

ADLCAMPUS

# THINK. PLAN. ACT.

TOOLS FOR DEALING WITH  
ANTI-SEMITIC AND  
ANTI-ISRAEL INCIDENTS  
ON CAMPUS





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## TOOLS FOR DEALING WITH ANTI-SEMITIC AND ANTI-ISRAEL INCIDENTS ON CAMPUS

How Can I Be Prepared for  
Anti-Semitism and Anti-Israel Bias on Campus 2

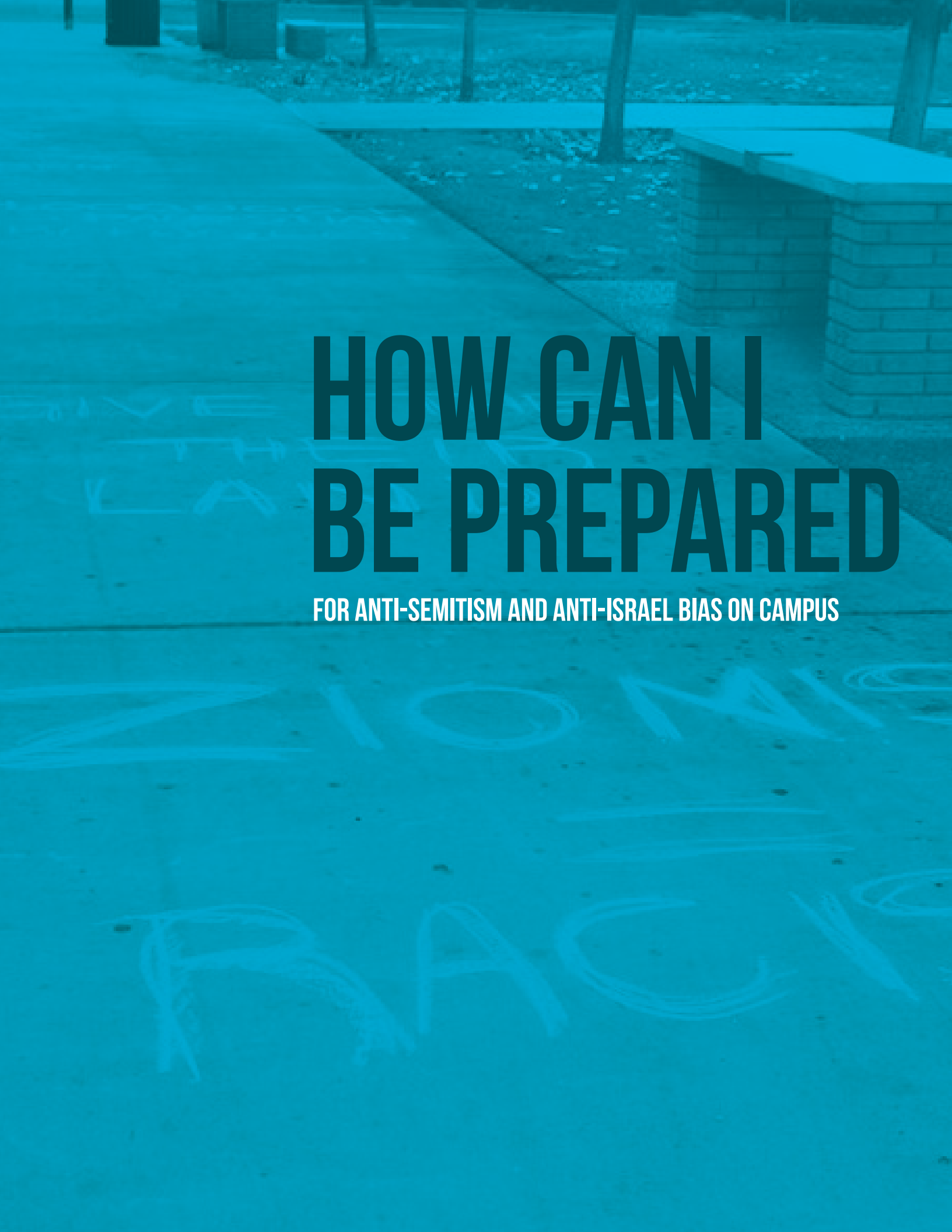
Dos and Don'ts in Responding  
to Anti-Semitism on Campus 14

