

Racism and Anti-Semitism in Western History: From Antiquity to Adolf Hitler

Course code: HIS 380/580

Semester and year: Fall 2017

Day and time: Mondays, 11.30-14.15

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Consultation hours: Thursdays, 11.30-14.15, by appointment

Credits US/ECTS	3/6	Level	Advanced
Length	15 weeks	Pre-requisite	TOEFL iBT 80
Contact hours	42 hours	Course type	Bachelor Elective

1. Course Description

The course traces the development of racial prejudice and anti-Semitism, from their roots in the classical and mediaeval worlds to the rise of National Socialism in the early 20th century. Particular emphasis will be paid to the manner in which religious, cultural, linguistic and physical/biological forms of exclusion have overlapped and reinforced each other. It is one of the principal contentions of this course that National Socialism's exterminatory anti-Semitism is not merely a product of centuries of anti-Jewish prejudice; rather, racial anti-Semitism must be understood as something which evolved in close symbiosis with racial prejudices directed against Africans – slave and free – and colonial peoples from the early modern period, culminating in the historically-particular form of exterminatory racial anti-Semitism which formed the necessary precondition of the Holocaust.

Major issues to be addressed in the lecture series include:

The question of anti-Jewish prejudice in the pre-Christian classical world; the comparative absence of "racial" prejudice in Graeco-Roman antiquity; the intensification of anti-Jewish feeling with the separation of Judaism and Christianity and the rise of Christendom in late antiquity; the rise of the "persecuting society" in the Middle Ages; the destruction of Jewish and Morisco civilisation in Spain following the rise of the nation state in Spain and the Inquisition in the late 15th century; the Spanish Empire of the 16th century and the Amerindians; race and slavery in the colonial world; slavery, the destruction of Amerindian societies and biblical polygenesis; race, language and social development in Enlightenment anthropology; Herder, language and humanist anthropology; Prichardian ethnology in the early 19th century; the transition from anti-Judaism to racial anti-Semitism as a reaction to Jewish emancipation in the 18th and 19th centuries; Judaism and nationalism in the late 19th and early 20th centuries; the Damascus Blood Libel; polygenesis and physical racism in the defence of Southern slavery; racism, colonialism and imperialism; Charles Darwin and the fight against colonial slavery; the ambiguities of "Darwinian" racialism; Jim Crow laws in the United States; colonial genocides and European racism; the scholarly construction of the "Semite race"; eugenics; the Dreyfus, Hilsner and Beilis Affairs; *The Protocols of the Elders*

of Zion and the rise of eliminationist anti-Semitism in late 19th and early 20th centuries, and the connections between Nazi racism, Lebensraum theories and colonial violence and genocide.

The seminar programme will address a number of special topics and scholarly controversies relating to the history of racism and anti-Semitism. Topics will include:

- The nature and extent of Graeco-Roman racial prejudice.
- The rise of the persecuting society in mediaeval Europe, the growth of the Blood Libel, the witch-craze and the intensification of inter-ethnic prejudice on the linguistic borders of Europe (Spain and the Baltic).
- Anti-Judaism and the Spanish Inquisition – the doctrine of the *limpieza de sangre*.
- Slavery, racism and biblical polygenesis.
- Polygenesis, physical racial anthropology and the defence of the slaveholding society in the American South.
- Darwin, Darwinism and Racism.
- The American Civil War, the Governor Eyre controversy, and the triumph of racialist anthropology in Britain.
- The failure of Reconstruction following the American Civil War, and the rise of Jim Crow Laws and segregation.
- Nationalism, racialism and eugenics in Europe and the United States.
- The question of the relationship between the Enlightenment, colonialism and colonial genocides and Nazi *Lebensraum* theories and the Holocaust.

A film programme will also explore some of the following issues:

- The origins of slavery in the United States, and its impact upon the character of American democracy and institutions.
- The Civil War and Reconstruction in American collective memory.
- Colonial genocides in the late 19th and early 20th centuries.
- Eugenics.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Be familiar with many of the most important intellectual and historiographical controversies concerning the study of racism, slavery, imperialism, nationalism and anti-Semitism.
- Understand the development of racial thinking from antiquity to the 20th century.
- Grasp the connections between anti-Semitism and various forms of exclusionary racial discourses within European history (anti-Slavic prejudice; anti-Roma prejudice) and earlier forms of physical racialism which developed in relation to Africans and colonial subjects.
- Understand long-term historical continuities in certain memes of racist discourse: polygenesis; ritual murder accusations; the taint of “blackness”; “barbarism” and natural slavery.
- Equally appreciate the many radical breaks and departures in racial discourse: notions of the “purity of blood”; craniometry and physiological racism; anti-Judaism to anti-Semitism; 19th century imperialism; Darwinism and inheritance and the eugenics movement.

