



The following resolution herewith has been proposed by the following parties:

Kyla Fonger (NMU)
MidWest Committee

Jewish on Campus supports and recommends antisemitism training for faculty and staff on college campuses.

Resolution 3
Antisemitism Training for Faculty on Campus

Introduction

The spread of antisemitism through Holocaust comparison is widespread in America yet and it is not a priority to University administration. Antisemitism has been around for thousands of years and it is crucial we take action to combat against the dangerous use of Holocaust comparisons. To Jewish folk on campus, hearing Holocaust comparisons demonize and may negatively impact their abilities to learn and make students feel unsafe in the classroom. At Northern Michigan University, in a lecture hall, a professor compared a starving woman to a Holocaust member. He began saying, "I am not an antisemite but I am not fond of the state of Israel." The undergrad immediately felt struck with anxiety and fear; this was not the first remark he has made in regards to the memory of the Holocaust. Earlier in the semester, he compared the ecological crisis to the Holocaust. Careless Holocaust analogies are a direct example of antisemitism that constrains us all and should not be used by professors as well as anyone. In this situation, the student felt directly attacked, which made her decide to excuse herself from the lecture.

Faculty must be held accountable and given the opportunity to learn the severity that Holocaust analogies actively demean Jewish culture.

Assumptions

- I. Antisemitism is found constantly within everyday life. Some perpetrators may be unaware that their rhetoric is antisemitism. Rather than assuming malice immediately, it is best to acknowledge gaps in education and that such perpetrators may be doing so unknowingly. Providing education and training helps people to understand these prejudices.
- II. University faculty and staff serve in a position of power on campus. Therefore, their avoidance of prejudice, especially antisemitism, is crucial. Such biases may seep into classrooms and negatively impact students.
- III. For all instances within this resolution, antisemitism is defined by the International Holocaust Remembrance Alliance (IHRA) Definition. This became the accepted definition through previously-passed Resolution 1.

Articles

Article I: Included Parties

- A. This resolution and its attached curriculum may be applied to any institution for higher education in Canada or the United States, public or private, as deemed necessary.
- B. Parties include faculty and staff of that University.
 - a. Faculty and staff are defined as persons employed by the university in some manner. Employment constitutes a contractual agreement between the university and an individual, in which the individual may receive

payment in exchange for work. This payment may be money, tuition stipends, or another alternative agreement.

- b. Employed persons may include but are not limited to: professors, paid researchers, TA, RAs, administrative staff, and other faculty.

Article II: Establishment of Curricula for Said Training

- A. Antisemitism training should be offered in conjunction with university-affiliated Jewish groups.
 - a. These groups should not be forced to participate or run the program unwillingly. Administration must make it apparent that their input is valued and that they are permitted to have a say in the training and its curriculum. If willing, such groups are permitted to run sessions/workshops.
 - b. Administration should seek out means to include Jewish voices within their program. Acceptable means may include students, staff, or religious leaders who feel comfortable and willing to contribute.
 - i. Exception: Some universities may be in less Jewish areas and therefore less likely to have persons able to provide a Jewish influence. See Article III. Accepted resources should be utilized in their place.
- B. Antisemitism training should include the definition of antisemitism and common tropes.
 - a. See the IHRA definition for examples.
- C. Antisemitism training can include means to talk about the Israel/Palestinian conflict without being antisemitic, if the situation is deemed appropriate. This training, however, is made to be apolitical and endorsements regarding the conflict are not permitted during this time.
- D. Participants should be made aware of the negative impact campus antisemitism has on students.
- E. Training should include the commonality of antisemitism, particularly on college campuses, and statistics associated with such.
 - a. Jewish on Campus has data associated with on-campus antisemitism that universities may reference. This can be found here: [Research & Data - Jewish on Campus](#).
- F. Participants should leave training with a sufficient understanding of the Holocaust and intergenerational trauma associated with the event.
 - a. Participants should leave the training aware of the systemic laws impacting Jews during this time, concentration camps and the state murder of Jews, and the events leading up the Holocaust.

Article III: Universities without Jewish Affiliated Groups

- A. Universities without Jewish Affiliated groups have a couple of different options.

