



HS/SO 333 DISCRIMINATION AND PERSECUTION IN SPAIN AND THE WEST

IES Abroad Barcelona

DESCRIPTION:

What are the origins of modern religious, racial, and ethnic prejudice and persecution in Europe? Why have anti-Semitism and Islamophobia been so persistent throughout history? How do these paradigmatic cases help us reflect critically upon cases of discrimination and exclusion in the world today?

Spain has always occupied a conspicuous and contradictory place within the modern history of the West. Today Spain is regarded by some (not by all) as a relatively welcoming place for foreigners. Despite the financial crisis of 2008 and the recent pandemic the Migration integration Policy Index ranks Spain as having the best record among European countries with respect to the integration of migrants. This, however, is a rather recent phenomenon, now threatened by the emergence of extreme right parties such as VOX. Scholars from various disciplines have long argued that institutionalized religious and ethnic persecution began on the Iberian Peninsula with the forced conversion and expulsion of Jews and the establishment of the Inquisition during the late middle ages and early modern period. Laws regarding "purity of the blood" were later implanted and transformed during the colonization of Spanish America. Medieval and early modern persecutions served as a forerunner to the murderous industrialized regime of genocide, based on scientific and genetic theories of racial superiority and inferiority, in Nazi Germany during the twentieth century. Today, Islamophobia is widespread in Europe and the United States.

The course is divided into three sections. The first section examines Spain of the Inquisition and the empire. Section Two analyzes early modern anti-Semitism, culminating with the Holocaust. Section Three explores contemporary cases of racial and religious discrimination in Europe and the Americas, including the thorny question of immigration and citizenship. Throughout the course, the instructor will use historical cases of persecution and discrimination as a means to provoke students to examine critically cases of prejudice and exclusion in the world today.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Class discussions: The majority of each class will consist of discussions of key themes. Students will be provided with the texts to read for each class on Moodle, together with a list of reading questions designed to focus their attention on key points and concepts in the texts. These will form the basis of the class discussions.
- Course-related trips: There will be a course-related trip to the medieval Jewish neighbourhood, the *call*, and to the complex around the *Plaça del Rei*, the locus of the Inquisition in Barcelona.
- Lectures: The professor will supplement class discussions with lectures to help the students interpret the material provided in the class readings, to tie the readings together, and provide summaries of theoretical approaches to the subject.
- Film viewing: There will be one film viewing during the course. The film will be screened prior to class. Students will be provided with viewing and discussion questions to be completed on Moodle before the class starts. The films will serve as material for discussion of the theoretical concepts covered in the course.



- **Guest Speaker:** The course will feature a guest speaker who will discuss issues regarding Islamophobia and Anti-Semitism in Barcelona today.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Draft Essay - 10%
- Final Essay - 20%
- Midterm exam -25%
- Class participation – 10%
- Presentations -10%.
- Final exam -25%

Course element

- **Draft Essay:** Students will write an essay comparing the Purity of Blood Laws with the Nuremberg Laws using required, recommended, and supplementary readings. Students will first submit a draft essay. After having received comments from the instructor, the student will then submit a final essay. The completed essays will be submitted as assignments on Moodle.
- **Final Essay:** Students will submit a final version of the essay, which will be evaluated by taking into account the analytical, organizational, and formalistic quality of the work as well as the extent to which the student has effectively incorporated the instructor's comment on the draft. The final essay will be due one week before the final exam. The essay should be 3000 words long
- **Midterm exam:** This will use different formats to assess students' progress towards the learning outcomes in the first half of the course. The question formats will include essay questions, multiple choice questions, short answer questions, and justified True/False questions.
- **Class participation:** Students will be expected to come to class prepared, and to participate actively in class.
- **Presentations:** Students will be required to present one reading to the class.
- **Final exam:** This will use different formats to assess students' progress towards the learning outcomes.

LEARNING OUTCOMES:

- Summarize the history of the anti-Semitism from the Middle Ages to the present day.
- Analyze how racial purity laws directed against Jews during the Spanish Inquisition were transformed into a system of racial hierarchies in Spanish America..
- Compare medieval, early modern, and contemporary forms of anti-Semitism.
- Contrast different theoretical perspectives used to analyze persecution and discrimination in history.
- Reflect critically upon the presence of Islamophobia and discrimination against immigrants in the west today.
- Analyze the historical reasons behind the evolution of contemporary doctrines of human rights.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content	Assignments
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Session 1	Introduction to the Course	<ul style="list-style-type: none"> Beller, S. (2015). <i>Antisemitism: A very short introduction</i> (Vol. 172). Oxford University Press, USA, 1-8.
Session 2	The Construction of the Spanish State	<ul style="list-style-type: none"> Marcé, S. P., & Forcano, M. (2009). <i>A history of Jewish Catalonia: the life and death of Jewish communities in Medieval Catalonia</i>. Ajuntament de Girona, pp 15-59 and 81-115.
Session 3	<i>Convivencia</i> or "living together": Christians, Jews and Moslems in medieval Spain.	<ul style="list-style-type: none"> Nirenberg, D. (2015). <i>Communities of violence: Persecution of minorities in the middle ages- updated edition</i>. Princeton University Press, 30-65.
Session 4	The Ancient and Medieval Roots of Anti-Semitism and Anti-Semitic violence.	<ul style="list-style-type: none"> Lindemann, A. S. (2014). <i>Anti-semitism before the Holocaust</i>. Routledge, 1-31. Cohn Jr, S. K. (2007). The Black Death and the burning of Jews. <i>Past and Present</i>, 196(1), 3-36.
Session 5	Crisis and the Persecution of Minorities in Fifteenth-Century Spain	<ul style="list-style-type: none"> Ruiz, T. F. (2011). <i>Spain's Centuries of Crisis: 1300-1474</i> (Vol. 13). John Wiley & Sons, 139-163. Nirenberg, D. (2013). <i>Anti-Judaism: the western tradition</i>. WW Norton & Company, 183-217
Session 6	The Expulsion of the Jews and the Birth of the Inquisition	<ul style="list-style-type: none"> Nirenberg, D. (2013). <i>Anti-Judaism: the western tradition</i>. WW Norton & Company, 218-246 Kamen, H. (1988). The Mediterranean and the expulsion of Spanish Jews in 1492. <i>Past & Present</i>, (119), 30-55.
Session 7	The Experience of Exile and the Birth of Sephardic Judaism	<ul style="list-style-type: none"> Grieve, P. E. (2015). Jonathan Ray. After Expulsion: 1492 and the Making of Sephardic Jewry, 33-93.

Session 8	Experience of conversion: Spain's new Christians	<ul style="list-style-type: none"> Amelang, J. S. (2013). <i>Parallel histories: Muslims and Jews in inquisitorial Spain</i>. LSU Press, 67-109.
Session 9	The decline of coexistence of the expulsion of the <i>morisco</i> community from Spain.	<ul style="list-style-type: none"> Amelang, J. S. (2013). <i>Parallel histories: Muslims and Jews in inquisitorial Spain</i>. LSU Press, 5-66.
Session 10	The Spanish Inquisition. Purity of Blood Laws	<ul style="list-style-type: none"> Martínez, M. E. (2008). <i>Genealogical fictions: limpieza de sangre, religion, and gender in colonial Mexico</i>. Stanford University Press, 25-60
Session 11	The Purity of Blood in Colonial America. The emergence of the <i>sistema de castas</i>	<ul style="list-style-type: none"> Martínez, M. E. (2008). <i>Genealogical fictions: limpieza de sangre, religion, and gender in colonial Mexico</i>. Stanford University Press, 142-170.
Session 12	Course-related trip: Walking tour of the Jewish neighborhood in Barcelona and the sites of the Inquisition	<ul style="list-style-type: none"> Monter, E. W. (2003). <i>Frontiers of heresy: The Spanish inquisition from the Basque lands to Sicily</i>. Cambridge University Press, 105-128.
Session 13	MIDTERM EXAM	MIDTERM EXAM
Session 14	The modern roots of antisemitism	<ul style="list-style-type: none"> Lindemann, A. S. (1997). <i>Esau's Tears: Modern Anti-semitism and the Rise of the Jews</i>. Cambridge University Press, 4-96.
Session 15	Racial science and antisemitism	<ul style="list-style-type: none"> Ehrenreich, E. (2007). <i>The Nazi ancestral proof: genealogy, racial science, and the final solution</i>. Indiana University Press, 1-77.
Section 16	Jews and the Holocaust DRAFT PAPERS DUE	<ul style="list-style-type: none"> Goldstein, P., & Evans, H. (2012). <i>A convenient hatred: the history of antisemitism</i>. Brookline: Facing History and Ourselves, 259-289. Bartov, O. (1998). Defining enemies, making victims: Germans, Jews, and the Holocaust. <i>The American Historical Review</i>, 103(3), 771-816. DRAFT PAPERS DUE