- Critically evaluate the complex process by which linguistic definitions of racial affiliation – “Aryan,” “Semite,” “Turanian” and “Slav” – became hardened into physiological, pseudo-scientific racial concepts.
- Finally, understand the lineages of National Socialist racism and genocide in these discourses – but especially in the histories of slavery, imperialism and eugenics.

3. Reading Material

The following books will serve as textbooks:

- Fredrickson, George M. *Racism: A Short History*. Princeton, N. J.: Princeton University Press, 2002.
- Bethencourt, Francisco. *Racisms: From the Crusades to the Twentieth Century*. Princeton and Oxford: Princeton University Press, 2013.
- Ali Ratansi. *Racism: A Very Short Introduction*. Oxford & New York: Oxford University Press, 2007.
- Beller, Stephen. *Antisemitism: A Very Short Introduction*. Oxford & New York: OUP, 2007.

The following works will be used extensively throughout the course. They will also appear in the Google Apps folders for the Seminar Programme:

- Isaac, Benjamin. *The Invention of Racism in Classical Antiquity*. Princeton, N.J.: Princeton University Press, 2004.
- Eliav-Feldon, Miriam, Benjamin Isaac & Joseph Ziegler, eds. *The Origins of Racism in the West*. Cambridge: Cambridge University Press, 2009
- Nirenberg, David. *Anti-Judaism: The Western Tradition*. New York and London: W. W. Norton & Co., 2013.
- Snowden, Frank M., Jr. *Before Color Prejudice: The Ancient View of Blacks*. Cambridge, Mass.: Harvard University Press, 1983.
- Langmuir, Gavin I. *Toward a Definition of Antisemitism*. Berkeley: University of California Press, 1990.
- Alan Dundes, ed. *The Blood Libel Legend: A Casebook in Anti-Semitic Folklore*. Madison, Wisc.: The University of Wisconsin Press, 1991.
- Bartlett, Robert. *The Making of Europe: Conquest, Colonization and Cultural Change 950 – 1350*. London: Penguin Books, 1994.
- Pagden, Anthony. *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnology*. Cambridge Iberian and Latin American Studies. Cambridge: Cambridge University Press, 1987.
- Jordan, Winthrop B. *White over Black: American Attitudes towards the Negro, 1550-1812*. New Ed. Chapel Hill: The University of North Carolina Press, 1995.
- Blackburn, Robin. *The Making of New World Slavery: From the Baroque to the Modern 1492-1800*. London and New York: Verso, 1997.
- Kidd, Colin. *The Forging of Races: Race and Scripture in the Protestant and Atlantic Worlds, 1600-2000*. Cambridge: Cambridge University Press, 2006.
- Biddis, Michael D. *Father of Racist Ideology: The Social and Political Thought of Count Gobineau*. New York: Weybright and Talley, 1970.
- Dreher, Robert E. “Arthur de Gobineau, an Intellectual Portrait.” University of Wisconsin PhD, 1970.

