

# HISTORY 500

## Anti-Judaism and Antisemitism:

## A Global History

Spring 2016

Professor Amos Bitzan

Mondays 3:30-5:25 PM in Humanities 5245

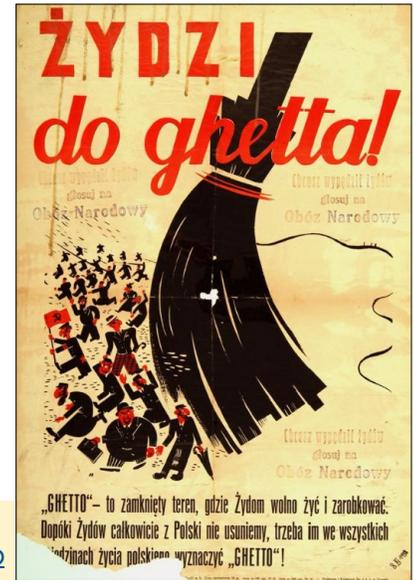


IMAGE: An antisemitic poster with the caption “Jews to the Ghetto!” from the 1938 Polish parliamentary elections. The stamped text reads “Want to expel the Jews, vote for the National Camp.” SOURCE: [YIVO](#)

Fears of a global resurgence of antisemitic speech and violence have made international headlines over the past decade. In 2015, the *New York Times* [reported](#) on these fears in the wake of a hostage-taking at a Paris kosher supermarket by a terrorist who targeted Jewish shoppers in order to express support for the *Charlie Hebdo* killings.<sup>1</sup> Closer to home, some students and outside observers have expressed alarm about antisemitism on college campuses, which they link to a rise in activism targeted at the state of Israel (see for example this account of a 2015 [case](#) at

UCLA).<sup>2</sup> Others have denied that antisemitism is on the rise.

Unfortunately, contemporary debates rarely define the term or consider the history of antisemitism. Our seminar will pursue the following questions:

1. What have been the origins, causes, and motivations of antisemitism in history?
2. What are its connections to religion and to secular ideologies?
3. How (if at all) does antisemitism differ from racism or other forms of prejudice?

1. Dan Bilefsky, “Fear on Rise, Jews in France Weigh an Exit,” *New York Times*, January 12, 2015, <http://nyti.ms/1y7mf9w>.
2. Adam Nagourney, “In U.C.L.A. Debate Over Jewish Student, Echoes on Campus of Old Biases,” *New York Times*, March 5, 2015, <http://nyti.ms/1A2Hnen>.

### Requirements

Discussion	25%
10 Seminar Reports (1-2 pages each)	20%
Paper due 3/18 (6-8 pages)	25%
Paper Rewrite due 5/6 (12-15 pages)	30%

### Office Hours

Wednesdays 3-4 PM  
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### Goals

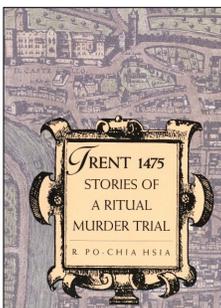
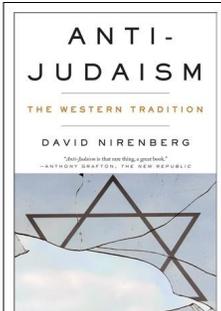
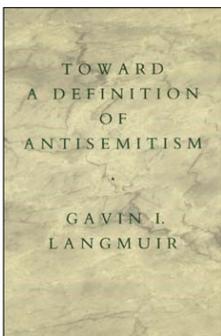
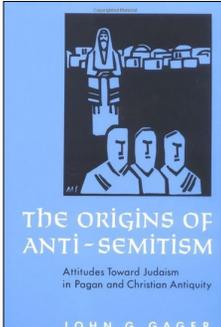
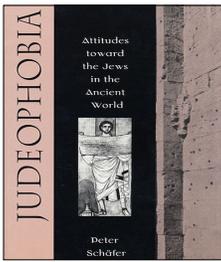
1. Acquire familiarity with major events and questions in the history of antisemitism and anti-Judaism.
2. Learn to reflect regularly on what historical interpretations you find persuasive.
3. Gain experience making rigorous arguments that take seriously opposing positions.
4. Learn to negotiate the special pressures around historical problems entangled in contemporary debates.
5. Become adept at explaining complex scholarly debates to a wider audience.

