

RACISM AND ANTISEMITISM IN THE MODERN WORLD

T-Th 140-255pm

JSC 100 and online

Instructor: Dr. Yaron Ayalon, ayalony@cofc.eduOffice hours by appointment, use [this link](#) to schedule.

COURSE OBJECTIVES & LEARNING OUTCOMES:

By the end of this course, you will be able to

1. Demonstrate broad familiarity with the history of racism and antisemitism, the positions of key thinkers in the study of racism and antisemitism, and the challenges Jews and other minorities have faced throughout their histories in combatting them.
2. Critically assess the significance and arguments of primary and secondary texts, and audio and video recordings, for the Jewish and other traditions, and for teaching us lessons about racism and hate.

SEE PAGES 9-10

for course policies and Covid-19-related matters.

COURSE STRUCTURE:

We meet twice a week. Our Tuesday meetings will consist mostly of introductory lectures about that week's topic, as listed in the schedule below.

On Thursdays, we will mostly be discussing the weekly topic in light of the assigned readings and the previous lecture. You will be expected to come to class prepared for Thursday's discussions, having read and/or watched the assigned materials.

We will be meeting either online on Zoom or physically in class, as the situation permits. See more on accommodations for remote instruction toward the end of this syllabus. Some of you will be taking this course online only.



HOW WE LEARN:



In this course, you are expected to come to class (or attend online, see zoom etiquette on the next page), read & watch stuff weekly, and choose a track for your other, more substantial work. This course has an unusual format, in that you have more choice in the type of work you complete than in most other courses you have taken or are taking this semester.

This method is known as **Student-Centered Learning**, and it aims to put you, the student-learner, at the center of the learning process. So how will this work? Read on.

STEP 1: ATTENDANCE AND PARTICIPATION

In preparation for each **Thursday** class, you will be reading texts, typically a combination of primary and secondary ones, and sometimes watch videos.

All materials you need will be on **OAKS > Content**, listed under the relevant week.

Accompanying these materials will be a few questions to help you prepare for our Thursday discussion. You do not need to turn in your answers in writing. They are there to guide you as you read, and you will be expected to be able to address them in class.



This portion of your work will be assessed via a grading rubric that you can find on OAKS, also under Content. Attendance and participation grade will be posted 3 times throughout the semester and, as you will see below, will compose 30% of your grade in this course. As you will also see, there is a minimum attendance & participation grade you must earn to be eligible for an A or B in this course.



WHAT ELSE DO I NEED TO DO? HOW DO I EARN THE GRADE
THAT I WANT IN THIS CLASS?

read on to find out!

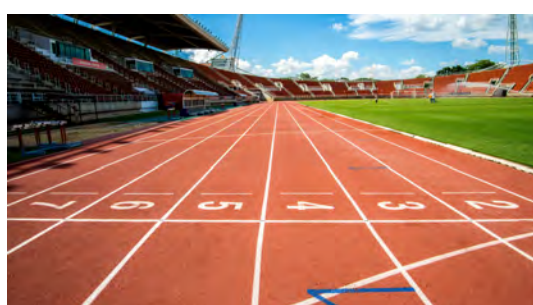
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Zoom etiquette

- Our class will be live-streamed via Zoom, and if the College moves to online instruction, such meetings will be held on Zoom too.
- We will use the same link to our Zoom meetings throughout the semester. The link will be posted on OAKS.
- By default, if you are attending via Zoom your camera needs to be on throughout class. I recognize that there are clearly times when this won't be possible, and you may have very good reasons for staying off video. Please talk to me if/when this happens before class so we can make arrangements that keep you engaged with what we do.
- Your Zoom name needs to match your real name. This is for our security, so that no outside intruders infiltrate our class.
- Please stay muted, except when you want to talk. You can always type comments or questions in the chat if you prefer.
- Classes will be recorded, but a recording will never be distributed outside this group. Recordings will not be posted on OAKS, but I may share them with students who had very good reasons for missing class.

