Hatred* pp. 1-7; 7-22
- Shreibman, *Primal Ethics* 2.3.1; 2.5; 3.3.1

**Assignment Due 1.26:** Personal Writing Sample — 1 page about you > presented and styled like a research paper

**Due 1.28 Word / Concept Study I:** Last day to have assignment approved by professor: classic AS religious or theological motif, texts or image

**Historical Period:** 2,000 BCE – 539 BCE > focus: 586 BCE-135 CE

**Languages and Influences:** Sumerian, Akkadian, Babylonia, Hebrew, Aramaic, Greek, Latin

**Literature:** Ancient Near Eastern Studies, Hebrew Bible, Greek and Latin poetry, plays, law

**Arts:** Pagan violence (hunting, torturing animals, prisoner treatment) – see Mesopotamian Palace Art
- Assurbanipal Palace Wall Art (645 BCE)
- Shreibman, *Primal Ethics* 3.2.5; 3.2.6

**Religion:**
- Israelite / Jewish assertions against unethical pagan practices (Lev. 18: 1-23; 24-30)
Israelite / Jewish assertions polytheism and idol worship is silly and illogical (Jeremiah 5:21; Ezek 12:2)

A. Key Questions:
- What are 5 major events in early Jewish history that help form Jewish civilization
- What are 3 events in Jewish history, which help form Jewish resilience?
- What aspects of Jewish history might contribute to treating the Jew as “the other?”

A. Key Concepts:
- Why is the human animal xenophobic? Three possible reasons...
- What would you consider the origin? Motivation for xenophobia?
- What does the term diaspora mean? What does Diaspora refer to in Jewish history?

Contribution of the Day (Jewish culture, history, Israeli, American, world settings)
“I will insist the Hebrews have [contributed] more to civilize men than any other nation. If I was an atheist and believed in blind eternal fate, I should still believe that fate had ordained the Jews to be the most essential instrument for civilizing the nations ... They are the most glorious nation that ever inhabited this Earth. The Romans and their Empire were but a bubble in comparison to the Jews. They have given religion to three-quarters of the globe and have influenced the affairs of mankind more and more happily than any other nation, ancient or modern.”

Contradiction of the Day
Jews are a true numerical minority vs classic AS over estimation of numbers and influence

Flavor of the Day (Contemporary / Geographic)
Normative and historic term: Judenhass ("Jew-hatred"). In 1879, German journalist Wilhelm Marr originated the term anti-Semitism, denoting the hatred of Jews, and also hatred of various liberal, cosmopolitan, and international political trends of the eighteenth and nineteenth centuries often associated with Jews.

Accusation: Jewish causes of the period > equal civil rights, constitutional democracy, free trade, socialism, finance capitalism, and pacifism.

Anti-Semite of the Day
Contemporary Global Anti-Semitism Report
- Research: What are some of the key findings?
- What surprised you? What shocked you in terms of its persistence? <<<
[Released by Office of the Special Envoy to Monitor and Combat Anti-Semitism, U.S. Dept. of State 2005]

Sessions 4-5 Feb. 2, 4 First Signs: Pagan Anti-Semitism
Pagan and animal spirits (anthropomorphism) vs animal sacrifice

Reading Assignments:
- Goldstein, Convenient Hatred pp. 1-7; 7-22 plus pp. 339 - 362
- Shreibman, Primal Ethics 5.1

Historical Period: 539 BCE – 70 CE
Languages and Influences: Babylonia, Hebrew, Aramaic, Greek, Latin
Literature:
- Read: I Maccabees
- AS in Greek and Latin poetry and plays
- Pagan author research: primary text search

Arts: Pagan violence (hunting, torturing animals, prisoner treatment) – see Mesopotamian Palace Art
- Assurbanipal Palace Wall Art (645 BCE)
- Shreibman, *Primal Ethics* 3.2.5; 3.2.6

Religion:
- *Book of Esther*: Ch. 3 (Est. 3:8); 9:5 [400s BCE]

A. Key Questions:
- Other than the 1 G-d concept > what made monotheism more exclusive than paganism theologically?
- What bothered the Jewish prophets about pagan practices? Which practices were the most noxious?
- Was Monotheism a cultural threat to paganism?

A. Key Concepts:
- Why were Hebrews > Israelites > considered the other is racially and linguistically they were so similar? Indistinguishable?
- Which prophets were anti-idolatry and why?
- What was Threatening about Hebrew / Israelite exclusivity and exclusionary practices?

<table>
<thead>
<tr>
<th>Types of anti-Semitism</th>
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<tbody>
<tr>
<td><strong>Cultural</strong></td>
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<tr>
<td>Cultural competition...</td>
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<tr>
<td>Cultural prejudice against...</td>
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<tr>
<td>Cultural sense of threat</td>
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Contribution of the Day (Jewish culture, history, Israeli, American, world settings)
- The Prophets – see Shreibman, *Primal Ethics* 5.6-5.6.9

Contradiction of the Day
Well, if they have been so hated in history there must be something there... vs in every era when Jews are treated with equity and fairness > the intermarriage rate surges

Flavor of the Day (Contemporary / Geographic)
Ancient Persian: see story of *Esther*

Anti-Semite of the Day > Accusation / Canard: Jews and Money
- See Shreib hand out on evolution of this persistent accusation
- Research Jewish virtue of charitable giving for the last 3 millennia
Sessions 6-7    February 9, 11    Roman Christianity: Shift of Guilt, AS religious motifs