Six Proactive Strategies to Prevent Anti-Israel  
Activity... and What to Do If It Happens Anyway 16

Definitions: What's Anti-Israel, What's  
Anti-Semitic, What's Anti-Zionist 18

Free Speech Q&A: Frequently Asked  
Questions About Free Speech on Campus 21





# HOW CAN I BE PREPARED

FOR ANTI-SEMITISM AND ANTI-ISRAEL BIAS ON CAMPUS



**SOMETIMES ANTI-ISRAEL AND ANTI-SEMITIC LANGUAGE AND ACTIONS ARE REALLY OBVIOUS — YOU CAN'T MISS THEM. OTHER TIMES, THE SITUATION IS MORE NUANCED. THAT'S WHY IT'S IMPORTANT TO BE INFORMED.**

**WE'VE PUT TOGETHER SOME SCENARIOS THAT REPRESENT SITUATIONS YOU MIGHT FACE, ALONG WITH SUGGESTED STEPS YOU COULD TAKE TO PREPARE BEFOREHAND, OR TO TAKE ACTION AT THE TIME.**



**FROM ACADEMICS** to social life to extracurriculars, your college experience will offer an exciting menu of activities, some of them familiar and some new. One thing you'll probably encounter on campus that may be new to you is vigorous discussions about hot-button issues.

You've probably heard that one of those issues is the Israeli-Palestinian conflict. And you may be concerned that you'll encounter some challenging situations on your campus.

If you do, the most important thing to remember is that you're not alone. You have many resources available to help you deal with whatever situations you face, from Hillel to your school's student life professional, to fellow students, and organizations like ADL.

Maybe you're an activist, eager to take on challenging situations and engage in heated discussions with your peers. Maybe you'd rather keep your head down and focus on your studies and your social life. And most likely you're somewhere in between.

Whatever your style, you may find yourself in a position where you want some guidance on how to react.

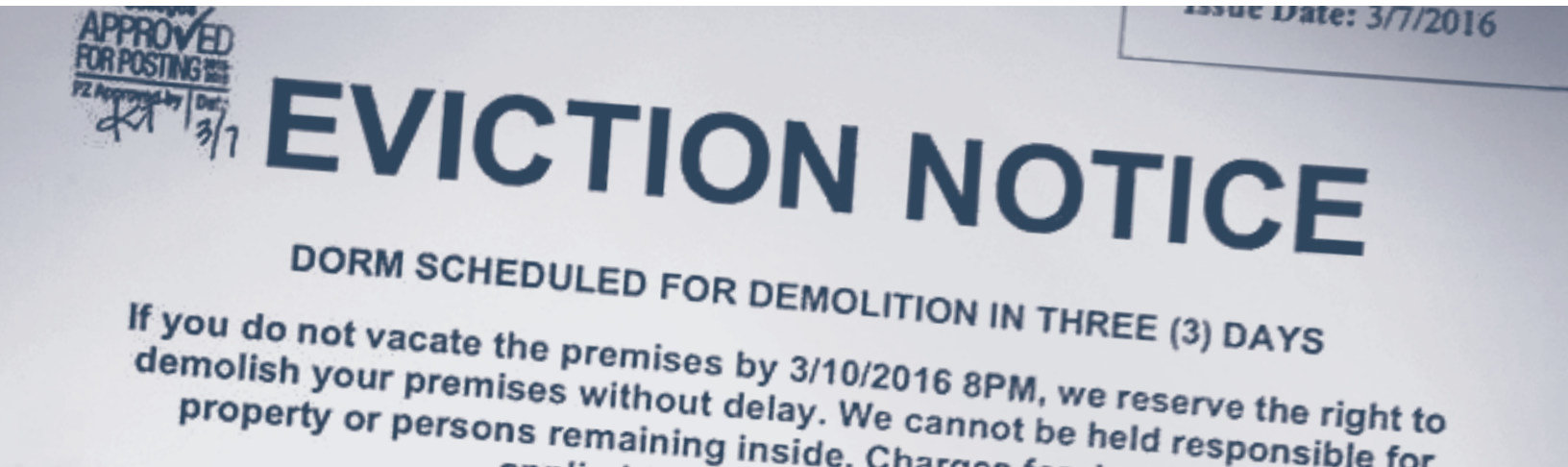
Sometimes anti-Israel and anti-Semitic language and actions are really obvious — you can't miss them. Other times, the situation is more nuanced. That's why it's important to be informed.

