

NEJS 162b

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Office Hours: by appointment (E-mail Wendy Schwartz [wschwartz@brandeis.edu])

Zoom Link: <https://brandeis.zoom.us/j/92082403099>

TA: Eileen Xing

TA E-mail: ejx@brandeis.edu

TA Office Hours: 5-6PM Tuesdays or by appointment

It Couldn't Happen Here: American Antisemitism in Historical Perspective

COURSE DESCRIPTION: This course explores the history of antisemitism in America, from the colonial era to contemporary times. While we shall devote special attention to key episodes like General U.S. Grant's General Orders #11 expelling "Jews as a Class" from his Civil War warzone in 1862; the Leo Frank Case (1913-15); and Henry Ford's campaign against Jews in the 1920s, the goal is to understand antisemitism both deeply and broadly. Students should be prepared to read and analyze some "hard core" antisemitica in this class. It is impossible to understand antisemitism without reading the primary sources themselves, however odious they may be. We will also look at what history can teach us concerning contemporary antisemitism.

LEARNING GOALS:

- Understand antisemitism and group hatred in general.
- Learn the historical background to contemporary antisemitism.
- Learn how to think like an historian: how to read primary and secondary sources (and how to tell them apart), how to study change over time, how to learn from the past to understand the present and shape the future.
- Improve your research, writing and speaking skills.

ATTENTION:**Four-Credit Course (with three hours of class-time per week)**

Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

Information about Remote Learning:

- 1) LATTE is the Brandeis learning management system: <http://latte.brandeis.edu>. Login using your UNET ID and password.
- 2) This course is being taught remotely via Zoom. At the beginning of the semester, the professor will ask students to submit information about technology capabilities, time zone, and any other information that might be relevant for success in the Zoom format. All sessions will be synchronous (though accommodations can be requested in certain circumstances) and attendance and participation are expected. You may not shut off your camera during the sessions (again, accommodations can be requested in certain circumstances). Recording of class in any format is also not permitted without prior consent of the professor for the specific session. In such a case, the professor will seek the permission of all students prior to recording a session (please let the professor know if you do not wish to be recorded in general). Under no circumstance may a recorded session or any portion thereof be shared or distributed beyond the class participants.
- 3) I am happy to meet with you for digital office hours, as well as half an hour before the start of class. We will meet using Zoom and students may book an appointment through Wendy Schwartz (wschwartz@brandeis.edu). If you need additional meeting times, I am happy to schedule these to work within your needs during this unusual time.
- 4) All official messaging about course assignments, meetings, and changes will be conducted through LATTE's Course Announcement portal; students may contact faculty over University email. You may expect responses from me within 48 hours on weekdays or 72 hours on weekends. Please keep these response times in mind when planning.
- 5) Synchronous class meetings will be conducted through Zoom from 6 to 7:30 pm on Tuesdays and Thursdays. A link has been posted on the LATTE learning management system to allow you to connect to our ZOOM classroom meeting.
- 6) Asynchronous materials (e.g., recordings of the lectures, articles, and books) will be provided through LATTE. All instructor-created course material, including the syllabus, will be available on LATTE. All written material is accessible to the best of my knowledge, but students should let me know if any material is inaccessible, at which point I will do my best to update it within as soon as practicable.
- 7) If you face any challenges because of your current time zone, please contact me to discuss them. If you lack the requisite technology or access to participate in class activities or face any kind of challenges at this time, please contact me and members of the Brandeis support community through Student Accessibility Support, Academic Services, or the Brandeis Counseling Center. There are limited Emergency Support funds available upon request. Brandeis wants to help you be successful during this time and I am a resource to help you find the assistance you may need.

8) Instructions for accessing the virtual classroom

This is a fully online course. The default assumption is that all students will log into Zoom at the scheduled time each Tuesday and Thursday. The login for the Zoom classroom is <https://brandeis.zoom.us/j/92082403099>. Virtual office hours will be at a different (temporary) address. Each session will also be recorded for your reference. Every effort will be made to accommodate your circumstances, including your level of access to the internet.

