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A History of Persecution: Five Centuries of Religious & Racial Prejudice

UNH Course Code: HIS361

Subject Areas: History, Political Science

Level: 300

Prerequisites: Introductory courses in world history and political science

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

DESCRIPTION

The country of Spain today is a pluralistic society, which, though suffering from bouts of xenophobia, is commonly regarded as being welcoming to foreigners. This has not always been the case. Until quite recently, Spain was better known as the birthplace of modern religious, ethnic, and racial intolerance. The expulsion of the Jews and the Muslims and the coming of the Inquisition served to create the first country in Europe dedicated to ridding itself of religious pluralism. While racial laws (*limpieza de sangre*) were initially promulgated to “protect” Christians against the mixing of Jewish or Islamic blood in Iberia, these laws were later exported to Spanish America where they formed the juridical rationale for an explicitly racial hierarchy that discriminated against those deemed to be of inferior race. Spain, alas, was not alone in its persecutions. Other countries soon instituted tribunals that persecuted witches, heretics, nonbelievers, homosexuals, and others targeted as scapegoats. Such intolerance reached its apex with the Holocaust of the 20th Century, resulting in the nearly unexplainable mass murder of some six million Jews and hundreds of thousands of Gypsies, handicapped, dissidents, and others classified as physically and mentally degenerate. Today, Islamophobia and ethnic discrimination against immigrants continue to plague Europe.

Organized into four sections, this course engages you in a historical exploration of human intolerance, institutionalized persecution, and contemporary cruelty. Section I examines the birth of modern religious and racial categories of discrimination in Inquisitorial Spain and Spanish America. Section II analyzes the coming and spread of witch-trials, which usually targeted elderly women, sexually ‘promiscuous’ women, and homosexuals (marked as male witches) in Europe and America. Section III analyzes the Holocaust and the advent of institutionalized persecution and genocide. Section IV looks at discrimination and persecution in contemporary Europe by examining the rise of Islamophobia and the administrations of detention centers used to restrain and deport the desperate, clandestine, and unwanted. Guest speakers from the Jewish and Islamic

communities in Spain today help you understand the history and context of discrimination, persecution and intolerance. By exploring this history, you will reflect critically on the origins and meaning of ethnic and religious tension in today's world. This course helps you reflect upon the meaning of cultural difference, develop intercultural competence and cultivate your sense of global citizenship.

LEARNING OBJECTIVES

Cognitive Skills: Disciplinary & Cultural Knowledge

- Trace the history of religious, ethnic, and racial persecution in Spain and Europe
- Explain the causes of the major episodes of religious, racial, and gendered persecution – the Spanish Inquisition, European and North American witch trials, and the Holocaust
- Compare and contrast forms of discrimination leveled against Jews, women, Moslems, and other minorities in western history
- Establish a workable typology concerning the different species of intolerance from the Renaissance to the present
- Become cognizant of the historical reasons behind the evolution of contemporary doctrines of human rights

Analytical Skills: Critical Thinking in Oral & Written Work

- Use both local and international scholarship to explore key course concepts
- Use standards of critical thinking to inform your understandings of key course concepts
- Analyze why intolerance and persecution occur and reoccur in different times and places, and explore the extent to which cruelty (or indifference) is part of the human condition
- Reflect critically upon cases of discrimination, intolerance, and persecution today

Affective Skills: Attitudinal & Intrapersonal Development

- Become sensitive to the implications of xenophobia, anti-Semitism, misogyny, and Islamophobia
- Become aware of and identify the cultural influences and upbringing underlying your personal attitudes towards minorities
- Question utilitarian arguments used to justify the existence of institutionalized persecution
- Engage with contemporary debates concerning human rights

Behavioral Skills: Cultural Engagement & Interpersonal Development

- Use knowledge of history to engage positively with host people and culture as well as other cultures
- Use knowledge of persecution to engage in discussions concerning minorities and human rights.
- Use knowledge of intolerance to reflect critically on one's own attitude toward those who face overt or hidden discrimination.

INSTRUCTIONAL FORMAT

Class will meet twice a week for 75 minutes. Course work is comprised of in-class lectures and discussions, group exercises, student presentations, historical films, extensive outside readings, a research project, and one

instructor-led onsite research excursion to the Jewish quarter and the site of the Inquisition. The course will proceed chronologically, though we will frequently reflect on how historic episodes of discrimination, intolerance, and persecution are relevant in today's world. It will include the following field studies and/ or guest speaker sessions:

- Walking tour of the old Jewish neighborhood and the site of the Inquisition in Barcelona (session 6)
- Guest speaker on Islamic communities in Barcelona today and the challenges and they face.

