

Critical Understanding of Antisemitism: Anti-Jewish Hate and Its Implications

ETST 257 (AUCC 1C)

Instructor: **Dr. Carolin Aronis**

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***DAYS**

***TIME**

***PLACE**

Instructor: **Dr. Carolin Aronis** (she, her, היא)

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Office Hours (in-person or via Zoom): *TIMES

CSU LAND ACKNOWLEDGEMENT:

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.

TRIGGER WARNING:

Our goal in this course is to develop educational and intellectual learning about the phenomenon of antisemitism. Please note that this includes images and specific details about atrocities and historical and current hate crimes, incidents, and language. These may trigger trauma and/or other emotions. While I expect you to reach out to campus professionals for support if needed (see below "MENTAL HEALTH AND WELLNESS" section), please feel very welcome to let me know how you are doing, step out of class when you need to, and/or share in class how you feel. I recognize that some of us (including me) bring some of our deep vulnerabilities to this course.

- Dr. Carolin Aronis

Course Description from Catalog:

A survey of historical and contemporary forms of antisemitism and Jew-hatred in the United States and worldwide and their implications on Jewish identity, survival, and US politics. It provides tools to recognize, analyze, and discuss antisemitism and its relation to religion, race, xenophobia, nationalism, perceptions of power, and other forms of oppression.

More specifically to AUCC 1C:

ETST 257 Understanding Antisemitism explores historical and contemporary forms of antisemitism and Jew-hatred in the United States and worldwide and their implications on Jewish identity, survival, and US politics. It provides tools to recognize, analyze, and discuss antisemitism and its relation to religion, race, xenophobia, nationalism, perceptions of power, and other forms of oppression. This course engages students in the study of Jewish cultures and identities, examination of historical and contemporary forms of antisemitism and Jew-hatred in the United States and worldwide, and their implications on Jewish identity and survival as well as on US politics. The course offers various geographical contexts of Jewish life and the coping with antisemitism, as well as the relationships between Jewish people and other non-Jewish communities, exploring both challenges and coalitional work for change.

The course provides opportunities to expand students' self-awareness, examine multiple perspectives, and engage in textual/intellectual/scholarly, peer, and community dialogue to analyze personal and social responsibility, social systems, and contemporary relevant contexts regarding Jewish people and others.

By the end of the course, students become familiar with the operation of antisemitism throughout history and in contemporary times, as well as with the current perception of antisemitism and its intended use in politics. Students learn how to handle antisemitism, contribute to discussions about it, and develop critical thinking of the definition of the phenomenon, its public handling and dismissal, and ways to create coalitional work and social justice for Jewish inclusion. Throughout the course, students also learn about the diversity of Jewish people and the ways in which they maintain their identities and daily lives.

AUCC Category	GT Pathways Content Area	Content Criteria	Core Student Learning Outcomes
1C: Diversity, Equity, and Inclusion	GT-SS3: Human Behavior, Cultures or Social Frameworks	Content Competencies pertain to the knowledge base, methods, concepts, and content-related learning that students should garner from participation in a course. Students should be able to demonstrate acquisition of such content focused learning as a result of participation in courses in each category of the AUCC.	Core Student Learning Outcomes Core Student Learning Outcomes are transferable skills that students garner in a variety of educational settings and that have wide applicability across fields and in life. <u>Critical Thinking</u> 1) Explain an Issue: - Use information to describe a problem or issue and/or articulate a question related to the topic. 2) Utilize Context: - Evaluate the relevance of context when presenting a position. - Identify assumptions. - Analyze one's own and others' assumptions. 3) Understand Implications and Make Conclusions: - Establish a conclusion that is tied to the range of information presented. - Reflect on implications and consequences of stated conclusion. <u>Diversity & Global Learning</u> 4) Build Self-Awareness: - Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 5) Examine Perspectives: - Examine diverse perspectives when investigating social and behavioral topics
		AUCC 1C: - Explore a diversity of perspectives. - Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems. - Explore interactions among groups and identities as relevant to the discipline. GT-SS3: - Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures. - Understand diverse perspectives and groups. - Use tools, approaches, and skills from	

		the Social & Behavioral Sciences to analyze and interpret issues.	within natural or human systems. 6) Address Diversity: a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. <u>Written/Oral Communication</u> 7) Develop Content and Message a) Create and develop ideas within the context of the situation and the assigned task(s). 8) Use Sources and Evidence a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. 9) Use language appropriate to the audience
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Course Learning Objectives GT Pathways-SS3:

By the end of the course, students should be able to:

- Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
- Understand diverse perspectives and groups.

More specifically, students will be able to:

- Describe, explain, and analyze Jewish histories tied to identities in different parts of the world
- Describe specific antisemitic and Jew-hatred manifestations and practices in everyday life, politics, media, and academia, from ancient to current times
- Understand and evaluate how antisemitic systems have been socially and politically constructed
- Classify, explain, and demonstrate distinctions between race, religion, ethnicity, power, and otherness as related to antisemitism and Jewish identity and survival
- Evaluate and critique historic and current public discussions on antisemitism and be able to generate ones
- Develop critical thinking, writing, and reading skills for intellectual and personal pursuits
- Illustrate and differentiate ways to understand and combat antisemitism and create Jewish inclusion and coalitional work.

The Colorado Commission on Higher Education has approved ETST 257 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C-grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, please visit the Colorado Department of Higher Education website. Pathways program, please visit the [Colorado Department of Higher Education website](#).