Reading Assignments:
- Goldstein, Convenient Hatred pp. 23-38
- Shreibman, Primal Ethics 5.4.8; 5.4.9
- Shreibman, Primal Ethics 5.12.1
- Shreibman, Primal Ethics 5.15.1 Rome and Israel

❖ Optional Due 2.9: Word/Concept Study I Pre-Write/Rewrite option > classic AS religious or theological motif, texts or image

Historical Period:
- Jews of Elephantine [ANET 493] a letter from priest Yedonia, to the Persian governor of Judah July/August 410 CE)

Languages and Influences: Aramaic, Hebrew, Greek, Latin, Persian,

Literature:
- Roman AS: Juvenal, Tacitus, Seneca, Quintilian, Pliny the Younger, Martial (pick an author, find a quote, reference)
- Explore Roman historian Livy (59 BCE – 17 CE) on the Jews.

Arts:
- Find depictions of Jews during Roman Period
- Explore Dura Europus (300 BCE - 200s CE) > Jewish identity, syncretism and diversity

Religious and Social: Top Ten+ Persistent Anti-Semitic accusations / Assertions

<table>
<thead>
<tr>
<th>Primal Motif</th>
<th>Early projection</th>
<th>Medieval projection</th>
<th>Contemporary projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chosen people (greater than)</td>
<td>Separate, insular</td>
<td>Rituals, eating, bathing practices</td>
<td>Think they are better than us..</td>
</tr>
<tr>
<td>The Other (lesser than)</td>
<td>Difference in language</td>
<td>Forced to wear identifying clothes</td>
<td>Racial theories projected on Jews</td>
</tr>
<tr>
<td>Triumphalism (Shreibman, Primal 16.1)</td>
<td>Anti-pagan: critical of ethics toward women, animals, nature, capricious gods, irrationality of worshipping objects</td>
<td>Accusation: anti-Christian, anti-Islam &gt; must work for the devil</td>
<td>Accusation: they want world dominance, international conspiracy, the international Jew</td>
</tr>
<tr>
<td>Diaspora I Babylonian 586 BCE</td>
<td>NT: wandering Jew = G.’s punishment for rejection of JC (Gen. 4:12 // Hebrews 11:13)</td>
<td>Wandering Jew = pariah = dehumanizable</td>
<td>Reject in society = ghettoization</td>
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<tr>
<td>Diaspora II Roman 70 CE</td>
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<tr>
<td>Forced out of societies and conquered</td>
<td>‘They’ are everywhere</td>
<td>They are wandering because killed JC</td>
<td>International Jewish conspiracy to take over the world</td>
</tr>
<tr>
<td>Animal imagery</td>
<td>Snake, spider, octopus = agents of Satan, all human phobias</td>
<td>Predatory: Vermin: rats, mice</td>
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<tr>
<td>Apologetic Jews</td>
<td>Self effacing Jews</td>
<td>Self deprecating Jews</td>
<td>AS Jews</td>
</tr>
<tr>
<td>Never fully assimilate</td>
<td>Haughty &gt; think they are superior</td>
<td>Dual loyalty</td>
<td>Hidden Jew among us</td>
</tr>
<tr>
<td>Sexual</td>
<td>Need their children</td>
<td>Need their virgins</td>
<td>Males weak / women</td>
</tr>
<tr>
<td>Predatory</td>
<td>Virgins: early Christian girls</td>
<td>Christian child blood</td>
<td>Anti-Israel images with child blood</td>
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<tr>
<td>Wise</td>
<td>Clever</td>
<td>Crafty &gt; resourceful, magical (valuable and dangerous)</td>
<td>Deceptive</td>
</tr>
<tr>
<td>Look different &gt; the stranger, the other, the foreigner</td>
<td>Middle Eastern and darker than those in Greece and Rome</td>
<td>The wrong look: dark skin, dark curly hair, different (big) nose</td>
<td>Big nose – dark haired</td>
</tr>
</tbody>
</table>

### A. Key Questions:

- What is the relationship between xenophobia and AS?
- Does xenophobia excuse AS?
- Where Greco-Roman authors xenophobic or AS?

### A. Key Concepts:

- What brought the Romans to Israel?
- Why did the Romans stay, dominate, over tax and torture the Jewish population of Israel?
- How were Jewish citizens of Roman treated in Roman?

### Contribution of the Day (Jewish culture, history, Israeli, American, world settings)

"...If statistics are right, the Jews constitute but one percent of the human race. It suggests a nebulous dim puff of stardust lost in the blaze of the Milky Way. Properly, the Jew ought hardly to be heard of, but he is heard of, has always been heard of. He is as prominent on the planet as any other people, and his commercial importance is extravagantly out of proportion to the smallness of his bulk. His contributions to the world’s list of great names in literature, science, art, music, finance, medicine, and abstruse learning are also away out of proportion to the weakness of his numbers. He has made a marvelous fight in this world, in all the ages; and had done it with his hands tied behind him. He could be vain of himself, and be-excused for it.

The Egyptian, the Babylonian, and the Persian rose, filled the planet with sound and splendor, then faded to dream-stuff and passed away; the Greek and the Roman followed ...The Jew saw them all, beat them all, and is now what he always was, exhibiting no decadence, no infirmities of age, no weakening of his parts, no slowing of his energies, no dulling of his alert and aggressive mind. All things are mortal but the Jew; all other forces pass, but he remains. What is the secret of his immortality?"

