

**A History of Antisemitism**  
**Dr. Katherine Aron-Beller**  
**TAU International Study Abroad**  
**Fall Semester 2022**

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**Instructor Contact Information:** [Kathybeller8@gmail.com](mailto:Kathybeller8@gmail.com)

**Office Hours:** available by appointment (email to set up time)

**Course Credits:** 3 TAU Semester Credits

For course times/days and location, please visit the TAU International web site (Study Abroad Course Offerings and Schedules). Please note that all information below is subject to change and/or adjustment as necessary.

**Course Description**

An analysis of articulated hatred toward Jews as a historical force. After treating precursors in the pagan world of antiquity and in classical Christian doctrine, the course will focus on the modern phenomenon crystallizing in 19th-century Europe and reaching its lethal extreme in Nazi ideology, propaganda, and policy. Expressions in the U.S. and in the Arab world, as well as Jewish reactions to antisemitism, will also be studied.

**Course Requirements and Expectations**

Regular Attendance and Participation in lectures, a short-written test in session five, a midterm exam in class, and a final essay which must be completed by all students. This final paper (10–12 pages) will analyze a primary text or an issue of dispute among historians, the topic to be chosen by the student from a list to be distributed or in consultation with the instructor.

No cell phones are allowed in class. Please keep them in your bags. Computers may be used for notetaking only during class.

**Learning Outcomes**

*The purpose of the class is to introduce students to important trends and theoretical issues in the study of anti-Semitism. Students will acquire a detailed knowledge of the history of this hatred and prejudice, as well as a detailed understanding of the latest trends in historiography and theory. Students will develop skills to analyze primary sources, to put them in historical context, and to understand their long-term significance. Lastly the course is intended to sharpen students' critical analytical faculty and deepen their imaginative and constructive ways of thinking.*



### Evaluation Criteria

| Assignments/Activities   | % of Final Grade |
|--|------------------|
| Regular Attendance and Participation in lectures   | 10%              |
| Short written test in session five   | 10%              |
| Midterm (in class)   | 30%              |
| Final Assignment: (Due Dec 30, 2022)<br>Final paper, which must be completed by all students | 50%              |

### Absence Policy

Please note the TAU International Absence Policy as outlined on the next page.

### Course Schedule

#### Week 1: Monday 24<sup>th</sup> October: Antisemitism – the oldest hatred

Gavin Langmuir, *Toward a Definition of Antisemitism*. (Berkeley: University of California Press, 1990)pp. 311-352.

Peter Schäfer, *Judaeophobia: Attitudes Toward the Jews in the Ancient World*. Cambridge, Harvard University Press, 1997, pp. 34-64, 197-211.

#### **Wednesday 26<sup>th</sup> October: Jews as Christ Killers – the deepest accusation**

New Testament (any translation): Matthew 23; 26:57-27:54; John 5:37-40, 8:37-47

John Chrysostom, *Discourses Against Judaizing Christians*, Homily 1 at:

[www.fordham.edu/halsall/source/chrysostom-jews6.html](http://www.fordham.edu/halsall/source/chrysostom-jews6.html)

Marcel Simon, *Verus Israel*. Oxford: Littman Library, 1986, pp. 179-233.



Week 2: **Monday 31<sup>st</sup> October: The Crusades: The First Massacre of the Jews**

Soloman bar Samson: The Crusaders in Mainz, May 27, 1096 at:

[www.fordham.edu/halsall/source/1096jews-mainz.html](http://www.fordham.edu/halsall/source/1096jews-mainz.html)

Robert Chazan, "Anti-Jewish violence of 1096 – Perpetrators and dynamics" in Anna Sapir Abulafia *Religious Violence between Christians and Jews* (Palgrave, 2002)

Daniel Lasker, "The Impact of the Crusades on the Jewish-Christian debate" *Jewish History* 13, 2 (1999) 23-26

**Wednesday 2<sup>nd</sup> November: Jews and the Devil: the beginnings of Ritual Murder**

Langmuir, Gavin, *Toward a Definition of Antisemitism*. (Berkeley: University of California Press, 1990) pp. 209-236 and 263-298

Alan Dundes, "The Ritual Murder or Blood Libel Legend: A Study of Anti-Semitic Victimization through projective inversion," Alan Dundes (ed.) *The Blood Libel Legend: A Casebook in Antisemitic Folklore* (Wisconsin, 1991).

Week 3: **Monday 7<sup>th</sup> November: Simon of Trent and Martin Luther**

A short written test on Ritual Murder (10% of final grade)

Martin Luther, selections from "On the Jews and Their Lies," at:

<http://www.humanitas-international.org/showcase/chronography/documents/luther-jews.htm>

Simon of Trent texts

**Wednesday 9<sup>th</sup> November: Jews with pointed hats and long noses: The History of Jews in Visual Representations**

Sara Lipton, *Images of Intolerance: The Representation of Jews and Judaism in the Bible moralisée* (Berkeley: University of California Press, 1999) pp. 14-29.

