

Antisemitism: Coming to a Campus near you

Introduction

Colleges around the country have become much more attentive to the needs of their students in the last several years, partially due to scandals that have hurt their reputations. From sexual assault and racism at Michigan State University, to cheating scandals at Georgetown and Stanford, universities are increasingly under the microscope for how they protect their students. One issue that unfortunately, has not gotten a lot of attention on college campuses, is how increasingly unsafe Jewish students feel. There are several reasons for this, the major one being ignorance/a lack of knowledge of the history of antisemitism. Hatred towards Jews on campuses is often expressed in a non obvious way, such as a political conversation about the State of Israel, and is rarely demonstrated in the more traditional discrimination tactics of direct violence. Due to the lack of 'obvious' discrimination, these constant examples of antisemitic harassment and intimidation do not receive much mainstream media attention and are often not included in college curriculums and training programs on campuses. Racism, sexism, and other forms of blatant bigotry are generally easier to spot, and easier to report on, but this tends to leave issues of bigotry towards Jews unaddressed. The rapid rise of antisemitism in the last several years has negatively impacted Jewish students on college campuses all over the country. The inability or unwillingness of schools such as Columbia, North Carolina and Michigan State to deal with this issue is dangerous, and leads to ignorance and targeting of Jewish students.

Columbia

One university that has struggled with making their Jewish students feel safe is Columbia University in New York City. One might be surprised that in a city with the largest Jewish

population in the United States, a university there can struggle with this issue. Generally, the targeting of Jewish students at Columbia relates to conversations about Israel, and Israeli policies. Criticism of Israel is completely acceptable, and is not in and of itself harassment of Jewish students, but unfortunately this criticism can sometimes go far beyond simple critiques. As one former student at Columbia described, she was not only harassed by other students, but also the faculty, who could have helped make her feel safe. “A particular professor refused to accept her Arabic credits from a summer course she had taken at the Hebrew University in Jerusalem, leaving her no choice but to repeat the class. She also said some faculties “made Jewish students' lives miserable,” adding that one teaching assistant “embarrassed” her on a regular basis”(Haaretz). It is appalling that faculty, who are responsible for promoting safe environments for their students to learn in, are the ones making students feel unsafe. In addition to harassment in class, the University hosts ‘Israel Apartheid Week’ every year, where “Columbia students and faculty... bring virulently anti-Semitic speakers to campus”(Haaretz). In 2019, President Donald Trump signed an executive order in an attempt to combat anti-Semitism. As the EO states, “Anti-Semitic incidents have increased since 2013, and students, in particular, continue to face anti-Semitic harassment in schools and on university and college campuses.”(White House). Under the EO, colleges are tasked with doing more to protect Jewish students under the Civil Rights Act of 1964 (Title VI). Due to this action by the President, there has been more reporting of hostile environments for Jewish students, such as at Columbia. “The Lawfare Project, a New York-based think tank and litigation fund for Jewish and pro-Israel communities, has filed a federal complaint against Columbia alleging that the University has failed to address the “culture of discrimination” against Jewish students on campus” (Lawfare).

This is pressing for Universities that receive federal funding, as if they are found to not be complying with Title VI, this funding can be revoked. Columbia receives “almost \$600 million in federal funding”, which is the “seventh-highest amount among universities in the nation”(Columbia Spectator). The University now has extra incentive to protect their Jewish students, since it seemed they did not seem particularly interested in doing so before, partially demonstrated by their unwillingness to comment on articles written on these issues. The President of the University, Lee Bollinger, stated this year that he has become increasingly concerned about the treatment of Jewish students on campus. This after the AMCHA Initiative, an NGO that publishes statistics on anti-Semitism at schools across the country, “recorded 123 incidents at Columbia in the past five years and... additionally published statements in which Jewish students admit to feeling threatened on campus”(AMCHA). Bollinger has not, however, taken this issue seriously in the past. The University hosted Malaysian Prime Minister Mahathir bin Mohamad in 2019, who has a well known history of denigrating Jews. The Anti Defamation League(ADL), and American Jewish Committee, both condemned his arrival on campus. The head of the ADL, Jonathan Greenblatt, tweeted in September of 2019, “For decades, Mahathir Mohamad has blamed Jews for Malaysia’s & the world’s ills, recently at Oxford & Cambridge Universities. Among almost 200 heads of state in NY this week, it’s a shame that the @Columbiavcommunity chose to feature him on their stage” (Jewish Journal). Bin Mohamad has referred to Jews as “ “hook-nosed,” said that they “rule the world by proxy” and questioned the number of Jews killed in the Holocaust”(Times of Israel), which are all common stereotypes about Jews. Not only did he reiterate his views during the event at Columbia, he received no pushback from the Columbia Professor who was responsible for moderating the event, which