STEP 2: CHOOSE YOUR TRACK



SEE PAGES 7-8

for details on each track, deadlines, and expectations.

What learning strategies best work for you? What tasks or activities most inspire you to learn? We all absorb, process, and analyze information differently. To be most successful, you need to take ownership of your own learning journey, and this requires you to make some choices. In this course, I've tried to make it easy for you to choose, but I *will not decide* for you which tasks to complete.

There are four learning tracks: **Reading**, **Research**, **Visual**, and **Build Your Own**. Each of these requires reading and writing, but to a different extent. Not sure which one to choose? Come see me and I'll help you figure it out. Want a little bit from each category? Choose option #4, build your own learning experience, and run it by me for approval.

Work you perform within your chosen track will make up 70% of the grade in this course.

(OPTIONAL) STEP 3: COMPLETE WORK FOR EXTRA-CREDIT

Throughout the semester, there will be opportunities to earn extra credit. They will mostly consist of attending events planned or sponsored by the Jewish Studies Program. A full list of eligible events for the entire semester will be posted on OAKS, and you may also access the list here: <https://jewish.cofc.edu/events>. Any event listed on this website qualifies. All events this semester take place via zoom. To earn credit (up to 5 points per event, for a maximum of 6 reports per semester), you will need to attend the event live, and submit a 1-page reflection on that event up to a week after the event took place. See OAKS for further instructions.



There may be other extra-credit opportunities. These will be announced in class.

Taking part in extra-credit opportunities is by definition optional. There will be no make-up options for missed extra-credits.



WHAT ABOUT POINTS? HOW MANY WILL I NEED FOR AN A?

read on to find out!

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GRADING SCHEME:

The maximum number of points you can earn in this course is 500, distributed as:

Attendance and participation - 150 points, grade issued three times a semester (see schedule below), 50 points each. See the "attendance and participation rubric" on OAKS for more details.

Work within your chosen track - 350 points, within which:

Stage one: 50 points

Stage two: 100 points

Stage three: 200 points.

See pages 7-8 for details on the tracks, assignments in each, the three stages, and deadlines. There's also more info on OAKS.

Your final grade will be determined based on the total points you have earned by the end of the semester, with a couple of small caveats as mentioned below.

Here's the points-to-grade key:

470 points or above: A	380-399: C+
450-469: A-	355-379: C
435-449: B+	340-354: C-
415-434: B	330-339: D+
400-414: B-	300-329: D
	Less than 300: F

For A- and B-range grades, in addition to meeting the points requirement, note the following:

For A or A-: The work you perform in your chosen track must be at a B level or higher (not B minus), and you must have earned at least 100 of the 150 possible points for attendance and participation. You cannot earn an A-range grade by stacking up extra-credit points.

For B+, B, or B-: The work you perform in your chosen track must be at a C level or higher (not C minus), and you must earn at least 80 points for attendance and participation.

COURSE SCHEDULE

Note: All sources listed below are available via OAKS.

This schedule is subject to change.

Part I: Introduction

Weeks 1-2



From top: Depiction of the 1648-9 massacres; African slaves brought on board a European slave ship.

Week 1 - Early modern abductions and massacres, from the slave ships to the Khmelnytsky Uprising

1/12, 1/14

Primary sources: Testimonies from the 1648-9 Khmelnytsky Uprising in Poland and Ukraine, as quoted in Adam Teller, *Rescue the Surviving Souls: The Great Jewish Refugee Crisis of the Seventeenth Century* (Princeton, 2020); Testimonies from the Atlantic Slave Trade, as quoted in Marcus Rediker, *The Slave Ship: A Human History* (New York, 2008).

Week 2 - Racism and antisemitism: Definitions and historical overview

1/19, 1/21

Ali Rattansi, *Racism: A Very Short Introduction* (Oxford: 2007), 4-12, 20-44.
 Steven Beller, *Antisemitism: A Very Short Introduction* (Oxford: 2015), 1-22.
 Ibram X. Kendi, *Stamped from the Beginning: The Definitive History of Racist Ideas in America* (New York, 2017), 8-11.