Robert Bonfil, "The Devil and the Jews in the Christian consciousness of the Middle Ages," in Shmuel Almog (ed.) *Antisemitism through the Ages* (Oxford: Oxford University Press, 1980) 91-98.



**Week 4: Monday 14<sup>th</sup> November: The Change from Anti-Judaism to Antisemitism : Our Modern World**

*The Jew in the Modern World*, Dohm 28-36, Michaelis 42-44, French National Assembly, 114-8; Berr 118-21, Napoleon, 123-26, Jewish Notables, 128-33,

Jacob Katz, *From Prejudice to Destruction*. Pp. 13-47; 119-38, 147-74.

Frederick Baiser, "Emancipation," in Sol Goldberg, Scott Ury, Kalman Weiser, *Key Concepts in the Study of Antisemitism* (Palgrave, Macmillan, 2021), 93-104.

Arthur Hertzberg, *The French Enlightenment and the Jews: The Origins of Modern Anti-Semitism* (New York: Columbia University Press, 1990)pp. 138-87, 248-267.

**Wednesday 16<sup>th</sup> November: Nationalism and its Resulting Xenophobia**

Brian Porter Szucs, "Nationalism," in Sol Goldberg, Scott Ury, Kalman Weiser, *Key Concepts in the Study of Antisemitism* (Palgrave, Macmillan, 2021), 173-186.

*The Jew in the Modern World*, Voltaire 304-8.

Dohm, Michaelis, Abbe Gregoire, Bauer, Marx from *The Jew in the Modern World*, pp. 27-34, 36-38, 262-68.

Eisenmenger and Voltaire, in Levy, *Antisemitism in the Modern World: An Anthology of Texts* pp. 31-46.

Jacob Katz, *From Prejudice to Destruction*. Pp. 51-104, 175-220.

**Week 5: Monday 21<sup>st</sup> November: The Eastern Flavor: Russian and Polish Antisemitism**

*Jew in the Modern World*: Beilis Trial, 412-13.

*Antisemitism in the Modern World* 113-44.

Jeffery S. Kopstein, "Pogroms," in Sol Goldberg, Scott Ury, Kalman Weiser, *Key Concepts in the Study of Antisemitism* (Palgrave, Macmillan, 2021), 217-228.



Jan Gross, *Fear: Antisemitism in Poland after Auschwitz: An Essay in Historical Interpretation* (New Haven: Princeton University Press, 2006)

**Wednesday 23<sup>rd</sup> November: REVISION FOR MIDTERM**

**Week 6: Monday 28<sup>th</sup> November: MIDTERM IN CLASS** (this exam will consist of short primary sources that you will be expected to analyze).

**Wednesday 30<sup>th</sup> November: The French Version: Antisemitism in France**

Levy, *Antisemitism in the Modern World: An Anthology of Texts* pp. 104-12, 224-34

Jacob Katz, *From Prejudice to Destruction*. Pp107-118, 292-300

Stephen Wilson, *Ideology and Experience: Antisemitism in France at the Time of the Dreyfus Affair*. Rutherford: NJ: Fairleigh Dickenson University Press, 1982, pp, 655-93.

Michael R. Marrus "Popular Anti-Semitism," in Norman Kleeblatt (ed.) *The Dreyfus Affair: Art, Truth, and Justice* (Berkeley, 1987) 50-61.

Pierre Birnbaum, *The Anti-Semitic Moment: A Tour of France in 1898*. Hill and Wang, 2003.

**Week 7: Monday 5<sup>th</sup> December: Hitler and Nazism**

*Jew in the Modern World* Hitler, Nazi Laws, 636-39, 645-49

Levy, *Antisemitism in the Modern World: An Anthology of Texts* , pp. 97-103,

Mein Kampf . The whole work is available to read on the internet

[http://www.hitler.org/writings/Mein\\_Kampf/](http://www.hitler.org/writings/Mein_Kampf/)

Jacob Katz, *From Prejudice to Destruction*. Pp245-291.

Jacob Katz, "Was the Holocaust Predictable?" *Commentary* 59 (May 1975), 41- 48



**Wednesday 7<sup>th</sup> December: Cultural Antisemitism:**

**Screening of film** Terra Filmkunst's "*Jud Suss*" or Fritz Hippler *The Eternal Jew* (1940) followed by discussion.

To read about this films go to:

<http://www.holocaustresearchproject.org/holoprelude/judsuss.html>

Fritz Hippler, *The Eternal Jew* (1940):

<http://www.holocaust-history.org/der-ewige-jude/stills.shtml>

Discussion to follow

**Week 8: Monday 12<sup>th</sup> December: Antisemitism in America**

Leonard Dinnerstein, *Anti-Semitism in America*. New York: Oxford University Press, 1994, pp. 58-77, 128-49.

Max Wallace, *The American Axis, Henry Ford, Charles Lindbergh and the Rise of the Third Reich*. New York: St. Martin's Press, 2003, pp. 37-70, 217-38.

