



HISTORY/JEWISH STUDIES 518

FALL 2017

Antisemitism & Anti-Judaism

PROFESSOR AMOS BITZAN
THURSDAYS 8:50-10:45 AM
HUMANITIES 2611

IMAGE: A Soviet propaganda poster (1927-1930) asks, "Who is an antisemite?" SOURCE: [YIVO](#).

Course Description

Attempts by policy-makers and activists to identify and combat antisemitism, whether on the streets of urban centers, across social media spaces, or in college dormitories, are sometimes hobbled by a lack of knowledge about the history of the phenomenon. This seminar will help you build a rigorous, historical conception of antisemitism through intense discussion of recent and classic historical scholarship. Key questions that we will consider include:

1. Origins, causes, and motives of antisemitism
2. The connection between anti-Judaism and antisemitism
3. Similarities to or differences from racism
4. Antisemitism's relationship to anti-Zionism

Please purchase (used, if possible):

1. David Nirenberg, *Anti-Judaism: The Western Tradition*.
2. Jacob Katz, *From Prejudice to Destruction: Anti-Semitism, 1700-1933*.
3. Hannah Arendt, *Antisemitism: Part One of the Origins of Totalitarianism*.

All other readings will be available as ebooks via our library's catalog or as PDFs.

Learning Goals

- Use historical thinking to address contemporary issues with nuance
- Learn to read difficult works of scholarship
- Gain mastery over a historical problem

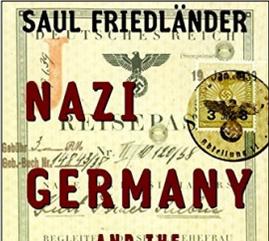
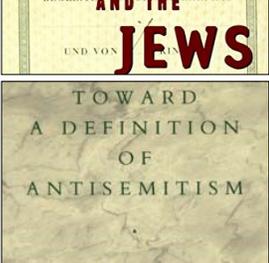
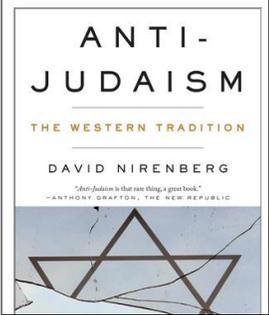
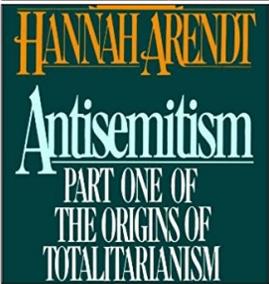
Class Format

After providing background and posing preliminary questions about our readings, I will usually appoint two of you to present questions about the text's argument to the class and to moderate short discussions until we have resolved the questions. Since I will not tell you in advance if you are moderating, you should prepare for every seminar as if you might be called to present a question.

REQUIREMENTS

Midterm Paper 5-7 pages	30%
Final Paper 8-10 pages	40%
Participation	30%

Office Hours: Tu 4-5 PM in Humanities 4134
Email: abitzan@wisc.edu

	1. Course Introduction (September 7)
	2. Opening Argument: Modern Antisemitism (September 14) Steven Beller, <i>Antisemitism: A Very Short Introduction</i> , Chapters 1-7. Ebook .
	3. A Hybrid Model: Semi-Modern Antisemitism (September 21 Tu, Sept 19) Katz, <i>From Prejudice to Destruction</i> , pp. 1-104.
	4. A Closer Look: France, Germany, and Austria-Hungary (September 28) Katz, <i>From Prejudice to Destruction</i> , pp. 107-242.
	5. Modern Antisemitism and its Culmination (October 5 Tu, Oct 3) Katz, <i>From Prejudice to Destruction</i> , pp. 245-327.
	6. Nazi Antisemitism (October 12 Tu, Oct 10) Saul Friedländer, <i>Nazi Germany and the Jews</i> , Vol. 1, Chapters 2-3, pp. 41-112. PDF .
	7. The Argument for Antisemitism's Medieval Origins (October 19) Langmuir, <i>Toward a Definition of Antisemitism</i> , pp. 57-99, 301-352. Ebook .
	8. A New Approach to Anti-Judaism: Pre-Christian Origins (October 26) Nirenberg, <i>Anti-Judaism</i> , Introduction & Chapters 1.
	9. Christian and Islamic Anti-Judaism (November 2) Nirenberg, Chapters 2-5.
	10. Anti-Judaism without Jews (November 9) Nirenberg, Chapters 6 and 8; Chapter 10: pp. 343-360.
	11. Modern Anti-Judaism (November 16) Nirenberg, Chapters 12-13.
	12. Thanksgiving — NO CLASS (November 23)
	13. Antisemitism and Totalitarianism (November 30) Hannah Arendt, <i>Antisemitism: Part One of the Origins of Totalitarianism</i> (entire).
	14. Twenty-First Century Antisemitism and Anti-Zionism (December 7) Nirenberg, Epilogue. Beller, Chapter 8. Ebook . Elhanan Yakira, “Antisemitism and Anti-Zionism as a Moral Question,” in Rosenfeld ed., <i>Resurgent Antisemitism</i> . Ebook .

Seminar Participation Rubric

I will use the following rubric to grade participation.

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

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.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

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.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.