9) Class sessions will be recorded for educational purposes. You may decline to be recorded; if so, please contact me to identify suitable alternatives for class participation. These recordings will be deleted within two months after the end of the semester. If you can be personally identified in a recording, no other use is permitted without your formal permission. You may not record classes on your own without my express permission, and may not share the URL and/or password to anyone unaffiliated with this course. Your behavior in these recordings, and in this class as a whole, must fulfill Brandeis standards.

10) Brandeis University is committed to providing its students, faculty and staff with an environment conducive to learning and working, where all people are treated with respect and dignity. You must refrain from any behavior toward members of our Brandeis community, including students, faculty, staff, and guests, that intimidates, threatens, harasses, or bullies.

Collaboration Policy:

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. *However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance.*

REQUIREMENTS

1. Reading
2. Come prepared to discuss reading in class (10% of grade)
3. One short paper due **October 1, 2020**. (20% of grade)
4. One long (10-20pp.) research paper: topic must be approved by **October 15** and the paper is due on **December 3 by 5 PM** (40% of grade).
5. One question take-home exam (compare and contrast the four assigned books). **December 14 by 5 PM** (30 % of grade)

BOOK LIST:

Baldwin, Neil, Henry Ford and the Jews: The Mass Production of Hate
Dinnerstein, Leonard, The Leo Frank Case
Greene, Melissa Fay, The Temple Bombing
Sarna, Jonathan When General Grant Expelled the Jews
All readings are on Latte

SCHEDULE OF CLASS MEETINGS:

Thursday, August 27: INTRODUCTION

Tuesday, September 1: ANTISEMITISM IN AMERICA - Overview

Required Reading:

Jonathan D. Sarna, "Antisemitism in the United States," *Cambridge Companion to the Study of Antisemitism* (typescript, forthcoming).

John Higham, "Anti-Semitism in the Gilded Age: A Reinterpretation," *The Mississippi Valley Historical Review* 43 (March 1957), 559-578.

Thursday, September 3: WHAT IS ANTISEMITISM?

Required Reading:

Jonathan Judaken, "Rethinking Anti-Semitism: Introduction," *American Historical Review* 123 (October 2018): 1122-38.

Ben Halpern, "What is Antisemitism?" in Modern Judaism 1:3 (1981), 251-262.

Shulamit Volkov, "Antisemitism as a Cultural Code: Reflections on the History and Historiography of Antisemitism in Imperial Germany," in Yearbook of the Leo Baeck Institute 23 (1978), 25-45.

Tuesday: September 8: ANTISEMITISM WITH ALMOST NO JEWS: THE 1800 ELECTION, THE MYTHICAL JEW, AND THE JEW-NEXT-DOOR

William Pencak, "Jews and Anti-Semitism in Early Pennsylvania," *The Pennsylvania Magazine of History and Biography* 126, No. 3 (Jul., 2002), pp. 365-408.

Sarna, Jonathan. "The 'Mythical Jew' and the 'Jew Next Door' in Nineteenth Century America," *Anti-Semitism in American History*, edited by David Gerber (University of Illinois Press, 1986), 57-78.

September 10: No Class – Brandeis Monday

Tuesday, September 15: “THAT OBNOXIOUS ORDER”— U.S. GRANT’S GENERAL ORDERS NO. 11

Required Reading:

Jonathan D. Sarna, *When General Grant Expelled the Jews*

Bunker, Garry, and John Appel, “‘Shoddy’ Anti-Semitism and the Civil War,” in American Jewish History 82:1 (1994), 43-71.

Recommended:

Jonathan D. Sarna “General Grant’s Infamous Order” (*New York Times*, December 19, 2012)

http://opinionator.blogs.nytimes.com/2012/12/19/general-grants-infamous-order/?_php=true&_type=blogs&_r=0

Rockaway, Robert, and Arnon Gutfeld, “Demonic Images of the Jew in the 19th Century United States,” in American Jewish History 89:4 (2002), 355-381.

Documents:

The Papers of Ulysses S. Grant

(<http://digital.library.msstate.edu/collections/usgrant/index.html>)

Volume 3: 226

Volume 6: 283, 288, 293-295

Volume 7: 50-54

Volume 19: 17-21

“Letter to President Abraham Lincoln, from Jews in Paducah, Ky., December 29, 1862,” in Schappes, Morris, A Documentary History of the Jews in the United States, 1654-1875, pp. 472-473.

