

SOCIOLOGY 2509H/W-001
SOCIOLOGY OF ANTISEMITISM

OFFICE HOURS:

Wednesday, 2:30 – 3:30 p.m., Manchester Hall, Room 323

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COURSE DESCRIPTION: In 1898, Mark Twain wrote an article about “a remarkable scene in the Imperial Parliament in Vienna,” entitled “Stirring Times in Austria,” which revealed the openness of antisemitism. He received a number of letters in response to his article and one came from a lawyer, which contained several questions:

Now will you kindly tell me why, in your judgment, the Jews have thus ever been and are even now, in these days of supposed intelligence, the butt of baseless, vicious animosities? I dare say that for centuries there have been no more quiet, undisturbing, and well-behaving citizens, as a class, than that same Jew. It seems to me that ignorance and fanaticism cannot alone account for these horrible and unjust persecutions. Tell me, therefore, from your vantage point of cold view, what in your mind is the cause. Can American Jews do anything to correct it either in America or abroad? Will it ever come to an end? Will a Jew be permitted to live honestly, decently, and peaceably like the rest of mankind? What has become of the Golden Rule? (Twain, Mark. *Concerning the Jews*. Philadelphia: Running Press, 1985:12)

Many years later, Albert Einstein also addressed this phenomenon:

It seems obvious to me that Jews make an ideal scapegoat for any country experiencing social, economic, or political difficulties. The reason for this is twofold. First of all, there is hardly a country in the world that does not have a Jewish segment in the population. And secondly, wherever Jews reside, they are a minority of the population, and a small minority at that, so that they are not powerful enough to defend themselves against a mass attack. It is very easy for governments to divert attention from their own mistakes by blaming Jews for this or that political theory, such as communism or socialism. (Einstein, Albert. 1992. *The Private Albert Einstein*. P. 87 in P. A. Buck with A. G. Weakland. Kansas City: Andrews and McMeel)

Today, after the destruction of the Holocaust in the first half of the 20th century, we are still confronting these questions. While this course was developed a decade ago (2009) with an award from the Provost, it takes on more significance with the increased incidence of US antisemitism around the presidential election in 2016 and in August 2017 when we witnessed the “white supremacist” march in Charlottesville as well as the October 2018 murderous assault on the Tree of Life synagogue, followed by the attack on the Chabad synagogue in the San Diego area in April 2019. Thus, this course will apply several perspectives of sociological analysis to the understanding and explanation of antisemitism within diverse societies. Theoretical and empirical materials bearing on this topic will be examined and analyzed. **In addition, a field trip to visit the Museum at the Touro Synagogue in Newport, RI is scheduled (contingent on funding).** This course will be useful to students interested in such topics as religion, ethnicity, intergroup relations, prejudice, discrimination, racism, and human rights.

COURSE OBJECTIVES: In teaching this course, I seek to provide a general education experience appropriate for Content Area Four, Diversity and Multiculturalism, with the following aims:

1. Introduce students to an understanding of the evolution of Jewish civilization, both within the context of internal dynamics of the Jews and the external forces of antisemitism.
2. Develop an understanding of antisemitism as a violation of human rights and that the promulgation of the Universal Declaration of Human Rights in 1948 emerged after the recognition of the consequences of the Holocaust.
3. Provide knowledge of the Jews as a victimized minority religious and ethnic group so as to better appreciate the experience of other victimized religious and ethnic minorities, as well as to more fully illuminate the issues of diversity and multiculturalism in the larger society in which they reside.

PURPOSE OF GENERAL EDUCATION: This course fulfills one of the requirements of the general education curriculum, whose purpose “is to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge.”

READINGS, EXAMS AND PAPER

REQUIRED READINGS: Most are in paperback (or on reserve in the Babbidge Library)* or available online.**

ADL	<i>American Attitudes Toward Jews in America</i> (ADL/Martilla Communications: 2016),** and <i>ADL Global 100: An Index of Antisemitism</i> (ADL/2014).**
Allport, Gordon	<i>The Nature of Prejudice</i> (Addison-Wesley Publishing: 1979/1954)*
Heinemann, Joseph et al.	"Antisemitism." <i>Encyclopedia Judaica</i> , Second Edition, Volume 2 (2007:206-216)**
Lipstadt, Deborah	<i>Antisemitism: Here and Now</i> (Schocken: 2019)*
Smith, Tom W. and Benjamin Schapiro	"Antisemitism in Contemporary America" in <i>American Jewish Year Book</i> (Springer: 2019 – to be distributed in class)
Tec, Nechama	<i>Defiance</i> (Oxford: 2009/1993)*
Wiesel, Elie	<i>Convocation Address</i> (University of Connecticut: September 7, 1988 – to be distributed in class)