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Week 3 - The “Jewish Question” and antisemitism in the 19th and early 20th centuries

1/26, 1/28

David Sorkin, *Jewish Emancipation: A History Across Five Centuries* (Princeton, 2019), 234-256, 346-50.

Primary sources: Richard Wagner, “Judaism in music” (1869); Joseph Jacobs, “Racial characteristics of modern Jews” (1891); Isidore Loeb, “Reflections on the Jews” (1893); Emile Zola, “I accuse” (1898); Weinberg, “The Brain Weight of Jews” (1905); Elias Auerbach, “The Jewish Racial Question” (1907); Abraham Myerson, “The nervousness of the Jews” (1920).

Week 4 - Pogroms, Zionism, and Jewish Migration

2/2, 2/4

Steven Zipperstein, *Pogrom: Kishinev and the Tilt of History* (New York, 2018), 61-99.

Primary sources: Theodor Herzl, *The Jewish State*, 19-29; excerpts from Henry Ford’s *The International Jew* (1920); Ze’ev Jabotinsky on antisemitism.

Week 5 - Nazism, ultra-nationalism, and the Holocaust

2/9, 2/11

Timothy Snyder, *Black Earth: The Holocaust as History and Warning* (New York, 2015), 1-28, 146-169, 187-206.

Primary sources: Holocaust survivor testimonies from the US Holocaust Memorial Museum.

Week 6 - The Holocaust and the world it made

2/16, 2/18

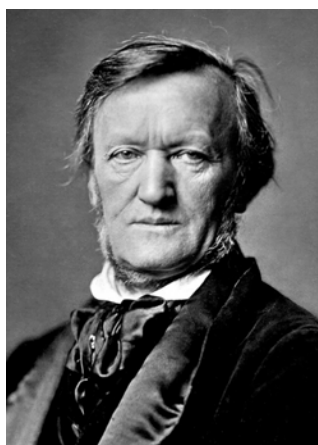
Timothy Snyder, *Black Earth*, 207-25, 319-44.

Primary sources: David Ramohoase, “The Sharpeville Massacre of March 21, 1960”; Nelson Mandela, “Statement at the Rivonia Trial, 1964”; excerpts from interviews conducted with black South Africans after the fall of Apartheid; the Anti-Defamation League’s Tracker of Antisemitic Incidents.



Part II: Antisemitism

Weeks 3-7



Clockwise from top left: Richard Wagner, Emile Zola, Ze'ev Vladimir Jabotinsky, Theodor Herzl.



From top: Jewish victims of the Bialystok Pogrom of June 1906; Adolf Hitler in a Nazi rally in Berlin, 1936; the gate of Auschwitz-Birkenau extermination camp, in Poland, where over 1 million Jews were murdered from 1942 to 1945.



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Week 7 - Anti-Zionism and antisemitism in the Muslim world

2/23, 2/25

Movie: *Valley of the Wolves: Palestine* (Turkey, 2011).

Primary sources: Cartoons from the Arab press, since 1990; video clips of antisemitic tv shows and movies from the Muslim world.

Part III: Racism in America

Weeks 8-10



From top: Outside a department store in Mobile, Alabama, 1956; Martin Luther King and Malcolm X during their brief and only meeting ever on Capitol Hill, March 26, 1964.

Week 11 - Authoritarianism and Populism

3/23, 3/25

Timothy Snyder, *On Tyranny: Twenty Lessons from the Twentieth Century* (New York, 2017).

Jason Stanley, *How Fascism Works*, 3-23, 32-35, 42-56, 61-66, 80-89, 96-103, 106-117, 141-144, 146-151.



An antisemitic cartoon from a newspaper in Qatar, 2018. The top reads: "the 36th anniversary of the Sabra and Shatila massacre." On the cups of blood, the inscriptions are "massacres" and "the Palestinian people."