Required Textbook:

No required textbook. All texts will be available on Canvas

COURSE EXPECTATIONS:

CLASSROOM CONDUCT:

By design, this course should be a space for you to challenge yourself, your own perspectives, and ways of knowing as you think critically about issues related to media, race, ethnicity, gender, sexuality, and ability within the field of Ethnic Studies. Throughout the semester, you will be exposed to a variety of ideas, experiences, and frameworks. Many of the texts and experiences of your peers may be new to you and/or may not align perfectly with your own experience or perspective – again, this is by design. Research shows that learning occurs not when we are merely presented with ideas that confirm our thinking, but often, the depth of learning is most significant when presented with ideas that challenge our prior perspectives and knowledge. Yet, this learning process can, at times, be uncomfortable. It is ok if you do not agree with everything presented by the texts, instructor, or your peers. What I ask is that you honestly and openly consider the ideas and research presented in this course.

Additionally, our course readings and classroom discussions often focus on mature, difficult, and potentially challenging topics. As with any course in the Ethnic Studies field, topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, distress, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; others will have emotional responses to our peers’ understanding of the readings; all of us should feel responsible for creating an intellectually rigorous and respectful space. Above all, be respectful (even when you strongly disagree) and be mindful of how our identities position us in the classroom. I expect every student to contribute toward creating a constructive and respectful learning environment where we all participate actively in the learning process.

CLASSROOM RECORDING

To ensure the free and open discussion of ideas, students **may not** audio or video record classroom in-person or virtual lectures, discussions, and/or activities without the prior written permission of the instructor, and any such recording that has been properly approved in advance can only be used for the student’s own private use. The course content, including lectures, presentations, photographs of slides in class, and other materials, is copyrighted. Posting course materials on external sites (commercial or not) violates copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s written permission, including online sites that post and sell material to other students, will face appropriate disciplinary and/or legal action.

FREE SPEECH AND ACADEMIC FREEDOM

Members of this class—both students and faculty—are protected by the [freedom of speech](#) and academic freedom. The freedom of speech is guaranteed by the U.S. Constitution and protects individuals from government infringement on their speech. Academic freedom includes the right of students to learn and of faculty to research and teach without intrusion from the government(s), institutional leadership, or each other. Both the [freedom of speech](#) and [academic freedom](#) have been affirmed by the policies and procedures of Colorado State University. In simple terms, both freedoms encourage students and faculty to pursue the truth, debate ideas, express their opinions, and participate in public life without unwarranted negative consequences to their grades, employment, or standing in the university. Indeed, the very work of the university and this class cannot be accomplished without

these freedoms.

Because **the classroom is a non-public space**, certain kinds of speech can be limited in that context. Students and faculty also have responsibilities to treat each other with respect and dignity, to listen as well as to speak, to take reasoned exception to objectionable speech with contrary speech, and to engage in class discussion and discourse in shared purpose and good faith. Said otherwise, **while academic freedom and freedom of speech protect speech by students and instructors in the classroom, they do not excuse harassment, threats, disrespectful or dehumanizing language, or other speech that violates the [Student Conduct Code](#), the [Principles of Community](#), or other institutional limits on student speech**. These freedoms also do not excuse advancing poor arguments or shoddy research. To that end, student work will be evaluated by the instructor and penalized for failure to meet course and assignment expectations or to exemplify the highest standards of academic inquiry. The instructor reserves the right to challenge language or behavior in the class that is not productive to classroom discussion.

This class also acknowledges that the protections of the First Amendment and academic freedom have not been equitably distributed to all members of the university community due to historical, systemic, and structural barriers. In this course, we will work to redress these inequities. In accordance with university policy, if any member of the class feels that they have been treated unfairly because of their views, they should contact the instructor or the [Student Resolution Center](#).

ACADEMIC MISCONDUCT

Academic integrity will be strongly enforced in this course. Academic misconduct includes the following:

- Cheating; includes using unauthorized sources of information and **providing or receiving** unauthorized assistance on any form of academic work, **including Generative AI**, or engaging in any behavior specifically prohibited by the Professor.
- Plagiarism; includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials; includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification; any untruth, either verbal or written, in one's academic work.
- Facilitation; knowingly assisting another to commit an act of academic misconduct.

Any student caught engaging in behaviors or acts of academic misconduct may receive an F for the course and be referred to the Office of Conflict Resolution and Student Conduct Services. I encourage you to work with classmates. However, each student must turn in original work if not mentioned otherwise. Academic integrity is the cornerstone of the university.

LATE WORK SUBMISSION POLICY

Specific due dates for each assignment are noted on the course calendar. Late work will not be accepted. If you need any special accommodation due to an illness or life event, please make sure to reach out to me before the deadline. However, I might ask you to additionally reach to Case Management for an official approval.

WORK OUTSIDE OF CLASS

This is a 3-credit course. You can expect to work an average of 3-4 hours per credit hour (9-12 hours total per week) of work outside of class in order to succeed in this class.

CANVAS

We will use Canvas often throughout the semester. Many of the readings, assignment instructions, and the syllabus will be posted on Canvas. Also, we will use Canvas to communicate with each other, and I will leave you comments on your submitted assignments there. It is your responsibility to check the site regularly and often and to turn on all Canvas notifications.

Canvas is the place where course content, grades, and communication will reside for this course.

Login: canvas.colostate.edu

Support: info.canvas.colostate.edu

For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#). Voice: (970) 491-7276 Email: help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#)

ON NAMES AND PRONOUNS

In class, students should be referred to by the name and pronouns they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by both the name and gender pronouns you identify with. Please advise me of your name's proper pronunciation, and any names or pronouns not reflected by the Canvas early in the semester so that I can make appropriate changes to my records.