### Cumulative Paper

Draw on the readings and your discussion notes to develop your own argument about ONE of the following:

1. the origins, causes, and motives of antisemitism
2. the definition of antisemitism
3. whether a contemporary case (such as [the incident at UCLA](#)) constitutes antisemitism
4. how anti-Zionism or anti-Israel activism might or might not be antisemitic (refer to specific cases).

First draft due 3/18. Revise and expand it using material from the second half of the course and submit on 5/6.



## 1. Ancient and Medieval Origins (January 25)

- 1) Peter Schäfer, *Judeophobia: Attitudes toward the Jews in the Ancient World* (Cambridge: Harvard University Press, 1997), pp. 1-11, 197-211. PDF packet ([Learn@UW](#)).
- 2) John Gager, *The Origins of Anti-Semitism: Attitudes toward Judaism in Pagan and Christian Antiquity* (New York: Oxford University Press, 1983), pp. 3-34, 247-269. [Ebook](#).
- 3) Gavin I. Langmuir, *Toward a Definition of Antisemitism* (Berkeley: University of California Press, 1990), pp. 57-133. [Ebook](#).

## 2. A Global Take: Anti-Judaism I (February 1)

- 1) David Nirenberg, *Anti-Judaism: The Western Tradition* (New York: W. W. Norton & Co., 2013), pp. 1-245. ISBN 9780393058246 ([Purchase](#) or [Course Reserves](#)).

## 3. A Global Take: Anti-Judaism II (February 8)

- 1) Nirenberg, *Anti-Judaism*, pp. 246-474.

## 4. Early Modern European Microhistory (February 15)

- 1) R. Po-chia Hsia, *Trent 1475: Stories of a Ritual Murder Trial* (New Haven: Yale University Press, 1992). ISBN 9780300068726 ([Purchase](#) or [Course Reserves](#)).

## 5. Modern European Microhistory (February 22)

- 1) Helmut Walser Smith, *The Butcher's Tale: Murder and Anti-Semitism in a German Town* (New York: W.W. Norton & Co., 2002). ISBN 9780393050981 ([Purchase](#) or [Course Reserves](#)).

## 6. Modern Germany & Austria (February 29)

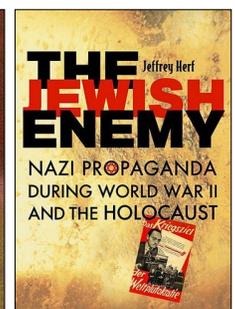
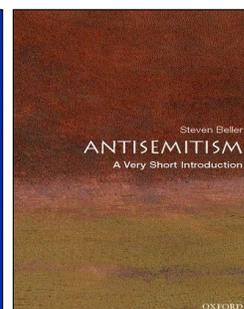
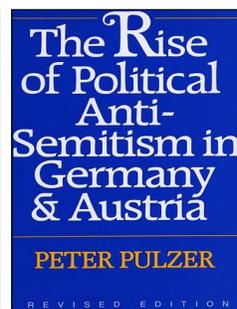
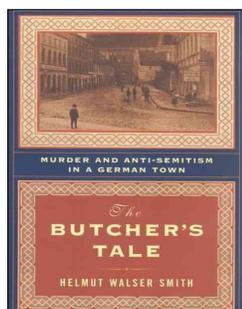
- 1) Steven Beller, *Antisemitism: A Very Short Introduction* (New York: Oxford University Press, 2007). [Ebook](#).
- 2) Peter Pulzer, *The Rise of Political Anti-Semitism in Germany and Austria* (Cambridge: Harvard University Press, 1988). 9780674771666 ([Purchase](#) or [Course Reserves](#)).

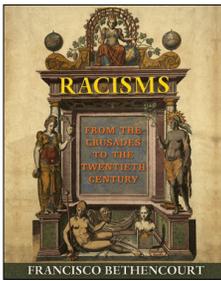
## 7. Nazi Antisemitism (March 7)

- 1) Jeffrey Herf, *The Jewish Enemy: Nazi Propaganda during World War II and the Holocaust* (Cambridge: Harvard University Press, 2008). [Ebook](#).

