



# The Problem of Antisemitism

## Jewish Studies 1370G (550)

Tuesday 3:30-5:30, Thursday 2:30-3:30  
Room W8

**Professor:** Dr. John P. Hope  
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**Office:** A211  
**Office Hours:** Thu. 3:30-4:30  
**Prerequisites:** None

### Course Description

This course serves as an introductory survey of some of the forms that antisemitic ideas have taken from the time of the later Roman Empire until today, together with an examination of some responses to those ideas by philosophers and political theorists. Focusing primarily on the development of attitudes in Europe and North America, we will explore the historical and intellectual context of antisemitism, study the debates surrounding its definition and origins, and examine its ramifications in theology, political thought, art, and literature.

### Learning Objectives

This course aims to help students to:

- Understand the interrelationship between antisemitic ideas and beliefs and the historical, intellectual, and social contexts in which they developed
- Adjudicate among the various scholarly arguments surrounding the definition and origins of antisemitism
- Analyze the differences and similarities between antisemitism and other forms of ethnic or religious prejudice
- Evaluate the strengths and weakness of scholarly and polemical arguments
- Identify potential research topics
- Amass and evaluate research sources
- Construct an argument and communicate it in writing

### **Course Method**

Class will unfold primarily as discussion, with forays into lecture when necessary. Students are expected to come to class having done the reading and identified questions and areas of interest.

### **Required Resources**

- Jean-Paul Sartre, *Anti-Semite and Jew*, Schocken

All other readings will be provided in electronic form on owl.uwo.ca.

### **Assessment**

Grades will be determined by the following assignments:

- Preparation and participation: 25%
- Short (5-page) paper: 10%
- Research paper: 25%
- Midterm exam: 20%
- 2-hour final exam: 20%

### **Discussion board**

Included in your class participation grade is the requirement to contribute SIX paragraph-length postings to our OWL discussion board (owl.ca). These may take the form of a comment on the reading, a question, or an idea you want to try out. Basically, this is a way to continue our discussion outside of the classroom, and to give everyone an opportunity to express their ideas. To receive full credit, you should make your post before 11 a.m. on the day of class, and your post should concern the reading or topic of the upcoming discussion.

### **Research paper**

One of the goals of this course is to assist you in conceiving and producing a research paper. This will unfold over several steps. The first step will be a research statement and annotated bibliography, followed by a rough draft, a meeting to discuss your work, and a final draft which takes my feedback into consideration. Please see the schedule for the relevant dates.

Subject to my approval, you may pursue any line of inquiry into any research topic you choose, as long as it is related to the topic of the course. Grades will be based on the depth of your research and the clarity of your writing.

### **Exams**

There will be a midterm exam in class and a two-hour exam during finals period. The date and time of the final exam will be announced by the university. Please do not make any travel plans until you know when the exam will take place. No alternate arrangements will be made.

## **COURSE POLICIES:**

### **Attendance**

You are expected to attend class and participate in discussions. After three unexcused absences, each additional absence will result in your final grade being lowered by 10%. If you have a compelling reason to miss class I ask you to let me know. If you are unsure as to whether your reason is compelling, please discuss it with me.

### **Technology in the Classroom**

All phones must be powered down and put away. I also prefer that laptops not be used in class, though you may discuss this with me if you have a need or a strong preference to take notes in this way.

### **Missed or Late Work**

Late assignments will not be accepted, and as a rule I do not grant extensions the night before an assignment is due. However, some flexibility is possible. Look over the syllabus and check it against your schedule. If you have a conflict I am willing to work with you to set a new deadline, provided that you contact me well in advance. For more information on academic accommodations for medical and non-medical reasons please consult the appendix below.

**NB:** This syllabus is a guide, not a contract, and I reserve the right to make reasonable changes to it based on your suggestions, my sense of your interests and, and any flashes of inspiration that may occur during the course of the semester.