made many Jewish students in attendance feel frustrated and unsafe. “[Lien-Hang T. Nyugen, a Columbia history professor] just sat there and let it happen,” said Eva Wyner, a senior from Philadelphia. “She put her hand to her chest in acknowledgement that it was going on, but she had a platform to say something and she didn’t say anything...For just Jews to have to be standing up for themselves — as he essentially denied the Holocaust and didn’t repudiate any of the anti-Semitic claims and welcomed it as free speech — it makes Jewish students here feel unsafe”(Times of Israel).

This is a common issue on college campuses, as it often seems to Jewish students that if they do not stand up to antisemitism, no one else will. It makes Jewish students all over the country feel alone and powerless. Columbia President Bollinger defended bin Mohamad’s arrival on campus as protecting free speech. This was also the same argument made in 2007, when yet another infamous antisemite was invited to campus: Former Iranian President Mahmoud Ahmadinejad, who is a Holocaust Denier, and threatened many times to wipe the State of Israel off the map. Kenneth Marcus, the former staff director of the United States Commission on Civil Rights, also discusses several other older examples of Jewish students feeling unsafe in his 2007 article on antisemitism on college campuses. One notable example he mentions is when a professor physically intimidated a Jewish student for offering a viewpoint alternative to his own on the Middle East. “He came really close to me....He said, “See, you have green eyes.” He said, “You’re not a Semite.” He said, “I’m a Semite. I have brown eyes. You have no claim to the land of Israel” (Marcus 208). The University certainly has a concerning history when it comes to protecting its Jewish student body, and it has a lot of work to do to repair its image within the Jewish community. Hopefully, with President Trump’s Executive Order, coupled with lawsuits

and increased awareness amongst University leadership, Columbia can improve the environment on campus and make its Jewish student body feel safe and included.

North Carolina

Another school that has struggled to make its Jewish student body feel safe is the University of North Carolina at Chapel Hill. A prestigious institution, it has also made headwaves in the Jewish community for its serious issues as they relate to antisemitism. It has also, like Columbia, hosted questionable individuals on campus that agitated Jewish students. During their 2018 conference titled ‘Conflict Over Gaza: People, Politics and Possibilities’, the University invited a Palestinian rapper who, in his performance, included statements like “Think of Mel Gibson, go that anti-Semitic” (NY Times). His performance made Jews and non-Jews feel uncomfortable, even though some argued he was performing satire. Many argued the conference was biased at best, and offensive at worst. Right before the conference took place, posters were displayed in the UNC library warning students of a ‘Jewish plot’ to rule America and the world, along with other offensive messages. These two events, in close proximity to one another time wise, led to the involvement of the Department of Education. “The Education Department has ordered... the University of North Carolina at Chapel Hill to remake the Middle East studies program... after concluding that it was offering students a biased curriculum that, among other complaints, did not present enough “positive” imagery of Judaism... (NY Times). In addition, the University was forced to institute widespread changes to how it handles antisemitism on its campus. After President Trump’s Executive Order on Antisemitism, and its inclusion in Title VI of the Civil Rights Act, a lawsuit was filed against the University, alleging it is not in compliance with Title VI. According to a statement put out by UNC, they agreed to

