



**UNIV-3088 Section 002 Class# 18171**  
**Why the Jews? Confronting Antisemitism**

**Use this special link to Register**

Students may continue to enroll from February 1st through March 14th using a form that will be available on the Why the Jews? Confronting Antisemitism website. This course will not count toward full-time status for Financial Aid purposes if added after January 31st.

**Syllabus - Spring 2022**  
March 7, 2022 - April 29, 2022

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

**Course and Instructor Information**

**Course Title:** Why the Jews? Confronting Antisemitism

**Credits:** 1

**Format:** Asynchronous Online via HuskyCT

**Prerequisites:** none

**Email:** [WhyTheJews@uconn.edu](mailto:WhyTheJews@uconn.edu)

**Office Hours/Availability:** By appointment via email with Professor Avi Patt - [avinoam.patt@uconn.edu](mailto:avinoam.patt@uconn.edu).

**Dates of Course:** Monday, March 7 – Friday, April 29 2021

**Lead Professor:** [Avinoam Patt](#)

**Contributing Professors:** Stuart Miller, Susan Einbinder, Sara Johnson, Jeffrey Shoulson, Charles Lansing, Margaret Breen, Susan Herbst, Jeremy Pressman, Arnold Dashefsky, Sebastian Wogenstein, Lewis Gordon, Jane Gordon

**Course Contributors:** Marji Lipshez-Shapiro, Emily Kaufman '16 (CLAS), Edina Oestreicher

**Course Moderator:** [Joscha Jelitzki](#)

**Student Engagement Faculty:** [Avinoam Patt](#)

**Course Materials**

You are not required to purchase any materials for this course. All course readings and media are available within HuskyCT, through either an Internet link or Library Resources

**Course Description**

*Course Description from Course Catalog.* Antisemitism has often been described as the “oldest hatred.” Yet the term “antisemitism” is a modern formulation, coined in Germany in the 1870s as a badge of pride by German nationalists who feared Jews posed a danger to “true German culture.” Why should the so-called “anti-semites” define who or what Jews and Judaism are? Just as the broad range of Jewish experiences around the globe over thousands of years defies easy categorization, hatred of Jews has taken so many forms from antiquity to the present that it also resists simple categorization or definition. Why have the Jewish people been such convenient targets for any number of agendas and ideologies? What accounts for the persistence of numerous anti-Jewish tropes that run the gamut from “Christ-killer” to socialist, capitalist, parasite, and purveyor of global power? This course will first and foremost introduce students to the diverse nature of Jewish identity, before examining the many manifestations of Jewish hatred throughout history, and the ways in which Jews have attempted to respond to a hatred that refuses to disappear.

## Course Objectives

By the completion of this course, you should be able to:

1. Recognize the diverse nature of Jewish identity and tradition from antiquity to the present.
2. Classify the many forms Jewish hatred has taken over time
3. Analyze how harmful stereotypes are deployed in the service of diverse agendas
4. Identify the role antisemitism has played in European History, American History, the history of the Holocaust, and in contemporary campaigns seeking to delegitimize the state of Israel
5. Recognize the different strategies Jews have employed throughout history in attempting to respond to hatred and antisemitism
6. Analyze how anti-Zionism has been represented in discussions of antisemitism
7. Explain the relationship between conspiracy theories, stereotypes, Holocaust denial, and antisemitism.

## Course Overview and Schedule

**Number of Modules:** The course is structured into seven (7) learning modules (Modules 1 through 7). There is also an additional required Course Orientation module (Module 0).

**Required Module Content:** Students must complete all required sections in each module. Each module has a team of contributing faculty members who are content experts for the given module sections.

**Supplemental Module Content:** Within each module, faculty also provide students with “Engage and Connect” supplemental materials, learning activities, and resources, which are NOT required but offered to deepen learning related to the themes of the module. In the “Engage and Connect” spaces, faculty also spotlight UConn courses and resources to support and extend students’ learning on Antisemitism.