## 10 Seminar Reports

Due on Fridays by 10 pm. Graded pass/fail. In 2 pages or less, summarize the most important insights about antisemitism that emerged in discussion that week.





## 8. Racism: A Global Take (March 14)

- 1) Francisco Bethencourt, *Racisms: From the Crusades to the Twentieth Century* (Princeton: Princeton University Press, 2014). 9780691155265 ([Purchase](#) or Course Reserve).



## 9. Eastern Europe I: Modern Poland (March 28)

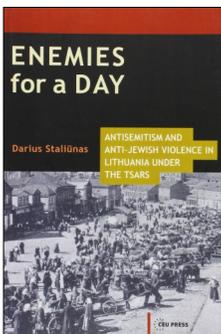
- 1) Robert Blobaum ed., *Antisemitism and its Opponents in Modern Poland* (Ithaca: Cornell University Press, 2005). 9780801489693 ([Purchase](#) or Course Reserve).

## 10. Eastern Europe II: Borderlands (April 4)

- 1) Darius Staliunas, *Enemies for a Day: Antisemitism and Anti-Jewish Violence in Lithuania under the Tsars* (New York: Central European University Press, 2014). [Ebook](#).

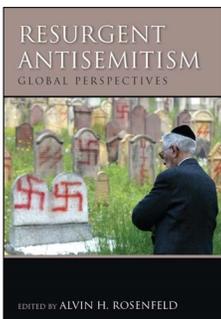
## 11. Eastern Europe III: Memory (April 11)

- 1) Anna Bikont, *The Crime and the Silence: Confronting the Massacre of Jews in Wartime Jedwabne* (New York: Farrar, Straus and Giroux, 2015). 9780374178796 ([Purchase](#) / Course Reserve).
- 2) Alvin Rosenfeld ed., *Resurgent Antisemitism: Global Perspectives* (Bloomington: Indiana University Press, 2013), Chapters 7-9. [Ebook](#).



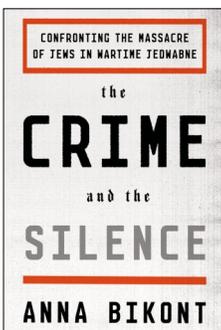
## 12. The United States (April 18)

- 1) Leonard Dinnerstein, *Antisemitism in America* (New York: Oxford University Press, 1995). [Ebook](#).
- 2) Tony Michels, "Is America 'Different'? A Critique of American Jewish Exceptionalism," *American Jewish History* 96:3 (2010): 201-224 (PDF on Learn@UW).



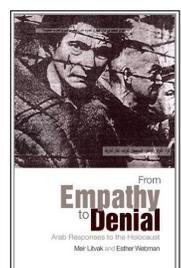
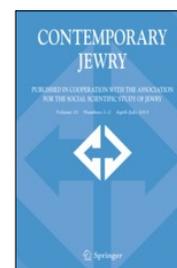
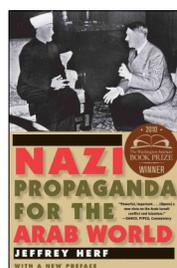
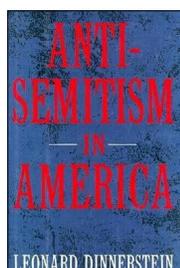
## 13. The Middle East and Anti-Zionism I (April 25)

- 1) Jeffrey Herf, *Nazi Propaganda for the Arab World* (New Haven: Yale University Press, 2009). [Ebook](#).
- 2) Resurgent Antisemitism, Chapters 1-2, 6, 14. [Ebook](#).



## 14. The Middle East and Anti-Zionism II (May 2)

- 1) Meir Litvak and Esther Webman, *From Empathy to Denial: Arab Responses to the Holocaust* (New York: Oxford University Press, 2011). 9780199326747 ([Purchase](#)).
- 2) Resurgent Antisemitism, Chapters 10-12 and 15. [Ebook](#).
- 3) Rusi Jaspal, "Antisemitism and Anti-Zionism in Iran: The Effects of Identity, Threat, and Political Trust," *Contemporary Jewry* 35 (2015): 211-235. (PDF on Learn@UW).