We've put together some scenarios that represent situations you might face, along with suggested steps you could take to prepare beforehand, or to take action at the time.

Of course, every situation is different, and there's no cookie-cutter response that always works. You should always contact your campus Jewish life organizations, ADL and campus administrators to discuss the specific set of circumstances you're facing and get advice on a potential plan of action.

ADL monitors and conducts research on anti-Semitic and anti-Israel attitudes on American college campuses. For comprehensive lists of anti-Semitic incidents that were reported in recent years and information on recent anti-Israel activity, please go to [www.adl.org](http://www.adl.org).

## MANY SCHOOLS HAVE POLICIES THAT PROHIBIT PLACING FLYERS WITHOUT PRIOR PERMISSION AND/OR OUTSIDE OF DESIGNATED LOCATIONS ON CAMPUS.



### SCENARIO 1

## MOCK ANTI-ISRAEL DEMOLITION NOTICE

As you leave your room one morning, you notice a flyer taped to your door warning that your residence hall will soon be demolished. The rest of the flyer contains so-called “facts” about how many Palestinian homes have been demolished by the Israeli military to collectively punish and “ethnically cleanse” Palestinians.

### What is this about?

The flyer refers to a strategy of the Israeli military, which says it engages in highly selective home demolitions, not as a form of collective punishment but in response to legitimate security needs and the illegal status of the homes. In some cases, Israel has also demolished the homes of Palestinians who carried out terror attacks against Israelis to deter others from terrorist action.

This message, and others like it, could represent legitimate political discourse. Students on your campus are allowed to try to raise awareness about an issue they perceive to be unfair. There are, however, some factors that would make this action far less acceptable:

- If the university sanctioned the message.
- If the flyers targeted Jewish students and/or Jewish residence halls.
- If the flyers contained messages with an imminent threat of harm.

### What can I do?

- Notify your school's housing department. Many schools have policies that prohibit placing flyers without prior permission and/or outside of designated locations on campus. If that's the case on your campus, you could have them removed quickly.
- Strategize with other students, your campus Hillel and/or representatives of the pro-Israel community about countering the false allegations made in the flyer. You may want to respond directly or incorporate a response to this into an event you're planning for later in the semester.
- Don't rip down these or other anti-Israel flyers you find around campus. Instead, fight bad speech with good speech.



## SCENARIO 2

### QUESTIONING THE FITNESS OF JEWISH STUDENTS FOR CAMPUS OFFICE

You are running for a student government position. At a meeting to consider your candidacy, members of the student government raise questions about whether your being Jewish and/or your association with Jewish student groups constitutes a conflict of interest that would prevent you from being impartial, particularly when it comes to Israel.

#### What is this about?

The implication that a student's Jewish identity makes them biased is fundamentally anti-Semitic. *Everyone* has a background and belongs to an ethnicity, race, or gender, and many people have religious affiliations. Any argument stating that your background or identity automatically affects your objectivity is offensive and demeaning.

#### What can I do?

- Inform your college president or student life administrator and urge them to speak out against the unfair assumptions raised by the student government members.
- Organize on-campus educational training sessions on diversity and bigotry that would be required for student government members and open to other students on campus. These training sessions will explain why this behavior is anti-Semitic and provide historical examples of Jews being accused of disloyalty or bias because of their identity. (ADL has provided such training to student governments in coordination with university administrations. Please be in touch with your local ADL office.)
- Seek support from other minority students on campus and issue a joint statement condemning the idea that anyone's religious, sexual, political, or racial affiliations prevent them from making effective, unbiased decisions.

## SCENARIO 3

### CHARGE THAT A SPONSORED ISRAEL TRIP IS BIASED

Your (non-Jewish) roommate returns from a trip to Israel and submits an op-ed to the campus newspaper about her experience. The editorial board declines the submission on the grounds that the trip was biased because it was sponsored by a Jewish organization.

