



HISTORY/JEWISH STUDIES 518

FALL 2016

Antisemitism & Anti-Judaism

PROFESSOR AMOS BITZAN
THURSDAYS 8:50-10:45 AM
5255 HUMANITIES

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 phenomenon. This seminar will help you build a rigorous, historical conception of antisemitism through intense discussion of recent and classic historical scholarship. We will range across time and space, beginning in antiquity and ending in the present day and think about the:

1. Origins, causes, and motives of antisemitism
2. its connection to religious and secular ideas
3. similarities to or differences from racism
4. Its relationship to anti-Zionism

Please purchase: David Nirenberg, *Anti-Judaism* [978-0393347913](#). All other readings are available as ebooks via our library's catalog:

1. Langmuir, [Toward a Definition of Antisemitism](#).
2. Beller, [Antisemitism: A Very Short Introduction](#).
3. Rosenfeld ed., [Resurgent Antisemitism](#).

If you wish, you may purchase the print editions using these ISBN numbers: [978-0520061439](#), [978-0192892775](#), [978-0253008787](#). The selection from [Saul Friedländer](#) will be provided as a PDF.

Learning Goals

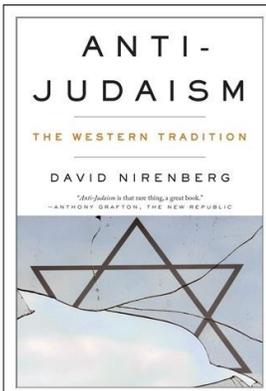
- Practice making rigorous arguments that take seriously opposing positions
- Use historical thinking to address contemporary issues with nuance
- Learn to read difficult works of scholarship
- Gain mastery over a historical problem

Class Format

At the beginning of every meeting, I will appoint two of you to moderate the discussion. Each moderator will be responsible for one chapter of the reading. Moderators should present one central question or critique of the reading to the class to kick off discussion. Since I will not tell you in advance whether you are moderating, you should prepare for every seminar as if you might be called to present a question.

REQUIREMENTS

Analytic Paper 5-7 pages DUE: 27 October by 9 pm	40%
Wikipedia Entry Project DUE: 15 December by 9 pm	30%
Participation	30%



1. Course Introduction (September 8)

2. Nirenberg's Lens and Antiquity (September 15)

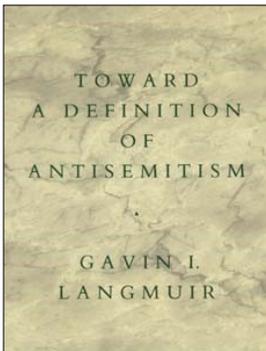
David Nirenberg, *Anti-Judaism*, Introduction and Chapter 1, pp. 1-47.

3. Early Christianity (September 22)

Nirenberg, Chapters 2-3, pp. 48-134.

4. Early Islam and Medieval Christianity (September 29)

Nirenberg, Chapters 4-5, pp. 135-216.

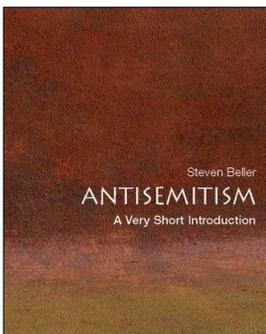


5. Langmuir's Lens and the Middle Ages (October 6)

Gavin Langmuir, *Toward a Definition of Antisemitism*, Introduction and Part 5, pp. 1-17, 299-352. [Ebook](#).

6. From Anti-Judaism to Antisemitism (October 13)

Langmuir, *Toward*, Part 2, pp. 55-133. [Ebook](#).



7. Medieval Case Studies (October 20)

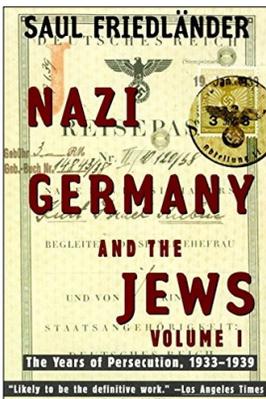
Langmuir, *Toward*, Part 4, pp. 195-298. [Ebook](#).

8. Spanish Inquisition and the Reformation (October 27)

Nirenberg, Chapters 6-7, pp. 217-268.

9. Shakespeare's England and Early Modernity (November 3)

Nirenberg, Chapters 8-9, pp. 269-324.



10. Enlightenment and Revolution (November 10)

Nirenberg, Chapters 10-11, pp. 325-386.

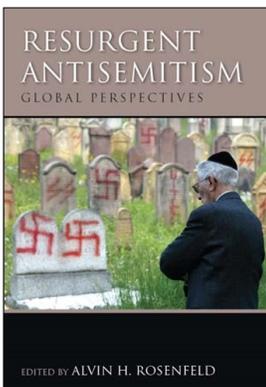
11. Modern Anti-Judaism (November 17)

Nirenberg, Chapters 12-13 and Epilogue, pp. 387-472.

12. Thanksgiving — NO CLASS (November 24)

13. Beller's Lens: Modern Antisemitism (December 1)

Steven Beller, *Antisemitism: A Very Short Introduction* (entire). [Ebook](#).



14. Friedländer's Lens and Nazi Antisemitism (December 8)

Saul Friedländer, *Nazi Germany and the Jews*, Vol. 1, Chapters 2-3, pp. 41-112. [PDF](#).