Weeks 8-9 - From Slavery to Jim Crow

3/2, 3/4: No class, College Review & Study Days
3/9, 3/11

Ibram Kendi, *Stamped from the Beginning*, 120-125, 135-137, 139-142, 149-153, 202-213, 248-54, 256-60, 278-279, 286-294, 297-300, 305-307, 336-339, 343-347, 351-358.

Primary sources: Fredrick Douglass, *My Bondage and My Freedom*, 61-80, 99-111, 183-188; W. E. B. Du Bois, *The Souls of Black Folk*, 58-64.

Week 10 - From Civil Rights to BLM

3/16, 3/18

Marc Dollinger, *Black Power, Jewish Politics: Reinventing the Alliance in the 1960s* (Waltham, MA, 2018), 47-79.

Ta Nehisi Coates, "The Case for Reparations," *The Atlantic*, June 2014.

Primary sources: James Baldwin, *The Fire Next Time*, 23-27, 34-37, 51-57, 94-104; Malcolm X, "The ballot or the bullet" and "The black revolution."

Part IV: The Lessons of Racism and Antisemitism

Weeks 11-14



A Nazi gathering in Berlin, 1937



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Week 12 - Race relations in America and beyond

3/30, 4/1

Barack Obama, *A Promised Land* (New York, 2020), 402-409, 668-675.

Ta Nehisi Coates, "The first white president," *The Atlantic*, October 2017.

Adam Dombey, *The False*

Cause: Fraud, Fabrication, and White

Supremacy in Confederate Memory

(Charlottesville, 2020), 17-21, 43-45,

127-131, 145-149, 155-170.

Primary sources: *Democracy*

in Color database of ultra-nationalist or racist speech and actions during the Trump presidency (parts 1 and 2)

Week 13 - Jewish racism & antisemitism, or: Can Jews be racists too?

4/6, 4/8

Aviva Ben-Ur, *Sephardic Jews in America: A Diasporic History* (New York, 2009), 108-117.

Joshua Shanes, "The evangelicalization of Orthodoxy" in *Tablet Magazine*, October 12, 2020.

Nick Miroff and Josh Dawsey, "The adviser who scripts Trump's immigration policy" in *The Washington Post*, August 17, 2019.

Primary source: Transcript of a meeting between the Israeli Black Panthers and Prime Minister Golda Meir, 1971.

Week 14 - Israel's Jewish vs. democratic dilemma and its reckoning with racist policies

4/13, 4/15

4/20, and **Wednesday** 4/21

*The last two are makeup days for the study days in March. More details about these will be given later.

Ian Lustick, *Paradigm Lost: From Two-State Solution to One-State Reality*, 121-49.

Hirsh Goodman, "Annexation, apartheid, and me" in *The Atlantic*, July 3, 2020.

Interview with MK Betza'el Smotrich in *Haaretz*, 2016.

Excerpts from Elias Khoury's *Children of the Ghetto: My Name is Adam* (2017)

Aadel Kaadan vs. Israel Land

administration, Israeli Supreme Court case from 2000.



From top: Barack Obama delivering his first State of the Union Address, January 27, 2010; Confederate flags in a rally near Stone Mountain, Georgia, 2015; White Supremacist demonstrators in Charlottesville, VA, August 11, 2017.



Top: Israeli Black Panthers demonstration for social justice and against racism in Jerusalem, 1971. Bottom: Graffiti found at a site of a Price Tag attack carried against Palestinians by Israeli settlers in 2014. The text reads: "Price tag. A good Arab is a dead Arab."