RESOURCES FOR STUDENTS:

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

RESPECT FOR DIVERSITY STATEMENT:

Colorado State University is committed to embracing diversity through the inclusion of individuals reflective of characteristics such as: age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, physical appearance, medical diagnosis, documentation status, and veteran status with special attention given to populations historically underrepresented or excluded from participation in higher education.

The University's commitment to diversity is a longstanding one that reflects our role and mission as a land-grant institution.

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation's specialist in the SDC.

UNDOCUMENTED STUDENT SUPPORT:

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

FOOD INSECURITY:

Any CSU student (along with faculty and staff) who is experiencing food insecurity can receive support from the [Rams Against Hunger](#) program. Services include a food pantry, a meal-swipe program, pocket

pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.

TITLE IX/INTERPERSONAL VIOLENCE:

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let me know in advance if religious observances conflict with course expectations so that I can make arrangements ahead of any absences. Alternatively, you can fill this form: [Religious Holidays – Vice President for Student Affairs \(colostate.edu\)](#) and be notified by the Office of Student Affairs about approval. This form can also be filled in case you need additional accommodations than I provide to you.

See the campus policy regarding religious observances for full details:

<https://oeo.colostate.edu/religious-accommodation/>.

Please note that as an instructor I have my own right for religious observances, and I may make changes to the syllabus upon religious reasons/needs.

STUDENT CASE MANAGEMENT:

[Student case management](#) is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you discuss your situation with us, we may request [verifiable documentation for class absences](#) from the SCM office if you request considerations for absences or missed coursework.

MENTAL HEALTH AND WELLNESS:

Need Help? CSU is a community that cares. If you are struggling with drugs, alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others, please know there is help available.

Your student fees provide access to a wide range of support services located in the **CSU Health and Medical Center** (Corner of Lake and College). Trained professionals are available 24/7 to help you identify which services are right for you.

Visit [CSU Health Network Counseling Services](#) or Call (970) 491-6053. Check out also [Multicultural Counseling Services | Health Network](#)

If you are concerned about a distressed friend or peer, share your concerns with a trained professional at **Tell Someone**. They can help you discreetly connect the individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

Visit the [TELL SOMEONE website](#) or call (970) 491-6053

MORE RESOURCES GATHERED BY THE COLLEGE OF LIBERAL ARTS, INCLUDING FOR JEWISH STUDENTS (p. 5): [ETST 257\Colorado State University Resources.pdf](#)

COURSE ASSIGNMENTS & EVALUATION

NOTE: All assignments should be typed and double-spaced in Times New Roman 12pt font with 1-inch margins. Essays should include a title page and academic source list/bibliography. Please use APA format. All assignments should be submitted via CANVAS.

ATTENDANCE/PARTICIPATION AND IN/OFF-CLASS PARTICIPATION ASSIGNMENTS: (200 POINTS)

Class attendance is mandatory, and each student will be allowed three absences that will be excused (no need to communicate with me when/if you decide to take these days off – when calculating your final grade, I will waive them). After that, your final grade drops 10 points for each additional absence. Perpetually arriving late to class will also result in losing participation points. To take attendance, I may pass around a sign-in sheet, call roll, and/or use your in-class work. Students caught signing in for their peers who are absent or late to class are engaging in academic misconduct as this is a form of plagiarism.

Students are expected to be in class on time each week, prepare in advance by reading the assigned texts, and actively contribute to class discussions and activities. Preparation and participation are equally vital to the success of the course. To be active and thoughtful participants, you must prepare for class by carefully reading the assigned materials. I expect students to come to each and every class meeting ready to reflect on, discuss, and write about the topic(s) under consideration.

To ensure a learning, non-interrupted environment, I ask that you use your digital devices only for academic purposes related to the current class and moment. That means no earbuds, no texting to friends, no watching videos, etc. during class. If you do need to use your devices to address specific needs, including disability, please communicate this with me.

* If you are being quarantined due to COVID, you will not be marked absent if you email me **at the start of your quarantine**, providing official evidence of your situation.

* If you face any life event or situation, I encourage you to contact Case Management so all your professors will be notified of your approved and excused absence. This will allow them (including myself) to support you. In any case, I ask that you let me know how I can support you so you can thrive in this important course and gain as much as possible.

Participation Assignments (P.A.s) are short assignments. They are usually given once a week on Canvas (in Assignments or Discussion Forums) and/or in class to ensure involvement in the course and comprehension of the material. Many of the P.A.s encourage discussion and aim to create a sense of community within the course and develop one's own knowledge and reflection. The P.A.s will be given throughout the course, some without prior notice. Since some of the P.A.s can be personal, you can submit certain P.A.s directly to me. Others will be seen and responded to by your peers in class. For instance, P.A. Public/Discussion/Feedback will be viewed by others and will develop discussions in the course in relation to a certain topic, text, or case study, or in relation to other students' work and

presentations. These small assignments are worth 5-15 points each as part of your whole grade of Participation (150 points) in the course. Participation Assignments must be submitted by their due date/time as mentioned on *Canvas*.

TEN READING REFLECTIONS and FIVE DISCUSSIONS: (150 POINTS)

Write a Reading Reflection on Ten texts from the syllabus of your choice (1-2 short pages for each reading) (10 points each), and submit them in their designated assignment on Modules before they are taught in class. Reading Reflections will include (1) 1-3 summarizing paragraphs of the reading, (2) one quote/argument that you find interesting/thought-provoking, and (3) a “real life” example you offer to support the author's argument (and/or the quote) or refute it. Two additional reading reflections will be counted as extra credit (10 points for each additional one).

