

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>2-23-26</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(See Definition of a Credit Hour)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i> This course explores the evolution of antisemitism from its origins in the ancient world through the medieval period and into the modern era. Topics include early Christian anti-Judaism, the role of the Church in shaping attitudes toward Jews, blood libels and ritual murder accusations, expulsions and ghettos in medieval Europe, and the economic and social myths that fueled hostility. Students will also examine the transformation of antisemitism during the Enlightenment and the rise of racial theories, culminating in modern nationalist and genocidal ideologies. The course concludes with an analysis of contemporary manifestations of antisemitism in the 21st century. Through historical texts, primary sources, and scholarly interpretations, students will gain a nuanced understanding of how antisemitic ideas emerged, adapted, and persisted over time.	
Effective Date <i>(TERM & YEAR)</i>		Prerequisites, with minimum grade*	Corequisites
			Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by Department Chair <u>Kevin Wagner</u> College Curriculum Chair <u>Robin Larson</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sarge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date <u>10/29/25</u> <u>02-09-2026</u> <u>2/11/2026</u> <u>2-23-26</u> <u>2-23-26</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

JST 3402-001 15976

History of Antisemitism

Date: Tuesday & Thursday 9:30 AM - 10:50 AM

Building: Arts and Letters Boca **Room:** 242

3 Credit(s)

Fall 2026 - 1 Full Term

Instructor Information

Yakov Ellenbogen

Email: yellenbogen@fau.edu

Office: AL 109

Office Hours: Wednesdays 3:00 PM - 5:00 PM

Course Description

This course explores the evolution of antisemitism from its origins in the ancient world through the medieval period and into the modern era. Topics include early Christian anti-Judaism, the role of the Church in shaping attitudes toward Jews, blood libels and ritual murder accusations, expulsions and ghettos in medieval Europe, and the economic and social myths that fueled hostility. Students will also examine the transformation of antisemitism during the Enlightenment and the rise of racial theories, culminating in modern nationalist and genocidal ideologies. The course concludes with an analysis of contemporary manifestations of antisemitism in the 21st century. Through historical texts, primary sources, and scholarly interpretations, students will gain a nuanced understanding of how antisemitic ideas emerged, adapted, and persisted over time.

Instructional Method

Online, Asynchronous

Mandatory attendance is at the discretion of the discretion.

Required Texts/Materials

All readings will be available online. Several volumes appear a number of times on the syllabus. If you prefer to read from a book, you may be interested in acquiring any of the following:

- Deborah Lipstadt, *Antisemitism: Here and Now* (New York: Schocken Books, 2019), ISBN978-0805243376.
- David Nirenberg, *Anti-Judaism: The Western Tradition* (Norton, 2013), ISBN 978-0393058246
- *Key Concepts in the Study of Antisemitism*, ed. Scott Ury (Palgrave, 2021), ISBN978-3030516574.

Course Objectives/Student Learning Outcomes

- Understand the terms of contemporary debates over the meaning of antisemitism
- Understand the development of contemporary and historical expressions of antisemitism
- Understand continuities and turning points in the history of antisemitism
- Consider the significance of antisemitism as an analytic category

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Assignments

- Attendance and Participation - **10%**
- In-class quizzes - **10% (2.5% each)**
- Two primary text analyses - **30% (15% each)**
- Midterm - **25%**
- Final - **25%**
- **Total = 100%**

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

The deadlines for the assignments are posted on the Course Schedule below, these dates and times can also be found for each assignment on Canvas.

Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Final grades will be based on the following breakdown. All assignments and examinations must be completed. Failure to do so will result in an "F" for the course.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users

should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies – in person and online. Learn more about FAU academic support at www.fau.edu/ctl.

- FREE writing support is offered for this course through the **University Center for Excellence in Writing (UCEW)** at the CTL. Visit fau.edu/ucew to learn more.
- FREE speaking and presentation support is offered for this course through the **Speaking Center**. Visit fau.edu/speakingcenter to learn more.
- FREE eTutoring and eSuccess coaching is available for students taking online courses. Visit fau.edu/esuccess to learn more.

Course Topical Outline

History of Antisemitism Schedule
Tuesday and Thursday Meeting

Defining and Contextualizing Antisemitism

Week 1: Introduction — What Is Antisemitism?

- **Readings (skim, ~10 pp):**
 - Anti-Defamation League (ADL), *Audit of Antisemitic Incidents, 2024*
- **Discussion Topics:** History of antisemitic incidents in the U.S. and globally; identifying patterns and terminology.
- **Multimedia:** ADL “Antisemitism Uncovered” video (5 min); excerpts from PBS *Antisemitism in America*.

Week 2: Definitions and Contemporary Contexts

- **Readings (~20 pp):**
 - Deborah Lipstadt, *Antisemitism: Here and Now*, pp. 11–25
 - Jonathan Judaken, “Re-Thinking Anti-Semitism: Introduction,” *AHR* (2018), pp. 1122–1130 (excerpt)
- **Activities:** Small-group discussion on definitions; writing reflection on where antisemitism appears in modern discourse.
- **In-Class Quiz #1 (Thursday)**

Religious Roots of Antisemitism

Week 3: Ancient Anti-Judaism

- **Readings (~20 pp):**
 - Josephus, *Against Apion*, 2.8 (primary)

- Peter Schäfer, “Rome,” in *Judeophobia* (1997), pp. 185–195 (excerpt)
- **Discussion:** Early stereotypes and political power.
- **Multimedia:** Clip from PBS *The Story of the Jews* (Simon Schama), Ep. 1 on ancient Judeophobia.