changes demanded by the Department of Education. “The University of North Carolina at Chapel Hill agrees to implement this Resolution Agreement to resolve complaint no. 11-19-2215, in which the complainant alleged that the University discriminated against students of Jewish descent. The University enters into this Agreement to continue to ensure its compliance with Title VI of the Civil Rights Act of 1964...” (UNC). The University put out new guidelines on harassment, especially as it relates to the Jewish student body, as well as changes to its curriculum on Middle East studies. Under these updated guidelines, “The school is also required to add a new section on anti-Semitism to existing training programs for students, faculty and staff. And for each of the next two academic years, the university must hold at least one campus meeting to discuss any concerns about anti-Semitism or other forms of harassment” (AP). These are critical steps, and ideally would be included in all universities, and not just ones that have experienced antisemitism. As opposed to being preventative, Universities such as Columbia and North Carolina are often reactive, and it is much harder to fight various forms of bigotry that way. The fact that the Federal government felt compelled to act demonstrates the very real issues at UNC Chapel Hill. This is, unfortunately, a challenging situation for the Department of Education, which needs to balance academic freedom and also address offensive curricula. The decision to get involved was met with fierce resistance among many groups, especially Palestinian ones, which accused the DOE of stifling free speech. The challenge is many Jewish students welcome this involvement, since schools like North Carolina and Columbia do not always act with the haste they should to make the students feel safe, unless they are publicly shamed and compelled to.

Michigan State

Another University that has been forced to react, rather than prevent, is Michigan State University. Unfortunately, the school has gotten a lot of media attention in the last several years, almost exclusively for negative reasons. From the Larry Nassar scandal, to the decades long cover-up that followed, MSU Presidents made students on campus feel unsafe, and prospective students wary of attending. Due to the high profile issues the school has had, with multiple former school employees now serving jail time, antisemitism has taken a back seat to other issues at the school. Although not comparable in scale to other universities like North Carolina and Columbia, Michigan State has also struggled to make its Jewish student body feel safe. From swastikas drawn in close proximity to the Hillel Jewish student center and antisemitic class content, to religious symbols removed/desecrated, as well as antisemitic flyers hung up on campus, the University has struggled to address these recent developments. Given the relative lack of interest in politics on campus, there is less pro/anti Israel advocacy on campus, making many individuals, including some Jewish students, not feel unsafe. However, those who are involved in pro-Israel advocacy on campus, including myself, sense the growing antisemitism and hostility. When a swastika was drawn by a campus fraternity house on February 18th of this year, right across the street from the Hillel, there was minimal media coverage, and most students were unaware of this. The President of the University, Samuel Stanley, did not even address the incident in any school wide email, which is usually what he does after bigoted incidents happen on campus, such as a racist display at the Wharton Center earlier this year. “I write to you about another [racist] incident that has left many members of our community horribly offended, outraged and frustrated. It has prompted many to question the safety of our

campus and our commitment to inclusivity” (Stanley 2/6). He later writes about steps that will be taken to ensure this kind of incident does not occur in the future. “In addition, mandatory racial-bias education and development for all staff and volunteers [at the Wharton Center] will begin Feb. 12, coordinated by the MSU Office for Inclusion and Intercultural Initiatives” (Stanley 2/6). The situation certainly necessitates that, but there then should be training for all Greek Life students so they understand the significance of a swastika, and then by extension, the rest of the student body as well. These are questions that should be addressed as well, and the lack of urgency is certainly concerning, especially to the Jewish student body. The racist incident received national attention, being addressed on both CNN as well as in a Saturday Night Live skit. Although it is very important for President Stanley, as well as CNN and SNL to address this particular incident, the fact that they did not address a swastika being drawn right by the Jewish student center is disconcerting, and demonstrates once again that Jews are too often forced to fight for any kind of institutional attention. The only publications that wrote on the swastika story were Jewish papers, as well as a student paper. Stanley’s lack of response certainly raised eyebrows within the Jewish community at Michigan State. Another clear sign that the University is woefully underserving the Jewish student body is that local newspapers, instead of reaching out to the administration for comment, reached out to Jewish students. A clear sign that Jewish students are once again left to fend for themselves, with no administrative support. Unfortunately, antisemitism is generally harder to spot than racism, and therefore more difficult to address. Although it is challenging to find a more antisemitic symbol than a swastika, ensuring Jews on college campuses feel safe is generally not a priority for University presidents/administrations. This issue was once again visible with a class I took in the Fall of