“Newspaper Report of a Delegation to President Lincoln, by Reverend Isaac Mayer Wise, Washington D.C., January 8, 1863,” in Schappes, pp. 473-476.

“Domestic Intelligence,” <http://www.jewish-history.com/civilwar/go11.htm>

Leeser, Isaac, “On Persecution,” and subsequent documents from The Occident
http://www.jewish-history.com/civilwar/on_persecution.html

Resignation of Captain Philip Trounstine, 5th Ohio Cavalry, in protest against "General Orders #11"

<http://www.jewish-history.com/civilwar/trnstine.htm>

"Letter from Private Max Glass to Major General Benjamin F. Butler, Norfolk Jail, Virginia, April 12, 1864," in Morris Schappes, A Documentary History of the Jews in the United States, pp. 493-495.

Tuesday, September 29: THE HILTON- SELIGMAN AFFAIR AND CONEY ISLAND

N. Morais, "Jewish Ostracism in America," *North American Review* 133, No. 298 (September 1881), 265-275.

Coney Island and the Jews (1879).

Recommended

Symposium on Antisemitism, *Journal of the Gilded Age and Progressive Era* (2020), 1-33

Assignment: Read: Coney Island and the Jews (1879), available on Latte, Hathi Trust and Internet Archive. Write a short paper (3-5 pages) detailing what this teaches us about American antisemitism at that time (esp. pp.19-45). Please do not just summarize. Nor do I suggest that you provide a long "laundry list" of things learned. Instead, try to craft an argument – a thesis – about this text and what it teaches us. Feel free to look back at some of the early reading and compare the generalizations there with what you find in this volume. *Be sure to footnote your paper adequately, accounting both for ideas and for quotations borrowed from other sources. Due October 1, 2020.*

Tuesday, October 6: WHEN JEWISH IMMIGRATION FUELED ANTISEMITISM

Required Reading:

Goldstein, Eric L., "The Unstable Other: Locating the Jew in Progressive-Era American Racial Discourse," American Jewish History 89:4 (2001), 383-409.

Handlin, Oscar, "American Views of the Jew at the Opening of the Twentieth Century," in Publications of the American Jewish Historical Society 40 (September 1950 – June, 1951), 323-345.

Suggested Reading:

Hertzberg, Stephen, "The Jewish Community of Atlanta from the End of the Civil War to the End of the Frank Case," in American Jewish Historical Quarterly 62:3 (1973), 250-287.

Tuesday, October 13: “VIGILANTE JUSTICE:” THE LYNCHING OF LEO FRANK

Required Reading:

Dinnerstein, Leonard, The Leo Frank Case,

Recommended:

Oney, Steve, And the Dead Shall Rise, Chapters 19-24, Epilogue (pp.513-649)

Levy, Eugene, “Is the Jew a White Man?”: Press Reaction to the Leo Frank Case, 1913-1915” in Phylon 35:2 (1974), 212-222.

VISIT TO ARCHIVES AND SPECIAL COLLECTIONS (?)

Documents:

Charles Reznikoff (ed.), Louis Marshall Champion of Liberty, 295-321.

Free Synagogue Pulpit, “The Case of Leo Frank—A Last Appeal.” (Latte)

Goldfarb, Stephen J., “The Slaton Memorandum: A Governor Looks Back At His Decision to Commute the Death Sentence of Leo Frank,” in American Jewish History 88:3 (September 2000), 325-339.

“The Leo Frank Clemency File,”

[http://www.georgiaarchives.org/what do we have/online records/leo frank/default.htm](http://www.georgiaarchives.org/what_do_we_have/online_records/leo_frank/default.htm)

Watson, Tom, “The Celebrated Case of The State of Georgia vs. Leo Frank.” (Latte)

Tuesday, October 27: “THE PROTOCOLS, ‘THE INTERNATIONAL JEW’” AND THE TRIBAL TWENTIES

Required Reading:

Baldwin, Neil, Henry Ford and the Jews: The Mass Production of Hate

Lewis, David L., “Henry Ford’s Anti-Semitism and its Repercussions,” Michigan Jewish History 24 (1984), 3-10.

