Contemporary Anti-semitism: Same old or something new?

TAU International Study Abroad
Spring 2022

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Office Hours: By appointment
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 (Summary)

The transformation from Anti-Judaism to modern Anti-Semitism and now current day Anti-Zionism provide evidence for the adaptability of this longest hatred.

How should this contemporary Anti-Semitism be explained?

In 1948, three years after the end of World War II and the Holocaust (and the same year as the establishment of the State of Israel), the French philosopher Jean Paul Sartre published his famous “Reflections on the Jewish Question”. He noted that if the Jews did not exist, the anti-semitic would invent him. Therefore, anti-Semitism was not – and is not only a Jewish problem. It is a problem for non-Jews too. While many theorized (and hoped) that anti-Semitism would end after the Holocaust, today it extends across dozens of countries on different continents, takes many different forms, and current trends reveal rising levels. In the last few years alone, Jews have been purposefully targeted and killed once again in the heart of Europe, in France, Belgium and Denmark and now the USA. Nor is the United States immune to anti-Semitism – most religiously-motivated hate crimes take place against Jews. What our nation witnessed Charlottesville in the summer of 2017 is a stark reminder of this fact. What are we going to do about it?

The course will address major issues in the history of Anti-Semitism in the last seventy years. Topics will include: origins of modern Anti-Semitism and its difference from older
theological forms of Anti-Judaism; variations in Anti-Semitic patterns in Eastern, Central and Western Europe; Anti-Zionism and the de-legitimization of the State of Israel; Anti-Semitism in music, literature and cinema; Jewish self-hatred and the internalization of Anti-Semitic stereotypes by Jews; patterns of post-Holocaust Anti-Semitism in America; Holocaust denial; the ambiguous religious connection between evangelical Christian pro-Zionism and Anti-Semitism; Anti-Semitism on the Internet; and contemporary debates on the persistence and new forms of Anti-Semitism. A strong emphasis will also be put on the Jews’ political, social and ideological responses to this hatred.

**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 note-taking only during class.

**Learning Outcomes**

To enable students to be fully conversant in the complex issues of contemporary anti-Semitism and to become competent ambassadors to combat this irrational illegitimate hatred on return to their home universities.

**Evaluation Criteria**

1. Regular Attendance and Participation in lectures (10% of final grade)
2. Midterm (40% of final grade).
3. Final paper, which must be completed by all students (50% of final grade).

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.

**Absence Policy**

*Please note the TAU International Absence Policy as outlined on the next page. If your course has additional requirements (or a stricter policy) beyond what we specify, you should list this information here.*

**Course Schedule**
DEFINITIONS

1. Monday 21st February: Anti-Semitism and the Problems of its Definition


Secondary Literature:


STARTING POINTS FOR OUR NARRATIVE?

2. Wednesday 23rd February: The Origins of Contemporary Anti-semitism: When does it really start?

Sources:


Secondary literature:


3. Monday 28th February: Different patterns of hatred? Pogroms and East European Anti-Semitism

Sources:


Secondary literature:


4. Wednesday 2nd March: Holocaust and Holocaust Denial

Sources:

“Institute for Historical Review Online.” *Institute for Historical Review* [www.IHR.org](http://www.IHR.org)

Bradley Smith, “Committee for Open Debate on the Holocaust” [www.CODH.com](http://www.CODH.com)

“The Holocaust Was a Hoax,” [http://www.youtube.com/watch?v=3X2vUMh9Hr0](http://www.youtube.com/watch?v=3X2vUMh9Hr0)

Secondary Literature:

Tel Aviv University International
Carter Building, Room 108, Tel Aviv 6997801, Israel
Tel: +972-3-640-8118 Fax: +972-3-6409582
www.international.tau.ac.il


5. **Monday 7**\(^{th}\) **March: Anti-Zionism and the De-Legitimization of Israel**

Sources:


Secondary literature:


6. **Wednesday 9**\(^{th}\) **March: The Islamization of Anti-semitism**

Primary Source:


Secondary literature:


CHRISTIANITY AND ANTI-SEMITISM: CATHOLICS AND PROTESTANTS

7. Monday 14th March: The Popes and the Jews

Sources:


Secondary Literature:


John Pawlikowski and Jon Nilson, Restating the Catholic Church's Relationship with the Jewish People: The Challenge of Super-sessionary Theology (Edwin Mellen, 2013)


8. Wednesday 16th March: Evangelical Christian pro-Zionism: Philo-semitism

Sources:


Secondary literature:


NATIONAL TRENDS: ANTI-SEMITISM BY COUNTRIES


Sources: Marvin Perry and Frederick M. Schweitzer Antisemitic Myths: A Historical and Contemporary Anthology (Indiana, 2008) 264-271 (“The Lingering Appeal of Nazism in Germany”.

Secondary Literature


10. Wednesday 23rd March: Preparation for Midterm

11. Monday 28th March: MIDTERM

12. Wednesday 30th March: Anti-semitism in modern day Poland

Gross, Jan T. Fear: Antisemitism in Poland after the Holocaust (Princeton, 2006)


13. **Monday 4th April: Anti-semitism in France and Belgium**

Source:


Secondary Literature:


14. **Wednesday 6th April: Post Holocaust Anti-semitism in America**


15. Monday 25th April : Rising Anti-semitism in the Labour Party UK


Secondary Sources:

David Hirsh Contemporary Left Antisemitism (London: Routledge, 2018)


CULTURAL ANTI-SEMITISM

16. Wednesday 27th April: Anti-semitism in Music, Film and Literature

Sources:

Richard Wagner, “Judaism in Music (Das Judenthum in Der Musik; 1850),” in

Richard Wagner, Judaism in Music and Other Essays, Ellis, William Ashton (Lincoln: University of Nebraska Press, 1995).


Secondary literature:

Patricia Erens, The Jew in American Cinema (Bloomington, University of Indiana Press, 1984)

Gentleman’s Agreement (1947)
(American Drama film based on Laura Z. Hobson’s best selling novel. It concerns a journalist (played by Gregory Peck) who poses as a Jew to research an exposé on anti-Semitism in New York City and the affluent community of Darien, Connecticut.)

Alain Finkielkraut *The Imaginary Jew* (University of Nebraska Press, 1994).

17. Monday 2\textsuperscript{nd} May: Viewing of Film: Anti-semitism in Film

Sources:

Mel Gibson, *The Passion of the Christ.*

*Nosferatu: Eine Symphonie Des Grauens* (*Nosferatu: A Symphony of Horror*; 1921), Directed by Friedrich W. Murnau

*Der Ewige Jude* (*The Eternal Jew*; 1940), Directed by Fritz Hippler.

*Jud Süß* (*Jew Suss*; 1940), Directed by Veit Harlan.

Secondary literature:


**THE JEWS’ RESPONSE: FROM THE CST TO THE SELF-HATING JEW**

18. Monday 9\textsuperscript{th} May: The Self Hating Jew

Sources:

Otto Rank, “The essence of Judaism” (unpublished 1905 manuscript) as quoted in
Secondary Literature:


Secondary Literature:


**FIGHTING ANTI-SEMITISM ON CAMPUSES: THE NEW AMBASSADORS**

19. Wednesday 11th May: Anti-semitism on University campuses

Sources:

Film: *Crossing the Line* (a film about anti-Semitism on Campus) on you tube US and UK versions.

Secondary Literature:

http://www.forward.com/articles/139195/


Deborah Lipstadt, Samuel G. Friedman, Chaim Seidler-Feller, “American Jewry and the College Campus: Best of Times or Worst of Times?” (New York: American Jewish Committee, 2005)


**PROJECTIONS TO THE FUTURE**

20. Monday 16th May: Anti-semitism without Jews

ADL Survey of Five European Countries (2002)  


Alain Finkielkraut *The Imaginary Jew* (University of Nebraska Press, 1994).

21. Wednesday 18th May: Anti-semitism in 2050s

Source:

Watch Yoav Shamir’s film “Defamation

Secondary Literature:


**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.