

**HST399**  
**History of Antisemitism**  
**Spring 2021**

**Prof. Natan Meir**

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**Class meeting times: Tuesdays 5:00 p.m. - 6:50 p.m. Pacific on 4/13, 4/20, 4/27, 5/4, 5/11, 5/18**

**Zoom URL: <https://pdx.zoom.us/j/86000126324>**

**Office hours: After class and by appointment**

This intensive two-credit mini-course will chart the development of hostility towards Jews from antiquity to the present day. In lectures and discussion, students will gain an understanding of how anti-Jewish hostility has persisted over millennia even as it has adapted to individual historical and geographic contexts. Topics include anti-Jewish bias in the ancient world and foundational Christian sources; social and economic marginalization and expulsions in medieval Europe; the emergence of political and racial antisemitism in the nineteenth century; Nazi antisemitism; and contemporary expressions of anti-Jewish sentiment, including left- and right-wing antisemitism and conspiracy theories such as QAnon.

Note: This two-credit course meets in remote synchronous mode for a total of 11 hours. An additional 7.5 hours of remote asynchronous learning are required for successful completion of the course.

**Text (undergraduate students: purchase at Portland State Bookstore; all others: purchase at your local independent bookstore or via [www.indiebound.com](http://www.indiebound.com))**

Walter Laqueur, *The Changing Face of Antisemitism: From Ancient Times to the Present Day* (Oxford UP, 2006).

The e-textbook will also be on reserve at the library; you can access it through the library catalog ([link](#); PSU login required).

All other readings will be available on D2L and the class website (Google Doc). All class sessions will be recorded and posted to D2L.

**Requirements:**

1. Attendance: We only meet six times, so it is important that you come to every meeting. Please come to class prepared for active participation, which includes answering questions that I may ask during lecture or discussion, robust participation in small groups, and asking your own questions about anything that is unclear to you. If at all possible, please have your webcam on during class; this helps build a virtual classroom and sense of community. Auditors, please keep your webcams turned off. (1.5% x 6 = 9%)
2. Preparation for discussion: submit a short paragraph (2-3 sentences; no more than 150 words) explaining concisely what you think is the most significant element of the primary source assigned to your group. Due on D2L by 11:59 PM the day before class (each Monday). (2.5% x 6 = 15%)

NOTE: All undergraduates will be assigned to one of six small groups for discussion, labeled A-F. Although you must read all the primary sources in preparation for class, the question that you submit before class must be on the source or section of the source labeled with your group letter.

3. Weekly reading questions: answer questions on the asynchronous reading and/or media assignments. You will find the questions on D2L. Due on D2L each Sunday night by 11:59 PM. (5% x 5 = 25%)
4. Concepts and terms quiz (20%): In the last week of the course I will make available a quiz on D2L that will assess your understanding of various historical terms and concepts covered in the course. Before the quiz is released, you will receive a list of terms and concepts from which I will select those to be included in the quiz.
5. Final paper (30%). Due on D2L May 25 at 11:59 PM. Choose EITHER of the following:
  - a) A 750-word ( $\pm 10\%$ ) analytical essay on one of the eight articles in the American Historical Review roundtable on antisemitism (Vol. 123, Issue 4, October 2018 [link](#) via PSU library) OR
  - b) A 750-word ( $\pm 10\%$ ) analytical essay on an antisemitic primary source from a selection that I will provide.

**Extra credit opportunity:**

There are now many opportunities to “attend” live-streamed lectures and workshops on topics relating to our course, including antisemitism, Jewish studies, genocide studies, and other fields. I will be posting some of these on D2L and/or alerting you to them via email, and encourage you to attend at least one. If you would like an opportunity for If you write a 500-word analysis paper on the event and submit it on D2L up to a week after the event, you can earn up to 3% extra credit. If you find an event that you think is relevant and appropriate for our course, you may request permission to write a paper on it. Only one extra credit paper will be accepted.

