

Columbia College Chicago
600 S. Michigan Ave., Chicago, IL 60605
Spring 2019: Fifteen-Week Semester (FF)
Humanities, History, and Social Sciences (HHSS) Department
XXX 2XX.01 Anti-Semitism 3 Credit Hours
Class day and time, room/location to be determined

C. Richard King, PhD, Professor and Chair
HHSS Office: 624 S. Michigan Avenue, 10th floor, Suite 1000
HHSS Office Phone: 312-369-7295
Office: 624 S. Michigan Avenue, 10th floor, Suite 1000A
Office Phone: 312-369-7101
Office Hours: *to be determined*
Columbia e-mail address: rking2@colum.edu

Course Description

This course offers an introduction to the historical, social, and ideological dimensions of anti-Semitism. It examines its core elements and its adaptation to changing circumstances. It traces the development and evolution of anti-Semitism over time: beginning in the ancient world; it considers the potent mix of religion and politics to its early articulations; then, it takes up the ways in Christians and Muslims used stereotypes to interpret Jews, often rendering them scapegoats and targets; against this background, it considers the emergence of modern, secular anti-Semitism, detailing its connection to the Holocaust; finally, it engages contemporary formulations in Europe, the US, and the Islamic world.

LAS Learning Objectives

- Read for both comprehension and pleasure
- Write as both a communicative and expressive practice
- Conduct research and as part of that process learn to measure, evaluate, and assess
- Consider and examine, historically and comparatively, human behavior, ethical issues and social institutions
- Utilize various tools of analysis to enable critical thinking
- Express themselves orally in a clear and effective manner.

Course Learning Outcomes

1. Students will be able to identify common myths and misconceptions about Jews and Judaism fundamental to anti-Semitism.
2. Students will be able to analyze the interface of stereotyping and scapegoating in anti-Semitism.
3. Students will have a refined capacity to think critically about religious intolerance and racism.
4. Students will be able to explain the the fundamental social forces, political arrangements, and historical conditions shaping the evolution and expression of anti-Semitism.
5. Students will grasp the key perspectives and problems in the study of anti-Semitism.

Prerequisite: None

Required Texts (available purchase at the University Bookstore located at 624 S. Michigan Ave):

Albert S. Lindeman & Richard S. Levy, eds., Antisemitism: A History (Oxford UP, 2010).

Marvin Perry & Frederick M. Schwietzer, eds., Antisemitic Myths (Indiana UP, 2008).

Course Policies

This course emphasizes active learning. It stresses discovery, analysis, and application through listening, talking, reading, reflecting, and writing. It sets aside lecturing in favor of interaction and discussion. Given the subject of the class, our explorations demand respect and sensitivity; open and honest communication is essential to understanding. All participants are expected to come to class prepared, to be engaged and open once in class and to contribute to our ongoing discussions. A few points of etiquette warrant reiteration:

- Treat others with respect and courtesy.
- Do the readings and assignments.
- Do not have private conversation in class.
- Turn your cell phones off.

This is a reading intensive, discussion oriented class, thus I expect each student to carefully read and think critically about the assigned readings and come to class prepared to actively participate in class discussion, group activities, and individual writing assignments. Student participation will be evaluated on quality as well as quantity. Of course, one cannot participate, if one does not attend class. Students are expected to attend every class.

In Class Work (25%)

Key components: (1) attendance, (2) participation, (3) collaboration, (4) writing, and (5) news.

Attendance is expected. Students will be allowed 3 absences.

In class writing will be a common feature of the class. These will range from short reflections to focus students, prime discussion, assess understanding, and identify areas for clarification to responses to media shown in class.

The success or failure of this class (both in terms of pleasure and learning) derives from the active, thoughtful, and respectful involvement of everyone. Consequently, I will evaluate students daily for their contribution to class discussions. Participation is not simply about talking regularly in class (although this helps). Rather, I will take into consideration what is said, how it contributes to ongoing conversations, how it engages readings, films, ideas, and peers. A few suggestions: come to class prepared; take notes on films and readings; bring questions; anticipate differing opinions; listen; think.

Note: Students, who text, do homework, or otherwise distract and disrespect the class, will not receive credit for participation on that day.

Exam 1 (25%)

A test covering roughly the first third of the course, it will be comprised of short answer and essay questions designed to test knowledge as well as one's capacity to apply core concepts.

Exam 2 (25%)

A test covering roughly the second third of the course, it will be comprised of short answer and essay questions designed to test knowledge as well as one's capacity to apply core concepts.

Final Examination (25%)

A cumulative exam, emphasizing the final third of the course, it will be comprised of short answer and essay questions designed to test knowledge as well as one's capacity to apply core concepts.

NO LATE WORK WILL BE ACCEPTED unless approved in advance by the instructor.

Extra Credit: There are no extra credit opportunities outside of class.

Grading Scale:

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
60-69%	D
Below 60%	F

Course Calendar

Important Notice: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, instructors reserve the right in their discretion to modify, supplement, and make changes as course needs arise.

L&L = Lindeman & Levy, eds., Antisemitism.

P&S = Perry & Schwietzer, eds., Antisemitic Myths.

* = Supplemental Reading.

