

The History of Racism and Anti-Semitism

Course code: HIS 380/580.

Semester and year: Spring 2024.

Day and time: Mondays, 11.30-14.15.

Instructor: Dr William F. Eddleston.

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Consultation hours: Thursdays 16.30-17.30, online via Microsoft Teams.

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 attention will be paid to the way 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.

This is a seminar and discussion-based course. A programme of presentational seminars 11 seminars and documentary film discussions will address several special topics and scholarly controversies relating to the history of racism and anti-Semitism from antiquity until the Second World War.

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” 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:

- Bethencourt, Francisco. *Racisms: From the Crusades to the Twentieth Century*. Princeton and Oxford: Princeton University Press, 2013. (Perlego)
- Fredrickson, George M. *Racism: A Short History*. Princeton, N. J.: Princeton University Press, 2002. (Perlego)
- Perry, Marvin & Schweitzer, Frederick M. *Antisemitism: Myth and Hate from Antiquity to the Present*. London & New York: Palgrave Macmillan, 2003. (Perlego)

The following works will be used extensively throughout the course. They will also appear in the NEO Resources folder for the seminar programme:

- “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/>
- 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.
- Beller, Stephen. *Antisemitism: A Very Short Introduction*. Oxford & New York: OUP, 2007.
- Biddis, Michael D. “The Politics of Anatomy: Dr Robert Knox and Victorian Racism.” *Proceedings of the Royal Society of Medicine* 69 (1976): 245-50.
- Biddis, Michael D. *Father of Racist Ideology: The Social and Political Thought of Count Gobineau*. New York: Weybright and Talley, 1970.
- Black, Edwin. *War Against the Weak: Eugenics and America’s Campaign to Create a Master Race*. New York & London: Four Walls Eight Windows, 2003.
- Blackburn, Robin. *The Making of New World Slavery: From the Baroque to the Modern 1492-1800*. London and New York: Verso, 1997.
- Bronner, Stephen Eric. *Reclaiming the Enlightenment: Toward a Politics of Radical Engagement*. New York: Columbia University Press, 2004: 81-114.
- Burleigh, Michael. *The Third Reich: A New History*. London: Pan Macmillan, 2000.
- Carrera, Magali M. *Imagining Identity in New Spain: Race, Lineage, and the Colonial Body in Portraiture and Casta Paintings*. Austin, University of Texas Press, 2003.
- David W. Blight, “The Civil War isn’t Over,” *The Atlantic Online* - <http://www.theatlantic.com/politics/archive/2015/04/the-civil-war-isnt-over/389847/>

- Desmond, Adrian and James Moore. *Darwin's Sacred Cause: Race, Slavery and the Quest for Human Origins*. London: Penguin Books, 2010.
- Dreher, Robert E. "Arthur de Gobineau, an Intellectual Portrait." University of Wisconsin PhD, 1970.
- Eliav-Feldon, Miriam, Benjamin Isaac & Joseph Ziegler, eds. *The Origins of Racism in the West*. Cambridge: Cambridge University Press, 2009
- Ellingson, Ter. *The Myth of the Noble Savage*. Berkley & London: The University of California Press, 2001.
- Evans, Richard J. *The Third Reich in History and Memory*. Oxford and New York: Oxford University Press, 2015: 3-25.
- Field, Geoffrey G. *Evangelist of Race: The Germanic Vision of Houston Stewart Chamberlain*. New York: Columbia University Press, 1981.
- Gewarth, Robert & Stephan Malinowski. "Hannah Arendt's Ghosts: Reflections on the Disputable Path from Windhoek to Auschwitz." *Central European History*, Vol. 42, No. 2 (June, 2009): 279-300.
- 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.
- Horsman, Reginald. *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*. Cambridge, Mass.: Harvard University Press, 1986.
- Hutton, Christopher M. *Race and the Third Reich*. Cambridge: Polity Press, 2005.
- Isaac, Benjamin. *The Invention of Racism in Classical Antiquity*. Princeton, N.J.: Princeton University Press, 2004.
- Jordan, Winthrop B. *White over Black: American Attitudes towards the Negro, 1550-1812*. New Ed. Chapel Hill: The University of North Carolina Press, 1995.
- Kendi, Ibram X. *Stamped from the Beginning: A Definitive History of Racist Ideas in America*. New York: Bold Type Books, 2016.
- Kenny, Michael G. "Toward a Racial Abyss: Wickliffe Draper and the Origins of the Pioneer Fund." *Journal of the History of the Behavioural Sciences*, Vol. 38, No. 3 (Summer, 2002): 259-283.
- Kidd, Colin. *The Forging of Races: Race and Scripture in the Protestant and Atlantic Worlds, 1600-2000*. Cambridge: Cambridge University Press, 2006.
- Lake, Marylin & Henry Reynolds. *Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality*. Cambridge: Cambridge University Press, 2008.
- Langmuir, Gavin I. *Toward a Definition of Antisemitism*. Berkeley: University of California Press, 1990.
- Leopold, Joan. "British Applications of the Aryan Theory of Race to India 1850-70." *English Historical Review* 89 (1974): 578-603.
- Lindemann, Albert S. *Esau's Tears: Modern Anti-Semitism and the Rise of the Jews*. Cambridge: Cambridge University Press, 1997.
- 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.
- Lorrimer, Douglas A. *Colour, Class and the Victorians: English Attitudes to the Negro in the Mid-Nineteenth Century*. Leicester: University of Leicester Press, 1978.
- Madley, Benjamin. "From Africa to Auschwitz: How German South West Africa