2019. The class was about America's role in the Middle East, and heavily featured a book written by military historian Geoffrey Wawro called *Quicksand*, in which he attempts to explain the U.S involvement in the region. He employs plenty of antisemitism in his explanation, essentially blaming Jews for U.S involvement in the region, and accusing Jews of manipulating American citizens and administrations into wrong foreign policy decisions. While discussing the creation of the state of Israel, he describes the supposed effort of Zionist Jews internationally to gain American sympathy for their cause. "'The American Public--saddened by Jewish suffering and largely unaware of Arab claims in Palestine--eagerly embraced the Zionist propaganda that appeared in every major American newspaper and many minor ones too. The Jewish propaganda was ingenious, appealing at the same time to American sentimentality and anti-Semitism..'(Wawro 88). This paragraph utilizes common antisemitic tropes, such as Jews controlling media and manipulating American foreign policy. Wawro is essentially questioning the validity of the state of Israel. There were plenty of other examples in the book of the author Wawro drudging up common tropes against Jews. The class was incredibly problematic, and the Professor, after I spoke with her numerous times, finally acknowledged the obvious issues with the book. I organized for the head of Jewish Studies, esteemed Professor Yael Aronoff, to attend a class and give a lecture on antisemitism. The Professor of the class required multiple conversations to convince her to even allow the lecture to take place. This is yet another example of a Professor, whether through ignorance or bigotry, making Jewish students feel unsafe in a classroom setting. A report was filed with the Office of Institutional Equity(OIE). According to VP of Student Affairs Denise Maybank, OIE typically follows up on reports within two months. The report was filed in January, and no responses have been issued, over four months later. Their

own deadline for reaching out was before the Covid-19 pandemic struck Michigan, so that was certainly not a reason for the lack of a response. Once again, Jews are forced to fend for themselves and fight bigotry on their own. To make matters worse, the Professor wrote to me recently that due to her lack of knowledge of antisemitism, she is referring students to me to help her teach the class about antisemitism. Unsurprisingly, no one reached out to me all semester. Oftentimes on college campuses, Jewish students are forced to defend themselves from bigotry, with little to no help from authority figures on campus, such as administration officials, professors, and the University President, and this was no exception. At Michigan State, professors who are part of MSU's Serling Institute for Jewish Studies and Modern Israel are doing their best, with minimal institutional support, to educate students on antisemitism. Through public lectures, Resident Assistant training sessions, and antisemitism forums, the department has done their best to protect the Jewish student body, as well as educate the general public on what antisemitism looks like. University administrations should assist their faculty, and ensure these training programs are institutionalized.

Religious symbols have also not been immune to the rising hostility in East Lansing to Jewish students. As one Jewish student wrote in the Jewish News, her mezuzah, a religious relic hung on front doors, was removed from her apartment door in January of this year. "Growing up, I was taught about the importance of Judaism and how I should feel proud to be a Jew, so hanging up a mezuzah was natural for me. However, a couple weeks later, I came back to my apartment to find my mezuzah ripped off my doorpost and stolen"(Jewish News). That was not the only religious relic casualty on campus, unfortunately. The Sukkah, a small hut built on the MSU Hillel's property for the Jewish holiday Sukkot, was desecrated by two college students,