## GENERAL COURSE INFORMATION

Disabilities: It is the University's and my goal that learning be as accessible and inclusive as possible. If you have, or think you may have, a physical or academic disability that may affect your work in this class and feel you need accommodations, please speak with me and contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. Contact info: [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/disability-resource-center/>.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

Resources: You may find the following useful:

- PSU COVID-19 resource page for students: <https://www.pdx.edu/new-way-forward/students>
- CLAS resources for students: <https://www.pdx.edu/liberal-arts-sciences/clas-student-success>
- Learning Center: offers academic coaching (now in a virtual environment): <https://www.pdx.edu/tutoring/>
- Writing Center: offer support with writing assignments (now virtually): <https://www.pdx.edu/writing-center/>

Phones: Please silence your phone during the Zoom session. If you must use it to talk or text during class, please step away from your webcam.

Papers:

- Papers must be double-spaced, using 1" margins and 12-point font. Give your paper a title and provide the date and word count.
- You may use either the Chicago/Turabian or MLA citation style; just be consistent. See the [library website](#) if you need help with citation.
- Wikipedia and the [Jewish Virtual Library](#) are fine for background reading, but **may not be used as a source in papers**. (Note that many of the articles on VJL are from [Encyclopaedia Judaica](#), which our library holds.)
- **Material taken (quoted, paraphrased, summarized) from other sources must be properly cited, and the sources properly documented; failure to do so constitutes plagiarism.** Plagiarized work will automatically receive an F grade. If you are not sure what constitutes plagiarism or academic dishonesty, please consult PSU's [Code of Conduct](#) or ask me.
- I take grading very seriously, and invest considerable time into evaluating your written work. Please make sure you read my comments and edits carefully.
- In paper comments, "AWK" means "awkward phrasing" and "GR" refers to poor grammar.

Late work: Late work will automatically be marked down one grade step per day. Example: a paper handed in three days late that would have received a B+ will receive a C- instead. If you have a legitimate excuse (e.g. illness), please get it documented, and make sure to let me know about your problem as early as possible and not on the day the assignment is due.

E-mail policy: I am happy to correspond with you via e-mail and to answer your questions and concerns that way. I will try to get back to you as soon as possible but will likely not respond over the weekend. Please remember to identify yourself and state your query as clearly as possible, and write in a style appropriate to correspondence between student and teacher (i.e., do not begin with "Hey!").

**Statement on Title IX Reporting Obligations**

Portland State is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503-725-5672 or by scheduling on-line ([psuwrc.youcanbook.me](https://psuwrc.youcanbook.me)) or another confidential employee found on the sexual misconduct resource webpage (<https://www.pdx.edu/sexual-assault/get-help>). For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module Creating a Safe Campus in your D2L.

***Please note that this syllabus is subject to change.***

## CLASS SCHEDULE

### **Week of Tues. 4/6**

**Introduction (recorded) – will be uploaded on Thursday, April 8**

View the recording and familiarize yourself with the syllabus and course requirements.

### **Tues. 4/13**

#### **Session 1a (synchronous): Antiquity and early Christianity**

##### Textbook

Laqueur, 39-51

Additional required reading: David Nirenberg, *Anti-Judaism: The Western Tradition* (2013), pp. 60, 92-106, 112-117

##### Primary sources

New Testament (use any reliable online Bible site, e.g., BibleGateway.com – please use New Revised Standard Version [NRSV] so we are all looking at the same text):

Group A: Matthew 23:1-13; 23-28

Group B: Matthew 26:1-5, 57-68; 27:11-26

Group C: John 8

Group D: Romans 9:30-33; 2 Corinthians 3

St. John Chrysostom, *Discourse Against Judaizing Christians* (386-87), excerpts from *Antisemitic Myths: A Historical and Contemporary Anthology*, ed. Perry and Schweitzer (2008), pp. 6-10

Group E: part 1 as marked in the text

Group F: part 2 as marked in the text

#### **Session 1b (asynchronous):**

View: Paola Tartakoff and David Nirenberg, "The Deep Roots of Modern Anti-Judaism," American University's Center for Israel Studies and Jewish Studies Program, Sept. 10, 2020 ([link](#)) (note: video starts a few minutes after the start of the discussion)

*Questions due on D2L Sunday 4/18*

**Tues. 4/20**

**Session 2a (synchronous): Middle Ages**

Textbook

Laqueur 51-70

Primary sources

The Accusation of the Ritual Murder of St. William of Norwich (from Thomas of Monmouth, *The Life and Miracles of St. William of Norwich*, 1173), in *The Jews in Christian Europe: A Source Book, 315-1791*, ed. Jacob Rader Marcus and Marc Saperstein (2016)

