

***RS 288B The Anguish of the Jews:
Issues of Historical and Contemporary Antisemitism
- Course Outline -***

Session: 1st Semester, 2006-07 Class hours: TTh 10:00-11:15 (Main 411)
Instructor: **Brenton Dickieson** (bdickieson@upei.ca; 394-4541)

This course explores the rich and variegated history between Jews and Christians. It includes a brief survey of the history of the Hebrew peoples and traces the development of Christianity from a particular Jewish sect to a largely non-Jewish entity. The course then draws a line along this path of relationships between Christians and Jews: 1) Polemical critique-from-within; 2) Theological anti-Judaism; 3) Legal anti-Judaism; 4) Sociological antisemitism; 5) Violent popular antisemitism; 6) Genocidal (Fratricidal) antisemitism; 7) A re-evaluation of contemporary biblical reading and popular, secular uses of language about Jewish people. We will also explore popular culture and media perspectives in relationship to Jews and Judaism.

Required Textbook for readings and lectures:

Carroll, James. *Constantine's Sword: The Church and the Jews: A History*. Boston: Houghton Mifflin Co., 2001.

See Attached Ancient Jewish Reading (Appendix I) and Reading Schedule (Appendix II)

Purpose of the course:

1. Understand the historical relationship between Jews and Christians, including intra-Jewish struggles for definition, Jewish-Christian relationships over the centuries, the complex contribution of Christian and secular societies to antisemitism, and the eventual development of violent antisemitism within Christendom.
2. Think critically about popular, social, legal, political, biblical, and religious intersections between ideology and violence.
3. Ask critical questions personally and during class discussion about the future of Jewish-Christian relationships and various kinds of antisemitism.

Requirements and Evaluation:

- P Midterm exam (20%)
- P Final exam (30%)
- P Class discussion and participation (10%)
- P Term Paper (30%; *see attached Term Paper Marking Sheet, Appendix III*)
- P Reading Journal (10%)

Reading Journal of each piece must include:

1. The thesis/theses of the selection
2. The salient points to act as a guide to remembering the reading
3. Questions and comments about striking material
4. And *when all of these are completed*, each week after class discussion, the student is to add 2-3 sentences on how one's own narrative is **affected** by the ideas of the piece—this is not just an opinion, but how the text makes the student feel, react, etc.
5. Reading Journal will also be the place for students to comment on movie, media & internet projects throughout the semester.

University of Prince Edward Island
Department of Religious Studies

Key topics of discussion include:

Date Topic

- Sep 7 Course Introduction; Images of “the Jews”
Sep 12 Holocaustism: A Brief History of the Hebrew and Jewish Peoples
Sep 14 Jewish Prophetic Critique-from-Within and the Birth of the Jesus Movement
Sep 19 The *Faith and Fratricide* Question: Is Christianity, at its Essence, Antisemitic?
Sep 21 The Parting of the Ways
Sep 26 Historical Stereotypes and European Myths of Jewish People and the Crusades
Sep 28 Martin Luther and his Jews: Stereotypes Meet Political Theology
Oct 3 The Changing Foundation of European Thought and Attitudes Toward Jewish People
Oct 5 Exile at Home: The European *Ghetto*
Oct 10 The Race Myth and Its Meaning for Jewish People
Oct 12 The Foundations of German Popular Antisemitism
Oct 17 The Growth of German Political Antisemitism
Oct 19 The Experience of *Shoah* (Holocaust)
Oct 24 The Experience of *Shoah* (Holocaust)
Oct 26 The Roads To and From *Shoah*
Oct 31 Holohoax?
Nov 7 Discussion Class (or Make-up Class for Storms, etc.)
Nov 9 The New Antisemitism? Anti-Zionism and Contemporary Issues of Israel
Nov 14 Hollywoodism: Popular Images of Jewish People in Film, Television and Print Media
Nov 16 Hollywoodism: Popular Images of Jewish People in Film, Television and Print Media
Nov 21 From Marx to the Marx Brothers: Jewish Reactions to Antisemitism
Nov 23 Christians and Jews after Vatican II
Nov 28 Reading the Bible after *Shoah*
Nov 30 Burning Crosses and Broken Stars: Will Violent Antisemitism Return?

APPENDIX I: Ancient Jewish Reading List

Tanakh Readings (Old Testament)

Isaiah 1:4-8; 2:1-22; 30:1-10; 42:18-25; 51:17-18

Jeremiah 3:6; 7:25-26; 11:7-14

Hosea 1:2; 4:6; 2 Chronicles 36:11-16; 2 Kings 17:20

Apostolic Readings (New Testament)

Matthew 3:7-10; 23:27-38; John 8:42-47

Acts 7:51-53; 13:46-48; 18:6; 28:25-28

Romans 11:28; 1 Thessalonians 2:14-16; Revelation 2:9; 3:9

Deuterocanonical/Apocryphal Writings

Susanna (Addition to Daniel) 1:1-64

2 Maccabees 7:1-42; 3 Maccabees 1:1-7:23

Qumran Readings (Dead Sea Scrolls)