- Field, Geoffrey G. *Evangelist of Race: The Germanic Vision of Houston Stewart Chamberlain*. New York: Columbia University Press, 1981.
- Hecht, Jennifer Michael. "Vacher de Lapouge and the Rise of Nazi Racial Science." *The Journal of the History of Ideas*, Vol. 61. No. 2 (April, 2000): 285-304.
- Olender, Maurice. *The Languages of Paradise: Race, Religion and Philology in the Nineteenth Century*. Translated by Arthur Goldhammer. Cambridge, Mass.: Harvard University Press, 1992.
- Trautmann, Thomas R. *Aryans and British India*. Berkeley: University of California Press, 1997.
- Said, Edward. *Orientalism*. Harmondsworth: Penguin Books, 1978.
- Augstein, Hannah F. *James Cowles Prichard's Anthropology: Remaking the Science of Man in Early Nineteenth Century Britain*. Clio Medica/Wellcome Institute Studies in the History of Medicine 52. Amsterdam: Rodopi, 1999.
- Horsman, Reginald. *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*. Cambridge, Mass.: Harvard University Press, 1986.
- Stocking, George W. *Victorian Anthropology*. New York: The Free Press, 1991.
- Biddis, Michael D. "The Politics of Anatomy: Dr Robert Knox and Victorian Racism." *Proceedings of the Royal Society of Medicine* 69 (1976): 245-50.
- Desmond, Adrian and James Moore. *Darwin's Sacred Cause: Race, Slavery and the Quest for Human Origins*. London: Penguin Books, 2010.
- Barta, Tony. "Mr Darwin's Shooters: On Natural Selection and the Naturalizing of Genocide." *Patterns of Prejudice*, Vol. 39, No. 2. (2005): 116-137.
- Finzsch, Norbert. "'It is scarcely possible to conceive that human beings could be so hideous and loathsome': discourses of genocide in eighteenth- and nineteenth-century America and Australia." *Patterns of Prejudice*, Vol. 39, No. 2. (2005): 97-115.
- Brantlinger, Patrick. *Dark Vanishings: Discourse on the Extinction of Primitive Races, 1800-1930*. Ithica and London: Cornell University Press, 2003.
- Stocking, George W. "What's in a Name?: The Origins of the Royal Anthropological Institute (1837-70)." *Man* 6 (1971): 369-90.
- Leopold, Joan. "British Applications of the Aryan Theory of Race to India 1850-70." *English Historical Review* 89 (1974): 578-603.
- Lorimer, Douglas A. "'Nature,' Racism and Late Victorian Science." *Canadian Journal of History* 25, 3 (1990): 364-85.
- Lorimer, Douglas A. "Theoretical Racism in Late Victorian Anthropology: 1870-1900." *Victorian Studies* 31, 3 (1988): 405-30.
- Ellingson, Ter. *The Myth of the Noble Savage*. Berkeley & London: The University of California Press, 2001.
- Lorrimer, Douglas A. *Colour, Class and the Victorians: English Attitudes to the Negro in the Mid-Nineteenth Century*. Leicester: University of Leicester Press, 1978.
- Poliakov, Leon. *The Aryan Myth: A History of Racist and Nationalist Ideas in Europe*. New Ed. New York: New American Library, 1980.
- Mosse, George L. *Toward the Final Solution: A History of European Racism*. New York: Howard Fertig, 1978.
- Turda, Marius and Paul J. Weindling, eds. *"Blood and Homeland": Eugenics and Racial Nationalism in Southeast Europe, 1900-1940*. Budapest & New York: Central

European University Press, 2007.

- Lindemann, Albert S. *Esau's Tears: Modern Anti-Semitism and the Rise of the Jews*. Cambridge: Cambridge University Press, 1997.
- Lake, Marilyn & Henry Reynolds. *Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality*. Cambridge: Cambridge University Press, 2008.
- Hutton, Christopher M. *Race and the Third Reich*. Cambridge: Polity Press, 2005.
- Stone, Dan. *Histories of the Holocaust*. Oxford and New York: Oxford University Press, 2010.

Documentaries and Films:

- *Racism: A History*. Parts 1-3. BBC, 2007.
- *Birth of a Nation*. D. W. Griffith, 1915.
- *Africans in America - America's Journey through Slavery*. Part 3/4 - Brotherly Love, 1791-1831. (PBS, 1998).

4. Teaching methodology

Most weeks, there will be a lecture covering part of the course. Students are expected to attend these lectures, to listen and to take notes. These lectures will frequently be supplemented by documentaries and other film material. In addition, short primary source readings on racism and racial issues will be set for each class, and discussed as a group after the lectures. These weekly primary source readings comprise the "Course Reader."

The core of the course is the 10 seminar units. Each revolves around major issues and historical controversies relating to the history of racism and anti-Semitism.

Most weeks, a group of students will give a short oral presentation on each of these seminar topics. But all students will be expected to have done some of the reading – the essential readings – for each seminar, and must come prepared to debate these questions. The lecturer will nominate students to give their opinion about the issues covered in these seminars.

Two seminars in the late stages of the course – Seminar 8 on Reconstruction and Jim Crow, and Seminar 9 on Eugenics – will be purely discussion seminars. No student presentations will be required for these two seminars.

Some weeks, either lectures or seminars will be substituted by outstanding historical documentaries about race and anti-Semitism.