SCHEDULE OF REQUIRED EXAMINATIONS AND PAPER:

1. **Midterm Exam (25%):** Wednesday, October 16, 2019
2. **Final Exam (25%):** TBA

Note on Final: Final exam week for Fall 2019 takes place from Monday, December 9 through Sunday, December 15. Students are required to be available for their exam during that time. Students must visit the Dean of Students (DOS) Office if they cannot make their exam. The DOS will give the student his or her instructions thereafter. Please note: vacations, previously purchased tickets or reservations, weddings (unless part of the wedding party), and other large or small scale social events, are not viable excuses for missing a final exam. Please contact the DOS Office with any questions. Thank you in advance for your cooperation.

3. **Term Paper (50%) is required for all students with successive drafts to be submitted for editorial advice on substance and writing style according to the following schedule:**
 - a. Proposal (3 pages) Wednesday, September 25, 2019
 - b. Rough Draft (10 pages – minimum) Wednesday, October 23, 2019
 - c. Final Draft (20 pages) Wednesday, December 4, 2019

Notes on Paper: A minimum of 20 double-spaced finished pages is required. **All assignments should be presented as hard copies.**

According to the university wide policies for W courses, you cannot pass this class unless you receive a passing grade for its writing components.

CLASS SCHEDULE

Since this course is relatively small, I will be using a format of an organizing lecture as well as discussions in small groups. The purpose of these discussions is to encourage the students to interact with each other as well as the instructor in order to create a sense of engagement with the topics and texts at hand. These discussions help to foster an awareness of the dynamics of social, political, and economic power differences which may contribute to the abridgement of human rights as well as to highlight the ways in which both dominant and minority groups are similar as well as different.

Week of:	Lecture and Discussion Topic	Discussion of Readings and Videos
8/28	I. Introduction to Sociological Study of Antisemitism: A. How does the sociological approach apply to the study of Antisemitism?	Video: <i>The Jewish People</i>
9/4	B. Who are the Jews?	Heinemann et al.: pp. 206-216 Sartre: Preface & Chapters 1-2
9/11	C. What is Antisemitism? Meet in Library: Level 2 Electronic Classroom 2	Sartre: Chapters 3-4 & New Preface by M. Walzer
9/18	II. Socio-Historical Evolution of the Jews and Antisemitism A. What is the nature of Jewry and Antisemitism?	Lipstadt: Note & Chapters I-II
9/25	B. How has Jewish civilization endured across four millennia, and how does Antisemitism fit into this evolution?	Lipstadt: Chapters III-V
10/2	C. How has American Jewish life evolved across four centuries and how has Antisemitism developed during this period of time?	Video: <i>Jewish Journey: America</i> Lipstadt: Chapters VI-VII
10/9	III. Sources of Antisemitism: A. What are the personality sources?	Video: <i>The Longest Hatred: Part I</i> Video: <i>Denial</i>
10/16	MIDTERM EXAM	MIDTERM EXAM
10/23	FIELD TRIP	Video: <i>Jews and Christians</i> Tec: Pp. ix-xvii & Chapters 1-8
10/30	B. What are the cultural sources?	Tec: Chapters 9-15
11/6	C. What are the social sources?	Allport: Parts I-III
11/13	IV. Correlates, consequences, comparisons, and combating Antisemitism: A. What are the correlates of Antisemitism? B. What are the consequences for the dominant group and the victimized minority?	Allport: Parts IV-VI ADL Report: US
11/20	C. What are the characteristics of Antisemitism in Christian and Muslim countries?	Smith and Schapiro ADL Report: Global
11/27	THANKSGIVING BREAK	NO CLASSES
12/4	D. What are strategies for combating prejudice, discrimination, and racism? E. What social and political policies can lessen Antisemitism?	Allport: Parts VII-VIII Wiesel
	FINAL EXAM: TBA	

TERM PAPER (required of all students):

Writing is an essential skill to develop while at the University and it will serve you well when you leave UCONN. The required paper in this course must be a minimum of 20 pages for all students and is accomplished in at least 3 stages: a) three-page proposal, which forms the basis of the first three pages of your final draft, b) ten-page partial draft, and c) a final draft of 20 pages.