In class, each student will start off with a discussion for five of the readings (it can be for those you complete reading reflections on). For each discussion in class students will be granted up to 10 points. Sign up here for specific reading discussions you will lead (link in the assignment on Canvas)

ONE TAKE-HOME EXAM: (200 POINTS)

You will have one take-home exam this semester that will consist of multiple-choice and short essay questions and will have limited time. You are allowed to use your course readings and notes. You must complete this exam independently. Additional instructions, grading rubric, and examples of questions will be given later in the course.

ESSAY #1: ANALYSIS OF ANTISEMITIC TROPES (100 POINTS)

This 900–1200-word short paper invites you to use the learned course material in weeks 1-4, including the readings, for analyzing an antisemitic event/incident/crime through the lenses of antisemitic tropes and Jewish identities and experience. You can choose an event/incident/crime you experienced or witnessed or one you could learn about from the media/history books/a personal witness.

You will be provided with a specific essay structure and texts/concepts to use.

This is a brief assignment to have you perform the first steps of knowledge and application.

ESSAY #2: ANALYZING ANTISEMITIC PRACTICES VIA THREE METHODOLOGIES (150 POINTS)

In this 1500-2500 words research paper you will study through three of the learned methodologies in Section 3 a case study that manifests antisemitism. The goal is to develop deeper understanding of antisemitic *practices*. You will start with identifying the leading antisemitic tropes, but will put more focus on the actual antisemitic manifestations and practices. Again, you will be provided with specific essay structure that you can follow as well as variety of texts/concepts to use in your small research. I recommend meeting with me ahead of time to discuss your work. This research paper can be submitted with a peer from class or your Chavruta.

ARTICLE/TOPIC PRESENTATION (100 POINTS)

Each Chavruta group will actively and significantly contribute to the content of the course and give their own input, understanding, and example for a chosen topic via a 10-minute well-done presentation. Presentations will be throughout the course (you should choose a topic/class you are interested in). Each presentation will include: (1) the Main argument of one current class reading, (2) a current-day example of the argument, (3) a relationship/connection to the same class's or previous reading, (4) at least one developed insight. Detailed instructions, as well as a sign-up schedule, will be provided by the second week of class.

CHAVRUTAH WORKSHOPS (100 POINTS TOGETHER)

Each workshop/In-class Chavruta work will be presented in class and graded 30-40 points each. The main work of the workshops is to prepare your Essays and end of the course discussions.

GRADING SCALE

Assignments are on a 1000 pt. scale and weighted as described above with letter grades as the following:

A+	100%	to 96.67%
A	< 96.67%	to 93.33%
A-	< 93.33%	to 90%
B+	< 90%	to 86.67%
B	< 86.67%	to 83.33%
B-	< 83.33%	to 80%
C+	< 80%	to 76.67%
C	< 76.67%	to 70%
D	< 70%	to 60%
F	< 60%	to 0%

GRADE COMPOSITION:

Participation Assignments (200)

10 Reading Reflections (150)

Take Home Exam (200)

Essay #1 (100)

Essay #2 (150)

Article/Topic Presentation (100)

Chavruta Workshops (100)

1000 points in total

**Note: Instructor reserves the right to adjust the schedule, readings, and assignments*

UNIT 1: INTRODUCTION & FUNDAMENTAL CONCEPTS	
Week 1	T: 1/21 – Why do we need to learn about antisemitism? Introduction to the phenomenon of Jew-hatred, its current manifestations, and the call for social justice; Course overview, class norms, expectations P.A. in class¹: self-introduction to Dr. Aronis Read (by 8/31): Lipstadt, D. (2018). <i>Antisemitism: Here and Now</i>, pp. ix-xiii, 3-10

1/20:
Martin
Luther King
Jr. Day

¹ See **Participation Assignments (P.A.s)** or any other assignment as described in the syllabus. All assignments have full prompts in the "Assignments" section on Canvas or as mentioned in class.