Please be advised: If you require any special accommodations or have any special learning needs, please inform the instructor and the onsite academic affairs staff on the first day of class.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade that you will receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Workload Expectations: In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

Please be advised: Any grade dispute you encounter in this course must immediately be discussed with the instructor and definitively resolved before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see [CEA Academic Policies](#).

Class Participation	10%
Experiential Learning Reports	10%
Research Paper	20%
Class Presentations	10%
Midterm Exam	25%
Final Exam	25%

Class Participation: You are expected to participate in every class through consistent contributions to debates, and to collaborate in daily class activities related to the topic discussed. You will also be asked to give small oral presentations as part of the semester. Active participation is a must in order to pass the class. You should come to class ready to discuss the material, express your opinion and address different questions in order to progress in class. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, etc.). Whereas attendance and punctuality are expected and will not count positively towards the

grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

Research Paper: You will be required to write a paper concerning the Jews, the expulsion, and the Inquisition, using course materials and any other supplementary materials that can help and add quality to your work. The instructor will pass out the specific essay question and the rubric used to grade papers. Paper should include an introduction that states the central thesis of the paper and an organizational scheme making the reader aware of the general structure of what is to come. The body of the paper should be divided into discrete paragraphs with topic and transition sentences, in which general points are backed by specific examples. The conclusion should summarize the central thesis in light of the central arguments, and point to further questions posed. Following academic practice, all sources should be cited and a full bibliography should be included. Students should proofread papers to ensure correct grammar and syntax. Rules against plagiarism will be strictly enforced, and any student caught plagiarizing will fail the course and be reported to the dean.

Experiential Learning Reports: During the course we will have one field study, one guest speaker session, and two docudrama movies. You will have to complete one 500-word report for each of these activities. The reports should summarize the central themes of each activity, and relate the specific subject matter to the general themes being explored in the course.

Class Presentation: You will be asked from time to time to present the readings. You must also present your paper in class. All presentations must be prepared in advanced, and must proceed in an organized and coherent fashion within the time allotted. When presenting readings or a paper, you should summarize the

main thesis and outline the ways in which the author goes about demonstrating the thesis, avoiding repeating or reading verbatim from the text.

Midterm and Final Exams: Both the mid-term and the final exams will consist of a mixture of short answer and essay questions that concern concepts developed and explored in class lectures, readings, field studies, audio-visual aids, and other course materials. The midterm exam will cover the materials up to and including the twelfth session and the final the materials covered starting with the thirteenth session. The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 - 93.9%	3.70
B+	8.70	8.99	87.0 - 89.9%	3.30
B	8.40	8.69	84.0 - 86.9%	3.00
B-	8.00	8.39	80.0 - 83.9%	2.70
C+	7.70	7.99	77.0 - 79.9%	2.30
C	7.00	7.69	70.0 - 76.9%	2.00
D	6.00	6.99	60.0 - 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks (4 class sessions) of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence.
- You will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Campus Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Arriving Late for Class: Consistently arriving late is disruptive and shows a lack of respect for instructor and fellow students. For persistent lateness, the instructor deducts percentage points from the total 10% earmarked for Participation as indicated in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor. The instructor will determine if the amount of class time missed constitutes a full or partial absence.

CEACLASSROOM: CEA'S MOODLE CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives.

The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

REQUIRED READINGS

The required course textbooks listed below are available for purchase at the local bookstore. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy of each. Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class (in Moodle), and are located on the CEA shared drive for in-house consultation. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Goldstein, Phyllis. *A Convenient Hatred: The History of Anti-Semitism*. Brookline, MA: Facing History and Ourselves, 2011. 432pp.

Kamen, Henry. *The Spanish Inquisition: A Historical Revision*. New Haven: Yale University Press, 1999. 369pp.

Levack, Brian. *The Witch-hunt in Early-Modern Europe*, 3rd edition. Edinburgh: Pearson, 2006. 360pp.

Majid, Anour. *We are all Moors: Ending Centuries of Crusades against Muslims and Other Minorities*. Minneapolis:

University of Minnesota Press, 2012. 224pp.

RECOMMENDED READINGS

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

Berco, Christian. "Social Control and Its Limits: Sodomy, Local Sexual Economies, and Inquisitors in Spain's Golden Age," *Sixteenth Century Journal* 36, no. 2 (Summer 2005): 331-58. (Available in J-Store)

Chazan, Robert. *Medieval Stereotypes and Modern Anti-Semitism*. Berkeley: University of California Press, 1997.