5. Course Schedule

Date	Class Agenda
Class 1 September 4th	Topic: Introduction to Racism and Anti-Semitism in History. Description: Introductory quiz; distribution of syllabus and explanation of course requirements; assignment of students into A, B, C and D reading and presentation groups; Introductory Lecture: The Fallacy of Race. Reading: None (except for syllabus). Assignments/deadlines: Readings for following week's seminar assigned.
Class 2 September	Topic: Racial Prejudice and Judeophobia in Antiquity. Description: Lecture 1 – Xenophobia and Race Prejudice in Classical

<p>11th</p>	<p>Antiquity - examines the nature of racial prejudice in Classical antiquity. Was there a pronounced prejudice against Africans in the Graeco-Roman World? Did the Greek world "invent" racism in the modern sense? Did ancient pagan Judeophobia anticipate later "anti-Semitism?"</p> <p>Seminar 1 – Was There Racism in Classical Antiquity? – looks at the contrasting perspectives of Benjamin Isaac, Eric Gruen and Frank Snowden on the nature of racism in the classical world.</p> <p>Reading: Isaac, Benjamin. "Racism: A Rationalisation of Prejudice in Greece and Rome." In Eliav-Feldon, Miriam, Benjamin Isaac & Joseph Ziegler, eds. <i>The Origins of Racism in the West</i>. Cambridge: Cambridge University Press, 2009: 32-57.</p> <p>Assignments/deadlines: Presentation Group A presents Seminar 1 – Was There Racism in Classical Antiquity? Groups B, C and D – reading and discussion.</p>
<p>Class 3 September 18th</p>	<p>Topic: Jews and Others in the Christian Middle Ages.</p> <p>Description: Lecture 2 – Jews and Outsiders in the Middle Ages: The Formation of the Persecuting Society, focuses on Christian attitudes towards Jews and on the impact of the Crusades upon Jewish communities. The lecture also looks at Christian attitudes towards black Africans, and the development of the phenomenon of predominantly black African slavery in the Islamic World in the Hispanic kingdoms.</p> <p>Seminar 2 The seminar unit examines the rise of the ritual murder accusation and later related "Blood Libel" in Crusading Europe. It asks one of the fundamental methodological questions to be explored in this course: is it anachronistic to talk of "anti-Semitism" in the European middle ages and early modern period?</p> <p>Reading: Langmuir, Gavin I. <i>Toward a Definition of Antisemitism</i>. Berkeley: University of California Press, 1990: 197-209; 263-298.</p> <p>Assignments/deadlines: Presentation Seminar 2, Group B - The Mediaeval Blood Libel. Group B – presenting. Groups A, C and D – reading and discussion.</p>
<p>Class 4 September 25th</p>	<p>Topic: Race and Religion in the Early Modern World.</p> <p>Description: Lecture 3 – Old Worlds and New: The Spanish Crucible and the Discovery of America – discusses the Spanish Inquisition's doctrine of the <i>limpieza de sangre</i>, and looks at the impact of the discovery of Amerindian civilisations European racial attitudes.</p> <p>Seminar 3 - Race and the Inquisition: Jews, Moors and the <i>Limpieza de Sangre</i> – focuses more intensively on the Spanish ethnic and religious cauldron, out of which one of the first seemingly "modern" doctrines of race emerged. Topics explored include the question of early modern "ethnic cleansing," and the subsequent export of distinctively Iberian notions of race to the colonial societies of the New World.</p> <p>Reading: Bartlett, Robert. <i>The Making of Europe: Conquest, Colonization and Cultural Change 950 - 1350</i>. London: Penguin, 2003: Chapters 8, "Race Relations on the Frontiers of Latin Europe 1: Language and Law 7," & Chapter 9, "Race Relations on the Frontiers of Latin Europe 2: Power and Blood."</p> <p>Assignments/deadlines: Presentation Seminar 3, Group C – Race and the Inquisition: Jews, Moors and the <i>Limpieza de Sangre</i>. Group C – presentation. Groups A, B and D – reading and discussion.</p>
<p>Class 5 October 2nd</p>	<p>Topic: Slavery, Race and the Bible in the Early Modern World.</p> <p>Description: Most historians of race and racism trace the origins of these doctrines in their modern form to the rise of the Atlantic slave trade in the</p>