**Timing of Modules:** Each module is to be completed weekly by the due date (see *Table 1. Course Outline and Schedule* below). Once each module opens, its content remains available for the entire course. Modules will open in HuskyCT on the start dates listed in *Table 1. Course Outline and Schedule* below.

**Due Dates:** The module quizzes have due dates. Quizzes become available when the module opens and closes at the end date associated with the learning module. See *Table 2. Summary of Course Assessments and Due Dates* later in this syllabus for specific module quiz due dates.

**Table 1. Course Outline and Schedule**

Module	Dates
<b>Module 0: Course Orientation</b> <b>Faculty Team:</b> Avinoam Patt	Monday, March 7 - Saturday, March 12
<b>Module 1: Defining Jews, Judaism, anti-Judaism, and antisemitism</b> <b>Faculty Team:</b> Lewis Gordon, Jane Gordon, Stuart Miller, Avinoam Patt	
<b>No class during Spring Recess</b>	Sunday March 13 - Saturday, March 19
<b>Module 2: Anti-Judaism in Antiquity and Early Christianity</b> <b>Faculty Team:</b> Stuart Miller and Sara Johnson	Monday, March 21 - Sunday, March 26
<b>Module 3: Anti-Judaism in the Middle Ages and Early Modern Period</b> <b>Faculty Team:</b> Susan Einbinder and Jeffrey Shoulson	Monday, March 27 - Sunday, April 3

<b>Module 4: Antisemitism in the Modern Period and the Holocaust</b> <b>Faculty Team:</b> Avinoam Patt, Charles Lansing, and Sebastian Wogenstein	Monday, April 4 - Sunday, April 10
<b>Module 5: Antisemitism in America</b> <b>Faculty Team:</b> Avinoam Patt, Susan Herbst, and Arnold Dashefsky	Monday, April 11 - Sunday, April 17
<b>Module 6: Israel, Anti-Zionism, and Antisemitism</b> <b>Faculty Team:</b> Jeremy Pressman and Avinoam Patt	Monday, April 18 - Sunday, April 24
<b>Module 7: Wrapping Up: “Antisemitism” Old and New</b> <b>Faculty Team:</b> Marji Lifshez-Shapiro, Emily Kaufman, Avinoam Patt, and Stuart Miller	Monday, April 25 - Friday, April 29

## Course Requirements and Evaluation

### What are the course requirements?

For this course, each module has different readings, videos, or other resources for you to learn from. After students have gone through the module sections and engaged with all the required resources, students must take each module quiz. Students will find the module quiz near the end of each learning module.

### When are things due in order to complete course requirements?

All due dates are identified in the Table 2. *Summary of Course Assessments and Due Dates* below. Deadlines are based on Eastern Standard Time. If a student is in a different time zone, the student needs to adjust their submission times accordingly.

### What are Engage and Connect activities?

Within each module there are “Engage and Connect” activities that are optional for students to complete. The purpose of these Engage and Connect activities is for students to “engage” with the additional content and make further “connections” to showcase their learning. These activities vary in format and are intended to allow students to deepen their understanding of the antisemitism topics introduced in the course.

### How will I receive feedback on the Engage and Connect activities?

Due to the large numbers of students enrolled in this course, moderators will not be able to give individual feedback on all Engage and Connect activities. These activities are optional and they are not required to pass this class.

### How will I be graded?

Each module quiz is worth 100 points. There are eight quizzes (Module 0 - Module 7) in the course plus a final quiz worth 200 points. So, you can earn up to 1000 points total from all quizzes. To pass this course and receive a Satisfactory grade, you need to earn 700 or more total points (70%) throughout the course. A good goal is to aim to pass each quiz with at least 70 points to stay on track. Of course, a higher score one week would bring up a lower score from a previous week and vice-versa. You are allowed two attempts for each quiz and your highest attempt will be recorded. Most students should be able to complete each attempt within 30 minutes but note that each attempt automatically submits two hours after being opened. Each attempt may include different questions. You are not allowed to attempt the quiz once the due date has passed. Quizzes are to be submitted by the listed due dates in Table 2. *Summary of Course Assessments and Evaluation*. This course is graded Satisfactory/Unsatisfactory (S/U). Lack of successful completion of quizzes will result in an unsatisfactory grade for the course.