- a. They can seek out Jewish groups within their local community to help with the training.
- b. Such universities can look to approved resources in developing a fair and acceptable program. For example, universities may look to Jewish on Campus data, articles, and published submissions to aid in conducting fair training.
- c. Fringe Jewish groups such as Jewish Voice for Peace (JVP) and Independent Jewish Voices (IJV) are not to be consulted and are not an acceptable replacement.

Article IV: Statement Condemning Holocaust Comparisons

- A. Holocaust comparisons have inappropriately arisen in many contexts, across the political spectrum, most often used to compare already-controversial subjects.
 - a. Topics often include abortion, animal rights, gun legislation, the COVID-19 vaccine, the Israeli-Palestinian conflict, LGBT rights, immigration, and more.
 - b. However, Holocaust comparisons are made on smaller scales as well, such as individuals calling someone they disagree with a Nazi.
- B. According to the [Anti-Defamation League](#), Holocaust comparisons are harmful for two reasons.
 - a. An overuse of words relating to the Holocaust, and inapt comparisons, contributes to a lessening of the true impact and meaning of the Holocaust's atrocities.
 - b. Holocaust comparisons trivialize, distort, and deny the Holocaust.
- C. Additionally, comparisons like these contribute to antisemitic hate speech and conspiracy theories about the Jewish people.
 - a. Using the suffering of the Jewish people to get a point across is immensely disrespectful to the core belief of "Never Forget;" we must teach future generations about the atrocities that occurred, and that begins with depicting the Holocaust accurately and avoiding comparisons.
 - b. Inaccurate comparisons contribute to the [more than one billion people](#) around the world who harbor antisemitic attitudes by allowing them to minimize and trivialize the Holocaust.
 - c. As Neo-Nazis gain a voice in politics both in the United States and around the world, with incidents like white supremacists screaming "the Jews will not replace us" during the Unite the Right Rally in August 2017 becoming more and more commonplace, Holocaust comparisons have real ramifications on individual and institutional attitudes toward Jewish people.
 - d. If we act like the Holocaust was an abstract conflict that can be compared to other political events, we take away from the real suffering that survivors had to endure for years.

- e. Holocaust inversion occurs when persons paint modern-day Jews as “Nazi Oppressors” and other persons as oppressed by them. Holocaust inversion and comparing Jews to Nazis is highly antisemitic. Comparing Jews to the people that killed them is highly inappropriate and disrespectful.

Article V: Creation of a Circulated Petition

- A. Universities should circulate a petition in support of the affected students, condemning Holocaust comparisons, and urging the university to require antisemitism training for all faculty and staff.
 - a. The petition should be co-sponsored by Jewish student groups on campus and sent to the broader student body and other affected parties.
- B. This petition may be used at various campuses within the United States and Canada, where deemed necessary.

Amendments

Voting

X Ambassadors voted “aye.” X voted “nay.” X abstained. X were not present. Voting occurred on XX/XX/XXXX.

Representative of American Musical and Dramatic Academy, **Vote**

Representative of California State University (Long Beach), **Vote**

Representative of Barnard College/List College, **Vote**

Representative of Columbia University, **Vote**

Representative of Binghamton University, **Vote**

Representative of Duke University, **Vote**

Representative of Boston University, **Vote**

Representative of Georgia Institute of Technology, **Vote**

Representative of Brandeis University, **Vote**

Representative of Middlebury College, **Vote**

Representative of Brown University, **Vote**

Representative of Northern Michigan University, **Vote**

Representative of Northwestern
University, **Vote**

Representative of University of
Michigan, **Vote**

Representative of Oregon State
University, **Vote**

Representative of University of Notre
Dame, **Vote**

Representative of Queen's University,
Vote

Representative of University of
Pennsylvania, **Vote**

Representative of Ryerson University,
Vote

Representative of University of
Pittsburgh, **Vote**

Representative of Stanford University,
Vote

Representative of University of
Vermont, **Vote**

Representative of Tufts University, **Vote**

Representative of Vanderbilt University,
Vote

Representative of University at Buffalo,
Vote

Representative of Vassar College, **Vote**

Representative of University of
California (San Diego), **Vote**

Representative of Wake Forest
University, **Vote**

Representative of University of Chicago,
Vote

Representative of Washington
University in St. Louis, **Vote**

Representative of University of Florida,
Vote

Representative of West Virginia
University, **Vote**

Representative of University of Miami,
Vote

Representative of Western Washington
University, **Vote**

Approval