15. Anti-Zionism (December 15)

Rosenfeld ed., *Resurgent Antisemitism*, Chapters 1-3 and 5, pp. 8-89, 118-136. [Ebook](#).

Analytic Paper (40%)

This assignment asks you to write a paper of 5-7 pages (1500-2100 words) in which you analyze a scholar's argument about what factors cause / have caused antisemitism. You should identify the scholar's thesis and tease out the data and interpretations s/he uses to demonstrate it, noting any flaws in the argumentation.

As part of your analysis, your paper should also address the following:

1. whether the scholar sees the cause(s) as being behind only a particular episode of antisemitism or behind other instances of antisemitism as well
2. what view of antisemitism the scholar is opposing— cite a reference to a specific work that argues for that position (check the book's footnotes).

In a concluding section of your paper, propose one way in which the antisemitism described by the scholar might have been combatted or prevented, assuming the work's argument about the cause(s) of antisemitism is correct.

1. CHOOSE BOOK

Due: Thursday, September 22 at 9 PM. Graded Pass/Fail (5% of paper grade)

Look through Jonathan Judaken's [annotated bibliography](#) on "Modern Antisemitism" and the provided [shared Google Docs file](#). The Google Docs file contains several books on antisemitism in the Arab world and on antiquity not found in the annotated bibliography. Select one scholarly work about antisemitism that looks especially interesting to you and claim it as your paper topic on the [Google document](#).

2. COMPLETE READING INTRO AND CONCLUSION OF BOOK

Recommended due date: Thursday, October 6. Ungraded

3. READ RELEVANT CHAPTERS AND OUTLINE YOUR ANALYSIS IN DETAIL

Recommended due date: Thursday, October 13. Ungraded.

4. WRITE PAPER AND REVISE AS NEEDED

Due Thursday, October 27 at 9 PM. Graded A-F (95% of paper grade = 35% of overall grade)

Wikipedia Entry Project (30%)

For this assignment, you have two choices: You can either revise or add to an existing Wikipedia article or write a brand-new Wikipedia article related to antisemitism. I suggest you write an article that is in some way connected to the book you are writing about for your analytic paper.

The project is cumulative and requires working through several intermediate stages. To get started, enroll in our [WikiEdu Course Page](#) by **Thursday, September 22. This first step is worth 2% of your project grade.** Continue working through the rest of the stages on our Course Page, aiming to complete your work on the Wikipedia entry by Thursday, December 15.

I will evaluate your entry according to Wikipedia's criteria, which you can read more about here:

1. [Evaluating Wikipedia](#) (pp. 5-6)
2. [The Good Article](#)
3. [The Perfect Article](#)

Contact Info & Hours

Office Hours: T 4-5 PM in 4116 Humanities
 Email: abitzan@wisc.edu
 Phone: 608.263.1812 • Box: 4012 Humanities

Analytic Paper Rubric

	Good	OK	Not So Good
Thesis /30	<ul style="list-style-type: none"> • Accurate and precise description of scholar's argument for what causes antisemitism • Explain opposing position that scholar is responding to • Nuanced delineation of how universal author's claim is 	<ul style="list-style-type: none"> • Conceivable description of historian's response (but slightly off or incomplete) • Some lack of accuracy or detail in mapping opposing position and how universal claim is 	<ul style="list-style-type: none"> • Inaccurate description
Body /40	<ul style="list-style-type: none"> • Analyze necessary and sufficient evidence provided by the historian for their view • Detailed and precise analysis of each piece of evidence and interpretation • Considers potential flaws in argumentation 	<ul style="list-style-type: none"> • Some important evidence provided by historian not analyzed • Some inconsistencies in explanation of specific pieces of evidence • Insufficient attention to potential flaws in argumentation 	<ul style="list-style-type: none"> • evidence analyzed does not speak to your thesis or historian's • Description of historian's claims rather than analysis of how s/he argues for them
Conclusion /20	<ul style="list-style-type: none"> • Proposal lines up with scholar's theory of cause and is viable 	<ul style="list-style-type: none"> • Slight mismatch or unfeasible proposal 	<ul style="list-style-type: none"> • Clear mismatch
Style & Structure /10	<ul style="list-style-type: none"> • Words are carefully selected. • Sentences and paragraphs organized to best articulate your analysis, using superb topic sentences, which cohesively link paragraphs. 	<ul style="list-style-type: none"> • Prose is competent. • Topic sentences present but do not always make the connection to argument explicit enough. 	<ul style="list-style-type: none"> • poor word choices. • Unclear, lengthy, confusing sentences. • Paragraphs lack consistent use of topic sentences.
Professionalism 0 to -10	<ul style="list-style-type: none"> • Flawless execution. • Footnotes like a professional historian in Chicago Style 	<ul style="list-style-type: none"> • Occasional proofreading mistakes. • Some incorrect use of footnotes. 	<ul style="list-style-type: none"> • Lots of proofreading mistakes • Missing footnotes or incorrect style

Want Writing Help? Visit the History Lab (4255 Humanities)

The History Lab is a resource center where experts (History PhD students) will assist you with your history papers. No matter your stage in the writing process— choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff is here, along with your professors and teaching assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <http://go.wisc.edu/hlab>.

If you cannot get an appointment at the History Lab, the [Writing Center](#) is also an outstanding resource.

Seminar Participation Rubric

I will use the following rubric to grade participation of moderators and discussants.

	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 hypothesis
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.