For additional information on undergraduate grading policies see here: <https://registrar.uconn.edu/grades/>.

For additional information on graduate grading policies see here:  
<https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/#Grades>.

Keep track of your performance in the HuskyCT course by referring to *My Grades*. Please note that *Engage and Connect* activities are not graded, however, we encourage you to complete them as they are intended to deepen your learning.

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**How do I drop this course?** If you decide to add or drop a course, there are official procedures to follow: You must officially drop a course to avoid receiving an "F" or a "U" on your permanent transcript. Simply discontinuing a course or informing the instructor that you want to drop does not constitute an official drop. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

**Without a W:** Through January 31, students can drop using [Student Admin](#). After this date and **through March 14**, Undergraduates can [drop using a form](#) to avoid receiving a "W" on the academic record. The [link to the form](#) will be available by February 1st.

**With a W:** Requests made after March 14 must be made via the official withdrawal channels ([Student Enrollment Request Form](#)) and students must have advisor approval; all must be completed by April 11.

**Table 2. Summary of Course Assessments and Due Dates**

Module	Course Assessments	Points	Due Date (11:59PM EST)
Module 0	Module 0 Syllabus Quiz	100	Monday, March 7 - Saturday, March 12**
Module 1	Module 1 Quiz	100	
Spring Break - Sunday, March 13 - Saturday, March 19			
Module 2	Module 2 Quiz	100	Monday, March 21 - Sunday, March 26**
Module 3	Module 3 Quiz	100	Monday, March 27 - Sunday, April 3**
Module 4	Module 4 Quiz	100	Monday, April 4 - Sunday, April 10
Module 5	Module 5 Quiz	100	Monday, April 11 - Sunday, April 17
Module 6	Module 6 Quiz	100	Monday, April 18 - Sunday, April 24
Module 7	Module 7 Quiz	100	Monday, April 25 - Friday, April 29
Final Quiz/Assessment	Final Quiz	200	Wednesday, April 27 - Friday, April 29
Total: 1000 points			

**Feedback and Grades:** Your module quiz submissions will be graded automatically inside HuskyCT. To keep track of your performance in the course, refer to *My Grades* in HuskyCT.

**Due Dates and Late Policy:** All quiz due dates are identified in *Table 2. Summary of Course Assessments and Evaluation* above. Quizzes are due by the end of the day, 11:59PM, listed on the table above. Deadlines are based on Eastern Standard Time (EST). *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

**\*\*Grace Period:** There is a 3-week “grace period” in place for the Module 0 - Module 3 Quiz closing dates. These four module quizzes will remain open **until Sunday, April 3** in anticipation of students adding to the class during the add/drop period. All other quizzes will officially close on the due dates listed in the table above. Once available, learning module content will stay open and available for the entire semester. It is only the Module Quizzes that will close as indicated in the table above.

Quizzes are expected to be submitted by the listed due dates in *Table 2. Summary of Course Assessments and Evaluation*. Failure to complete quizzes will result in an unsatisfactory grade for the course.

We recognize that times have been challenging. While hopeful that this spring will return us closer to a sense of normalcy, we acknowledge that challenges may arise that are out of our control. Let us engage in this course with the understanding that it is hard for us to know the issues that will affect us individually or collectively in the coming months, and with the request that we approach our time together with compassion and empathy.

As such, the syllabus is an aspirational statement of what we could and should do, and it projects how the course will unfold for us as a community of learners. To that end, we are committed to being reasonably flexible and we ask that you, in turn, be as academically responsible. Please reach out to the course moderators if you are facing issues that impact your ability to participate fully in the class. If you encounter challenges that fall beyond the purview of the course, we are happy to serve as a sounding board or help you find the resources at UConn that can best meet your needs.