	Th: 1/23 – Who are the Jewish people and how they define themselves in the U.S. and in different parts of the world? Discussing intersections of ethnicity, culture, race, and religion Read: Solomin, R. (retrieved 2022). Sephardi, Ashkenazi, Mizrahi and Ethiopian Jews: The Jewish world is more ethnically and racially diverse than many people realize. <i>My Jewish Learning</i> Read: Weisenfeld, J. (2013). "On Not Being Jewish...and Other Lies: Reflections on Racial Fever," <i>Soundings</i>, 96, 3-11 Read: Memmi, A. (1967/2020). Little Portrait of the Jew. <i>The Albert Memmi Reader</i>, pp. 94-95. Optional Reading: Pew Research Center. (2021). <i>Jewish Americans in 2020: U.S. Jews are culturally engaged, increasingly diverse, politically polarized and worried about anti-Semitism</i>. ; <i>When We were Arabs: A Jewish Family Forgotten History</i> (2019) P.A.: Self introduction to the class P.A. Feedback on Syllabus
Week 2	T: 1/28 – Sephardi and Mizrahi Jews and other Jews of Color in the US and worldwide Re-discussing intersections of ethnicity, culture, race, and religion *Read at least two readings from the following: Read: Foreword by S. J. Ross p. vii and Editorial Introduction by S. Soomekh pp. ix-xiv in <i>Sephardi and Mizrahi Jews in America</i> (2016). Purdue University Press Read: Kaur, H. (2023). <i>What does it mean to be Jewish in the US?</i> <i>CNN</i>. Read: D. Suissa (2016). Negotiating Exile: An Arab Jew in America pp. 125-129 Read: Stovall, T. (2022). Meet the Jews of color exploring what it means to be Black, Asian, Latino — and Jewish. <i>Forward</i>. Read/Listen: Adi Keissar - Israel - Poetry International; AND שחור על גבי שחור (Adi Keissar) – Choose the English Translation P.A. Appreciation to the Depth and Diversity of Jewish Experience (Sephardi and Mizrahi Cultures): Listen to one podcast, Reclaiming Identity - Institute of Jewish Experience from the website: https://instituteofjewishexperience.org/ - and create one slide about it following instructions on Canvas Th: 1/30 - Silence around both Jews and Jew-hatred Discussing relationships between privilege, oppression, and trauma; (de)legitimizing antisemitism Read: Lipstadt, D. (2018). <i>Antisemitism: Here and Now</i>, pp. 90-100 (Delegitimizing antisemitism: Jews can't be victims; Antisemitism and racism: The same yet different) Read: Tracie. (2017). On Skin in the Game: How Antisemitism Animates White Nationalism. B'more INCREMENTAL: REFLECTIONS FROM BALTIMORE ON RACE, JUSTICE, & CHANGE Read: Schraub, D. "White Jews: An Intersectional Approach." <i>AJS Review</i>, 379–407 Optional reading: Horn, D. "People Love Dead Jews: Reports from Haunted Present." – selected pages Optional reading: The Social Matrix of Race (pp. 22-30)
Week 3	T: 2/4 – Definitions of the term "antisemitism," also why we dropped the "hyphen" Read: Lipstadt, D. (2018). <i>Antisemitism: Here and Now</i>, pp. 11-25 Read: U.S. Department of State Definition of Antisemitism Introducing the Individual Presentation Assignment and a sign-up sheet P.A.: Interviewing about Jewish identity. Bring your completed assignment to this class Th: 2/6 – Common antisemitic tropes: Power, deicide, blood, Disloyalty, greed, denial Read: Anti-Defamation League. (Retrieved 2022). Antisemitic Myths: Jews Have Too Much Power; Jews Killed Jesus; Jews Use Christian Blood for Religious Rituals; Jews Are Disloyal; Jews Are Greedy; The Holocaust Didn't Happen Read: Sergio Della Pergola (2024). How Best to Define Antisemitism? A Structural Approach, <i>Antisemitism Studies</i>, 8 (1), 4-42.

1/27:
International
Holocaust
Remembrance
Day

February -
Black
History
Month

Week 4	T: 2/11 – Work in Chavrutas²: Analysis of three case studies using learned definitions and tropes In Chavruta and a workshop, students will analyze three provided antisemitic case studies from history and current times. Each Chavruta will present in class their analysis/discussion Graded workshop (30 points) Introducing Essay #1 Submit: first version of “What is Antisemitism?” (to be used in your workshop and essay #1, 15 points)
	Th: 2/13 – Who are the antisemites today? – from white nationalists to antisemitic enablers Class might start with workshop presentations from last class Read: Ward, E. (2017). Skin in the Game: How Antisemitism Animates White Nationalism. <i>Political Research Associates</i> Read: Lipstadt, D. (2018). <i>Antisemitism: Here and Now</i>, pp. 42-55 Read/Watch: PBS (2021). Exploring hate: How antisemitism fuels white nationalism Optional: Western States Center - Eric Ward on the Antisemitism at the Heart of White Nationalism Facebook (we will watch this together in class) Optional: Schraub, D. (2022). The Epistemic Dimension of Antisemitism, <i>Journal of Jewish Identities</i>.
UNIT 2: HISTORICAL AND THEORETICAL CONTEXTS OF ANTISEMITISM	
Week 5	T: 2/18 – Religious racism or anti-Judaism in the Ancient and medieval world: Pre and during Christianity and Islam (*read two full chapters of your choice) Read: Laqueur, W (2006). <i>The Changing Face of Antisemitism</i> (Ancient and Medieval anti-Judaism 39-70) Read: Lyn Julius (2018). Uprooted: How 3000 Years of Jewish Civilization in the Arab World Vanished Overnight (Forward, Ch. 1: Over a millennium before Islam; Ch. 2: the Myth of peaceful coexistence) Read: Gilbert, M. (2011). In Ishmael’s House: A History of Jews in Muslim Lands (- one chapter from 1-6)
	Th: 2/20 - Religious racism or anti-Judaism: End of Middle Ages and Renaissance in the Christian world Read: Nirenberg, D. (2013). <i>Anti-Judaism</i> (The extinction of Spain’s Jews and the birth of its inquisition, pp. 217-245. + Reformation and its Consequences, pp. 246-268). We will watch together in class: European Antisemitism from Its Origins to the Holocaust Optional Read: Fredrickson, G. M. (2015). Religion and the Invention of Racism (pp. 17-47). In <i>Racism: A short History</i>. Princeton University Press.
Week 6	T: 2/25 – Antisemitism as racism How antisemitism functioned as racism and how race is a social construct Read: Memmi, A. (Racism) An Attempt at a Definition. (pp. 221-225) Read: Duering, K. E. (1881). The question of the Jew is a question of race. <i>The Jew in the Modern World</i>. (p. 308) Read: Renan, E. (1883). Judaism: Race or Religion? <i>The Jew in the Modern World</i>. (pp. 309-311) Optional reading: Fredrickson, G. M. (2015). The Concept of Racism in Historical Discourse. In <i>Racism: A short History</i>. Princeton University Press. Optional reading: Coates, R., et. al. The Operation of Racism. (pp. 31-43)
	Th: 2/27 - Pogroms and Antisemitism in Russia and Eastern Europe in the 19th and early 20th centuries Read: Sam Johnson, Russia and the Origins of Twentieth-century Antisemitism. <i>History Compass</i> Read: Modern Jewish History: Pogroms