#### What is this about?

This issue has cropped up on several occasions in recent years, including in campaigns for student government when the candidate (usually non-Jewish) has participated in a trip to Israel sponsored by a Jewish organization such as ADL, AJC, or the David Project. These students' opponents have even run entire campaigns charging that the student is a "pawn" of an effort by Jewish and Israeli organizations to "indoctrinate" non-Jewish students about Israel.

In fact, many of these trips make an effort to be objective, and offer students the opportunity to meet with diverse voices, including Israeli and Palestinian students. It is also unfair and insulting to accuse a student of being unable to form their own opinion because of the trip. Nevertheless, these students, upon returning from Israel, are sometimes accused of lacking impartiality, somewhat similar to scenario #2.

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**THE IMAGE OF THE SWASTIKA, USED BY THE NAZI PARTY IN GERMANY BEFORE AND DURING THE HOLOCAUST, IS BY FAR THE MOST FAMOUS AND SHOCKING ANTI-SEMITIC SYMBOL IN HISTORY.**



## What can I do?

- Contact the newspaper's editorial board and/or faculty advisor to voice your concern about this silencing of speech.
- Write a letter to the editor of the newspaper to raise awareness of the issue.
- Urge your college president or student life administrator to speak out against the unfair assumptions raised by the editorial board of the campus newspaper.

## SCENARIO 4

### SWASTIKAS ON A JEWISH FRATERNITY

You are a member of a Jewish fraternity. When leaving the building late one evening, you are shocked to find several crudely drawn swastikas on the outside of the building.

## What is this about?

The image of the swastika, used by the Nazi party in Germany before and during the Holocaust, is by far the most famous and shocking anti-Semitic symbol in history. Today, it is often used in acts of vandalism targeting Jews and Jewish institutions around the world, and it invokes extremely painful memories for Jews.

In recent years, the swastika has also been used by anti-Israel activists to accuse Israel and its supporters of Nazi-like practices. This fundamentally anti-Semitic accusation associates the victims of Nazi crimes with the Nazi perpetrators. And it also minimizes the impact of the horrors perpetrated by the Nazis against Jews and other minorities during World War II.

## What can I do?

- Call campus security immediately.
- Document the entire scene, taking pictures or video with your phone before the vandalism is removed.
- Notify the administrator who oversees fraternities and sororities on campus.
- Write an op-ed in your campus newspaper or online blog about the emotional impact of seeing a swastika on a Jewish building.
- Organize a campus-wide event to condemn this act of hate. This can be coordinated through your student life office.
- Urge the college administration to publicly condemn the incident and reiterate that incidents like this will not be tolerated. Hillel, Chabad, ADL and other organizations can provide you with support and strategies to use when approaching campus officials.

Here's an example. After a swastika was painted on the Alpha Epsilon Pi house at Emory University in October 2014, University President James Wagner issued this statement:

...On behalf of our community, I denounce this abhorrent act. It is an offense against a Jewish fraternity and the Jewish members of our community, and it is a repugnant, flagrant emblem of anti-Semitism. It is also an offense against the entire university. Among the many pernicious things the swastika symbolizes, in the last century it represented the most egregious and determined undermining of intellectual freedom and truth-seeking. In short, its appearance on our campus is an attack against everything for which Emory stands. Emory University will not tolerate such acts. Instead we must together pledge Emory University's continuing commitment to raise awareness and prevent all forms of violence and discrimination; to foster openness and diversity of thought, experience, spirituality, and culture; and to seek positive transformation in our community and the world. We all have a responsibility to uphold the principles we hold dear as an academic community, and to create a community that is inclusive, open, respectful, and welcoming to all...



## SCENARIO 5

### ANTI-ISRAEL DIVESTMENT RESOLUTION INTRODUCED

A member of the student government introduces a resolution calling for the university to divest from several multinational companies that do business with Israel, arguing that these companies help perpetuate Israel's occupation of the West Bank.

#### What is this about?

Resolutions like this have been introduced at scores of campuses since 2004, when members of the Palestinian community issued a global call for a boycott of Israel. They are part of a broader effort to delegitimize Israel in the eyes of the international community. Most of the time these resolutions do not pass, but they can still create a lot of tension on campus as well as make Jewish and pro-Israel students feel isolated. Even if the resolution does pass, the university almost never has an obligation to respond to a student-led initiative. In fact, to date, virtually no university has divested its funds from companies that work with Israel.