# Paper Guidelines

## The Introduction

1	Descriptive Claim	Tell the reader some significant pattern, set of ideas, or particular points that you noticed in our seminar's study of antisemitism (in the readings, your short papers, and our discussions) and which you believe useful for answering the question you have chosen.
2	Interpretive Claim	Interpret the pattern/ideas/points you noticed and then summarized in the descriptive claim. Your interpretation should be an intriguing and arguable response to the question you have selected.
3	Roadmap	Outline the major points you will make to support your thesis, so that your reader can quickly grasp the flow of your argument.
4	Stakes Claim	Answer the question, "So what?" You can do this in a number of ways. For example, you can suggest how your argument challenges existing theories of antisemitism. Or you can draw out the implications for our understanding of a contemporary issue.

## The Body

Present all the evidence you need to argue for your thesis in a systematic and coherent fashion. Each paragraph of the body should be devoted to one point of the argument.

### TOPIC SENTENCES

Begin every paragraph with a sentence that immediately establishes the point you want to make and the role of this particular point in your overall argument.

### EVIDENCE: GIVE IT AND ANALYZE IT!

Provide specific quotations or paraphrases from passages in your sources for every point you are making. Use Chicago Style footnotes to document your citations. No quotation, paraphrase, or event speaks for itself, so interpret every piece of evidence for your reader and explain exactly how it contributes toward your larger argument.

### ALTERNATIVE INTERPRETATIONS

Be sure to give full justice to potential counter-arguments to yours. You will by necessity have to engage the theories and accounts of antisemitism that you have read in the class. If they disagree with your argument, you will have to explain how your argument is analytically superior.

### FOCUS

Stay on point: stick to analyzing evidence that goes directly toward your argument.

### PROSE

Concision through revision! Test sentences by reading out loud: by the end of a sentence, can you remember what the beginning was about? Do the paragraphs contain one coherent point?

## The Conclusion

Very briefly summarize your argument again and this time focus especially on the implications of your argument (your stakes claim). Suggest a new question or line of inquiry that your paper opens up.

# Rubric for Long Paper

	Deficient (0-6)	Competent (7-8)	Excellent (9-10)
<b>Introduction:</b> <b>Thesis (40)</b> Descriptive claim /10 Interpretive claim /10 Roadmap /10 Stakes claim /10	Introduction contains material irrelevant to argument. Descriptive claim is inaccurate or poorly selected. Interpretive claim not arguable or not a good match for descriptive claim. Roadmap is vague or inaccurate. Stakes claim is not persuasive or is a platitude.	Descriptive claim is accurate. Interpretive claim lacks originality but is potentially controversial. Roadmap outlines the argument. Stakes claim suggests some interesting implications.	Your descriptive claim expertly selects and summarizes interesting aspect of sources. Your interpretive claim is linked to the descriptive claim, original, supportable but arguable. Roadmap is concise and provides specific preview of argument. Stakes claim opens up the thesis and communicates implications.
<b>Body:</b> <b>Argument (40)</b> Documentation /10 Analysis /10 Focus /10 Nuance /10	Assertions are not supported with specific references. Passages are quoted without sufficient analysis to help the reader understand. Passages and their analysis are not explicitly linked to the thesis; hard to see the connection. Forced reading of evidence; even objections mentioned in lecture, discussion, and readings are ignored. Obvious points of contradiction in the source are ignored.	Most assertions are supported with passages or paraphrases. Analysis sometimes fails to establish the passage's relevance to the argument or does not succeed. Most points support the thesis. Some objections anticipated, but more subtle points of contradiction in the source are insufficiently addressed.	All points are supported with superbly chosen passages, quoted or paraphrased as appropriate. Every quotation and paraphrase is exhaustively analyzed, leaving readers with more knowledge of the source than they had before. Every point supports the thesis or contributes to the argument You anticipate potential objections and engage them honestly but confidently.
<b>Style and Structure (20)</b> Diction /10 Sentence- and paragraph-level prose /10	Unfortunate word choices. Unclear, lengthy, confusing sentences. Paragraphs lack consistent use of topic sentences.	Prose is competent. Topic sentences present but do not always make the connection to argument explicit enough.	Words are carefully selected. Sentences and paragraphs are organized to best articulate your argument, using superb topic sentences, which cohesively link paragraphs.
	<b>Poor (-10 to -5)</b>	<b>Needs Improvement (-5 to -1)</b>	<b>Excellent (0)</b>
<b>Demerits (-10 to 0)</b> Proofreading Footnotes	Lots of proofreading mistakes Missing footnotes or footnotes do not use Chicago Style correctly.	Occasional proofreading mistakes. Some incorrect use of footnotes.	Flawless execution. Footnotes like a professional scholar. Uses <a href="#">Zotero</a> or other bibliographic software. 