	<p>16th and 17th centuries. Students will watch and discuss the documentary "The Colour of Money," the first part of the BBC's documentary series <i>Racism: A History</i> (2007). The seminar will explore one of the fundamental questions in the study of racism; namely, is "racism" as we understand it – a system of institutionalised discrimination based upon the alleged biological inferiority of a particular group – the precondition or the product of the transatlantic slave systems of the early modern and modern periods? Reading: Blackburn, Robin. "The Old-World Background to European Colonial Slavery." <i>William and Mary Quarterly</i> 54, no. 1 (January, 1997): 65-102. Assignments/deadlines: Presentation Seminar 4, Group D – Slavery or Racism: Which Came First? Group D – presentation; Groups A, B and C – reading and discussion.</p>
<p>Class 6 October 9th</p>	<p>Topic: Race, Racism and Enlightenment. Description: Was the Enlightenment inherently Eurocentric and inherently racist? In the shadow of the Third Reich, critical theorists Max Horkheimer and Theodore Adorno's <i>Dialectic of the Enlightenment</i> held that the instrumental scientific rationality of the Enlightenment led ultimately to the death camps. Lecture 4 challenges this view, contending that there was a great deal of continuity between pre-modern and modern racism, and defending the more traditional view that the "project of the Enlightenment" was liberating. Predominantly, the Enlightenment rejected both slavery and doctrines of polygenesis. The contradictions of the Enlightenment – embodied especially in the American Revolution – will be held up to scrutiny, however. A free discussion seminar will follow, debating the issue regarding the relationship between the Enlightenment, Holocaust and racism. (There will be no student presentation for this discussion seminar.) Reading: Bronner, Stephen Eric. <i>Reclaiming the Enlightenment: Toward a Politics of Radical Engagement</i>. New York: Columbia University Press, 2004: 81-114. Assignments/deadlines: None (except for discussion readings).</p>
<p>Class 7 October 16th</p>	<p>Topic: Racism, Collective Memory and Film. Description: Few films can claim to have had the cultural impact of D.W. Griffith's 1915 <i>Birth of a Nation</i>. The most popular film of the silent era, it embodied the mythology of the both the "Lost Cause" and "Dunning School" versions of the Civil War and Reconstruction. (Significantly, the most successful film of all time - <i>Gone with the Wind</i> (1939) - is similarly steeped in these mythologies.) The film led directly to the founding of the so-called "Second Ku Klux Klan," which at its peak in the mid-1920s boasted the allegiance of over six million Americans. Students will watch a screening of the second - "Reconstruction" - half of the film. A discussion of the film in light of modern scholarship on the Civil War, Reconstruction and collective memory will follow. Reading: "The Second American Revolution: Historian Eric Foner on slavery, freedom and contemporary US politics" (Jacobin Magazine Online, August 2015) - https://www.jacobinmag.com/2015/03/eric-foner-interview-reconstruction-slavery/ + David W. Blight, "The Civil War isn't Over," <i>The Atlantic Online</i> - http://www.theatlantic.com/politics/archive/2015/04/the-civil-war-isnt-over/389847/ Assignments/deadlines: Mid-Term Take Home Exams due, which must be uploaded to NEO LMS Turnitin assignment "Final Take Home Exam" by 11.30 am, October 16th.</p>