A: pp. 85-87

B: pp. 88-89

Pope Innocent III (1198-1216), Canons of the Fourth Lateran Council (1215) (PDF prepared by Prof. John Ott):

C: Canon 67

D: Canon 68

E: Canon 69

F: Canon 70

**Session 2b (asynchronous):**

Two talks on Martin Luther and Anti-Semitism, Morgan Library, New York ([link](#)):

1. Martin Haugher, High Consistory of the Evangelical Church in Germany (from 27:08 to end of talk)
2. Dean P. Bell, Spertus Institute, Chicago (entire talk)

Primary sources

Martin Luther and the Jews (two documents from *Heritage: Civilization and the Jews: Source Reader*, ed. Hallo, Ruderman, and Stanislawski [1984], 174-76):

1. "That Jesus Christ Was Born a Jew"
2. "Concerning the Jews and Their Lies"

*Questions due Sunday 4/25*

**Tues. 4/27**

**Session 3a (synchronous): Modernity**

Textbook

Laqueur 71-89 ("The Enlightenment and After")

Additional required reading: Richard S. Levy, "Political Antisemitism in Germany and Austria, 1848-1914," in *Antisemitism: A History*, ed. Lindemann and Levy (2010), pp. 121-135

### Primary sources

Wilhelm Marr, *The Victory of Jewry over Germandom* (1879) in *Antisemitism in the Modern World: An Anthology of Texts*, ed. Richard S. Levy (1991), pp. 76-93 (excerpts)

A: part 1

B: part 2

Heinrich von Treitschke, "A Word About Our Jews" (1879-80), in *Antisemitism in the Modern World*, pp. 69-73

C: part 1

D: part 2

E: Edouard-Adolphe Drumont, *La France Juive* [Jewish France; excerpt] (1886), in *Antisemitic Myths: A Historical and Contemporary Anthology*, ed. Marvin Perry and Frederick M. Schweitzer [2008], p. 94)

F: Report by Hamburg policeman on conversation between two working men in a pub, 1898. From Key Documents of German-Jewish History: A Digital Source Edition (Institute for the History of German Jews), <https://jewish-history-online.net/>. PDF here. ([link](#) to document on site).

### **Session 3b (asynchronous):**

Podcast: "The Blood Libel Accusation with Magda Teter," Jan. 17, 2021, on Teter's book *Blood Libel: On the Trail of an Antisemitic Myth* (2020) ([link](#))

*Questions due Sunday 5/2*

**Tues. 5/4**

### **Session 4a (synchronous): Interwar and Nazi antisemitism**

#### Textbook

Laqueur 91-124 ("Racialism and Jewish Conspiracies"; "Towards the Holocaust")

#### Primary sources

Protocols of the Elders of Zion (ca. 1902), in *The Jew in the Modern World: A Documentary History*, ed. Paul Mendes-Flohr and Jehuda Reinharz, 3rd ed. [2011], 339-342. + excerpt from 12<sup>th</sup> Protocol in Levy 163 (5 paragraphs from "Newspapers and periodicals...")

A: Protocol No. 1

B: Protocols No. 2 & 12

C: Protocol No. 3

D: Documents relating to the 1920 *Numerus Clausus* law in Hungary: *Jewish Minorities in Hungary: Communication with Annexes Concerning the Hungarian Law XXV, 1920* (League of Nations) ([link](#)):

- Annex I: text of Law XXV of 1920 (section III) (p. 4)
- Annex II: letter from M. Bigart to Sir Eric Drummond (p. 5)
- Annex IV (p. 7)

Adolf Hitler, *Mein Kampf*, excerpts in *Antisemitism in the Modern World*, pp. 209-213

E: part 1

F: part 2

## **Session 4b (asynchronous): Muslim and Islamist antisemitism**

### Textbook

Laqueur, 139-142, 191-206

Additional required reading: Meir Litvak and Esther Webman, "Israel and Antisemitism," in *Antisemitism: A History*, pp. 237-249

### Primary sources

Sayyid Qutb, "Our Struggle With the Jews... the Jews... the Jews!" in *Antisemitic Myths: A Historical and Contemporary Anthology*, pp. 309-316