and although they were inebriated, the act sent shockwaves through the Jewish community at MSU. Once again, the University was mostly silent, as President Stanley only briefly mentioned the Sukkah incident, thrown in in a mass school email, and did not address the mezuzah. These incidents point to a concerning trend at the University. The flyers posted around campus do not help as well. The flyers, posted by Students for Justice in Palestine (SJP) at MSU, accuse Israel of genocide and apartheid, which puts pro-Israel advocacy in an incredibly negative light. I, and other student activists, are being accused of supporting a murderous, illegitimate country, and therefore any arguments we make are invalid. This attitude certainly does not make Jewish students feel safe. The campus itself is not as politically active as other big schools around the nation, such as North Carolina and Columbia. However, the recent rise in antisemitism is concerning to Jewish leaders on campus, and has led to the need for more activism, and involvement of students and faculty to ensure the safety of the Jewish student body.

Recommendations

The struggles of the three campuses discussed to make their Jewish students feel safe are symptomatic of a greater issue throughout Universities in the country. The further we get from the Holocaust, the less people know about the history of antisemitism, and this applies not just to students, but also Professors and University administrators. Organizations such as the Anti-Defamation League (ADL) do an excellent job of tracking levels of bigotry towards Jews in Europe and the United States. According to the ADL in their January 2020 polling, they “found more than half of American adults (61 percent) polled agree with at least one or more classic anti-Semitic canards”, such as Jews control the media, Jews are more loyal to Israel than the U.S, and Jews talk about the Holocaust too much. In Europe, the situation is quite dire as well. In a

2018 CNN poll of Europeans, over a “third of Europeans said that Jews use the Holocaust to advance their own positions or goals”(CNN). It is without question that some people are just plain bigoted, and it is not possible to convince everyone to not hate others. However, many others are unaware of these stereotypes and how dangerous they are, and simply require education to understand. College should be a time for students to be learning (ideally building on previous knowledge) about hate and bigotry. Education is the most important way to ensure antisemitism is combated, and prevented from spreading. The Never Again Education Act, reaffirmed this importance, stating in part that “75 years after the conclusion of World War II, with the decreasing number of eyewitnesses and growing distance of students and their families from this history, it is important to institutionalize education about the events of the Holocaust” (Congress.gov). The bill passed the House of Representatives in 2020 with bi-partisan support, and is important legislation to ensure students are learning about what transpired during the Holocaust. This is a crucial step, but should not be the only one. Education on topics of hate and bigotry should begin earlier than high school, which is when it is required within the Never Again Act. For example, my own experiences with antisemitism started not in high school, but middle school. The ADL has recently initiated a program to attempt to fill this void, called No Place for Hate. It is only in the beginning stages, as it is voluntary to any school that wishes to receive those resources. These resources include curriculums and content that can be taught to children starting in elementary school in order to combat hate, bullying, and harassment.

According to the ADL, parents are more likely to send their children to schools designated by the ADL as No Place for Hate institutions. By engaging younger students on these important issues, not only do students feel safer at school and befriend those different than them, but they also will

be less likely to be hateful or ignorant when they are older. They will also be more receptive to Holocaust education in high school and/or college, due to their respect for other groups of people. The No Place for Hate is an excellent program, and according to the ADL, it is currently utilized in 1600 schools across the country. However, according to 2015-16 data from the National Center for Education Statistics (NCES), there are 132,853 K-12 schools in the U.S. 1600 out of over 130,000 is a tiny percentage, and should be considerably expanded. This is one critical way that hate and bigotry on college campuses, and beyond, can be countered, and not just antisemitism. Racism, sexism, Islamophobia, and other forms of bigotry will also be addressed through this critical plan.