October 23rd	Mid-Term Break = No Class
Class 8 October 30th	<p>Topic: Race and Language.</p> <p>Description: The revolt against the universal rationality of the Enlightenment saw the Romantic movement's celebration of all that was early, primitive and unique. The German philosopher Johann Gottfried Herder hailed unique languages as the most fundamental expression of the <i>Volkgeist</i> of particular peoples. The fifth lecture examines how Herder's originally pluralist and anti-racist notions of language would later be corrupted to form the basis of a new type of racism – one which would define Christian Europeans and Jews as eternal antitypes.</p> <p>Seminar 5 focuses on one of the most important pioneers of European racism, Comte Joseph de Gobineau, and on his influence on other key racist thinkers: the composer Richard Wagner; Henry Hotze, the apologist for the Confederacy; Houston Stewart Chamberlain and Vacher de Lapouge.</p> <p>Reading: Biddis, Michael. <i>Father of Racist Ideology: The Social and Political Thought of Count Gobineau</i>. New York: Weybright and Talley, 1970: 103-180, 244-64.</p> <p>Assignments/deadlines: Presentation Seminar 5, Group A – Gobineau and the Inequality of the Human Races. Group A – presentation. Groups B, C and D – reading and discussion.</p>
Class 9 November 6th	<p>Topic: The Rise of the White Man's Republic: Race and Slavery in Jacksonian America.</p> <p>Description: Early nineteenth century America – a slave-owning society rapidly expanding into territories occupied by peoples deemed "racially inferior" – was to be the laboratory for ideas which would have a rapid a profound impact on the development of European racism. The sixth lecture explores the connections between slavery, the growing popular belief in the concept of a "White Man's Democracy," and the rise of polygenism and biological racism in defence of slavery and "Manifest Destiny."</p> <p>Students will watch and discuss the documentary <i>Africans in America - America's Journey through Slavery</i>. Part 3/4 - Brotherly Love, 1791-1831. (PBS, 1998).</p> <p>Reading: Horsman, Reginald. <i>Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism</i>. New Ed. Cambridge, Mass.: Harvard University Press, 1986: 98-157.</p> <p>Assignments/deadlines: None.</p>
Class 10 November 13th	<p>Topic: Race, Empire and Evolution.</p> <p>Description: When Hitler and Himmler articulated plans for the conquest and colonisation of the East, they drew explicit parallels and justifications from American westward expansion and British colonial policy in India. However, the connections between Nazi colonial practices in German South-West Africa in the early 20th century are far more direct. The lecture and documentary will explore Hannah Arendt's contention that the violence of European colonialism was an essential forerunner of the violence and racism of 20th century totalitarianism</p> <p>Students will watch and discuss the BBC documentary <i>Racism: A History</i> – Part 2: Fatal Impacts (2007).</p> <p>The seminar will look at the crucial split in British anthropology in the 1860s between the anti-slavery, monogenist Ethnological Society of London – heir to the old Anti-Slavery and Aborigine's Protection Societies - and the pro-slavery, pro- imperialist and polygenist Anthropological Society of London. This watershed event in the history of racial thought is examined in the</p>

	<p>context of the American Civil War and Britain’s deepening imperial commitment.</p> <p>Reading: Lorimer, Douglas A. <i>Colour, Class and the Victorians: English Attitudes to the Negro in the mid-Nineteenth Century</i>. Leicester: Leicester University Press, 1978: 131-212.</p> <p>Assignments/deadlines: Presentation Seminar 6, Group B – From ESL to ASL: Race, Empire and the American Civil War - Group B – presentation. Groups A, C and D – reading and discussion.</p>
<p>Class 11 November 20th</p>	<p>Topic: Nationalism, Anti-Semitism and Eugenics in Europe, 1871-1914.</p> <p>Description: Lecture 7 examines the period in Europe after 1871, which saw a decisive shift in nationalist discourse towards the political Right. In the Habsburg lands and in the Second Reich, the nationality question intensified, and explicitly anti-Semitic parties made their first appearance on the political scene. The “Age of Imperialism” intensified racial consciousness, and ethnic, social and class tensions within European states saw social questions re-imagined as racial problems.</p> <p>The seminar examines the intersections between racism, nationalism and eugenics in both the United States and Europe in the period leading up to the First World War – and beyond. We will explore the way in which racist thinkers like Madison Grant and Vacher de Lapouge married the racial theories of Gobineau with eugenics, anti-Semitism and the defence of Jim Crow and immigration restriction.</p> <p>Reading: Hecht, Jennifer Michael. “Vacher de Lapouge and the Rise of Nazi Racial Science.” <i>The Journal of the History of Ideas</i>, Vol. 61. No. 2 (April, 2000): 285-304.</p> <p>Assignments/deadlines: Presentation Seminar 7, Group C – Racism, Nordicism and Eugenics - Group C – Presentation; Groups A, B and D – reading and discussion.</p>
<p>Class 12 November 27th</p>	<p>Topic: White Men’s Countries: Jim Crow, Apartheid and White Australia.</p> <p>Description: Lecture 8 looks at the rise of the so-called “White Men’s Countries”: unprecedented polities in which citizenship was dependent upon race. We trace the origins of these ideas to the post-war Jim Crow South, and demonstrate that by the early years of the 20th century, the concept of a global union of white races – standing in the face of the external threat of a rising tide of colour, and the internal threat of racial miscegenation – had taken hold amongst politicians and intellectuals in the United States and the British “White Dominions.”</p> <p>There will be a special discussion seminar, focusing especially on the end of Reconstruction and the rise of Jim Crow, and placing American segregation in its broader international context. (There will be no student presentation for this seminar.)</p> <p>Reading: Lake, Marylin & Henry Reynolds. <i>Drawing the Global Colour Line: White Men’s Countries and the International Challenge of Racial Equality</i>. Cambridge: Cambridge University Press, 2008: 49-74.</p> <p>Assignments/deadlines: None (except for discussion readings).</p>
<p>Class 13 December 4th</p>	<p>Topic: Towards the Final Solution.</p> <p>Description: The final lecture demonstrates how the racism of Hitler, Himmler, Rosenberg and their followers represented the coming together of several streams of racialist thinking: anti-Semitism, biological racialism, Social Darwinism, colonial racism and eugenics. The radicalising effects of the</p>