Week 4: Christianity and Islam

- **Readings (~18 pp):**
 - Gospel of Matthew 27:11–31 (primary)
 - Augustine, *City of God* (excerpt)
 - Haggai Ben-Shammai, “Jew-Hatred in the Islamic Tradition,” pp. 161–169 (excerpt)
- **Primary Text Analysis #1 Draft Due (Tuesday)**
- **In-Class Quiz #2 (Thursday)**

Medieval Anti-Judaism

Week 5: Crusades, Ritual Murder, and the Deicide Legacy

- **Readings (~20 pp):**
 - *The Crusaders in Mainz, 1096; The Ritual Murder of St. William of Norwich* (primary)
 - Hillel Kieval, “The Blood Libel,” in *Key Concepts* (2021), pp. 53–64
- **Discussion:** Myth, fear, and religious violence in medieval Europe.
- **Multimedia:** Clip from *The Longest Hatred* (BBC, 1991)

Week 6: Money, the Body, and the Image of the Jew

- **Readings (~20 pp):**
 - *The Expulsion of the Jews from France (1182)* (primary)
 - Sara Lipton, “The Root of All Evil,” *Images of Intolerance* (excerpt)
- **Discussion:** Economic tropes and physical caricatures.
- **Multimedia:** Digital collection: “Ecclesia and Synagoga” statues (Met Museum).

Week 7: Expulsion and Reformation

- **Readings (~15 pp):**
 - *Edict of Expulsion* (1492) (primary)
 - Debra Kaplan, “Martin Luther and the Reformation,” in *Cambridge Companion to Antisemitism* (excerpt)
- **Midterm Exam (Thursday)**

Enlightenment to Racial Antisemitism

Week 8: Enlightenment and Emancipation

- **Readings (~20 pp):**
 - Voltaire, “Jews,” in *A Philosophical Dictionary* (excerpt)
 - Frederick Beiser, “Emancipation,” in *Key Concepts* (excerpt)
- **Discussion:** Contradictions of tolerance and prejudice.
- **Primary Text Analysis #2 Draft Due (Tuesday)**

Week 9: The “Jewish Question” and Race Science

- **Readings (~20 pp):**
 - Wilhelm Marr, “The Victory of Judaism over Germandom” (excerpt)
 - Robert S. Wistrich, “Radical Antisemitism in France and Germany,” *Modern Judaism* (excerpt)
- **In-Class Quiz #3 (Thursday)**
- **Multimedia:** Short lecture video: *The Birth of Racial Antisemitism*, USHMM (7 min).

The Modern Era

Week 10: Eastern European and Early American Antisemitism

- **Readings (~18 pp):**
 - *Protocols of the Elders of Zion* (excerpt)
 - Jonathan Sarna, “Antisemitism in America, 1654–2020,” *Cambridge Companion* (excerpt)
- **Discussion:** Industrialization, media, and myth-making.
- **Primary Text Analysis #2 Due (Thursday)**

Week 11: Nazism and the Holocaust

- **Readings (~20 pp):**
 - Adolf Hitler, “A Letter on the Jewish Question” (primary)
 - Doris Bergen, “Nazism,” in *Key Concepts*, pp. 173–186
- **In-Class Quiz #4 (Thursday)**

Contemporary Manifestations

Week 12: Holocaust Denial and Modern Conspiracy

- **Readings (~15 pp):**
 - “David Irving’s Failed Libel Suit” (primary)
 - Lipstadt, *Antisemitism*, pp. 139–163 (skim)
- **Multimedia:** Film: *Denial* (2016) – excerpts.
- **Discussion:** Free speech vs. hate speech.

Week 13: The Middle East and Anti-Zionism

- **Readings (~18 pp):**
 - Hamas Charter (primary)
 - Daniel J. Schroeter, “‘Islamic Anti-Semitism’ in Historical Discourse,” *AHR* (excerpt)
 - James Loeffler, “Anti-Zionism,” in *Key Concepts* (excerpt)
- **Discussion:** Distinguishing political criticism from antisemitism.

Week 14: Antisemitism on the Far Right and Online

- **Readings (~20 pp):**
 - “Computers and the American Patriot,” *Inter-Klan Newsletter* (1984)
 - Eric Ward, “Skin in the Game,” *The Public Eye Magazine* (2017)
- **Discussion:** White nationalism and antisemitic codes in digital spaces.
- **Multimedia:** ADL “Extremism Online” dashboard.

Week 15: Reflection and Synthesis

- **No new readings.**
- **Activities:**
 - Course reflection, synthesis discussion: “Continuities and Transformations of Antisemitism.”
 - Review for final exam.

Final Exam: Canvas – Thursday, December 3, 2026 (7:00 AM–5:00 PM window).

Assignments & Exams

- **In-Class Quizzes (4 total):** Weeks 2, 4, 9, 11
- **Primary Text Analyses (2):**
 - Draft #1 Week 4; final Week 5
 - Draft #2 Week 8; final Week 10
- **Midterm Exam:** Week 7
- **Final Exam (online):** Week 15

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.