Two options are available to meet the term paper requirement: 1) research design or 2) literature review. They are described below.

THE PAPER OPTIONS:

- I. **RESEARCH DESIGN:** The object of this paper is to design all the steps of your own study. You need not, however, carry out the research; merely design it. Following are some suggested steps for carrying out the research design and a suggested outline for your paper. The articles should be drawn from the scholarly literature utilizing **SocINDEX** or **PsychInfo** databases.
 - A. **PROBLEM and HYPOTHESIS**
 1. General area of interest.
 2. Restatement of problem: narrowly defined in terms of a specific "Effect" you are trying to explain in terms of a specific "Cause(s)"
 3. Reason for suggesting this area of study
 4. Topic of postscript: Interview? Memoir?
 - B. **LITERATURE REVIEW AND BACKGROUND RESEARCH**
 1. Survey relevant journal articles from databases of the **scholarly** literature, e.g., **SocINDEX** or **PsycINFO** databases.
 2. Summarize **at least six or seven journal articles** by writing an original one-page abstract or summary for each.
 3. Define **concepts** important to your study.
 4. State at least **one hypothesis**
 5. State your theoretical rationale, based on the review of the literature. Why does your hypothesis seem plausible? Does your hypothesis grow out of some larger theoretical framework or body of work?
 6. Indicate which are the independent and the dependent variables. Remember that a variable has at least two categories (female/male) or values (high status/low status).
 7. Indicate any other variables that might be relevant and why.
 - C. **EMPIRICAL RESEARCH** (You do **NOT** have to carry out the research).
 1. Research strategy
 2. Sample selection
 3. Procedures in data collection. Indicate how key variables are operationalized.
 4. Projected analysis: Dummy tables may be constructed.
 - D. **SUMMARY AND CONCLUSIONS**
 1. Brief summary
 2. Limitations of your research design
 3. Suggestions for further research.
 - E. **POSTSCRIPT** (See following: III)
 - F. **REFERENCES:** Whenever you use an idea, or a quote that is not your own, add a parenthetical reference in this form (**Khan 2015: 212**), i.e., including author, date of publication and page or pages. At the end of your paper, include a complete list of references in alphabetical order according to the style of *American Sociological Review*: **Smith, Ann and C.D. Levy. 2000. "The Effects of Socioeconomic Status on Mental Disorders." *American Sociological Review* 85: 101-24.**

- II. LITERATURE REVIEW:** The object of this paper is to become an expert on ONE SPECIFIC SUB-TOPIC in an area related to the course. To do this, one has to present an organized review of the sociological and social psychological literature available and tell the reader what we already know and what we need to know. It is best to develop a set of three analytic research questions which will guide you in your review of literature. The paper should be organized with meaningful sub-headings within which various aspects of the literature are reviewed, reflecting those central questions. The paper should begin with an "Introduction," go on with three sub-sections mentioned above, and should follow with a section on "Summary and Implications for Further Research." A minimum of **12-14 journal articles** from the **scholarly** literature drawn from **SocINDEX** or **PsychInfo Databases**, should be summarized in a one-page abstract for each.

Following is a possible outline of your paper.

A. INTRODUCTION

1. What is your topic of interest?
2. Why are you interested in it?
3. What are the three central, analytic, research questions you will be examining?
4. What will be the topic of your postscript? Interview? Memoir?

B. REVIEW of literature for Question 1 (Give a short title, e.g., "Parental Influences")

C. REVIEW of literature for Question 2 (Give a short title, e.g., "Sibling Influences")

D. REVIEW of literature for Question 3 (Give a short title, e.g., "Peer Influences")

E. SUMMARY AND IMPLICATIONS FOR FURTHER RESEARCH

1. Summary
2. What related questions remain unanswered?
3. What might be one or two hypotheses to be subsequently tested and why?