#### What can I do?

Countering the BDS (boycott, divestment, sanctions) movement requires short-term and long-term strategic planning. Building successful coalitions against BDS can help defeat a resolution if and when it is introduced. The suggestions below incorporate both year-round strategic steps to counter BDS and immediate actions you can take if a divestment resolution is introduced.

- Be involved on campus with all kinds of organizations, from student government to social groups to newspapers. Being actively engaged is a great way to meet new people, build coalitions, and exchange views with your peers. When you already have relationships, you can more effectively discuss and speak out (or even vote) against anti-Israel actions, including divestment resolutions.
- Mobilize like-minded students to launch a campaign against divestment. Work with Hillel and other pro-Israel groups on campus to develop a unified strategy to respond. Testify before student government, write an op-ed for the campus newspaper, explain your concern to your friends and acquaintances. Hillel and other organizations, such as the Israel Action Network (IAN), Israel on Campus Coalition (ICC), J Street U, and ADL, can help you develop talking points and arguments to refute specific allegations.
- Monitor the ongoing social media conversation during the divestment campaign. It's important to know when a resolution will be introduced so you can attend the Student Council meeting and advocate against it (some of these resolutions are planned behind the scenes). You'll also be able to see whether the people who are advocating for the resolution are using anti-Semitic or otherwise hostile rhetoric.
- Notify campus personnel if any of the language used to advocate for the resolution or within the resolution itself makes you feel uncomfortable, or unsafe.
- Call on the administration to publicly reject the divestment resolution, if passed. For example, in March 2016, Eric W. Kaler, President of the University of Minnesota, issued this statement rejecting a divestment resolution:  
  
...The University does not endorse measures advocated in the SJP resolution, which has been offered in support of the Boycott Divestment Sanctions (BDS) movement. The BDS Movement, while not directly mentioned in the resolution, has called for a comprehensive academic, cultural, economic and consumer boycott of Israel. In general, our university should be wary about such boycotts, given our core values of academic freedom and our commitment to the free exchange of ideas, uncertainty about the impact of such efforts, and concerns that we may be unfairly singling out one government and the citizens of the country in question. In this case, my concerns are heightened by the fact that the Global BDS movement does not seem to distinguish between opposition to the policies of the government of Israel and opposition to the existence of Israel... I hope our students — who represent such diverse backgrounds and perspectives — will come together in common efforts to advance peace and reconciliation in the Middle East region and the world...  
  
■ Organize programming that highlights constructive initiatives to promote Israeli-Palestinian peace.

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**TRYING TO SHUT DOWN  
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UNDERSTANDING AND  
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## SCENARIO 6

### CO-SPONSORS ARE PRESSURED TO PULL OUT OF AN EVENT FEATURING AN ISRAELI SPEAKER

You and a group of students are organizing an event about environmental entrepreneurship, with a keynote speaker from Israel. The program is sponsored by a wide range of groups on campus, including Hillel, the campus environmental club, the Black Student Union, and the entrepreneurship club. Several days before the event, a friend forwards you a petition that urges the co-sponsors to pull out of the event because it “whitewashes” Israel’s policies toward the Palestinians, and protests the environmental damage inflicted on them by Israel.

#### What is this about?

In recent years, activists hostile to Israel have frequently tried to block Israeli voices from being heard on campus, whether the speaker is addressing the conflict or not. Sometimes campus groups are urged to pull out of events co-sponsored by Hillel, due to its support for Israel, even if the event has nothing to do with Israel. Most of the campus groups who are pressured to pull out of co-sponsorship of these events have no policy or engagement on the Israeli-Palestinian conflict, but they are told that their involvement will validate Israel and occupation.

In the past year, anti-Israel activists have solidified this base of support by repeatedly linking the Palestinian cause to contemporary civil rights issues in the U.S., including the American judicial system, immigration, the Black Lives Matter movement and others. Groups active on progressive and civil rights issues are urged to support harshly critical approaches to Israel, and to reject interactions with Israelis and supporters of Israel.