This virtual classroom is also a community for all of us in these difficult times, and as a collective, we can continue to learn from each other as we navigate and adjust to all the changes of recent life.

**COVID-19 Specific Information:** People with COVID-19 have had a wide range of symptoms reported that may appear 2-14 days after exposure to the virus. Additional information including what to do if you test positive or you are informed through contact tracing that you were in contact with someone who tested positive can be found at [UConn's Student Health and Wellness Coronavirus website](#).

**Weekly Time Commitment:** You should expect to dedicate a total of **6 hours a week** to this course. This expectation is based on the various course activities and module quizzes and the [University of Connecticut's policy regarding credit hours](#). **NOTE: The last week of the course may require you to dedicate more than 6 hours. Please plan accordingly.** (More information related to hours per week per credit can be accessed at the [Online Student website](#).)

**Evaluation of Course Experience:** Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE). The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

### How to Succeed in this Course

All students can succeed in this course and we are here to help you along the way. Please do not hesitate to ask questions or attend office hours if we can be of any assistance to you as you take this course. All questions are important. Success in this course program depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Below, we list some tips for success:

**Communicate Early:** You are welcome to email course moderators at [WhyTheJews@uconn.edu](mailto:WhyTheJews@uconn.edu) with questions, concerns, and ideas. Please allow for 2 full business days for a response.

**Attend Office Hours:** By appointment via email with Professor Avi Patt - [avinoam.patt@uconn.edu](mailto:avinoam.patt@uconn.edu).

**Ask for Extensions:** Sometimes students experience extenuating circumstances during their studies. If you need an extension, please reach out as soon as possible so we can plan ahead. Again, the best way to reach us is via the [WhyTheJews@uconn.edu](mailto:WhyTheJews@uconn.edu) mailbox. Also note, that if life circumstances are affecting your ability to focus on courses, students can email the Dean of Students at [dos@uconn.edu](mailto:dos@uconn.edu) to request support.

**Connect with Peers:** Interested in learning with others? You can also form a study group with other students in the class using a study group application in [Nexus](#).

## University Resources

**Academic Achievement Center (AAC):** Provides holistic academic support to students in order to help them achieve the grades they want. To do this, we specialize in four different areas: Drop In Coaching; Supplemental Instruction; Presentations; and Workshops. See the [AAC Online Course Support website](#) for more information.

**Student Health and Wellness-Mental Health:** Supports students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Student Health and Wellness-Mental Health is located in Storrs, Arjona Building, 4th Floor, or contact the office at (860) 486-4705 for questions.

## Classroom/Virtual Classroom Guidelines

We encourage students to engage with the material as fully as they are able. To that end, please strive to critically reflect on the material, to embrace the emotions that come up as one makes contact with the materials, recognizing that such emotions are a part of gaining relational knowledge and an opportunity to examine one's own individual values, identity, and power to engage in pathways to collectively address antisemitism. However, self-care is important also, so be mindful when anxiety regarding course content might require you to step back and take a break. We strive for an open and constructive environment for learning. Students have a shared responsibility with instructors to create a civil and just environment. To that end, be kind to each other, and treat each other with respect.

The web-based video delivery of each class in this course is for sole use of the students enrolled in this course. Any other use of these class videos or any pictures or derivatives of the class videos without the written consent of the course's professor is prohibited.

## Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

## Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

## Software/Technical Requirements (with Accessibility and Privacy Information)



The software/technical requirements for this course include:

- Equipment Recommendations (<https://remotework.uconn.edu/equipment-recommendations/>)
- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through [uconn.onthehub.com](http://uconn.onthehub.com)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Qualtrics Survey Software ([Accessibility Statement](#), [Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

**NOTE:** This course has NOT been designed for use with mobile devices.

## Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course uses the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

## Student Technology Training

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at [https://lms.uconn.edu/ultra/courses/\\_80016\\_1/cl/outline](https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline).

## Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access document files, including PDF files.
- Access and submit quizzes.
- Watch Kaltura videos.