Games, Alison. *Witchcraft in Early North America*. Lanham, Maryland: Rowman Littlefield, 2010.

Garton Ash, Timothy. "Islam in Europe," *New York Review of Books* 53, no. 15 (October 5, 2006).

Gerber, Jane S. *Jews of Medieval Spain. A History of the Sephardic Experience*. New York: Free Press, 1994.

Goldhagen, Daniel J. *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Vintage, 1997.

Kamen, Henry. "The Mediterranean and the Expulsion of the Spanish Jews in 1492," *Past and Present* 119 (May 1988): 30-55. (Available in J-Store)

Kohn, Samuel J. Jr., "The Black Death and the Burning of Jews," *Past and Present* 196 (August 2007): 3-36. (Available in J-Store)

Lindemann, Albert S. *Esau's Tears: Modern Anti-Semitism and the Rise of the Jews*. Cambridge: Cambridge University Press, 1997. 600pp.

Mann, Michael. "The Dark Side of Democracy: The Modern Tradition of Ethnic and Political Cleansing," in *Democracy, Liberalism and War: Rethinking the Democratic Peace Debate*, edited by Tarak Barkawi and Mark Laffery. Boulder: Lynne Rienner Press, 2000.

Marks, Stephen J. *How Russia Shaped the Modern World: From Art to Anti-Semitism, Ballet to Bolshevism*. Princeton: Princeton University Press, 2004.

Martínez, María Elena. *Limpieza de Sangre, Religion and Gender in Colonial Mexico*. Stanford: Stanford University Press, 2009.

Milton, Sybil. "The Gypsies and the Holocaust," *The History Teacher*, 24, no. 4 (1991): 375-387. (Available in J-Store)

Nirenberg, David. *Communities of Violence: Persecution of Minorities in the Middle Ages*. Princeton: Princeton University Press, 1996), 127-65.

Monter, E. William. *Frontiers of Heresy: The Spanish Inquisition from the Basque Lands to Sicily*. Cambridge: Cambridge University Press, 2003.

Philipps, Roderick. *State, Society, and Nation in Twentieth-Century Europe* (Upper Saddle River, New Jersey: Prentice Hall, 1996.

Planas, Sílvia and Manuel Forcano. *A History of Jewish Catalonia: The Life and Death of Jewish Communities in Medieval Catalonia*. Girona: Ajuntament de Girona, 2009.

Schuster, Eliza. "A Sledgehammer to Crack a Nut? Deportation, Detention and Dispersal in Europe," *Social Policy and Administration*, 39, no. 6 (December 2005), 606-21.

Scott, Joan Wallach. *The Politics of the Veil*. Oxford: Oxford University Press, 2007.

Shadid, W. and P.S. Van Koningsveld, "Muslim Dress in Europe: Debates on the Headscarf," *Journal of Islamic Studies* 16, no. 1 (2005): 35-61. (Available in J-Store)

Shandley, Robert R. *Unwilling Germans? The Goldbagen Debate*. Minneapolis: University of Minnesota Press, 1998.

ONLINE REFERENCE & RESEARCH TOOLS

<http://www.ushmm.org/wlc/en/>. The official website of the United States Holocaust Memorial Museum provides this “Holocaust Encyclopedia.” Convenient for defining terms and understanding events.

<http://www.yadvashem.org/>. Contains the world’s largest repository of information on the Holocaust. This is the official website of the World Center for Holocaust Research.

<http://www.h-net.org/~holoweb/>. H-Holocaust discussion network. The network for professional historians who work on the Holocaust. This is a sub-group of the H-net discussion network for diverse historical subjects.

<https://www.un.org/en/holocaustremembrance/>. The official website for the Holocaust and United Nations Outreach Program, a UN sponsored organization dedicated to combating Holocaust deniers and sponsoring remembrance programs.

<http://www2.iath.virginia.edu/salem/home.html>. This Salem Witch trials online documentary archive. Contains interesting and useful primary source information for research projects.

<http://www.islamophobia-watch.com/>. This is the watchdog organization for Islamophobia, providing information on persecution and discrimination throughout the world.

<http://crg.berkeley.edu/content/islamophobia>. The University of California Centre for Race and Gender has developed this Islamophobia research and documentation project.