Recommended Reading:

Ribuffo, Leo P., “Henry Ford and *The International Jew*,” in American Jewish History 69 (June 1980), 437-477.

Singerman, Robert, “The American Career of *The Protocols of Elders of Zion*,” American Jewish History 71 (September 1981), 48-78

Sapiro, Aaron L., "A Retrospective View of the Aaron Sapiro-Henry Ford Case," Western States Jewish Historical Quarterly 15:1 (1982), 79-84.

Woeste, Victoria Saker, "Insecure Equality: Louis Marshall, Henry Ford, and the Problem of Defamatory Antisemitism, 1920–1929," The Journal of American History 91:3 (December, 2004), 877-905

Rifkind, Robert S. "Confronting Antisemitism in America: Louis Marshall and Henry Ford," *American Jewish History* 94 (March-June 2008), 71-90.

Documents.

Protocols of the Elders of Zion (selections)

Smith, Gerald K., "Introduction to *The International Jew*,"
http://www.jrbooksonline.com/intro_by_gerald_smith.htm

The International Jew (selections)

"The Paper Hat: A Play for Purim in Two Acts and an Entr'act." (Latte)

Charles Reznikoff, *Louis Marshall: Champion of Liberty*, 329-333, 335-336, 337-338, 357-364, 366-367, 371-389.

Tuesday, November 10: FATHER COUGHLIN, THE BUND, CHARLES LINDBERGH AND THE YEARS LEADING UP TO PEARL HARBOR

Required Reading

Ronald Modras, "Coughlin and Anti-Semitism: Fifty Years Later," *Journal of Church and State* 31 (Spring 1989): 231-247.

Documents

Bund, Coughlin videos on Latte

Ju-Deal document on Latte.

Tuesday, November 17: WHITE NATIONALIST ANTISEMITISM IN THE SOUTH IN THE 1950S – SYNAGOGUE BOMBINGS AND THEIR LEGACY

Required Reading

Greene, Melissa Fay, The Temple Bombing

Video – The Temple Bombing, 60 Years Later (latte)

[November 24, 26 – Thanksgiving Week Vacation]

December 1, 3 [VIA ZOOM!] - THE RETURN OF ANTISEMITISM – IS AMERICA DIFFERENT?

ADL, “Antisemitism Today”

REQUIRED PAPERS AND BASIS FOR GRADING:

1. *Assignment: Read: Coney Island and the Jews* (1879), available on Latte, Hathi Trust and Internet Archive. Write a short paper (3-5 pages) detailing what this teaches us about American antisemitism at that time (esp. pp.19-45). Please do not just summarize. Nor do I suggest that you provide a long “laundry list” of things learned. Instead, try to craft an argument – a thesis – about this text and what it teaches us. Feel free to look back at some of the early reading and compare the generalizations there with what you find in this volume. *Be sure to footnote your paper adequately, accounting both for ideas and for quotations borrowed from other sources. Due October 1, 2020. The paper is worth 20% of your final grade.*

2. For the final paper, you need to produce a piece of research (10-20 pp.) dealing in some way with American antisemitism. Your paper must make use of primary sources (in addition to whatever secondary sources you wish to use), and it must be original -- not just a retelling of what has appeared before. Your paper may deal with one of the episodes discussed in class or it may consider other episodes, comparative perspectives, local incidents, or anything else that illuminates the subject. *Be sure to footnote your paper adequately, accounting both for ideas and for quotations borrowed from other sources. Your topic needs to be approved not later than **October 15.** The paper is due on **December 3th by 4 PM**, and will determine 40% of your final grade.*

3. Take home final exam: Compare and contrast the four required books for this class (Sarna, Dinnerstein, Baldwin, Greene). Either focus on the four episodes, their similarities and differences, or look at how the books approach and understand American antisemitism. Feel free to frame the essay as you think best (creativity and insightfulness are prized), but do *not just summarize the books*. Use these four books as a way to talk about American antisemitism. You may also use other materials from the course, as well as outside readings, but be sure to specifically cite all of the four assigned books. This is in place of an in-class exam, so its length should be the equivalent of 3 hours of writing (but I will read whatever you submit). (30 % of the grade) **Due December 14 – no extensions.**

In addition, ten percent of the final grade will be based on class participation.