	<p>violence and social militarisation of World War I and the Russian Revolution – from which the theory of “Judaeo-Bolshevism” and <i>The Protocols of the Elders of Zion</i> forgery emerged – was an essential element in “the Nazi Synthesis.” Seminar 8 explores the components of Nazi racialism in more detail, with a particular focus on Nazi <i>Lebensraum</i> theories and their affinities with colonial racism and genocide. We will examine the debate over the connections between Nazi genocide and the Herero and Nama genocide perpetrated by the Second Reich in the early years of the 20th century – the so-called “Kaiser’s Holocaust.”</p> <p>Reading: Stone, Dan. <i>Histories of the Holocaust</i>. Oxford and New York: Oxford University Press, 2010: 160-244.</p> <p>Assignments/deadlines: Presentation Seminar 8, Group D – The Colonial Roots of Nazi Genocide. Group D – Presentation; Groups A, B and C – reading and discussion.</p>
Class 14 – December 11th	<p>Topic: Final Exam</p> <p>Description: Students submit their final take home exam papers.</p> <p>Reading: Revision of lectures and documentaries from the second half of the course; revision of Seminars 5-8.</p> <p>Assignments/deadlines: Final Take Home Exam due. The two papers must be uploaded to NEO LMS Turnitin assignment “Final Take Home Exam” by 11.30 am, December 11th. (Master’s students will also submit their Research Paper to the Turnitin assignment of that name by 11.30 am, December 11th.)</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes *
Attendance and Class Participation	42	0%* (Marks will be deducted for poor attendance and lack of participation)	Effective and responsible action involves good attendance and consistent participation. <i>Participation in class seminars – especially the three discussion seminars - will form an important component of this grade.</i>	3
Seminar Presentation 1 Presentation Seminars 1-4.	A 35-minute presentation using PowerPoint or similar presentation	20% (MA students = 10%)	<ul style="list-style-type: none"> The ability to express reasoned opinions about controversial questions relating to the history of racism and anti-Semitism 	1, 2, 3.

	<p>software. Speaking time of c. 6-8 minutes per presenter.</p> <p>Preparation Time = c. 24 hours</p>		<p>from antiquity to the rise of early modern, racially-based slavery.</p> <ul style="list-style-type: none"> To argue with those of opposing points of view based upon logic and evidence. Critical reading and comprehension skills. <u>Presentation skills</u>- the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers. 	
<p>Seminar Presentation 2 – Presentation Seminars 5-8.</p>	<p>As above.</p> <p>Preparation Time = c. 24 hours</p>	<p>20% (MA students = 10%)</p>	<ul style="list-style-type: none"> The ability to express reasoned opinions about controversial questions relating to the history of racism and anti-Semitism from the mid-19th century until the rise of the Nazis. To argue with those of opposing points of view based upon logic and evidence. Critical reading and comprehension skills. <u>Presentation skills</u>- the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers. 	<p>1, 2, 3.</p>
<p>Research Paper* (M.A. students only)</p>	<p>One paper of between 3-4000 words.</p> <p>Note-Taking and Writing Time = 48</p>	<p>50%* (*M.A. students only)</p>	<ul style="list-style-type: none"> The ability to read and critically-evaluate a variety of conflicting sources and opinions. To discriminate between competing points of view and argue a reasoned 	<p>1 ,2,3.</p>

	hours		<p>case about a controversial problem in the history of ideas, using logic and evidence.</p> <ul style="list-style-type: none"> • To demonstrate knowledge of advanced understanding of a problematic historical issue in the history of racism from antiquity to the mid-20th century. • Knowledge of theoretical issues related to the history of racism and anti-Semitism. • To present a properly-formatted analytical essay, meeting the formal requirements of the department on content, footnoting, bibliographies and general presentation. 	
Mid-term Take Home Exam	<p>Two 1000 word essays - c. 8-10 pages.</p> <p>Study and Writing Time = 30 hours</p>		<ul style="list-style-type: none"> • The student's knowledge of the major themes, theories and schools of thought regarding the origins, implementation and major scholarly controversies surrounding the Holocaust. • The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence. 	
Final Take	Two 1000	*30%	<ul style="list-style-type: none"> • The student's 	1, 2.