<http://www.hrw.org/world-report-2012/world-report-2012-european-union>. Human Right’s Watch world report for the European Union. Many of the violations concern the unfair treatment of immigrants and deportees. You can also access previous reports from this site.

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Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
1	<p>Introduction to the Class</p> <p>Overview of syllabus, course objectives, and learning expectations</p> <p>Background to the course: Intolerance and Persecution in World History</p>	<p>Introductions of the course instructor and students</p> <p>Presentation of course materials and syllabus</p>	<p>Readings:</p> <ul style="list-style-type: none"> Acquire and skim course textbook and key readings
2	<p>The establishment of Jewish communities in medieval Europe:</p> <p>The Diaspora; the creation of autonomous urban communities (<i>aljamas</i>, ghettos); legal status; occupations; and numbers</p>	<p>Discussion of key concepts in the readings</p> <p>Class lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> Kamen, pp. 1-27. Planas and Forcano, pp. 15-59, 81-115 (Moodle)
3	<p>The concept of <i>convivencia</i> in medieval Spain</p> <p>Laws, practices, and punishments against miscegenation, and the concept of purity of the blood.</p>	<p>Discussion of key concepts in the readings</p> <p>Class lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> Gerber, pp. 1-144 (Moodle) Nirenberg, pp. 127-65 (Moodle).
4	<p>The ancient and medieval intellectual roots of Anti-Semitism.</p> <p>Pejorative Christian conception of Judaism</p>	<p>Discussion of key concepts in the readings</p> <p>Class lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> Chazan, pp. 1-94, 125-140 (Moodle) Lindemann, pp. 3-39 (Moodle).

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5	<p>Anti-Semitism leads to violence beginning in the late thirteenth century</p> <p>Flagellants and the persecution of Jews during the Black Death</p>	<p style="text-align: center;">Discussion of key concepts in the readings</p> <p style="text-align: center;">Lecture and discussion</p> <p style="text-align: center;">Explanation of the rubrics of paper</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Nirenberg, pp. 43-92 (Moodle). • Kohn, pp. 3-36 (Moodle and J-Store).
6	<p>Walking tour of the Jewish neighborhood and the Palau del Lloctinent (the headquarters of the Inquisition in Barcelona).</p>	<p>Field Study</p>	<p>Task:</p> <p>Undertake independent study about Barcelona's medieval Jewry.</p>
7	<p>Forced conversion or expulsion: the fate of the Jews upon the creation of Spain</p> <p>The controversy surrounding the exile: How many actually left? How many had previously chosen exile due to anti-Semitism, hatred, forced conversions, and violence?</p>	<p style="text-align: center;">Discussion of field study</p> <p style="text-align: center;">Analysis of key concepts in the readings</p> <p style="text-align: center;">Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Kamen, pp. 137-73. • Kamen, pp. 30-55 (Moodle and J-Store)
8	<p>The foundation of the Inquisition.</p> <p>How did it work? Who did it prosecute? The contrasts between myth and reality</p>	<p style="text-align: center;">Analysis of key concepts in the readings</p> <p style="text-align: center;">Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Kamen, chps. 9. • Monter, pp. 3-54, 105-25 (Moodle)
9	<p>Laws concerning purity of the blood (<i>limpieza de sangre</i>) and their implantation in Spanish America</p>	<p style="text-align: center;">Analysis of key concepts in the readings</p> <p style="text-align: center;">Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Martínez, pp. 25-41, 142-72 (Moodle)

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10	<p>Summary: The persecution of Jews in Spain during the middle ages</p> <p>Anti-Semitism, discrimination, expulsion, and Inquisition</p>	<p>Student Presentations</p> <p>Students give short presentations concerning their papers.</p>	<p>Submit papers</p>
11	<p>Witch-Hunting in Early Modern Europe</p> <p>The Protestant persecution of heretics and witches</p>	<p>Analysis of key concepts in the readings</p> <p>Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Levack, pp. 1-203.
12	<p>Witch-Hunting in colonial America: How is puritanical New England similar to Europe?</p> <p>The Puritanical and colonial version of the witch trial</p>	<p>Analysis of key concepts in the readings</p> <p>Lecture and discussion</p> <p>Review for Midterm</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Games, pp. 1-17, 29-47, 55-82 (Moodle)
13	<p>The With-Hunt and Modern Memory</p> <p>Theatrical portrayal of the Salem Witch Trials: Arthur Miller and the McCarthy Era.</p>	<p>Warm-up discussion of the film <i>The Crucible</i> (1996).</p> <p>Based on the famous play by Arthur Miller</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Students should undertake sample midterm.
14	<p>The Witch-Hunt and the Persecution of Homosexuals.</p> <p>Homosexuals tried as male witches and heretics.</p>	<p>Discussion of the film</p> <p>Analysis of key concepts in the readings</p> <p>Lecture and discussion</p> <p>Review for midterm and discussion of sample midterm</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Berco, pp. 331-358 (Moodle and J-Store)