Charter of the Islamic Resistance Movement (Hamas), excerpt, in *Antisemitic Myths: A Historical and Contemporary Anthology*, pp. 321-323

*Questions due Sunday 5/9*

**Tues. 5/11**

## **Session 5a (synchronous): Antisemitism on the Left**

### Textbook

Laqueur, 147-150, 171-189

Additional required reading:

Sina Arnold, "From Occupation to Occupy: Antisemitism and the Contemporary Left in the United States," in Alvin Rosenfeld, ed., *Deciphering the New Antisemitism* (Indiana University Press, 2015), 375-404

John Paul Pagano, "Anti-Racism Erases Antisemitism," *Tablet*, June 21, 2016 ([link](#))

### Primary sources

A: Yevgeny Yevseev, "Fascism Under the Blue Star" (1971), in *Antisemitism in the Modern World*, pp. 261-266

B: David E. Stannard, "Uniqueness as Denial: The Politics of Genocide Scholarship," in *Is the Holocaust Unique? Perspectives on Comparative Genocide*, ed. Alan S. Rosenbaum and Israel W. Charny (2009), pp. 245-251, 275-281

C: "Why Marxists must address the Jewish Question concretely today," *Socialist Fight*, Aug. 22, 2015 ([link](#))



- D: Jasbir Puar, *The Right to Maim: Debility, Capacity, Disability* (2017), pp. 150-154 ([link](#) to book)
- E: Laurie Grauer: "Why Was I Kicked Out of the Dyke March?" *Ha'aretz*, June 26, 2017 ([link](#); [alternative link](#))
- F: Anti-Israel/antisemitic cartoons; selections from Izabella Tabarovsky, "Understanding the Real Origin of that New York Times Cartoon: How Anti-Semitic Soviet Propaganda Informs Contemporary Left Anti-Zionism," *Tablet*, June 5, 2019: Figures 1, 2, 6, 7, 11-15, 17-19 ([link](#))

### **Session 5b (asynchronous): Campus antisemitism**

View: Tammi Rossman-Benjamin, "Denying Jewish Self-Definition: The Latest Trend in Campus Antisemitism in America and What Can Be Done About It?" Aug. 7, 2020, Institute for the Study of Contemporary Antisemitism, Indiana Univ. ([link](#))

Reading: Graham Wright et al., *The Limits of Hostility: Students Report on Antisemitism and Anti-Israel Sentiment at Four US Universities* (2017) ([link](#))

*Questions due Sunday 5/16*

**Tues. 5/18**

### **Session 6a (synchronous): Antisemitism on the Right**

#### Textbook

Laqueur, 125-139

Additional required reading:

Eric K. Ward, "Skin in the Game: How Antisemitism Animates White Nationalism," *The Public Eye*, Summer 2017 ([link](#))

Victoria Saker Woeste, "The Anti-Semitic Origins of the War on 'Fake News,'" *Washington Post*, Sept. 5, 2017 ([link](#))

Rachel E. Greenspan, "QAnon builds on centuries of anti-Semitic conspiracy theories that put Jewish people at risk," *Insider*, Oct 24, 2020 ([link](#))

#### Primary sources

A: "The Importance of Holocaust Revisionism," *Thoughtcrime*, April 15, 2009 ([link](#)).

B: Bjorn Höcke (AfD leader) speech, Jan. 2017 (excerpts) ([link](#))

C: "Charlottesville: Race and Terror" – VICE News Tonight, Aug. 21, 2017 (HBO) ([link](#))

D: Victor Orban election speech, 2018 (video: [link](#))

E: Democrepublix, "COVID-19: A Manufactured Virus In A Soros-Owned Lab To Crash The Economy?," March 2020 ([link](#))

F: Campaign ads (2018-2020):

- Kevin McCarthy tweet, Oct. 24, 2018 ([link](#))
- Dan Sullivan campaign ad (Alaska Senate race), fall 2020 ([link](#) to Alaska Public Media story, 11/2/2020)

- Kelly Loeffler tweet, Nov. 19, 2020 ([link](#))
- Kelly Loeffler campaign ad, May 2020: “How the Left Falsely Smears Conservatives” ([link](#)) (also [here](#))

**NO ASYNCHRONOUS SESSION IN WEEK SIX**

**Final paper due May 25 at 11:59 PM**