Home Exam	word essays – c. 8-10 pages. Study and Writing Time = 30 hours	(*M.A. students do not complete this assignment)	knowledge of the major themes, theories and schools of thought regarding the origins, implementation and major scholarly controversies surrounding the Holocaust. • The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.	
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Class Presentation and Seminars 1 & 2

Students will prepare in small groups a presentation on one of four topics relating to the history of racism and anti-Semitism from classical antiquity through to early modern slavery.

Presentations will be around 35 minutes long, depending upon the number of students presenting. Students are expected to talk individually for between 7-12 minutes, depending again upon the number of presenters.

PowerPoint, Prezi or similar presentation software will be used; students will be graded on:

1. The overall quality of the oral presentation.
2. The quality of the presentation slides.
3. The quality of their leading of the post-presentation seminar discussion.

Students will be assessed on the following:

1. The ability to express reasoned opinions about controversial questions relating to the history of racism and anti-Semitism from antiquity to the rise of early modern, racially-based slavery.
2. To argue with those of opposing points of view based upon logic and evidence.
3. Critical reading and comprehension skills.
4. Presentation skills- the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers.

Assessment breakdown:

Assessed area	Percentage
Critical Thinking	25%
Use of Evidence to Support Ideas	25%
Answering Presentation Questions	25%
Presentation Skills	25%

Research Essay (Master's Students)

M.A. students will submit a 3-4000-word research paper on a topic arising from the seminar programme and agreed in advance with the instructor. The research paper will be submitted on the final day in lieu of the final take home exam.

The essay will be assessed on:

1. The ability to read and critically-evaluate a variety of conflicting sources and opinions.
2. To discriminate between competing points of view and argue a reasoned case about a controversial problem in the history of ideas, using logic and evidence.
3. To demonstrate knowledge of advanced understanding of a problematic historical issue in the history of racism from antiquity to the mid-20th century.
4. Knowledge of theoretical issues related to the history of racism and anti-Semitism.
5. To present a properly-formatted analytical essay, meeting the formal requirements of the department on content, footnoting, bibliographies and general presentation.

Assessment breakdown:

Assessed area	Percentage
Critical Thinking	25%
Use of Evidence to Support Ideas	25%
Answering the Question	25%
Grammar & Spelling	10%
Footnoting and Referencing	15%

Mid-Term and Final Take Home Exams

Students will complete two take home exams: a mid-term take home exam, which is due on October 16th, and a final take home exam, due on December 11th.

Each exam will consist of two seminar papers of between 750-1000 words, relating to topics examined in detail in the seminar programme. The mid-term will test seminars 1-4, and the final exam will test seminars 5-8.

All seminar papers/exams must include footnotes in Chicago format.

The take-home exams will evaluate the following:

1. The student's knowledge of the major themes, theories and schools of thought regarding the origins, implementation and major scholarly controversies surrounding the history of racism and anti-Semitism.

2. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.

Assessment breakdown:

Assessed area	Percentage
Critical Thinking	25%
Use of Evidence to Support Ideas	25%
Answering the Question	25%
Grammar and Spelling	25%

[General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance is required. The university recommends, as a minimal policy, that students who are absent 35 percent of the course should be failed (or administratively withdrawn from the course if the absences are excused).

Absence excuse and make-up options

Should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Assistant Dean. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. If possible, it is recommended to inform the instructor about the absence in advance.

Students whose absence has been excused by the Dean are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

Unexcused absences

Students are allowed two unexcused absences. Absences above this number may result in failure of the course.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Any electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information...). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the tests.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behaviour to the Dean.

Students engaging in behaviour which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehaviour, the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy, the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

8. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by and when: William F. Eddleston, June 2017.

Approved by and when: William F. Eddleston, June 2017.