**Wednesday 14<sup>th</sup> December: The Delegitimazation of the State of Israel and the Islamization of Anti-Semitism**

David Matas *Aftershock: Anti-zionism and Anti-semitism* (Dundurn, 2005) 30-87.

Shlomo Sharan, *Dāwid Bûqay Crossovers: Anti-Zionism and Anti-Semitism* (Transaction Publishers, 2010) 49-86, 137-170.

<http://www.memri.org/antisemitism.html>

(Read through at least two of the documents)

Bernard Lewis, *Semites and Antisemites* New York: W. W. Norton, 1986 pp. 11-24, 81-116, 164-191.



Jonathan Frankel "Ritual murder" in the modern era; the Damascus affair of 1840' *Jewish Social Studies* 3,2 (1997) 1-16 1997

Week 9: **Monday 19<sup>th</sup> December: The Protocols of the Elders of Zion**

Levy, *Antisemitism in the Modern World: An Anthology of Texts* , pp. 147-65

Leonard Dinnerstein, "Antisemitism in Crisis Times in the United States : The 1920s and 1930s," in Sander L. Gilman and Steven Katz, editors, *Anti-Semitism In Times of Crisis* . New York : New York University Press, 1991.

Leo Ribuffo, "Henry Ford and the International Jew," *American Jewish History* 69 (1980): 437- 77.

Norman Cohn, *Warrant for Genocide: The Myth of the Jewish World-Conspiracy and the Protocols of the Elders of Zion*. Chico, CA: Scholars Press, 1981.

**Wednesday 21<sup>st</sup> December: Conclusions: Antisemitism Now: Same Old or Something New?**

Sol Goldberg, "Jewish Self-Hatred," in Sol Goldberg, Scott Ury, Kalman Weiser, *Key Concepts in the Study of Antisemitism* (Palgrave, Macmillan, 2021), 147-60

- a) [www.jewwatch.com](http://www.jewwatch.com)
- b) Institute for Historical Review: Holocaust Denial <http://www.ihr.org/index.html>
- c) [http://en.metapedia.org/wiki/Main\\_Page](http://en.metapedia.org/wiki/Main_Page)
- d) [www.stormfront.org](http://www.stormfront.org)
- e) Anti Defamation League fighting anti-semitism at [www.adl.org](http://www.adl.org)

**\*Final paper due: December 30, 2022\***

**Instructor Biography**

*Originally from London, Katherine Aron-Beller is lecturer of Jewish History both in the Rothberg International School of the Hebrew University and Overseas Students Program at Tel Aviv University. Her books include Jews on Trial: The Papal Inquisition in Modena 1598-1638 (Manchester University Press, 2011); an edited book with Christopher Black called The Roman Inquisition; Centre versus Peripheries (Brill, 2018) and most recently Christian Images and Jewish Desecrators: The History of an Allegation 400-1700 which is currently in publication. Her areas of expertise are medieval Jewish history, early modern Jewish-Christian relations, the early modern Inquisition and Anti-Semitism. In 2007-8 she was a Visiting Assistant Professor at the George Washington University in Washington DC. At present she is a Visiting Scholar of the Stephen Roth Institute for the Study of Contemporary Antisemitism and Racism.*



### TAU International Academic Guidelines

Students may only attend classes which they are officially registered for. No auditing of courses is permitted. Students are responsible for reading and adhering to all policies and procedures in the TAU International Academic Handbook [posted here](#) at all times. Below is a summary of some of these relevant policies and procedures.

### Learning Accommodations

In accordance to University guidelines, TAU International may be able to accommodate students with learning disabilities or accommodation requests if these requests are also honored at the student's home university or home school. To be considered, students must submit official documentation from their home school or university (if not in English, a notarized official copy translated into English is required) to TAU International in advance of arrival describing in detail any specific needs and how these are accommodated at the home school or university. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs or accommodations they may have. **Without official documentation from the home school submitted on or before the first day of courses, TAU will not be able to honor accommodation support.**

With supporting documentation and by following the correct procedure as outlined above, TAU International and its faculty will do the best it can to make any suitable accommodations possible. However, we cannot guarantee that all accommodations received at the home school can be similarly met at TAU. For example, TAU is usually not able to offer note-taking services in English, private testing rooms, or advance viewing of classroom presentations, exams, or assignments.

It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

### In-Class Exams

TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student's responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.





### **TAU International Absence Policy**

Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor's note is required. Teachers are entitled to treat any lateness or absence without documentation as unexcused. Some of our courses such as Service Learning or the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in some courses and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to official TAU Academic Policy, if a student's behavior or attendance during is disagreeable his/her course participation may be cancelled at the discretion of TAU with no due refund.

### **Grade Appeals**

Students are responsible for checking grades once posted or distributed by faculty. The limited grade appeals window and the detailed procedure for appealing a grade – whether a graded assignment, exam or final grade – is outlined clearly in the policies and procedures in the TAU International Academic Handbook [posted here](#).