# Seminar Participation

Participation in our weekly seminar discussion is the single most important and demanding requirement of this course. It requires consistent and intensive preparation each week. The seminar room is where we test our understanding of what we have read and discussed so far. Participating in scholarly discussion, as you will do each week, is a skill that is the basis of all inquiry. It is also something we can get better at continually through frequent practice. To that end, we will sometimes take risks and try out ideas that may not withstand scrutiny later. I will use the rubric below to evaluate your participation.

	Deficient (0-6)	Competent (7-8)	Excellent (9-10)
<b>Preparation (20)</b> Reading /10 Argument /10	<ul style="list-style-type: none"> <li>Insufficient attention to reading</li> <li>Little evidence of attempts to formulate questions on your own</li> </ul>	<ul style="list-style-type: none"> <li>Close reading of most of the material</li> <li>You have some questions about the reading</li> </ul>	<ul style="list-style-type: none"> <li>You have read the materials critically and actively, with a pen and highlighter in hand and important passages underlined</li> <li>You have prepared for the seminar by identifying a central question that you want to discuss and you have formulated some provisional responses to it</li> </ul>
<b>Listening (20)</b> Reflection /10 Engagement /10	<ul style="list-style-type: none"> <li>Not actively listening</li> <li>Little engagement with peers. Unclear whether your contributions to discussion take into account what has already been said.</li> </ul>	<ul style="list-style-type: none"> <li>You listen carefully to the instructor's comments</li> <li>You respond to questions when asked</li> </ul>	<ul style="list-style-type: none"> <li>You constantly grapple with arguments and questions by other seminar participants</li> <li>You engage with your peers by responding to their ideas and recasting them</li> </ul>
<b>Speaking (40)</b> Discussion /10 Questioning /10 Focus /10 Reflective /10	<ul style="list-style-type: none"> <li>Occasional comments, directed mainly toward instructor</li> <li>Rarely asks questions about seminar discussion or readings</li> <li>Contributions to seminar are not embedded in discussion</li> <li>Seldom articulate the larger goals of the discussion</li> </ul>	<ul style="list-style-type: none"> <li>Frequent contributions</li> <li>Questions for instructor</li> <li>Contributions are focused</li> <li>Some attempts to articulate connections between different viewpoints expressed in seminar</li> </ul>	<ul style="list-style-type: none"> <li>Shares thoughts, reactions, thinking process by engaging others directly, speaking to peers</li> <li>Question unstated assumptions and ask peers and instructors for clarification if something is unclear</li> <li>Contributions are on point or explain why you are picking up older thread / starting a new one</li> <li>Evaluate how other people's arguments and observations relate to your own question or hypothesis</li> </ul>
<b>Leadership (20)</b> Initiative /10 Collaborative /10		<ul style="list-style-type: none"> <li>You help the flow of the discussion along</li> <li>You are respectful toward others</li> </ul>	<ul style="list-style-type: none"> <li>You actively orient the discussion to help the seminar reach new insights</li> <li>You help create a scholarly community with your engagement and consideration for others</li> </ul>

# Goals of the History Major

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.

## Skills Developed in the History Major

### DEFINE IMPORTANT HISTORICAL QUESTIONS

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

### COLLECT AND ANALYZE EVIDENCE

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

### PRESENT ORIGINAL CONCLUSIONS

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

### CONTRIBUTE TO ONGOING DISCUSSIONS

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.