Another critical issue that has been plaguing universities across the United States is the lack of urgency among University administrations to make Jewish students feel safe on their respective campuses. Columbia, North Carolina, and Michigan State have all been slow to respond to concerns from their Jewish communities. The issue they often cite is freedom of speech, especially as it relates to political opinions and demonstrations. As one Jewish student at Columbia writes in an op-ed, however, the debate between the pro-Israel community and the pro-Palestinian/anti-Israel community often spills into offensive, bigoted statements. The Columbia University Students for Justice in Palestine (SJP), which is a national organization found on many university campuses, tweeted out a statement that said “Every Zionist is a fascist, colonialist, and a racist” (Columbia Op-ed). According to a Gallup Poll in 2019, about 95% of American Jews are Zionist, meaning they support the self-determination of the Jewish people and the Jewish state of Israel. The statement by SJP at Columbia villifies almost every Jewish American. That certainly makes the Jewish community, especially those who are

politically active at the University, feel unsafe. The Columbia University Apartheid Divest(CUAD), the umbrella organization of SJP, follows a strict policy that “forbids the organization from recognizing or formally engaging with any Israeli or pro-Israel organizations” (Columbia Op-ed). How can disagreements be resolved without any engagement? If those groups that traffic in hateful speech knew that the Columbia University leadership would have no tolerance for that, and that there would be repercussions, they would certainly be more likely to engage the Jewish community at Columbia. Unless Jews stand up for themselves, they will continue to be referred to as fascists and racists for supporting the existence of the state of Israel. At North Carolina, the university only agreed to mandate antisemitism training for students, faculty, and staff after a federal lawsuit, and the involvement of the Department of Education. Ideally this training will help make Chapel Hill a safer place for Jewish students. Michigan State has not mandated any antisemitism training for anyone, despite the recent events on campus. The demolition of religious relics, the drawing of swastikas, and antisemitic curriculums has not yet motivated the administration to act. Neither has the history of hostility at MSU towards Jews. Due to quotas placed in the 1920/30’s on Jewish students admitted to colleges on the East coast, Jews began applying to schools in the Midwest, such as Michigan State University(then Michigan State College). The increased numbers of Jewish students was met with hostility from non-Jews, as current MSU Jewish Studies Professor Kirsten Fermaglich writes in her piece on the history of antisemitism at the University. The creation of a Jewish fraternity on campus was only “recognized by the MSC administration "after several unsuccessful efforts””(Fermaglich 101). This despite the fact its creation was necessitated by the unwillingness of other fraternities on campus to accept Jewish students. Additionally, David Cleary, the editor of the school

newspaper called the *State News*, used the newspaper to harass and intimidate the Jewish student body. He claimed that there is “definite opposition to Jewish students here. It has developed because of the Jews' clannishness.” Clannishness is defined as only associating with one’s own group, in this case meaning Jews don’t engage with non-Jews. This hostility culminated in a massive demonstration, in which “two hundred MSC students marched on the Jewish fraternity on campus, shouting antisemitic insults and threats” (Fermaglich 93). “Michigan State College officially ignored the event, resisting all outsiders' calls to investigate or prosecute the rioting students”(Fermaglich 107), even as Jewish students were afraid of potential violence.

MSU has a past when it comes to making Jews feel unsafe on campus, and unfortunately, that has continued. The new administration has a responsibility to ensure the safety of its students, both physical and mental. Although there have not been demonstrations or any known harassment of Jewish students, the Students for Justice in Palestine (SJP) group at MSU has posted flyers around campus accusing Israel of genocide and apartheid. Although this is free speech, and they are entitled to express their opinions, the University must be aware that this kind of speech often devolves into harassment of Jewish students and vile antisemitism, as visible at Columbia, and other major academic institutions across the United States. North Carolina instituted mandatory training on antisemitism in response to a federal lawsuit, and Michigan State should look to be proactive, not reactive. The University should continue to promote free speech and ensure all voices are heard, but at the same time train students, professors, and staff to spot hate and ensure that free speech does not lead to harassment and a hostile campus environment. There have been antisemitic incidents, but nothing systematic or organized, and MSU should ensure that does not change. By mandating training on spotting, and

combating antisemitism, as well as bigotry in all its forms, campus can be a safer place for all students.