Incubated Ideas and Methods Adopted and Developed by the Nazis in Eastern Europe." *European History Quarterly*, Vol 35, No. 3 (2005): 429-464.

- Martínez, María Elena. *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico*. Stanford, Stanford University Press, 2008.
- Mosse, George L. *Toward the Final Solution: A History of European Racism*. New York: Howard Fertig, 1978.
- Nirenberg, David. *Anti-Judaism: The Western Tradition*. New York and London: W. W. Norton & Co., 2013.
- 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.
- Painter, Nell Irvin. *The History of White People*. New York & London: W. W. Norton & Co., 2011.
- Poliakov, Leon. *The Aryan Myth: A History of Racist and Nationalist Ideas in Europe*. New Ed. New York: New American Library, 1980.
- Ratansi, Ali. *Racism: A Very Short Introduction*. Oxford & New York: Oxford University Press, 2007.
- Said, Edward. *Orientalism*. New York: Vintage Books, 1978: 123-48.
- Shore, Laurence. "The Enduring Power of Racism: A Reconsideration of Winthrop Jordans's *White over Black*." *History and Theory*, Vol. 44, No. 2 (May, 2005): 195-226.
- Snowden, Frank M., Jr. *Before Color Prejudice: The Ancient View of Blacks*. Cambridge, Mass.: Harvard University Press, 1983.
- Spiro, Jonathan Peter. *Defending the Master Race: Conservation, Eugenics and the Legacy of Madison Grant*. Burlington: The University of Vermont Press, 2009.
- Steinweis, Alan E. *Studying the Jew: Scholarly Antisemitism in Nazi Germany*. Cambridge, Mass.: Harvard University Press, 2008.
- Stocking, George W. "What's in a Name? - The Origins of the Royal Anthropological Institute (1837-70)." *Man* 6 (1971): 369-90.
- Stocking, George W. *Victorian Anthropology*. New York: The Free Press, 1991.
- Stone, Dan. *Histories of the Holocaust*. Oxford and New York: Oxford University Press, 2010.
- Sweeney, Paul, ed. *Race and Racism in the West: Crusades to the Present*. 3rd Ed. San Bernadino: Cognella, 2013.
- Sweet, James H. "The Iberian Roots of American Racist Thought." *The William and Mary Quarterly*, Third Series, 54, no. 1 (January 1, 1997): 143-66.
- Vaughan, Alden T. "The Origins Debate: Slavery and Racism in Seventeenth Century Virginia." *The Virginia Magazine of History and Biography*, Vol. 97. No. 3 (Jul., 1989): 311-354.
- Zimmerer, Jürgen. "The Birth of Ostland out of the Spirit of Colonialism: A Postcolonial Perspective on the Nazi Policy of Conquest and Extermination." *Patterns of Prejudice*, Vol. 39, No. 2 (2005): 197-219.

Documentaries and Films:

- Faulks, Sebastian. *Science and the Swastika. Episode 1 – Hitler's Biological Soldiers. & Episode 2 – The Deadly Experiment* & London: Channel Four, 2001.

- Griffiths, D. W. *Birth of a Nation*. 1915.
- Isaacs, Jeremy. *The Final Solution – Part 2*. London: Granada Television, 1978.
- Okuefuna, David. *Racism: A History. Parts 1-3*. Directed by Paul Tickell. London: BBC Four, 2007.

4. Teaching methodology

This is a discussion and seminar-based advanced class.

The typical format each week will be as follows:

- Students will present and discuss their reading notes in small groups. Readings are organised according to A, B, C, D and E reading and presentation groups. The presentation and reading groups be arranged at the beginning of semester. Each reading takes a different perspective on a problem in the history of racism and anti-Semitism. The idea is to learn and exchange as many different perspectives on the problem as possible.
- There will then be a student presentation of around 45-60 minutes on the same topic. Students will present in pre-arranged groups (A, B, C, D and E). Student groups will give two presentations per semester – one in the first half of the semester and another in the second. Students will be graded on the quality of their presentations.
- We will then discuss the issues presented in the student presentation as a class.

The core of the course are these 11 presentation seminars. The first of these, on racism in the ancient world, will be presented by the lecturer; the remaining 20 presentations will be student presentations. Students will still discuss their readings and participate in the post-presentation discussion.

Some weeks, students will also view outstanding historical documentaries relating to racism, eugenics and anti-Semitism. Just before the midterm break, there will be a screening and discussion of part of D. W. Griffith's *Birth of a Nation* (1915).

5. Course Schedule

Date	Class Agenda
Class 1 February 5th	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, D & E reading and presentation groups. Reading: None (except for syllabus). Assignments/deadlines: Readings for following week's seminar assigned.
Class 2 February 12th	Topic: Racial Prejudice and Judaeophobia in Antiquity. Description: This seminar is introduced by a presentation by the lecturer – "Xenophobia and Race Prejudice in Classical Antiquity" – which examines the nature of racial prejudice in the ancient Graeco-Roman world. Was there a pronounced prejudice against Africans in the Classical World? Did the Greek world "invent" racism in the modern sense? Did ancient pagan Judeophobia anticipate later "anti-Semitism?"

	<p>Discussion 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: This seminar is introduced by the lecturer's presentation. Groups A, B, C, D & E need to read their assigned reading and come to class prepared to discuss them and exchange ideas after the lecturer's presentation.</p>
<p>Class 3</p> <p>February 19th</p>	<p>Topic: Jews and Others in the Christian Middle Ages.</p> <p>Description: This 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? There is a special focus on the theories of Gavin I. Langmuir and his redefinition of the term "anti-Semitism."</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 A - The Mediaeval Blood Libel. Group A – presentation; Groups B, C, D & E- reading and discussion.</p>
<p>Class 4</p> <p>February 26th</p>	<p>Topic: Race and Religion in the Early Modern World.</p> <p>Description: Seminar 3 - Race and the Inquisition: Jews, Moors and the <i>Limpieza de Sangre</i> in Spain and the Spanish New World – focuses on the 15th-16th century 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 B – Race and the Inquisition: Jews, Moors and the <i>Limpieza de Sangre</i>. Group B – presentation. Groups A, C, D & E – reading and discussion.</p>
<p>Class 5</p> <p>March 4th</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 16th and 17th centuries.</p> <p>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?</p>

	<p>Reading: Barbara Jean Fields. "Slavery, Race and Ideology in the United States of America." <i>New Left Review</i>, Issue 181, May/June 1990: 95-118; Sweet, James H. "The Iberian Roots of American Racist Thought." <i>The William and Mary Quarterly</i>, Third Series, 54, no. 1 (January 1, 1997): 143-166.</p> <p>Assignments/deadlines: Presentation Seminar 4, Group C – Slavery or Racism: Which Came First? Group C – presentation; Groups A, B, D & E – reading and discussion.</p>
<p>Class 6 March 11th</p>	<p>Topic: From Voltaire to Hitler? – Did the Enlightenment Lead to the Holocaust?</p> <p>Description: Today’s seminar and student presentation examines the famous thesis of the late Polish Marxist sociologist Zygmunt Bauman, who saw genocide and Nazism as symptoms of the crisis of industrial modernity. Also examined will be the work of the radical Foucauldian historian Detlev Peukert. The work of these “Voltaire to Hitler” theorists will be examined against the critiques of scholars like Dan Brown, Yehuda Bauer and Stephen Bronner.</p> <p>Reading: Bauman, Zygmunt. <i>Modernity and the Holocaust</i>. Cambridge and New York: Polity Press, 1989: 83-116; Stone, Dan. <i>Histories of the Holocaust</i>. Oxford & New York: Oxford University Press, 2010: 113-59.</p> <p>Assignments/deadlines: Presentation Seminar 5, Group D – From Voltaire to Hitler: Did the Enlightenment Lead to the Holocaust? Group D – presentation; Groups A, B, C and E – reading and discussion.</p>
<p>Class 7 March 18th</p>	<p>Topic: Racism, Collective Memory and Film.</p> <p>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 parts the second half - "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.</p> <p>Reading: Lake, Marilyn & 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 + “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/</p> <p>Assignments/deadlines: None for this class, save for the readings (above).</p>
<p>March 25th</p>	<p>Midterm Break = No Class</p>
<p>April 1st</p>	<p>Easter Monday = No Class</p>

<p>Class 8 April 8th</p>	<p>Topic: Race and Language: Gobineau and his <i>Essai sur l'inégalité des races humaines</i>. 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. By the mid-19th century, linguistically based concepts like "Aryan" and "Semite" were increasingly being conflated with physiological racial classifications like hair colour and skull shape. Gobineau's work is a watershed in this shift. Seminar 6 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 and Henry Hotze, the apologist for the Confederacy and associate of the American School of polygenesis. Reading Dreher, Robert E. "Arthur de Gobineau, an Intellectual Portrait." University of Wisconsin PhD, 1970: Chapter III, pp. 59-169. Assignments/deadlines: Presentation Seminar 6, Group E – Gobineau and the Inequality of the Human Races. Group E – presentation. Groups A, B, C and D – reading and discussion.</p>
<p>Class 9 April 15th</p>	<p>Topic: The Rise of the White Man's Republic: Race and Slavery in Jacksonian America. 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. This seminar 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." It builds upon the previous seminar on Gobineau, showing how the Comte's theory of history was married with the physical racial theories – craniology and polygenesis – of the American School. There will be a lecturer presentation for this seminar, but no student presentation. 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. Assignments/deadlines: Presentation Seminar 6, Group A – A Science for Slavery? American Craniology and Polygenesis in Defence of Manifest Destiny and the "Peculiar Institution" – Group A – presentation. Groups B, C, D & E – reading and discussion.</p>
<p>Class 10 April 22nd</p>	<p>Topic: Race, Empire and Slavery. 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. Students will watch and discuss the BBC documentary <i>Racism: A History – Part 2: Fatal Impacts</i> (2007).</p>