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SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
15	Midterm Exam	Midterm Exam	Midterm Exam
16	<p>The Rise of Modern Anti-Semitism</p> <p>The paradox of constitutional Europe:</p> <p>The emancipation of the Jews and theories of racial degeneration</p>	<p>Analysis of key concepts in the reading</p> <p>Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Goldstein, pp. 113-36, 157-206. • Lindemman, pp. 40-96 (Moodle).
17	<p>Anti-Semitism in Modern Germany</p> <p>The Goldhagen debate: How deep were the roots of German anti-Semitism? Was it fundamentally different than anti-Semitism elsewhere?</p>	<p>Analysis of key concepts in the readings</p> <p>Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Shandley, pp. 5-157 (Moodle) • Godhagen, pp. 49-79 (Moodle)
18	<p>Anti-Semitism in Modern Russia</p> <p>Pejorative visions of Jewry under the Tsars and under the communists</p>	<p>Analysis of key concepts in the reading</p> <p>Lecture and discussion</p> <p>Review of midterm exam.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Goldstein, pp. 207-233 • Marks, pp. 49-79 (Moodle)
19	<p>The Nuremberg laws against the Jews</p> <p>Other laws and prohibition against degenerates, mentally ill, and racially inferior</p>	<p>Analysis of key concepts in the reading</p> <p>Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Goldstein, pp. 259-289 • Roderick, pp. 270-76, 304-12 (Moodle)
20	<p>The Holocaust and modern memory: Is it possible to depict mass murder in novels and film?</p>	<p>Warm-up discussion of film <i>The Boy in the Striped Pajamas</i>. Based upon the book by John Boyne.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Students will need to write short essay (500 words) concerning the problems of representing the Holocaust in film, and discuss the extent to which the director was successful.

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21	The gypsies and the Holocaust	<p>Discussion of the film</p> <p>Analysis of key concepts in the reading</p> <p>Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Milton, pp. 375-387 (Moodle and J-Store)
22	<p>Ethnic cleansing and the Holocaust</p> <p>In what ways was the Holocaust representative of ethnic cleansing in twentieth century Europe</p>	<p>Analysis of key concepts in the reading</p> <p>Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Mann, pp. 25-64 (Moodle)
23	<p>Islamophobia and the discrimination against Islamic immigrants in Europe today.</p> <p>The historical roots of Islamophobia – back to Inquisitorial Spain.</p>	<p>Analysis of key concepts in the readings</p> <p>Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Kamen, pp. 214-30. • Majid, pp. 31-86.
24	<p>Islamophobia and the rise of rightist groups against Moslems today in Northern Europe and Scandinavia.</p> <p>The rise of fundamentalism within European Moslem communities</p>	<p>Analysis of key concepts in the readings</p> <p>Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Majid, pp. 123-160. • Garton Ash, pp. 13-16 (Moodle).
25	<p>Islam and the debate concerning the headscarf.</p> <p>Do Moslems have the right to special treatment under European constitutional law?</p>	<p>Analysis of key concepts in the readings</p> <p>Lecture and discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Scott, pp. 21-150. • Shadid and Van Koningsveld, pp. 35-61 (Moodle and J-Store).

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SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
26	Moslem communities in Barcelona today.	Guest speaker on the place of Islam in Barcelona today	Task: <ul style="list-style-type: none"> • Students will need to write a short summary (500 words) of the talk.
27	Immigrants, Detention, and Deportation. Are European deportation centers violation of Human Rights? Why are they secret? Why are journalists barred.	Analysis of key concepts in the readings. Lecture and discussion	Readings: <ul style="list-style-type: none"> • Schuster, pp. 606-21 (Moodle)
28	Review for Final Exam	Review for Final Exam Session dedicated to catching up on information and tying together themes developed throughout the term	Readings: <ul style="list-style-type: none"> • Start preparations for finals
29	Review for Final Exam	Review of practice final exam	Task: <ul style="list-style-type: none"> • Complete practice final exam posted on Moodle
30	FINAL EXAM	FINAL EXAM	Task: <ul style="list-style-type: none"> • Review all Class Readings & Course Materials