TRACK 1



TRACK 2



TRACK 3

READING RESEARCH VISUAL

Deadline to pick a track: Thursday, 2/4

READING RESEARCH VISUAL

Most materials will be available on OAKS > Content under the relevant track folder

Read first packet (about 100 pages), write a 200-500 word reflection essay. **50 points max.**

Discuss topic with me, read relevant background, write a 200-500 word piece explaining your research objectives. **50 points max.**

Read first packet (about 50 pages), watch 2 movies, write a 200-500 word reflection essay. **50 points max.**

First Deadline: Thursday, 2 / 25

Read second packet (about 150 pages), write a 500-1000 word reflection essay. **100 points max.**

Conduct research as discussed, and write a first draft of your paper. **100 points max.**

Read second packet (about 100 pages), watch 4 movies, write a 500-1000 word reflection essay. **100 points max.**

Second Deadline: Thursday, 3 / 25

Read third packet (about 300 pages), write a 1000-1500 word integrative reflection essay, explaining what you have learned this semester, and what conclusions about antisemitism and racism you have reached. **200 points max.**

Conduct research as discussed, and submit the final version of your essay, 1500-5000 words. **200 points max.**

Read third packet (about 100 pages), watch 6 movies, write a 750-1000 word integrative reflection essay, explaining what you have learned this semester, and what conclusions about antisemitism and racism you have reached. **200 points max.**

Third / final Deadline: Monday, 4 / 26

**Want to combine elements from the 3 tracks?
You can create your own. See me for details.**

COURSE POLICIES AND OTHER MATTERS

Or: Stuff you really want to know before
you take this course.

Office Hours/Meeting with me

While I do not hold regular office hours, my available times are accessible via [this link](#). Just go there, sign up for a time that works for you, and show up at the right time. If none of times you see are convenient for you, please email me and I will try to find us another time to meet. Meetings can take place on campus in my office (JSC 207), which has plenty of space for a socially distanced conversation, or over Zoom (your choice, but some days are listed as Zoom only).



Honor Code and Academic Integrity

I have zero tolerance for violations of academic dishonesty, and especially plagiarism. I will discuss plagiarism in class and provide examples. When in doubt, ask. CofC has a very clear policy on such matters, and I quote it here in full for your convenience:



“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. Students can find the complete Honor Code and all related processes in the Student Handbook at:



No, you cannot copy
word for word from the
internet (or from books
or your friends) without
proper attribution.



You also cannot pay
someone to do the work
for you.

<http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>.”



Course Hero

And be very careful when using
services that encourage cheating.

Writing

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor), which now offers online options too. Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources.

For more information, please call 843.953.5635 or visit

<http://csl.cofc.edu/labs/writing-lab>

I care a lot about how you write. I have a website dedicated to improving college students' writing skills that you may want to check out

(<http://writingmaster.net>).



Disability Accommodation

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. The College of Charleston abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that you believe may affect your performance in this class, or one that may require certain accommodations, I encourage you to get in touch with the Center of Disability Services/SNAP at 843-953-1431. For more details, see:

<http://disabilityservices.cofc.edu/index.php>



OAKS

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Recording of Classes (via ZOOM)

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, you consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

MORE PROCEDURES AND OTHER MATTERS

(Yes, this is a long read, but you should do it anyway.)

Continuity of Learning

Our class is defined as partly face-to-face & hybrid, and partly fully online. Due to social distancing requirements, this class will include a variety of online and technology-enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, you should decide whether the course plan on the syllabus matches your own circumstances. Because this specific course will be available online throughout the semester, it is possible to shift from one mode of instruction to the other and vice versa. Please discuss this with me first before making such a change.



I will do my best to make our course accessible to all of you, whether in person or online. Students who require accommodation beyond what is mentioned in this syllabus, should contact me.

Inclement Weather, Pandemic or Substantial Interruption of Instruction, Absences

If in-person classes are suspended, I will inform you of our plan to ensure the continuity of learning. This will involve "face-to-face" meetings via Zoom, and possibly other changes to our schedule. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools. See here for more details: <https://it.cofc.edu/laptops/>.

If you need to miss class due to reasons related to the pandemic, or other reasons you feel are unavoidable, please come see me. Attendance expectations are clearly stated on the Attendance and Participation Rubric on OAKS. If you cannot meet those expectations, I'm happy to work with you on an alternative arrangement (within reason; you'd still have to do the work to pass this course). Please note that attending the class via Zoom with your camera open is **not** considered an absence.