Another potential way MSU can combat hate on campus is by mandating MSU Dialogues for freshmen students. The program just began in the last year or two, and is an “intergroup dialogue program for students, faculty and staff at Michigan State” (MSU) on various topics such as race, religion, and gender. The program is still being fine-tuned, but it has immense potential to do good not just at MSU, but at other institutions who utilize similar programs. By demonstrating to other major universities how to prevent hate from spreading, these campuses can become safer places for students, faculty, and staff. By having conversations on important issues, and listening to other perspectives, MSU freshmen that participate can be taught how to make the Michigan State campus a safe place for all students. Currently, the MSU Dialogues is voluntary, and only has about 100 undergraduate students participating. The University has 50,000 undergraduate students total, so the program is in its infantile stages. Ideally, many more students can participate, ensuring everyone is aware of these issues, not just those who are already passionate about the topics being discussed. In the fall of 2020, MSU dialogues will be focused on religious bigotry, such as Islamophobia and Antisemitism. This will be a needed first step in addressing two of the oldest forms of bigotry that exist. A key reason why MSU Dialogues can be a useful tool to combat antisemitism is the intersectionality of antisemitism and other forms of hate. In Deborah Lipstadt’s book *Denying the Holocaust*, she discusses how those who hold hateful views of Jews also hold hateful views of other groups they also consider ‘outsiders’, and how this mindset is especially common among far right groups. These ‘outsiders’ can include immigrants, African-Americans, or women. As an example,

Lipstadt mentions English author and Holocaust Denier David Irving, who wrote that “women should be subservient to men” (Lipstadt 8). Political scientist Birgit Sauer, who studies the connection between sexism and antisemitism, believes there is a clear connection between the two. “In Nazi Germany... Jews were feminized, they were given characteristics that were considered typically female, in order to devalue them” (Menke). The rise of the Alt-Right in the United States also clearly demonstrates the connection between racism, sexism, and antisemitism. As George Hawley writes in his book *Making Sense of the Alt-Right*, the Alternative Rightwingers view anyone who is not a White Christian with disdain, but they express their contempt through non-traditional means. They have adapted with the times, and are almost exclusively online, catering to new audiences. “The Alt-Right is unlike any racist movement we have ever seen. It is atomized, amorphous, predominantly online, and mostly anonymous”(Hawley 3), which makes it all the more dangerous. People are not seeing the hateful individual behind the message, but solely the content, making them more likely to engage with it. Hawley also critically mentions that its core supporters are not older Americans, but actually younger. “It is a young movement both in the sense that it is new to the political scene and in the median age of its supporters. As such, it is still evolving” (Hawley 3). This ideology is being accepted by many impressionable young people on the internet, and necessitates all groups to work together to combat it, especially on college campuses. Through MSU Dialogues, and hopefully similar programs at other Universities, students can learn about these ideologies, and how to combat them. It is too easy for students, whether intentionally or unintentionally, to regurgitate alt-right content they see online to explain their own grievances with our current

political/economic climate, and blame others, such as Jews, women, and African-Americans, for any major issue.

Conclusion

Given the many issues college campuses face, especially given the outbreak of COVID-19, issues of bigotry and hate are not currently at the forefront of concern. However, this pandemic will pass, and there remains plenty of work to be done to make students feel safe on their campus. The rise of antisemitism has led to Jewish students feeling attacked and alone on college campuses across the United States. The lack of training for students, faculty, and staff on addressing antisemitism has resulted in Jews being forced to stand up for themselves. To make Jewish students feel safe, University presidents need to do more, and ensure they are not being singled out, as we see occurring at Columbia and other major academic institutions in the United States. Additionally, by instituting the various programs that bring people together to combat bigotry, such as No Place for Hate or MSU Dialogues, Universities across the country can make all of their students feel safe. By working together, students, faculty, and staff of all backgrounds can fight back against hate, and ensure college campuses are a safe place for all.

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