## COURSE SCHEDULE

Tue.	1/8	Course introduction
Thu.	1/10	Ways of approaching the problem <b>Read:</b> Gavin I. Langmuir, <i>Toward a Definition of Antisemitism</i> : “Introduction” Prager and Telushkin, <i>Why the Jews?</i> : “Why the Jews – The Explanation”
Tue.	1/15	Early Christianity: Factionalism, Supersessionism, Anti-Judaism <b>Read:</b> <i>The Gospel according to Mark (selections)</i>
Thu.	1/17	Early Christianity (continued) <b>Read:</b> <i>The Gospel according to John (selections)</i>
Tue.	1/22	Constantine, conversion, and the religion of empire <b>Read:</b> James Carroll, <i>Constantine’s Sword</i> , pp. 165-194
Thu.	1/24	Early Christianity and the debate over the Jews <b>Read:</b> Selected writings by Ambrose, John Chrysostom, and Augustine
Tue.	1/29	The Enemy Within: The Crusades and the Blood Libel <b>Read:</b> L. Poliakov, “The Fateful Summer of 1096,” <i>The History of Anti-Semitism</i>
Thu.	1/31	From Witness to Convert: The New Rationality <b>Read:</b> Selected passages from Thomas Aquinas, <i>Summa Theologiae</i>
Mon	2/4	<b>Short Paper Due by 8 p.m. via email</b>
Tue.	2/5	The Black Death and the Occult <b>Read:</b> L. Poliakov, “The Image of the Jew,” <i>The History of Anti-Semitism</i>
Thu.	2/7	Jews in Spain: Convivencia, Reconquista, Limpieza de Sangre, Expulsion <b>Read:</b> James Carroll, <i>Constantine’s Sword</i> , 333-362
Tue.	2/12	<b>Midterm Exam</b>
Thu.	2/14	Martin Luther, the Protestant revolt, and the beginnings of nationalism <b>Read:</b> Martin Luther, “On the Jews and their Lies” and other writings
Tue.	2/19	<i>Reading Week</i>
Thu.	2/21	<i>Reading Week</i>
Tue.	2/26	Enlightenment thought <b>Read:</b> Voltaire, <i>Philosophical Dictionary</i> (selections)
Wed.	2/27	<b>Bibliography and Research Statement Due by 8 p.m. via email</b>
Thu.	2/28	Marxism and the Jews <b>Read:</b> Karl Marx, “On the Jewish Question”

- Tue. 3/5 Antisemitism in Russia  
**Read:** Steven Marks, "Destroying the Agents of Modernity: Russian Antisemitism" *How Russia Shaped the Modern World*
- Thu. 3/7 Antisemitism in Modern France (guest lecture by Dr. Geoff Read)  
**Read:** TBA  
**NB: Last day to drop second term course without penalty**
- Tue. 3/12 Racialized antisemitism and German Nationalism: towards the Holocaust  
**Read:** Adolf Hitler, selected texts and speeches
- Thu. 3/14 The Shoah  
**Read:** TBA
- Tue. 3/19 Antisemitism in the visual arts  
**View:** Selected paintings and posters
- Thu. 3/21 Assessing antisemitism  
**Read:** Jean-Paul Sartre, *Anti-Semite and Jew*
- Fri. 3/22 **Draft of research paper due by 8 p.m. via email**
- Tue. 3/26 Assessing antisemitism  
**Read:** Hannah Arendt, "Antisemitism" *The Origins of Totalitarianism*
- Thu. 3/28 Antisemitism and Orientalism  
**Read:** James Pasto, "Islam's 'Strange Secret Sharer': Orientalism, Judaism, and the Jewish Question"
- Tue. 4/2 Antisemitism, racism, and the media  
**View:** *Blacks and Jews*
- Thu. 4/4 The imaginative response  
**Read:** Isaac Babel, "The Story of my Dovecote"
- Tue. 4/9 Course conclusion
- Fri. 4/12 **Final research paper due by 8 p.m. via email**

## Appendix to Course Outlines

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:  
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**



All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:  
<https://huronuc.ca/student-life-campus/art-social-science>