#### What can I do?

- Explain the goals of the event to partner organizations, and emphasize the importance of the free exchange of ideas on campus. Encourage students to attend the upcoming event instead of making assumptions about what it will or will not be about.
- Write an op-ed stating that trying to shut down Israeli voices is biased and unconstructive. Understanding and peace can only be reached through engagement and open discussion.
- Organize a roundtable discussion and invite members of student groups to participate so they can express their views in a constructive setting.

## SCENARIO 7

### A PROFESSOR APPEARS TO PRESENT ONE PERSPECTIVE ON THE ISRAELI-PALESTINIAN CONFLICT

You are taking a class on the modern Middle East. Your professor makes derogatory remarks about Israel, accusing it of racist policies toward Palestinians, arguing that Israel has tried to expand territory at the expense of people who previously lived on the land, and claiming that Israel’s American supporters advocate for policies that are good for Israel without considering this country’s priorities. The reading materials for the class present similar views, and when you try to raise another perspective in class, the professor cuts you off.

#### What is this about?

There’s nothing wrong with professors (or students) expressing views supportive of Palestinians and recognizing that Palestinians have their own narrative about 1948 and the Israeli-Palestinian conflict. However, ADL receives complaints each year about professors on campuses across the U.S. who harbor deep and sometimes bigoted anti-Israel views and express these views in their classrooms. Some of them even help anti-Israel student groups organize their activities. While professors have



every right to their views, such views should not be imposed on students, and alternative perspectives should not be silenced in an academic discussion.

### What can I do?

- Talk to other students in the class to find out if they feel the same way. Discuss among yourselves whether you or they feel comfortable directly responding to the professor's views in the classroom.
- See the professor during office hours (or e-mail the professor) and explain your perspective.
- Speak to the chair of the department to discuss the situation, especially if:
  - You feel that your grade is suffering because of your views. Professors do not have the right to grade a student's work based on the opinions or perspectives they express, only on the quality of the work.
  - The professor's views have eroded the environment in the classroom.
- If you feel your grade has suffered because of your pro-Israel perspective, consider consulting with academic deans, provosts, and ultimately, the vice president and president of the university and appealing for disciplinary action. If you decide to make such an appeal, make sure you have documentation, including statements from other students, the course syllabus and assigned readings, etc.

Note: It would likely be inappropriate for a professor who teaches an unrelated subject to spend substantial amounts of class time airing their views on the conflict. A math professor, for example, has the right to share their views, but if the focus of the class becomes the Middle East rather than math, you should address the issue with the department chair or dean. If you are not sure who to approach, ask your academic advisor to help you navigate the system.

## SCENARIO 8

### FLYERS ADVERTISING PRO-ISRAEL EVENT ARE TORN DOWN OR DEFACED

You and other members of your pro-Israel group spend several hours hanging flyers around campus to notify students about an upcoming visit to campus by Israel's Ambassador to the U.S. The Ambassador plans to deliver a speech about a recent period of violence between Israelis and Palestinians. The next day, you find that many of the flyers have been torn down, and the rest have been defaced with graffiti and slogans accusing Israel of war crimes and of being responsible for "murder" and crimes against humanity.

### What is this about?

Just like in the public sphere, some forms of protest on campus are legitimate, while others are not. Students who want to express opposition to a particular speaker have the right to hang flyers of their own, protest outside the event (within campus guidelines), and/or organize events of their own to challenge the views of the speaker. Defacing or removing property, however, is not a legitimate form of protest.

### What can I do?

- Document the incident by taking a photo or video.
- Contact the dean of student affairs to lodge a specific complaint about the act of vandalism.
- Meet with appropriate personnel from the university, encouraging the university to investigate the incident and asking the administration to condemn the removal and defacement of the flyers.