[Mark Twain, “Concerning The Jews,” Harper’s Mag., 1899 Also: Complete Essays of Mark Twain, 1963, p. 249]]

### Contradiction of the Day

AS projection: can’t trust Jews around our money vs Master mediator hired to mediate and solve the financial and insurance debacle after Katrina is Jewish (???)

### Flavor of the Day: Vatican AS (historic)

- Research classic AS Vatican encyclicals:
- See Vatican Document: *Nostra Aetate* [Oct. 1965] (Vatican.va/) – attempts to resolve Church’s guilt
- What is the status of Vatican II today... see Rabbi David Rosen on Vatican site
- Find Hidden Encyclical of Pope Pius XI (1933)
- Explore the history of Pope Pius XII during the Holocaust

### Anti-Semite of the Day

“For the Jews have long been in revolt not only against the Romans, but against humanity; and a race that has made its own life apart and irreconcilable, that cannot share with the rest of mankind in the pleasure of the table nor join in their libations or prayers or sacrifices, are
separate from ourselves by a greater gulf than divides us from Sura or Bactra of the most distant Indies.”

[Philostratus, The Life of Apollonius of Tyana, 172-250 CE, Greek sophist]

Sessions 8-9        February 16, 18        The Rise of Islam: Is there a right?
                        Who is right? What is the right society

Reading Assignments:

- Goldstein, Convenient Hatred pp.39-54
- Shreibman, Primal Ethics 5.6 - 5.6.9 (pick 2 prophets and report best of...)
- Shreibman, Primal Ethics 5.15

Assignment Due 2.16: Word / Concept Study I classic AS religious or theological motif, texts or image
Assignment Due 2.16: Word / Concept Study II > Last day to have assignment approved by
professor: classic AS historical event or series of events in a particular time period

Historical Period: 395-750 CE
Languages and Influences: Arabic

Literature / Religion:
- Koran: Sura 2:62, 105-106, 109, 216, 253
- Koran: Sura 2:113, 140; 3:67
- Koran: Sura 3:19-20, 64-89, 98-99, 110-115
- Koran: Sura 2:41-42, 3:78; 4:46
- Koran: Sura 5:13, 18, 41, 44, 51; 5:57, 82; 8:36, 8:51; 9:5, 27
- Koran: Sura 48:29; 98:6, 60:11

Arts: explore artwork / cartoons of contemporary Berkeley resident: Khalil Bendib

A. Key Questions:
- How can Islam and Judaism be so close and so far apart at once?
- Muhammad venerated Judaism enough to model Islam’s rituals and theology on it. Historically how did some of the core relations between Islam and Judaism fail?
- How can Jews and Muslims surmount the time locked references to Jews and Christians in the Koran?
- What is the line between legitimate theological and culture differences and bias / AS in the Koran and other religious texts?

A. Key Concepts:
- Triumphalism – how does it develop in the Western religions?
- What are origins of early Islam’s suspicions concerning Jews and Christians?
- What is the extent and limits of sharia law re: the Jews and Christians?

Contribution of the Day (Jewish culture, history, Israeli, American, world settings)

Maimonides – Rambam (1135-1204) Spanish-Egyptian Jewish philosopher, Rabbi, Physician in Muslim countries “Anticipate charity by preventing poverty.” “Do not consider it proof just because it is written in books, for a liar who will deceive with his tongue will not hesitate to do the same with his pen.” “Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.” ”No disease that can be treated by diet should be treated with any other means.” ”The risk of a wrong decision is preferable to the terror of indecision.” “You must accept the truth from whatever source it comes.”
Contradiction of the Day
AS motif: Jews and Judaism are defamed among the nations vs Judaism and Jewish people hold an exceptional position among other great civilizations

Flavor of the Day > Spanish
- Explain the life for Jews in Muslim Spain.
- Explain the life for Jews in Christian Spain.
- How does this lead to the Spanish Inquisition?
- Describe auto-de-fe.

Anti-Semite of the Day
- Mahmoud Ahmadinejad (1956 - ); 6th President of Iran
- Research a few of his ideas about Israel and the Jews and the Holocaust

Sessions 10-11    February 23, 25    The Crusades: nowhere to run...or hide
Fighting for the Right... who is right?

Reading Assignments:
- Goldstein, Convenient Hatred pp. 55-74
- Shreibman, Primal Ethics 5.16 Maimonides: 8 Rungs of Charity

Optional Due 2.23: Word / Concept Study II > Pre-Write / Rewrite option

Historical Period: 700 – 1300s CE
Languages and Influences: English, French, German, Italian > Yiddish, Ladino, Judeo-Arabic
Literature: Crusader literature re: Jews and Muslims

Religion / Arts:
- Find images of Jews being tortured / killed during First Crusade (see French Bible).
- Research Jews with pointed hats in Medieval Christian depictions.

A. Key Questions:
- How did Jews get caught in between the contest between Christianity and Islam?
- How did the violence escalate during the Crusades?
- When did the Black Plague strike? How were the Jews affected?

A. Key Concepts:
- What was at the core of the Crusades and the contest between Islam and Christianity for Jerusalem?
- What was the most dangerous region for Jews during the Crusades?
- Who blamed the Jews for the Black Plague and why?

Contribution of the Day (Jewish culture, history, Israeli, American, world settings)
- Research: Who was Herman Rauschning? Who did he know? What contribution did he make?
  "It is against their own insoluble problem of being human that the dull and base in humanity are in revolt in anti-Semitism. Judaism, nevertheless, together with Hellenism and Christianity is an inalienable component of our Christian Western civilization, the eternal “call to Sinai” against which humanity again and again rebels."
  [Herman Rauschning, The Beast From the Abyss, (1941) pp. 155-56]
Contradiction of the Day
Jews are depicted as the filthy vermin of society vs many Jews survive the Black Plague and then are blamed for being source of it

Flavor of the Day: Protestant Reformation > Martin Luther (1483-1546)
- Find Luther's 1543 pamphlet On the Jews and Their Lies

Anti-Semite of the Day: Theological AS
- What segments of Christianity are still susceptible to AS?
- What cultural and ethnic groups may still hold on to AS and the accusation of deicide?

Sessions 12-13 March 2, 4 Christian European projection and AS fantasies

Reading Assignments:
- Goldstein, Convenient Hatred 75-92
- Shreibman, Primal Ethics 5:10

💧 Assignment Due 3.4: Word / Concept Study II
💧 Assignment Due 3.4: Word / Concept Study III > Last day for assignment approved by professor

Historical Period: 1144-1300
Languages and Influences: English, French, German, Italian > Yiddish, Ladino, Judeo-Arabic

Literature / Religion: read Shakespeare, Merchant of Venice key speech of Shylock...
- How does this related to earlier periods and motifs of AS in England and Europe?
- What was Shakespeare’s intent in writing the Merchant?
- Arts: find the Bird’s Head Haggadah (S. German, circa 1300 CE)

A. Key Questions:
- In the Middle Ages what countries were the most active in developing classic AS canards and themes?
- What were the key factors that contributed to the development of these fabrications?
- Describe the logic behind the “blood libel?” It is an imaginative, deceptive but enduring myth.
- Why is the “blood libel” so compelling for Christians and Muslims?
- What aspects of Jewish law related to blood makes these accusations so foreign to and prohibited by Jews law and ethics?
- What key Jewish ritual and communal intuitions were developed by Jews to combat AS?

A. Key Concepts:
- What are the formative and key AS canards that develop during this period?
- What are the key examples of this AS motifs?
- What aspects of Christianity and central themes/motifs are projected fancifully onto the activities of the Jewish population?
- What is the origin and evolution of the French, German and British attack on the Talmud?
Contribution of the Day (Jewish culture, history, Israeli, American, world settings)
“The dispersion of the Jews was both a boon and a bane; their nation was disjoined, but their culture was enormously enhanced. Whereas a unique outlook set the Jews apart from other peoples, a common language, literacy and learning bound the disparate Jewish communities together and provided a firm foundation for further creativity. The exercise of this multifaceted creative propensity rebounded to benefit not only the societies that harbored the Jews, but all humankind.” [Samuel Karlinsky, The Eight Day - The Hidden History of the Jewish Contribution to Civilization (1994.), xviii]

Contradiction of the Day
AS Classic Canard: Jews are driven by money, business and getting ahead vs the only culture that takes a full 24 hrs. off from the material world every week for the last 3,200 years (Shabbat 52x a year)

Flavor of the Day: British / English classical AS through the ages
☐ When did Jews first appear in England? When is their presence first documented?
☐ When did England expel its Jews? How long did it last?
☐ What role did Oliver Cromwell play in the indirect acceptance of a returning Sephardic Jewish population?
☐ Find out about: Frank Felsenstein's Anti-Semitic Stereotypes: A Paradigm of Otherness in English Popular Culture, 1660-1830
☐ Find out about George Orwell’s (1903-1950) appraisal of Jews in England.
☐ Explore British Ambassador to France Daniel Bernard (2001)... anti-Israel or Anti-Jewish (AS)

Anti-Semite of the Day > British Kings, Royalty and the Aristocrats as Anti-Semites
☐ Describe the life and times that led Charles I to expel the Jews.
☐ What was the status of Jews in Norman England?
☐ What did William of Norwich concoct in 1144?
☐ Who first began the accusation of blood libel in England? Who perpetuated it?
☐ See NYTimes Arts Beat - Mailbag “Debating British Anti-Semitism” (May 21, 2010)


Reading Assignments:
☐ Goldstein, Convenient Hatred pp. 93-112

Historical Period: 1347-1492
Languages and Influences: Ladino, Spanish, German, Early Yiddish, Middle English

Literature: read descriptions of the Plague (Black Death) and the blame of the Jews for well polluting
☐ Arts: see paintings and imagery depicting the Spanish Inquisition and the torture and killing of Jews
☐ See wood cuts depicting town burning their Jews in this period

Religion: How did the Catholic Church help instigate the Spanish Inquisition?
☐ What other countries followed this model of inquisition?
☐ Describe the role of the Dominicans in the implementation
☐ When did these inquisitions officially end?
A. Key Questions:
- When was distinctive dress and hats forced on Jewish populations?
- What are these distinguishing forms of clothing intended to prevent?
- What does it tell us about the interaction between Jewish and non-Jewish population in Middle Ages?

A. Key Concepts:
- How did the spread of the Black Death between 1347-1351 rapidly spread as accusations as well?
- What role did Church leaders actively and passively play in activating the mobs against local Jews?
- What factors triggered Jewish immigrations patterns in this period? In which direction did they flee?