	<p>Seminar 7 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 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 7, Group B – From ESL to ASL: Race, Empire and the American Civil War – Group B - presentation. Groups A, C, D and E – reading and discussion.</p>
<p>Class 11 April 29th</p>	<p>Topic: From Language to Race: The Creation of the Semite and Aryan Races.</p> <p>Description: This class examines the closely related rise of the notion of an “Aryan” and a “Semite” race. From their origins as uncontroversial linguistic families, we will trace the way they became conflated with physiological racial concepts by the mid to late-nineteenth century. From Ernest Renan’s linguistics to the Houston Stewart Chamberlain’s “Aryan Christ,” through to the eclectic anthropometric racial studies of Eugen Fischer and the race mysticism of the Nazi Party’s racial ideologist Alfred Rosenberg, we trace the lineages of the creation of these fictive racial groups.</p> <p>Reading: Stone, Dan. <i>Histories of the Holocaust</i>. Oxford and New York: Oxford University Press, 2010: 160-202; Hutton, Christopher M. <i>Race and the Third Reich: Linguistics, Racial Anthropology and Genetics in the Dialectic of Volk</i>. London: Polity, 2005: 35-112.</p> <p>Assignments/deadlines: Presentation Seminar 8, Group C – From Language to Race: The Making of the Aryan and Semite Races – Group C - presentation; Groups A, B, D and E – reading and discussion.</p> <p>Research Essays due. All research essays must be submitted online at the NEO Assignment “Research Essay” by 23.59/11.59 pm CET Sunday, April 28th.</p>
<p>Class 12 May 6th</p>	<p>Topic: Racism, Nordicism and Eugenics.</p> <p>Description: This 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: Spiro, Jonathan Peter. <i>Defending the Master Race: Conservation, Eugenics and the Legacy of Madison Grant</i>. Burlington: The University of Vermont Press, 2009: 143-166, 297-327; 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 9, Group D – Racism, Nordicism and Eugenics - Group D – presentation; Groups A, B, C and E – reading and discussion.</p>
<p>Class 13 May 13th</p>	<p>Topic: From Africa to Auschwitz? – Nazism and Colonial Violence. Description: The final lecture demonstrates how the racism of Hitler, Himmler, Rosenberg and their followers represented the coming together of several streams of racist thinking: anti-Semitism, biological racialism, Social Darwinism, colonial racism and eugenics. The radicalising effects of the 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 10 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.” Reading: Stone, Dan. <i>Histories of the Holocaust</i>. Oxford and New York: Oxford University Press, 2010: 203-244. Assignments/deadlines: Presentation Seminar 10, Group E – The Colonial Roots of Nazi Genocide. Group E – presentation; Groups A, B, C & D – reading and discussion.</p>
<p>Class 14 – May 20th</p>	<p>Topic: Denouement: The Final Solution, 1941-45. Description: In 1978, the British production team that produced the acclaimed documentary series <i>The World at War</i> returned to their archives to compile a special programme on the Final Solution. The result was arguably the most harrowing and compelling Holocaust documentary of its length ever made. Jeremy Isaacs and his team interviewed many of the same survivors who were later to feature in Claude Lanzmann’s milestone documentary <i>Shoah</i>. Students will watch and discuss the second part of this documentary – <i>The Final Solution – Part 2</i> (BBC, 1978). Students will also submit their final take home exam papers. Reading: There are no set readings for the final class. An informal discussion and lecture tying the various threads of the course together. Assignments/deadlines: Final Reflection Papers due. Your Final Reflection Paper must be handed in to me in hard copy – in 12-point font and double-spaced – by the beginning of class at 11.30 am CET, Monday May 20th. In addition, a Word or PDF copy of the paper must also be uploaded to NEO LMS Turnitin assignment “Final Reflection Paper” by the same time and date.</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 *
Class Participation	42	10%	<p>For a strong participation grade, students will be evaluated on the following:</p> <ul style="list-style-type: none"> • Participation in class discussions and knowledge and understanding of seminar topics. • Quality of contribution to all NEO Forum discussions posted by the lecturer, evaluated according to the knowledge and understanding displayed regarding seminar topics. 	3
Seminar Presentation 1 Presentation Seminars 1-5.	<p>A 45-minute presentation using PowerPoint or similar presentation software. Speaking time of c. 6-8 minutes per presenter.</p> <p>Preparation Time = c. 20 hours</p>	25%	<ul style="list-style-type: none"> • Discussion of seminar topics, demonstrating thorough preparation and attentiveness to the views of others. • The ability to read and discuss complex historiographical ideas; student's familiarity with and understanding of the nuances of historiographical thought. • The effectiveness of a student's contribution to NEO Forum discussions posted by the lecturer, demonstrating a familiarity with and critical 	1, 2, 3.

			understanding of the seminar topics.	
Seminar Presentation 2 – Presentation Seminars 6-10.	As above. Preparation Time = c. 20 hours	25%	<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. 	1, 2, 3.
Research Essay	An essay of c. 2,500-3,000 words on a subject derived from the seminar topics discussed in the course Study and Writing Time = 40 hours	30%	<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 history of racism from antiquity to the Enlightenment. • 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 Reflection Paper	A reflection essay of c. 750-1000 words Preparation time c. 18 hours	10%	<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 history of racism from antiquity to the Enlightenment. The student's ability to integrate this knowledge of the intellectual history of racism in order to understand contemporary problems relating to race and ethnicity. 	1, 2.
TOTAL	150	100%		

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

7. Detailed description of the assignments

Class Participation Grade

This is a seminar-based course. Thus, discussions of readings and participation in seminar discussions is the core of this class.