1QH 4:6-11; 13-14

1 QS 5:10-13; 2:4-9

APPENDIX II: RS 288B Reading List

Date	Topic	Reading
Sep 7	Course Introduction	*Carroll 150-152
Sep 12	Holocaustism	*Carroll 1-18 *3 Maccabees; 2 Maccabees 7
Sep 14	Jesus Movement	*Carroll 71-88 *reading pack on reserve (see Ancient Jewish Reading List)
Sep 19	Faith and Fratricide	*Ruether, Rosemary. <i>Faith and Fratricide: The Theological Roots of Antisemitism</i> . Eugene, OR: Wipf & Stock, 1997, 11-22 of "Introduction" by Gregory Baum.
Sep 21	Parting of the Ways	*Carroll 208-219 *Ruether, <i>Faith and Fratricide</i> , 173-178. *reading pack on reserve
Sep 26	Myths & the Crusades	*Carroll 237-278
Sep 28	Luther and his Jews	*Martin Luther. "On the Jews and Their Lies," in Luther's Works. Philadelphia: Fortress Press, 1971, 47: 268-274.
Oct 3	Changing Foundation	*Carroll 322-342
Oct 5	The European <i>Ghetto</i>	*Carroll 343-384
Oct 10	The Race Myth	*Carroll 445-449
Oct 12	German Antisemitism	*Carroll 402-435; 475-478
Oct 17	Political Antisemitism	*Carroll 479-494
Oct 19	Experience of <i>Shoah</i>	*reading pack on reserve *tour of www.ushmm.org
Oct 24	Experience of <i>Shoah</i>	*movie assignment
Oct 26	To and From <i>Shoah</i>	*reading pack on reserve
Oct 31	Holohoax?	*tour of www.zundelsite.org *tour of http://christianparty.net/holocaust.htm *reading pack on reserve
Nov 7	Discussion Class	<i>no reading assignment</i>
Nov 9	Anti-Zionism and Israel	*Chesler, Phyllis. <i>The New Anti-Semitism: The Current Crisis and What We Must Do About It</i> . San Francisco: Jossey-Bass, 2003, 1-23.
Nov 14	Hollywoodism	*media search project
Nov 16	Hollywoodism	<i>no reading assignment</i>
Nov 21	Jewish Reactions	*reading pack on reserve
Nov 23	After Vatican II	*Carroll 536-543
Nov 28	Bible after <i>Shoah</i>	*Williamson, Clark M. <i>A Guest in the House of Israel: Post-Holocaust Church Theology</i> . Louisville: Westminster/John Knox Press, 1993, 1-14; 18-25
Nov 30	Will it Return?	*media search project

APPENDIX III: RS 288B Term Paper Marking Sheet

Student: _____ Student #: _____

EVALUATION OF TERM PAPER

I. The following items are rated according to the following symbols:

I=inadequate; A=adequate; M =more than adequate; S=superior

Demonstration of knowledge of topic	I	A	M	S
Awareness of key thoughts and themes	I	A	M	S
Fair Treatment of significant issues	I	A	M	S
Critical evaluation of sources used	I	A	M	S
Fairness in handling sources' point of view	I	A	M	S
Telling of "Story" (as appropriate)	I	A	M	S
Integration of Ideology and Context	I	A	M	S
Introduction	I	A	M	S
Conclusion(s)	I	A	M	S
Accuracy of statements and evidence	I	A	M	S
Coherence and consistency of argument	I	A	M	S
Substantiation of claims	I	A	M	S

II. Written presentation

I=inadequate; A=adequate; M =more than adequate; S=superior

Appropriate Literary style	I	A	M	S
Spelling (no spelling errors are acceptable)	I	A		
Grammar	I	A	M	S
Organization and neatness	I	A	M	S
Creativity	I	A	M	S

III. The following need attention if checked:

1. ____ The paper needs balance
2. ____ The paper is too long/too short; comments:
3. ____ Needs page numbers
4. ____ Avoid use of 1st/2nd person in critical paper at this level
5. ____ Inconsistent notation format
6. ____ Weak thesis (1/3 grade letter deduction Y/N)
7. ____ Paper was on time (Y/N: ____)
8. ____ Introduction could be left out (except the thesis and outline)
9. ____ Need to expand sources to include journals/books (circle one)
10. ____ Over-ambitious or unprepared critique of sources, comments:

COMMENTS:

GRADE: _____

Pedagogical Reflection:

This class was well received, and the students engaged on a personal and intellectual level. I encouraged students to approach the material critically and empathetically. Except for Holocaust Revisionist readings, the students had no trouble with the empathetic approach. However, they struggled much more with a critical reflection on the textbook by Carroll (*Constantine's Sword*) and the Ruether material (*Faith & Fratricide*)—Ruether because the readings were extreme, and Carroll because the perspective was highly Catholic. I think there were two significant problems with assigning Carroll:

- 1) Its length meant that it was difficult for students to read it all well, and its personal approach made chopping it up difficult to follow.
- 2) In the rising anti-Catholic atmosphere in the media as we are experiencing it in Canada (especially following the Dan Brown stardom), I'm not sure such a severely self-critical approach as Carroll's is positive.

I found some other problems with the course:

- 1) Students had no idea how to read the Bible passages. One student in her journal argued that she was disappointed that Isaiah was so antisemitic. Others had no idea what context to put the passages in, and needed more guidance.
- 2) The material was heavy and negative, and I added some media clips through the course and some positive readings from journals and the like. More personal, positive stories should be included.
- 3) The possibilities for student papers were too broad, and second year students needed help picking "doable" papers.

Other notes:

- 1) The media & internet assignments worked very well, particularly a movie assignment which led to great class discussion. Students were allowed to choose: a) a holocaust movie; or b) a Jesus film. In reflection, they talked about a) the perspective of the filmmaker toward Jews; and b) a personal reflection about "their" place in the story.
- 2) The "reading packs" were composed with most of Richard S. Levy's (ed). *Antisemitism in the Modern World* (Toronto: D.C. Heath & C, 1991)—an anthology of primary sources. I would include Levy as a necessary book next time.
- 3) The course was highly integrated with daily media reports, pictures, music, and movie clips.
- 4) I included "antisemitic" (or apparently antisemitic) material, like Holocaust revisionist arguments, the material in Levy's anthology, and clips like Borat. I thought this was necessary and helpful.