**Contribution of the Day** (Jewish culture, history, Israeli, American, world settings)

>>> Research: Who is T. Cahill? What’s in it for him to say this…? <<<

“The Jews started it all—and by ‘it’ I mean so many of the things we care about, the underlying values that make all of us, Jew and Gentile, believer and atheist, tick. Without the Jews, we would see the world through different eyes, hear with different ears, even feel with different feelings … we would think with a different mind, interpret all our experience differently, draw different conclusions from the things that befall us. And we would set a different course for our lives.”


**Contradiction of the Day**

Classic AS canard and accusation: Jews want Christian children vs everyone since the Middle Ages seek out a Jewish doctor (including Caliphs, Nazis note: US closes Medical schools to Jews in 1900s)

**Flavor of the Day: Spanish**
- What was the history of the Jews in Spain?
- When did they arrive?
- What was the experience for Jews in Spain under the Christians?
- What was the experience for Jews in Spain under the Muslims?

**Anti-Semite of the Day > Torquemada (1420–1498)**
- What was his motivation?
- What was his ultimate plan?
- What were his methods?

**Session 16-17 March 23, 25 Jewish Explorers / Refugees: Old World > New World**

Reading Assignments:
- Goldstein, *Convenient Hatred* pp. 113 - 136
- Shreibman, *Primal Ethics* 9.8 Nietzsche

\[ \text{Optional Due 3.23: Word / Concept Study III > Pre-Write / Rewrite option AS in a country or region: evolving nature of it historically to the contemporary} \]

Historical Period: 1600s-1848
Languages and Influences: Ladino, Spanish, French, English, German, Yiddish

Literature: Friedrich Wilhelm Nietzsche (1844-1900)
- How was Nietzsche’s work co-opted for the use by AS and Nazi theorists?
- Was that Nietzsche’s original intention?
Arts: Johann Wolfgang von Goethe (1749 – 1832)  
- Research: Who else used Goethe’s work? How? What else was he know for saying?  
  “Energy is the basis of everything. Every Jew, no matter how insignificant, is engaged in some decisive and immediate pursuit of a goal... It is the most perpetual people of the earth…”  
[Goethe, German dramatist, novelist and poet]

Religion: What role did the Church play in the on-going work of the Inquisition? Were there Jewish popes and cardinals?

A. Key Questions:  
- What aspects of communal life were  
- How were Jews excluded from society?  
- What role did ghettoization play in Jewish survival?

A. Key Concepts:  
- What strategies did Jews develop to resist the persistence of AS in Middle Ages?  
- What factors of religious expression and survival were to be found in becoming a crypto-Jew (marrano)? What has recent research revealed and decided concerning Columbus (1451-1506)?  
- What role did AS and external; pressure play in going Jewish resourcefulness and survival?

Contribution of the Day: Bishop Rudiger Huzmann  
- Research: Who was the Bishop? What was his motivation?  
Wishing to make Speyer into a city, I thought to increase its honor a thousand fold by bringing in the Jews.” [Bishop Rudiger Huzmann – 1084]

Flavor of the Day: Austrian and German  
Contradiction of the Day: Jews are a white racially inferior group (Christians are the true Hebrews) - beware vs Jews are another “colored” minority that is dangerous to society (like blacks etc...)  

Anti-Semite of the Day  
- Wallace Fard Muhammad (1877/1893 – death unkown date) – founder of the American, Nation of Islam  
- William Joseph Simmons (1880-1945): reenergizes the KKK (Klu Klux Klan)

Sessions 18-19 March 30, April 1  
Poland + Ottoman Empire: Safe Havens / Messianic Hopes  
Western Europe inhospitable after 800 + years > Jews migrate to the East

Reading Assignments:  
- Goldstein, Convenient Hatred 137-156  
- Shreibman, Primal Ethics ???

Assignment Due 3.30: Word / Concept Study III AS in a country or region: evolving nature of it historically to the contemporary

Assignment Due 3.30: Word / Concept Study IV Last day to have assignment approved by professor a contemporary manifestation AS in web, media, political, academic setting, individual or group
Historical Period: 1200s-1666
Languages and Influences: English, Yiddish (), Polish, Russian

Arts / Literature:
- Christopher Marlow and the Jews: *The Jew of Malta* (play, 1589)
- Shakespeare: *Merchant of Venice* (1596 -1598)

Religion:
- Jews completely expelled from England 1290 - 1655 (readmitted by Christopher Marlow)

A. Key Questions:
- Why does Poland invite the Jews to immigate?
- How long did Poland remain safe for the Jews?
- What prompted the beginnings of Jewish self-defense?

A. Key Concepts:
- How does Jewish messianism attempt to answer the need for protections?
- How does the myth of the Golem help protect the Jews?

Contribution of the Day
- Research: Who used Nietzsche’s used work? What quotes made him famous? Was he in on it?
  “The Jews, however, are beyond all doubt the strongest, toughest, and purest race at present living in Europe; they know how to succeed even under the worst conditions (in fact better than under favorable ones) by means of virtues of some sort, which one would like nowadays to label as vices-owing above all to a resolute faith which does not need to be ashamed before “modern idea… It is certain that the Jew, if he desired-or if they were driven to it, as the anti-Semites seem to wish-could now have the ascendancy, nay, literally the supremacy, over Europe; that they are not working or planning for that end is equally sure… The resourcefulness of the modern Jews, both in mind and soul, is extraordinary…”  [Friedrich Nietzsche, German Philosopher (1844 - 1900)]

Contradiction of the Day
We anti-Semites tend to blame the victim = if they are so hated over time surely they deserve it vs we really just hate Jews - period.

Flavor of the Day Polish AS
- Research tool: *Der Speigel International*: Anti-Semitism
- “Confronting Poland’s Anti-Semitic Demons” (Time-World, BEATA PASEK/WARSAW, Jan. 23, 2008)
- Polish Soccer and Anti-Semitism – Euro 2012

Anti-Semite of the Day
- *Farhud* (Arabic: pogrom): Mufti and Hitler (Dec. 1941) – see pictures, newsreels and articles
- Iraqi *Kristallnacht* 1941 see: British complicity

Sessions 20-21 April 6, 8 Emancipation & Nation-state’s: potential and pain
- Reading Assignments: Goldstein, *Convenient Hatred* pp. 157-182
Shreibman, *Primal Ethics* 9.4  Baruch Spinoza (1632-1677)

**Historical Period:** 1600s-1848  
**Languages and Influences:** French, German, Yiddish, English  
**Literature:** read about the debate of the place of Jews in the new republics  
**Arts:** see emancipation political cartoons depictions of Jews and Jewish leaders

**Religion:** What is it for the organized Catholic and protestant churches in this period to keep the Jews down?

**A. Key Questions:**
- How did the enlightenment impact the role of Jews in society?
- How did emancipation impact the religious movements within Judaism?
- Describe the changing fate of Jews in: German? England? France?

**A. Key Concepts:**
- What does emancipation mean? Mean for the Jewish people in the time?
- What was the role of Napoleon (1806) in the future of the Jews in France and Europe?
- How did the French Revolution impact the fate of the Jews?

**Contribution of the Day > Jews in America**
Explore the role of Jews in the American Revolution, in the building of the American South, the push West and the development of the cities of the northeast.

Explore the rise of Jewish liberalism in religion > it sets the stage for the place of women in Judaism and egalitarianism in the 1920s

**Contradiction of the Day**
Friend and foe alike have tried to explain or to justify this hatred of the Jews by bringing all sorts of charges against them. They are said to have crucified Jesus, to have drunk the blood of Christians, to have poisoned wells, to have taken usury, to have exploited the peasant, and so on. These and a thousand and one other charges against an entire people have been proved groundless. They showed their own weakness in that they had to be trumped up wholesale in order to quiet the evil conscience of the Jew-baiters, to justify the condemnation of an entire nation, to demonstrate the necessity of burning the Jew, or rather the Jewish ghost, at the stake. He who tries to prove too much proves nothing at all. Though the Jews may justly be charged with many shortcomings, those shortcomings are, at all events, not such great vices, not such capital crimes, as to justify the condemnation of the entire people. (Leon Pinsker, early Zionist thinker *Autoemancipation*, 1882)

**Flavor of the Day > American manifestations of AS – subtle and persistent (TBD)**

**Anti-Semite of the Day >** Richard Girnt Butler (1918-2004): founder of Aryan Nation

**Sessions 22-23  April 13, 15**

**Nationalism:** Old canards in Modern era  
**Zionism:** ancient hope > new agenda  
... solution to the Jewish problem

**Reading Assignments:**
- **Reading Assignments:** Goldstein, *Convenient Hatred* pp. 183-206  
- Shreibman, *Primal Ethics* 9.7  Hegel (1770-1831)
Optional Due 4.13: Word / Concept Study IV > Pre-Write / Rewrite option > a contemporary manifestation AS in web, media, political, academic setting, individual or group

**Historical Period:** 1840s-1878
**Languages and Influences:** Arabic, English, French
**Literature:** read Stalin and the Jews, Canadian anti-Semitism
**Arts:** see early political cartoons about Zionism, Herzl, Balfour

**Religion:**
- Damascus 1840: ritual murder accusation of Father Thomas in the modern period

**A. Key Questions:**
- What is the intersection between medieval AS ad the modern reinterpretation of the classical motifs?
- What is the intersection between the new rising nationalism, emancipation and Jew hatred?

**A. Key Concepts:**
- The Damascus Affair (1840) and the spread of the international press assault against Jews
- How did the Jewish response to the Damascus Affair set the stage for pro-Jewish advocacy in the press?
- What actions in Europe were setting the stage for the Holocaust and Zionism?

**Contribution of the Day** (Jewish culture, history, Israeli, American, world settings)

>>**What was his connection to Jews? What were his accomplishments? His wife knew…?<<

>"...whatever other qualities Jews may posses, likable or the reverse, no one who knows them well can deny that they are personally interesting. By that I mean, especially alive, alert, quick at comprehending people or events and at making pungent or witty comments on them… One might at times find the rather hothouse family atmosphere, with it intensities and frictions, somewhat trying, but one could be sure of never being bored."

[Ernest Jones - British psychoanalyst (1879-1958)]

**Contradiction of the Day**

Accusation: Jews never assimilate - they are exclusive vs they are tricky and pass and assimilate
Canard: Jews only marry their own vs. seeking out Jews to intermarry with – good to their women

**Flavor of the Day >** Russian and Polish and Austrian AS

Karl Lueger (1844-1910) politician. He became Mayor of Vienna, Austria.

**Anti-Semite of the Day >** Joseph Stalin (1878-1953)
- Explore The Purge
- The Doctor’s Plot
- Radzinsky Hypothesis

**Sessions 24-25 April 20, 22**

State sponsored Anti-Semitism
French AS: The Dreyfus Affair
Russian AS: Pogroms and mass exodus

**Reading Assignments:**
- Reading Assignments: Goldstein, *Convenient Hatred* pp. 207-232
- Shreibman, *Primal Ethics* 9.9  Martin Buber (1878-1965)

**Historical Period:** 1880-1913
**Languages and Influences:** English, French, German, Russian
**Literature:**
Emma Lazarus (1849-1887) a Sephardic Jewish, Zionist immigrant beat Mark Twain and others in competition to write: *The New Colossus* (1883) > it is on the base of the Statue of Liberty.

**Arts:**
- Find the French AS imagery of aspects of the French reaction to the Dreyfus Affair.
- See *Punch* cartoons (1898-1900).

**Religion:** research Catholic Church’s response to the Dreyfus Affair

**A. Key Questions:**
- How long were the Jews in France when the Dreyfus Affair (1894) was perpetrated?
- How long were the Jews in Russia and Poland when the pogroms began and were tolerated?
- What was the impact of Eastern European immigration on US immigration policy?

**A. Key Concepts:**
- Where is Europe could Jews feel free and safe to live?
- What is a pogrom?
- What were the Russian-Polish Pogroms called in the 1880s?
- What was the response to the Russian-Polish pogroms of the 1880s?

**Contribution of the Day** (Jewish culture, history, Israeli, American, world settings)
- Emile Zola, a leading supporter of Dreyfus, published an open letter *J’accuse* (Jan. 1898) “Dreyfus is innocent. I swear it! I stake my life on it — my honor! At this solemn moment, in the presence of this tribunal, which is the representative of human justice, before you, gentlemen, who are the very incarnation of the country, before the whole of France, before the whole world, I swear that Dreyfus is innocent. By my forty years of work, by the authority that this toil may have given me, I swear that Dreyfus is innocent. By all I have now, by the name I have made for myself, by my works which have helped for the expansion of French literature, I swear that Dreyfus is innocent. May all that melt away, may my works perish if Dreyfus be not innocent! He is innocent. All seems against me — the two Chambers, the civil authority, the most widely circulated journals, the public opinion which they have poisoned. And I have for me only an ideal of truth and justice. But I am quite calm; I shall conquer. I was determined that my country should not remain the victim of lies and injustice. I may be condemned here. The day will come when France will thank me for having helped to save her honor.”
- “If you shut up truth and bury it under the ground, it will but grow, and gather to itself such explosive power that the day it bursts through it will blow up everything in its way.” (Dreyfus, 1937)

**Contradiction of the Day**
Emma Lazarus won a US national competition and wrote the famous “Give me your tired, your hungry ...” vs US Immigration policy is used 40 years later to exclude Jews who could have been saved from the Holocaust

| April 16, 2015 Holocaust Memorial Day (27 Nissan 5775) |
| Warsaw Ghetto Uprising begins: April 19, 1943  (9 Iyyar 5775) |

**Flavor of the Day** (Contemporary / Geographic) > French
- What was the French reaction to the 6-Day War?
- What is like to be a Jew in France now?
- What is the emigration rate of Jews from France to Israel over the last decade?
- When did France officially apologize for the Dreyfus Affair?

**Anti-Semite of the Day** > The Internet ...
- The internet and AS ... 6,000 sites ???
- StormFront.com
Antisemite of the Day II: Charles Lindbergh (1902-1974)

Sept. 1941 Des Moines, Iowa, in which he identified American Jews as one of three pro-war groups. He had said: "Their (the Jews') greatest danger lies in large ownership and influence in our motion pictures, our press, our radio and our government. We cannot blame them for looking out for what they believe to be their interests, but we also must look out for ours."

Sessions 26-27 April 27, 29
Protocols, fabrication and loyalty accusations
Classic AS myths and canards – recycled
Leo Frank murder (1915)

Reading Assignments:

- Reading Assignments: Goldstein, Convenient Hatred pp. 233-258
- Shreibman, Primal Ethics 9.12 Hannah Arendt (1906-1975)

Assignment Due 4.27: Word / Concept Study IV

Historical Period: 1914 (WW I) – 1920s
Languages and Influences: Russian, French, English

Literature:
Fabricated AS lit: Protocols of the Learned Elders of Zion [circa Paris between 1897 and 1899]

Arts: see political cartoons concerning Jews in America... in the American South...
Religion: What religious leaders began to accept the Protocols as true in America and in Europe and Middle East?

A. Key Questions:
- How did early nationalism help breed AS in Europe and America?
- What was the condition of the Jews in the US South to lead to the Leo Frank murder?

A. Key Concepts:
- Traditionally who protects Jews and minorities the States or the Federal government?
- What was the role of Louis Brandeis in US government and the founding of State Israel?

Contribution of the Day (Jewish culture, history, Israeli, American, world settings)
Justice Louis D. Brandeis (1856-1941) – develops “right to privacy,” fight against monopolies and railroad barons, fought public corruption and mass consumerism. “The people’s Justice” and “social justice crusader” opens the door to all minorities for seats on the Supreme Court.

Contradiction of the Day
We exclude the Jews from our majority culture vs. we decry their clannishness

3 million new immigrant Jews, mostly penniless were perceived (by Allies and Central powers) as having power to get US into WW I vs 88 million American citizens – souring for a jingoistic fight

What is the only year Supreme Court does not have a picture taken? Why?
How many Jews currently on the Supreme Court? Percentage of Court vs. % of the population
Flavor of the Day (Contemporary / Geographic)
America early to mid 1900s: Jews excluded from professional schools (medical, law, architecture), private schools, neighborhoods, counties, beaches...

Anti-Semite of the Day
- Henry Ford (1863-1947) - anti-Jewish The Dearborn Independent, mentioned in Hitler’s Mein Kampf

Sessions 28-29  April 29, May 4  Hitler: rise, end of democracy, racial warfare
World response: Kristallnacht (pogrom) to Final Solution
Holocaust (HaShoah): No escape, no rescue, no refuge

Reading Assignments: Goldstein, Convenient Hatred pp. 259-288
Shreibman, Primal Ethics 9.12  Hannah Arendt (1906-1975)

Historical Period: 1918-1945

Languages and Influences:
- What was the impact of the 1925 best seller Jud Suss by Jewish author Lion Feuchtwanger?
- What came of the movie version of Jud Suss (1940) throughout Europe?

Literature:
- What role did German folkloric materials play in the rise of German AS?
- What children’s stories were morphed to serve the Nazi cause?
- What role did Adolf Hitler’s (1889-1945) Mein Kampf – My Struggle (1923) play in the rise of German, European and American AS?

Arts:
- Explore Julius Streicher’s Der Stuermer (1933-1944) for graphic examples of AS cartoons and political satire.
- Describe the impact of the work of Nazi Propaganda Minister Goebbels (1897-1945).
- View a few minutes on YouTube and respond... Der Ewige Jude (1940) and Die Rothschilds (1940).

Religion:
- What role did the Catholic Church play in the rise of contemporary AS in Europe?
- What role did the Protestant Churches play
- Which Churches and Church leaders took up the cause of the Jews?
- What role did the Muslim leaders in the Middle East play? Who did they bet on to win WWII?

A. Key Questions:
- What is lebensraum? How did it help launch Hitler’s vision of world conquest?
- How did Hitler shift the problems of the 1920s and the result of WWI to Jews?
- How long had the Jews been in Germany and France during the rise of Nazis?

A. Key Concepts:
- How do classic anti-Semites play the role being victim?
- What was the average age of the Nazi leaders during the height of WWII?
Contribution of the Day (Jewish culture, history, Israeli, American, world settings)
Jews in theatre, arts, cinema, humor and Hollywood
☑ Research: surprise guess who is Jewish – find a surprising Jewish contributor to the arts

Contradiction of the Day
Historically for 3 millennia Jews have contributed to the literary, performing and plastic arts vs Jews run Hollywood and the film industry
Classical canard: Jews are all gross capitalists in for themselves only vs Jews are all commie / socialists

Flavor of the Day (Contemporary / Geographic)
☑ American: The Ethel and Julius Rosenberg Affair and Trial (1951)

Anti-Semite of the Day
☑ Joseph McCarthy (1908-1957) –Republican US Senator Wisconsin, Cold War demagogue
☑ What famous political families and religious figures supported him?

Session 30 May 6 Rise of Arab Nationalism, Jewish State & AS
Strange but True: Academics. Liberals, Holocaust Denials

Reading Assignments:
☑ Goldstein, Convenient Hatred pp. 289-312; 339 - 362
☑ Shreibman, Primal Ethics ???

Historical Period: 1946-current
Languages and Influences: English, Arabic, Russian
Literature: Arabic AS literature, Anti-Jewish school book materials

Arts > political cartoons and imagery
☑ Find examples of Russian AS cartoons and Anti-Israel cartoons from the 1946-1989s (Cold War).
☑ Find three examples of anti-Israel political cartoons that walk the boundary with use classical AS motifs.
☑ Search for the AS / Anti-Israel episodes of Ifta Ya Simsim Sesame Street in Arabic
☑ Research Tomorrow's Pioneers Muslim anti-Israel or AS?

Religion:
☑ Explore three examples of AS religious rhetoric or teaching in Christian or Muslim settings.
☑ Father Charles Coughlin (1891-1979) AS Catholic priest radio figure, 45 million listeners...
☑ Listen to Father Coughlin speeches from 1936 before the election. Remind you of anything?
☑

A. Key Questions:
☑ What forms did American AS take during this period?
☑ What is the liberal issue with Israel?
☑ What is the line between Anti-Zionism, Anti-Israel (Art, rhetoric) and a morphed form of AS?

A. Key Concepts:
☑ What was the black list? How does it affect the image of Jews in Hollywood?
☑ What are refusniks?
Can anti-Zionism be uniquely anti-Israel and not AS or Anti-Jewish?
What imagery is legitimate what is offensive?

**Contribution of the Day** (Jewish culture, history, Israeli, American, world settings)
- Jewish Philanthropy (Arts, museums, hospitals, Universities)
- Jewish cultural creativity in multiple fields (arts, science, medicine)
- Israel and its contributions (Middle Eastern democracy, science, agricultural, medicine, technology)

**Contradiction of the Day**
Russian Jews contributed to and helped develop benevolent forms of socialism vs Russian socialism eventfully tried to abolish Judaism and Hebrew over a 50-year period

**Flavor of the Day** (Contemporary / Geographic)
Response and cause for 9/11

**Anti-Semite of the Day**
- Bring three of your own examples.

**Selected Research Bibliography**


Frank Felsenstein, “Anti-Semitic Stereotypes” (Johns Hopkins University Press, 1995),

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