² the Talmudic study method in which a small group of students analyze, discuss, and debate a shared text

	Read: the-protocols-of-the-elders-of-zion Optional readings for background/enrichment: Holocaust Encyclopedia. Pogroms Pogroms and Antisemitism in North Africa and the Middle East in the 19th and early 20th centuries Read: Lyn Julius (2018). Uprooted: How 3000 Years of Jewish Civilization in the Arab World Vanished Overnight (Introduction, Preface; Ch. 3: the European colonial revolution) Read: Memmi, A. (1967/2020). What is an Arab Jew?. <i>The Albert Memmi Reader</i>, pp. 185-189 Read: Tibbi, B. (2012). Islamism and Antisemitism. <i>Islamism and Islam</i>. Yale University *Other/additional readings might be assigned from: <i>A History of Jewish Muslim Relations: From Origins to Present Days</i> (2013); <i>Memories of Absence: How Muslims Remember Jewish Morocco</i> (2013); and <i>In Ishmael's House: A History of Jews in Muslim Lands</i> Optional reading: Tibbi, B. (2012). Why Islamism is not Islam. <i>Islamism and Islam</i>. Yale University
Week 7	T: 3/4 – The Dreyfus Affair, mass immigration, and the emergence of the Political Zionist movement Read: Anti-Semitism: Alfred Dreyfus & “The Affair” Read: Excerpts from “The Jewish State” by Theodor Herzl (1896) Read: Address by Max Nordau at the First Zionist Congress (August 29, 1897) Optional readings for background/enrichment: Mendes-Flohr, P. & Reinharz, J. (2011). Zionism. <i>The Jew in the Modern World</i>. Pp. 585-587. The First Zionist Congress (August 1897) by Ahad Haam Submission of Essay #1 by 3/4
	Th: 3/6 – Zionism and/as a solution for Jewish distress? (including ‘Zionism without Zion’) Read: Rachel Cockerell (2024). <i>Melting Point</i>. Wildfire (preface, Read: Quotations on Zionism Read: The Balfour Declaration (November 2, 1917) and other documents Optional readings for background/enrichment: Diana Muir, “A Land without a People for a People without a Land” Middle East Quarterly, 2008, 55-62 Jewish Virtual Library, Different types of Zionism (on the left)
Week 8	T: 3/11 – The problem of antisemitism in the Soviet Union, 1920s-30s, secularization, and “Alternative Zion” (Guest speaker: Dr. Deborah Yalen) Readings: TBA
	Th: 3/13 – Antisemitism as scientific/biological racism, Eugenics, and the Holocaust (readings will continue into the break) Read: Weikart, Richard. (2021) <i>Darwinian Racism: How Darwinism Influenced Hitler, Nazism, and White Nationalism</i>. Read: Eugenics Holocaust Encyclopedia (ushmm.org) Read: Nuremberg Laws Holocaust Encyclopedia (ushmm.org) Read: Yad Vashem: What was the Holocaust? (see more information on the left of the page) Optional Reading: Golash-Boza, “The Rise of Scientific Racism” (p 27-38) Optional Reading: Whitman, J. Q. (2017). <i>Hitler's American model: The United States and the making of Nazi race law</i> – Introduction The Holocaust and Nazism in the Arab World and their aftermath Read: Laskier, M. M. (2014). The Emigration of the Jews from the Arab World (From A History of Jewish-Muslim Relations)

3/8:
International
Women's
Day

3/13-15:
Purim
(פורים)
(Jewish)