F. POSTSCRIPT (See following: III)

- G. REFERENCES:** Whenever you use an idea or a quote that is not your own, add a parenthetical reference in this form (**Khan 2015: 212**), i.e., including author, date of publication and page or pages. At the end of your paper, include a complete list of references in alphabetical order according to the style of the *American Sociological Review*: **Smith, Ann and C.D. Levy. 2000. "The Effects of Socioeconomic Status on Mental Disorders." *American Sociological Review* 65: 101-24.**

III. GENERAL NOTES FOR BOTH PAPER OPTIONS:

- A.** Please give your paper a **TITLE** that describes the specific topic and use appropriate **sub-headings** in the text. It will be much more interesting for both you and me. Be creative! **Also label your proposal either Literature Review or Research Design.**
- B.** Sample copies of similar papers are available in my office for your review.
- C.** In order to find appropriate articles, you should rely, as noted above, on **SocINDEX** or **PsycINFO**. These are available in the Reference Section of the Library or may be accessed via the Library's Web Page. When reviewing articles, be sure to include a brief statement on points 1-5 below. Point 6 requires a few paragraphs.
 1. Central research questions or hypothesis
 2. Theoretical approach
 3. Sample selection and size
 4. Methods of data collection
 5. Methods of data analysis
 6. Important findings and conclusions

- D. The Postscript to Your Paper:** One of the aspects of a course like this is that it allows students to gain a more in-depth understanding of the experience of antisemitism in society. This can be accomplished by including a minimum of three pages of a Postscript to the term paper, which counts toward the 20 required pages. The Postscript may take the form of 1) a review of three interviews with survivors of the Holocaust or other victims of antisemitism (which may be conducted in a group session, or based on a viewing of DVD interviews previously recorded and available through Husky CT); or 2) a book review of a personal memoir written by a Holocaust survivor or other victim of antisemitism (e.g., Elie Wiesel's *Night*, UCONN Sociology Professor Emerita Nechama Tec's *Dry Tears*, or Primo Levi's *The Drowned and the Saved*).

In writing the Postscript, students will be expected to treat the interview they conduct or the memoir they read as a case study which documents the life of the victim(s) before, during, and/or after their victimization. The documentation and description of the interview or memoir may then be related to the theoretical/conceptual or empirical materials written in the prior sections of the paper and/or discussed in class.

- E. NOTE ON PROPOSAL:** The three-page proposal (which when revised, becomes the first three pages of your paper) should include section A and **two original, one-page article summaries or abstracts**.

IV. NOTES TO STUDENTS

University Writing Center: All UCONN students are invited to the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical tools, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu

Academic Integrity: In this course, we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language – whether through direct quotation, summary, or paraphrase – you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UCONN's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards:
<http://www.community.uconn.edu>

Students with Disabilities: Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to: <http://www.csd.uconn.edu>

On Academic Misconduct: The Dean has asked us to refer students to the rules of academic misconduct. **Cheating or plagiarism will not be tolerated in this course.** The relevant sections (Part VI- A and B) of the Student Code are applicable. They may be found at: http://www.community.uconn.edu/academic_misconduct_faq.html

Useful Phone Numbers:**Alcohol and Other Drugs Services: 486-9431 www.aod.uconn.edu****Counseling and Mental Health Services: 486-4705 (24 hours) www.cmhs.uconn.edu****Dean of Students Office: 486-3246 www.dos.uconn.edu****Writing Center: 486-4387 www.writingcenter.uconn.edu (offers tutorials to student)****Policy Against Discrimination, Harassment and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

EXTRA CREDIT FORM

Many students have asked for an opportunity to earn extra credit in the course and I have developed the following framework for doing so:

Students may attend a lecture or program (up to a maximum of three), complete the attached form, and submit it to me. I will review each submission and if I find it satisfactory, I will raise one of your lowest grades by a third of a grade. In other words, a grade of C+ will be raised to a B-. Again this opportunity may be undertaken for a maximum of three times. I will notify you of opportunities on campus as they develop, and you may suggest lectures to me in advance for my approval.

I look forward to receiving many of these forms to review.

Those students who want to earn extra credit should complete all of the items on this form and submit a copy to your instructor, Arnold Dashefsky.

Name of Student: _____

Date of Lecture or Program Attended: _____

Topic of Lecture or Program: _____

Name of Speaker(s) or Program: _____

In **one paragraph**, please **summarize** the main points of the presentation or experience and the **relevance** to the course:

Signature of Supervising Professor or Graduate Student:
