

ANTISEMITISM: INTERACTIVE GROUP WORK FOR HISTORY LEARNING: VIGNETTES, CASE STUDIES, PARTICIPANT WORKSHEET ON ANTISEMITIC STEREOTYPES IN HISTORICAL CONTEXTS
(ADAPTED FROM TDSJ2, APPENDIX 12D)

These activities have been designed specifically with reference to antisemitism, but can easily be adapted to historical background on Christian hegemony in the US. (See Section 2 for resources and materials.)

OPTION 1: HISTORICAL VIGNETTES

If participants have completed the assigned historical readings prior to this segment of the module, facilitators may prefer to focus on selected historical vignettes. (In addition to the Website 2C “Key Events in the history of European and US Antisemitism,” instructors may want to use historical materials in the TDSJ2 chapter on Antisemitism and the CD Appendix 12B “Recurrent historical themes and stereotypes of antisemitism” and 12D “Sample history lecture.”) Thus, if teaching about the history of antisemitism, facilitators might emphasize specific historical moments such as the destruction of the Temple in Jerusalem, the expulsions of Jews from medieval towns and cities, the mass murders during the Crusades, the Inquisition and expulsion from Spain in 1492, the pogroms and mass murders in Poland and Russia in the eighteenth and nineteenth centuries, the Holocaust. Such an approach would focus on the emergent themes of antisemitism within self-contained illustrative historical points in time, and the religious, economic and race-based explanatory factors would emerge through participant discussion. The facilitator who uses this approach would need to be able to allude to thematically similar historical events without presenting a narrative or chronological account, so that participants do not wrongly conclude that any one or more historical example is unique.

OPTION 2: JIGSAW GROUP STUDY OF HISTORICAL HIGHLIGHTS

The historical highlights from the Key Events in the History of European and US Antisemitism (Website for Chapter 4, Section 2C) can be divided into “bits” or units and handed out on individual sheets of paper for participants to review in small group discussions, elaborated by their reading assignments. Adjacent historical bits would be put together (hence “jigsaw”) and discussed within small groups – and students would report on larger picture and themes they have discovered in chronological fashion. This option is more interactive and participatory for students who have completed historical readings, while still covering the historical information and focusing attention on the emergent themes.

This interactive modality can also, alternatively, be organized by participants in the format of journalistic “You are There” live reportage or reality radio. This presentation would build on their specific historical pieces from the Key Events Timeline. Following the presentation, participants would be asked to reflect on the themes they notice in the overall history.

OPTION 3: PARTICIPANT WORKSHEET: MATRIX FOR SMALL GROUP DISCUSSION QUESTIONS

This matrix is designed to accompany the lecture material presented on this Chapter 4 Website in Section 2, 2C, and diagrammed in the TDSJ2 CD Appendix 12B “Recurrent historical themes and stereotypes of antisemitism.” This lecture emphasizes the historical recurrence of antisemitic stereotypes although in new forms and new contexts. This matrix is a participant worksheet to be used at convenient breaks in the lecture material.

Participant Worksheet: Matrix for antisemitic stereotypes in different historical contexts

Identify the stereotype in this column	What are the historical roots of this stereotype?	At what level (national/cultural or institutional or individual) do you see this stereotype playing out? Or multiple levels?	Intersections with other forms of oppression.