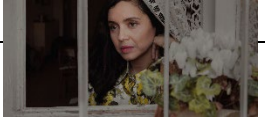
	Watch: Boukhobza, G., "The Forgotten Refugees of the Arab-Israeli Conflict: The Story of a Jew from Libya" Watch: The Forgotten Ones (2021) - IMDb Read: Lyn Julius (2018). <i>Uprooted</i> – Ch. 4: The Legacy of the Nazi Era; Ch. 5: The Virulent Nationalism Optional: Mark R. Cohen, <i>The Golden Age of Jewish-Muslim Relations: Myth and Reality</i> Optional Reading: Documentation Center of North African Jews during World War II: War stories in Algeria, Tunisia, Libya, and Morocco
	Spring Recess – no classes (please, rest... do something good for yourself)
Week 9	T: 3/25 – Antisemitism as Judeophobia and xenophobia in the U.S. The status of antisemitism in the US, and its tension between racism, xenophobia, and Judeophobia Read: ADL: Antisemitism in American History Read: Wyman & Medoff, "America's Response to Nazism" Optional reading: Norwood, S. H. (2008). Antisemitic violence in Boston and New York during World War II. <i>Encyclopedia of American Jewish History</i> (pp. 187–189). Santa Barbara, CA: ABC-CLIO Th: 3/27 – October 7th (2023), and the drastic rise in antisemitism Read: Erwin Chemerinsky: Nothing has prepared me for the antisemitism I see on college campuses now Read: 'Hate Has No Place on Our Campuses' AAC&U Read: Franklin Foer (2024). The Golden Age of American Jews is Ending. Read: Michael Starr (2025). Silence of 'human rights' NGOs on Bibas babies is complicity with Hamas agenda. Read: Wilson Center (Oct 2023). Doctrine of Hamas. Read: Yonah Jeremy Bob (March 2025). Timeline breaks down Hamas's October 7 invasion, Israel's delayed response to massacre, <i>Jerusalem Post</i>. Read: AJC (March 12, 2024). Hamas' Most Horrific Weapon of War: 5 Takeaways from UN Report on Sexual Violence Against Israelis Or Lucy Williamson (Dec 2023). Israel Gaza: Hamas raped and mutilated women on 7 October, BBC hears, BBC. Watch: Raphael Shore / The Aseret Movement (2024). <i>Tragic Awakening: A New Look at the Oldest Hatred</i> (*still considering) Read: ADL (2024). Top 5 Global Antisemitic Trends Since October 7: A One-Year Impact Report
UNIT 3: SELECTED METHODOLOGIES TO STUDY CURRENT ANTISEMITISM	
Week 10	T: 4/1 – Studying exclusionary talk (discourse) Naming and referencing Jews and their actions Read: Reisigl M. and Wodak, R. (2001). <i>Discourse and Discrimination: Rhetorics of Racism and Antisemitism</i>. Routledge. Selected pages Read: Teun A van Dijk, "Discourse and Racism" (145-159) Studying visual practices of marking and threat (semiotics) Analyzing semiotics and visual communication of the yellow badge, the Auschwitz tattoo number, and the swastika on campuses today. Read one of the following: Cassen, F. (2017). <i>Marking the Jews in Renaissance Italy: Politics, Religion, and the Power of Symbols</i> – selected pages. Aronis, C. (under review). "The Nazi Swastika as a Double-Act of Threat and Identity"

3/18-20 - Denver March Powwow (Indigenous) - Three-day event in the Denver Coliseum features more than 1,600 dancers from close to 100 Tribes from 28 states and Canadian provinces

	Watch: Nazi anti-Jewish boycott. <i>Holocaust Encyclopedia</i> (Pay special attention to the marking of bodies with swastikas, and shop windows with the words, "Jews forbidden.") Optional: Rose, G. (2016). <i>Visual Methodologies</i>, 4th ed. – Semiotics (selected pages)
	Th: 4/3 – Studying propaganda and conspiracy theories (media representations and prejudiced presumptions) From European blood libels to QAnon and the pandemic; from Protocols of the Elders of Zion to contemporary antisemitism on social media Read: Holocaust Encyclopedia: Nazi Propaganda Read one of the following: Becker, et. al: Decoding Antisemitism: A Guide to Identifying Antisemitism Online Topor, L. "Dark Hatred: Antisemitism on the Dark Web" Tabarovsky, Izabella. "Demonization Blueprints: Soviet Conspiracist Antizionism in Contemporary Left-Wing Discourse" <i>Journal of Contemporary Antisemitism</i>, vol. 5, no. 1, 2022, pp. 1-20. Laqueur, W. (2006). <i>The Changing Face of Antisemitism: From Ancient Times to the Present Day</i> (Racialism and Jewish Conspiracies) - pp. 91-106 Optional reading: Byford, J. (2021). Conspiracy Theories (pp. 79-92). In S. Goldberg et al. (eds.), <i>Key Concepts in the Study of Antisemitism</i>. Optional reading: Decoding Antisemitism: A Guide to Identifying Antisemitism Online
Week 11	T: 4/8 - Studying spatial practices of exclusion and expulsion (spaces) Examining segregation, immigration banning and quotas, hostile environments leading Jews to flee Read: Elon, A. (2002). The Pity of It All: A Portrait of the German-Jewish Epoch, 1743-1933 – Introduction and chapter 1 (Pay special attention to city spaces, the wall, nomads, spaces of refuge) Read: Faber McAlister, J. (2016). Ten Propositions for Communication Scholars Studying Space and Place Studying violent practices and technologies (technologies and systems) Analyzing violent acts like the Kristallnacht, gas chambers, mass shootings in synagogues, street stabbing Read and View: Gassing Operations, Gas Chambers' system and doors, <i>Holocaust Encyclopedia</i> Read: Winner, "Do Artifacts Have Politics?", pp. 19-29, 38-39 Optional Reading: Slack, J. D., & Wise J. M. (2005/2014). Culture and Technology: A Primer. pp. 115-123 Aronis, C. & Aoki, E. (2024). Nooses and Nazi Swastikas on U.S. Campuses: An Anti-Racist Call for a Rhetorical Reframing of Hate Symbols as Violent Technologies. <i>Quarterly Journal of Speech</i>, 1–28. Introducing Essay #2
	Th: 4/10 – Chavruta Workshop: Analyzing a case study through three methodological lenses learned in this unit. Students will present their work in the next class Practicing examples Introducing Essay #2
UNIT 4: SUMMARIZING THE COURSE JOURNEY AND STEPPING INTO CURRENT DISCUSSIONS	

4/12-20:
Passover (פסח).
Seders on first
second nights
(Jewish)

Week 12	T: 4/15-17 – The new antisemitism – what is it? Is it real? *Read at least two from the following: Read: Poisoning the Wells-introduction Read: Elman, M., “Left Antisemitism: The Rhetoric and Activism of Jewish Voice for Peace” Read: K. Marcus, “The Definition of Antisemitism - Anti-Semitism and Anti-Zionism Read: Arnold, S. “From Occupation to Occupy” Read: Munro, B. (May 31, 2021). Dear American Progressives: Your Jewish Friends Are Terrified by Your Silence. <i>Medium</i>. Read: Butler, J. Forward - On Antisemitism: Solidarity and the Struggle for Justice (Jewish Voice for Peace) Read: Julius (2018). Uprooted, chapter 10: Myths, Lies, and Distortion. Submit an updated version of “What is Antisemitism?” (2-3 pages) – 15 points 4/20-27 – U.S. Holocaust Remembrance Days
Week 13	T: 4/22 - Is anti-Israel and/or anti-Zionism a special case of antisemitism? When do criticism of Israeli policies and actions become antisemitic, if at all? Chavruta Workshop Read: The International Holocaust Remembrance Alliance Working Definition of Antisemitism (IHRA); “The Jerusalem Declaration on Antisemitism” (JDA); The Nexus Document (Nexus) Optional Reading: Waxman, D., Schraub, D. & Hosein, A. (2021): Arguing about antisemitism: why we disagree about antisemitism, and what we can do about it, <i>Ethnic and Racial Studies</i>
	Th: 4/24 - Is anti-Israel and/or anti-Zionism a special case of antisemitism? – cont. Read: Is Zionism Racism?. <i>Jewish Virtual Library</i>. (including two videos) Read: Monika Schwarz-Friesel and Evyatar Friesel - to make the world a better place.pdf Read: Boukala, Salomi. 2024. “The Greek Left-Wing and the ‘Jewish Problem’: Analysing Antizionism and Antisemitism as Forms of Soft Hate Speech.” <i>Critical Discourse Studies</i>, 1–15. doi:10.1080/17405904.2024.2440884.
Week 14	T: 4/29 – Free speech and U.S. campuses antisemitism (to be updated) Chavruta Workshop and/or watching and discussing a film Th: 5/1 – The Politics of Recognizing, Dismissing, and Hiding Antisemitism We will focus on two-three of the following: Riedl, M. J., Joseff, K., Soorholtz, S., & Woolley, S. (2024). Platformed antisemitism on Twitter: Anti-Jewish rhetoric in political discourse surrounding the 2018 US midterm election. <i>New Media & Society</i>, 26(4), 2213-2233. https://doi.org/10.1177/14614448221082122 Félix, A., & Forecki, P. (2024). In the Shadow of Two Monuments: Local Battlefields of Politics of History in Hungary and Poland. <i>The Journal of Holocaust Research</i>, 38(2), 154–172. https://doi.org/10.1080/25785648.2023.2300218 4/14 - Baisakhi, Visakhī, the solar new year, harvest festival (Dogras, Sikhs, Punjabi Hindus, North

	Novis-Deutsch, N., & Adams, T. (2024). Holocaust Memory Transformations in Contemporary Contexts: An Introduction. <i>The Journal of Holocaust Research</i>, 38(2), 87–92. https://doi.org/10.1080/25785648.2024.2307226 By Keeanga-Yamahtta Taylor (2024). The Campaign Against D.E.I.: For critics of the former Harvard president Claudine Gay, a larger goal was always in sight. <i>The New Yorker</i>. https://www.newyorker.com/news/our-columnists/the-campaign-against-dei Ksenia Poluektova-Krimer, The Strange Case of Russian Anti-Semitism – Chapter 6; In THE PARADOX OF POWER: Ukraine's Struggle, Russia's Dilemmas, and Global Consequences Salomi Boukala, Protocols of political forgiveness: forgetting and forgiving antisemitism in the Greek right-wing politics. <i>Handbook of political discourse</i>	
Week 15	T: 5/6- Imagining Jewish Futures Read/listen: Magid (2024). Beyond Zionism and Anti-Zionism: A Future of the American Jewish Left and the Negation of the 'Negation of the Diaspora'. <i>Critical Research on Religion</i>, Vol. 12(2) 215–226 Bridging Time, Distance and Distrust, With Music, The NYTimes Glimpsing Jewish memories amid the mellahs of Morocco Kenbib, M. (2011). Muslim-Jewish Relations in Contemporary Morocco. In <i>Jewish Culture and Society in North Africa</i> (pp. 24-31). Indiana University Press. Th: 5/8 – Combatting Antisemitism – how, when, why? Practicing ways of healing (to be updated) From U.S. campuses to the streets Read: Levin and Nolan (2017). Ch. 6: The Production of Rebels, Deviants, and Other Decent People. In <i>The Violence of Hate: Understanding Harmful Forms of Bias and Bigotry</i> Read: Germans march against anti-Semitism after Berlin attack on Israeli wearing a yarmulke Listen: Collard, R. (2021). Signs of a forgotten Jewish past in Mosul. <i>The World</i>. Read: Zaretsky (2020). Acts of Repair: Justice, Truth, and the Politics of Memory in Argentina (selected) Read: Boukala, S. (2025). Imagined communities, third space and heritage preservation in the digital age. <i>Discourse & Communication</i>, 0(0). https://doi.org/10.1177/17504813241313033 OR: Boukala, S. (2025). Memory and oblivion: Exploring the collective identity of the Greek Sephardic Jews through the online rediscovery of Ladino. <i>Aegean Working Papers in Ethnographic Linguistics</i>, 4. Summary of the course and words of wisdom Instructions: Take Home Exam (submit by May 14)	
END OF COURSE Finals week: May 12-16, 2025		

5/11- U.S.
Mother's
Day