Students are expected to come to class each week having done their assigned readings and to be prepared to ask questions of the presenters, debaters and of the lecturer. A significant portion of your participation grade will be based upon your work in this section of the class. How well you have understood your readings and the quality of your participation in class discussions, especially when asked to provide a summary and evaluation of your weekly reading.

Students are also expected to participate in any online NEO Forums posted by the lecturer.

The number of these NEO Forums is not fixed and may vary according to circumstances.

Assessment breakdown

Assessed area	Percentage
Participation during class and/or Microsoft Teams online classes, consisting of questions directed at seminar presenters, engagement	50%

with what has been presented (by presentation groups, the lecturer and in the documentaries that will be shown in class) and participation in class debates.	
Participation in all NEO Forums set by the lecturer	50%

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 the Middle Ages through to the Enlightenment. Presentations will be **around 45-60 minutes long**, depending upon the number of students presenting. Students are expected to talk individually for at least 10 minutes; again, depending upon the number of presenters.

PowerPoint, Prezi or similar presentation software will be used.

The broad guidelines that you will be graded upon are as follows:

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.

On point 3, a full 20% of the grade for each presentation will be based on how well the presenting group has managed to encourage class discussion. Remember: these are *discussion seminars*, not simply presentations.

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 Nazis.
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.
5. The encouragement of class questioning and discussion.

Assessment breakdown

Assessed area	Percentage
Critical thinking	20%
Use of evidence to support ideas	20%
Answering presentation questions	20%
Presentation skills	20%
The encouragement of class questioning and discussion	20%

Research Essay

The midterm essay assignment will consist of a c. 2,500 - 3000-word essay. This essay will be completed at home by the student. **The essay prompts will appear at the very beginning of the semester, so it is advisable that students begin reading, thinking about and drafting their essays early, as a high standard is expected.**

All permissible essay topics will flow be based upon our seminar presentation topics.

You will need to submit a copy of your essays online at the NEO Assignment "Research Essay" by **23.59/11.59 pm CET Sunday, April 28th.**

The essays must include footnotes and a full bibliography in Chicago format. Any essays submitted without footnotes and a bibliography, with inadequate or inaccurate footnotes and/or with incorrectly formatted footnotes and/or bibliography will receive an automatic failing – F – grade.

The Research Essay will test 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 from antiquity to the Nazis.
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 & spelling	10%
Footnoting and referencing	15%

Final Reflection Paper

The final reflection paper will consist of a short – c. 750 word – essay. The essay will reflect on what you have learned in this class in relation to your broader interests and other subjects you have studied throughout your degree. You will also reflect on how the academic study of racism as an ideology can help you make sense of racial issues in the contemporary world. The paper must be submitted in hard copy – double-spaced and in 12-point font, by the beginning of class on **Monday, May 20th, at 11.30 am CET**. A copy in PDF must also be uploaded to **the NEO assignment “Final Reflection Paper”** by the same time.

Because this is a personal reflection paper, footnotes and bibliography will not necessarily be required. (However, if you do decide to cite a particular work, you will be expected to do it accurately in Chicago format.) Plagiarism will receive an automatic failing – F – grade.

The reflection paper will test 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.
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.
3. Most importantly, the student's ability to relate what they have learned during this course to other subjects they have studied and to broader issues of contemporary racism and racial conflict.

The essays must include footnotes and a full bibliography in Chicago format. Any essays submitted without footnotes and a bibliography, with inadequate or

inaccurate footnotes and/or with incorrectly formatted footnotes and/or bibliography will receive an automatic failing – F – grade.

Assessment breakdown

Assessed area	Percentage
Critical thinking	25%
Use of evidence to support ideas	25%
Ability to connect what you have learned in the course with contemporary racial issues and to your other studies	25%
Grammar & spelling	10%
Footnoting and referencing	15%

8. 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 in the Academic 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, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an

excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

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

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behaviour

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behaviour to the student's Dean.

Students engaging in behaviour which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audio-visual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,

- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

Use of Artificial Intelligence and Academic Tutoring Centre

The use of artificial intelligence tools to search sources, to process, analyse and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above). AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance. A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult 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/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. 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, November 2023.

Approved by and when: Gerald Power, 11 December 2023