Session 17	Antisemitism and the State of Israel The Quest for justice: the Nuremberg Trials and the Eichmann Trial.	<ul style="list-style-type: none"> Goldstein, P., & Evans, H. (2012). <i>A convenient hatred: the history of antisemitism</i> (p. 432). Brookline: Facing History and Ourselves, 313-339 Lipstadt, Deborah (2011). The Eichmann Trial. New York, 350-365.
Session 18	Persecutions, discrimination and stereotyping of Muslims.	<ul style="list-style-type: none"> Majid, A. (2009). <i>We are all Moors: Ending centuries of crusades against Muslims and other minorities</i>. U of Minnesota Press, 1-58.
Session 19	Antisemitism and Islamophobia in Spain today.	<ul style="list-style-type: none"> Weisz, M. L. (2019). <i>Jews and Muslims in contemporary Spain: Redefining national boundaries</i> (Vol. 2). Walter de Gruyter GmbH & Co KG, 69-174
Session 20	Guest Speaker about the semitic communities in Barcelona	<ul style="list-style-type: none"> Students will bring questions for the guest speaker
Session 21	DRAFT PAPERS DUE Antisemitism in the 21 st century. Holocaust deniers The rebirth of antisemitism	<ul style="list-style-type: none"> Rickman, G. (2012). Hating the Jews. In <i>Hating the Jews</i>. Academic Studies Press, 92-126. Lipstadt, Deborah (2019). Antisemitism, here and now. New York, 1-18. DRAFT PAPERS DUE
Session 22	Antisemitism, Islamophobia, fear of Immigration and the rise of far-right countries	<ul style="list-style-type: none"> Rossi, N. (2017). The politics of anxiety and the rise of far-right parties in Europe. <i>Politics of Anxiety</i>, 123-140.
Session 23	Future prospects. Can we imagine a world without antisemitism and Islamophobia?	We will have a class debate on this issue.
Session 24	<ul style="list-style-type: none"> Concluding remarks Review for Final Exam 	

COURSE- RELATED TRIPS:

- Walking tour of the Jewish neighborhood in Barcelona and the sites of the Inquisition.

REQUIRED READINGS:

- Amelang, J. S. (2013). *Parallel histories: Muslims and Jews in inquisitorial Spain*. LSU Press, 5-66 and 67-109.

- Bartov, O. (1998). Defining enemies, making victims: Germans, Jews, and the Holocaust. *The American Historical Review*, 103(3), 771-816.
- Cohn Jr, S. K. (2007). The Black Death and the burning of Jews. *Past and Present*, 196(1), 3-36.
- Ehrenreich, E. (2007). *The Nazi ancestral proof: genealogy, racial science, and the final solution*. Indiana University Press, 1-77.
- Goldstein, P., & Evans, H. (2012). *A convenient hatred: the history of antisemitism* (p. 432). Brookline: Facing History and Ourselves, 259-289, 313-339
- Grieve, P. E. (2015). Jonathan Ray. After Expulsion: 1492 and the Making of Sephardic Jewry, 33-93.
- Kamen, H. (1988). The Mediterranean and the expulsion of Spanish Jews in 1492. *Past & Present*, (119), 30-55.
- Lindemann, A. S. (1997). *Esau's Tears: Modern Anti-semitism and the Rise of the Jews*. Cambridge University Press, 4-96.
- Lindemann, A. S. (2014). *Anti-semitism before the Holocaust*. Routledge, 1-31.
- Lipstadt, Deborah (2011). *The Eichmann Trial*. New York.
- Lipstadt, Deborah (2019). *Antisemitism, here and now*. New York.
- Majid, A. (2009). *We are all Moors: Ending centuries of crusades against Muslims and other minorities*. U of Minnesota Press, 1-58.
- Marcé, S. P., & Forcano, M. (2009). *A history of Jewish Catalonia: the life and death of Jewish communities in Medieval Catalonia*. Ajuntament de Girona.
- Martínez, M. E. (2008). *Genealogical fictions: limpieza de sangre, religion, and gender in colonial Mexico*. Stanford University Press, 25-60 and 142-170.
- Monter, E. W. (2003). *Frontiers of heresy: The Spanish inquisition from the Basque lands to Sicily*. Cambridge University Press, 105-128.
- Nirenberg, D. (2013). *Anti-Judaism: the western tradition*. WW Norton & Company, 183-217
- Nirenberg, D. (2015). *Communities of violence: Persecution of minorities in the Middle Ages-updated edition*. Princeton University Press, 30-65.
- Rickman, G. (2012). Hating the Jews. In *Hating the Jews*. Academic Studies Press, 92-126.
- Rossi, N. (2017). The politics of anxiety and the rise of far-right parties in Europe. *Politics of Anxiety*, 123-140.
- Ruiz, T. F. (2011). *Spain's Centuries of Crisis: 1300-1474* (Vol. 13). John Wiley & Sons, 139-163.
- Weisz, M. L. (2019). *Jews and Muslims in contemporary Spain: Redefining national boundaries* (Vol. 2). Walter de Gruyter GmbH & Co KG, 69-174

RECOMMENDED READINGS:

- Chazan, R. (1997). Medieval stereotypes and modern antisemitism. In *Medieval Stereotypes and Modern Antisemitism*. University of California Press.
- Gerber, J. S. (1994). *Jews of Spain: A History of the Sephardic Experience*. Simon and Schuster.
- Goldhagen, D. J. (2013). *The devil that never dies: The rise and threat of global antisemitism*. Hachette UK.
- Gottschalk, P., & Greenberg, G. (2008). *Islamophobia: making Muslims the enemy*. Rowman & Littlefield.
- Hafez, F. (2016). Comparing anti-Semitism and Islamophobia: The state of the field. *ISJ*, 3, 2.
- Leys, R. (2009). *From guilt to shame: Auschwitz and after*. Princeton University Press.
- Lipstadt, D. E. (2012). *Denying the Holocaust: The growing assault on truth and memory*. Simon and Schuster.
- McWilliams, C., & McWilliams, W. C. (2018). *A mask for privilege: Anti-Semitism in America*. Routledge.
- Netanyāhū, B. (1997). *Toward the Inquisition: Essays on Jewish and Converso History in Late Medieval Spain*. Cornell Univ. Press.
- Novick, P. (2000). *The Holocaust and collective memory: the American experience* (pp. 133-4). London: Bloomsbury.
- Shadid, W., & Van Koningsveld, P. S. (2005). Muslim dress in Europe: debates on the headscarf. *Journal of Islamic studies*, 16(1), 35-61.
- Sheehi, S. (2010). *Islamophobia: The ideological campaign against Muslims*. SCB Distributors.