Week	Topic	Reading
1	Defining Anti-Semitism	ADL ; USHMM L&L, Intro; P&S, Intro
2	The Jewish Question	L&L, 1; Sartre*
3	Early Christian Anti-Semitism	L&L, 2; L&L 3
4	Medieval Europe	L&L, 4; P&S, 1-3

5	Late Medieval Europe	L&L, 5; P&S 5-9
	Exam 1	
6	Early Modern Anti-Semitism and the Enlightenment	L&L, 6-7 P&S, 10-11
7	Modern Anti-Semitism	L&L, 8; P&S, 14
8	Conspiracies & Killings: Protocols of the Elders of Zion, the Dreyfus Affair, the Lynching of Leo Frank	P&S, 12+17 P&S, 13 L&L, 10
9	Nazism & the Holocaust	P&S, 18-21 L&L 12
	Exam 2	
10	Aftermaths	P&S, 23+24
11	Holocaust Denial	
12	Neo-Nazism	P&S, 26-28
12	Progressive Anti-Semitism in the UK	Hirsch*
13	Islamic Anti-Semitism	P&S, 30
14	The Alt Right	
15	Final Exam	

Policy on Late Work: Late papers, work, etc.: Please leave all late papers, class materials, etc. ONLY with the HHSS Department's main office and get a receipt. Do not slide papers, etc. under the door as they can be easily lost.

Student-Faculty Agreement for Incomplete Grade: The instructor must agree to evaluate the student's work and replace the Incomplete grade before the end of the following semester. Student-Faculty Agreement for Incomplete Grade specifying work to be completed and a due date must be signed by both instructor and student and approved by the Department Chair.

Student Course Evaluations: Student Course Evaluations for the 15-week session open on Monday, XXXX and close on Monday, XXXX.

Other Policies and Information

Statement on Academic Integrity: [See the undergraduate catalog for this policy.](#)

Services for Students with Disabilities Statement: Columbia College Chicago seeks to maintain a supportive academic environment for students with disabilities. Students seeking accommodations for a disability must register with the Services for Students with Disabilities (SSD) office. Once registered, a Columbia College Chicago accommodation letter will be provided to the student each semester. Students are encouraged to present their current accommodation letters to each instructor at the beginning of the semester so that accommodations can be arranged in a timely manner by the College, the department, or the faculty member, as appropriate. Accommodations begin at the time the letter is presented. Students with disabilities who do not have accommodation letters should visit the SSD office, Room 311 of the 623 S. Wabash building, call 312-369-8296, email SSD@colum.edu or visit colum.edu/ssd

Mandatory Attendance Policy Statement: *for undergraduates only:* Students are required to attend class regularly. Failure to attend class in the first two weeks of the term will negatively impact financial aid. If your professor reports that you failed to attend and participate in class during the add/drop period, a grade of NS (no-show) will be entered on your record for the course. Please note, you will still be charged tuition and fees for any course for which you receive a NS grade. For more information on non-attendance please visit the Student Financial Services website.

Academic Progress Report Statement: During week 6 of fall and spring terms, Columbia College Chicago measures the academic progress of all undergraduate students. The academic progress report is meant to provide a sense of your performance at this point in time. For each course in which you are enrolled, you will receive one of the following reports from your instructor:

- *Exceeds basic expectations:* Demonstrating performance at a very high level in the course, typically shown as consistent attendance, earning high grades on assignments and displaying a deep engagement with course content.
- *Meets basic expectations:* Demonstrating behavior proven to produce success in college, such as consistent attendance, class participation, and on-time completion of assignments.
- *Does not meet basic expectations:* Demonstrating behaviors known to put students at risk for failure, such as excessive absences, lack of class participation, and missed or incomplete assignments.

While the academic progress report is not a final grade and will not affect your grade point average, it is a valuable indicator of your performance in the course to date. Columbia College Chicago is providing you

with this report because it is committed to your success. You will receive the reports via email during week 6, and you are encouraged to discuss them with your instructor(s).

Counseling Services Statement

Counseling Services:

731 S. Plymouth Court, suite 112
312.369.8700 / counselingservices@colum.edu

Services are designed to help students increase self-awareness and address mental health concerns with the goal of empowering students to manage challenging areas in their lives. All counseling services staff follow professional standards of confidentiality. Information discussed within a counseling relationship is not disclosed without written permission of the individual. Counseling Services are provided free of charge. The most utilized services include individual sessions, group sessions, and linkage to community services. A Columbia College student in a relationship with another Columbia College student, can also receive couple sessions. All currently enrolled students are eligible to receive 12 individual sessions per academic year. Group sessions are unlimited.

College Advising Statement

College Advising Center:

623 S. Wabash, Suite 300
312-369-7645 / collegeadvising@colum.edu

The College Advising Center assists undergraduate students with all transitional issues as they navigate their entire college experience. College advisors guide students in creating and implementing an educational and professional plan as they progress from orientation toward graduation. As students take responsibility for their academic and career goals, they should meet with their college advisor on a regular basis. Students at Columbia are expected to meet with their college advisor at least once a semester during their first year.

The Learning Studio Statement

The Learning Studio:

33 E. Congress, first floor
312.369.8130 / www.colum.edu/learningstudio

The Learning Studio is an excellent resource for academic progress and success for all students at any level. The Learning Studio provides tutoring in a number of disciplines including Accounting, the Science and Math Learning Center, the Foreign Languages Lab and the Writing Center. Students are encouraged to go to the Learning Studio and work with the tutors. Students can make an appointment through Oasis (using the “Make Appointments” tab) or by calling the Learning Studio.

Library Statement

The Library serves students with resources and support for research, study, collaboration, fun, and information in all formats—books, ebooks, articles, primary sources, images, film, music, space, programs, technology, and equipment. Our specialized materials and services focus on what students need and want—textbook reserves, study rooms, collaborative technology, maker lab, 3D printer, light boxes, scanners, equipment checkout (cameras, camcorders, projectors) and research assistance by chat, text, email, phone, or in-person. For more, see the website <http://library.colum.edu> or drop by the Library (624 S. Michigan).