**WHILE PROFESSORS HAVE EVERY RIGHT TO THEIR VIEWS, SUCH VIEWS SHOULD NOT BE IMPOSED ON STUDENTS, AND ALTERNATIVE PERSPECTIVES SHOULD NOT BE SILENCED IN AN ACADEMIC DISCUSSION.**

**DEFACING OR REMOVING PROPERTY IS NOT A LEGITIMATE FORM OF PROTEST.**

**INDIVIDUALS OR GROUPS WHO SHUT DOWN AN EVENT CANNOT DEFEND THEIR ACTIONS AS “FREE SPEECH.” USING YOUR OWN SPEECH TO DENY ANOTHER’S RIGHT TO FREE SPEECH IS NOT PROTECTED.**

## SCENARIO 9

### AN ISRAELI SPEAKER IS INTERRUPTED AND PREVENTED FROM SPEAKING

A former prime minister of Israel is scheduled to speak on your campus. The event attracts 400 students, as well as members of the community. Ten minutes into the Prime Minister’s speech, a student gets up and starts shouting at the speaker about Israel’s alleged war crimes. Ten minutes later, a different student in another area of the room gets up and shouts at the speaker. Pretty soon, the Prime Minister cannot finish a sentence without being interrupted. After a while, campus security begins escorting these students out and the speaker concludes his talk.

#### What is this about?

When Israeli officials and diplomats speak on campuses, anti-Israel students and community members sometimes choreograph verbal disruptions, to the point that the speaker may be forced to leave the stage. Individuals or groups who shut down an event cannot defend their actions as “free speech.” Using your own speech to deny another’s right to free speech is not protected.

#### What can I do:

##### ...to prevent this from happening?

- Check your college handbook to make sure you are fully aware of policies regarding this type of behavior.
- Ensure that there is a relationship between campus police and Hillel and Jewish student leaders by requesting a meeting at the beginning of the school year with the chief of campus police.
- Ask a member of the university administration to address attendees at the beginning of the event. They should announce that efforts to shut down the event will not be tolerated and highlight the disciplinary measures the disruptors would face.
- Limit the event to students only. Outside agitators are often responsible for the disruptions. Swipe student IDs at the door to bar non-students.
- Require attendees to sign in for the event. This will deter students from engaging in disruptions because it is far less likely that their actions can remain anonymous. Consider adding a camera in the front of the room to record the event, and announce that the event is being recorded. This could deter students who don't want to be filmed disrupting the event.
- Contact campus security and ask them to have security personnel attend the event. If campus security is not at the event, alert them immediately if inappropriate behavior begins.

##### ...if a disruption occurs during the event?

- Contact campus security immediately, if they are not already at the event.
- Stay calm. While this is a tense situation, confronting the disrupting students will escalate the situation.
- Film the incident on your phone. Anti-Israel activists who engage in this behavior will sometimes release an edited video alleging mistreatment by campus police or others at the event. If you have a full documented video of the event, you can also use it to highlight the inappropriate behavior of the disruptors.

### ... after the event?

- Monitor developments. Keep track of how the university is reviewing the conduct of the students to ensure that violations of campus code are taken seriously and that violators are disciplined.
- Write an op-ed for the campus newspaper about free speech and how the disrupters' behavior embarrasses the university.

## SCENARIO 10

### A PROFESSOR ENCOURAGES STUDENTS TO ATTEND AN ANTI-ISRAEL EVENT

Your political science professor announces an upcoming event on the Israeli-Palestinian conflict featuring an Israeli and a Palestinian, urging students to attend and offering extra credit. When the professor names the speakers, you realize that both of them are harshly critical of Israel, and one of them is promoting BDS action on campus. The professor makes no mention of this, and the title of the event, "The Israeli-Palestinian Conflict: Uncensored," does not provide context for the actual substance.

#### What is this about?

A university professor has endorsed an event that might present an unbalanced view of the conflict and possibly promote BDS action. The content of the event itself, because it is promoted as featuring both an Israeli and Palestinian, could be quite misleading as students attending this event might think the Israeli speaker represents the views of the vast majority of Israelis and their supporters in the U.S.

#### What can I do?

- Circulate fact sheets about both speakers, featuring examples of what they have said in the past and the campaigns against Israel they have been involved in. Present the facts clearly without exaggeration. ADL has "in his/her own words" research readily available for your use at [www.adl.org](http://www.adl.org) and can help you create a fact sheet for your situation.
- Tell your professor that you are uncomfortable about their endorsing an event that is not balanced. It's possible they weren't aware that both speakers had similar approaches and that both are anti-Israel.
- Organize an event with a variety of perspectives on the conflict and ask your professor to promote that program.

**ORGANIZE AN EVENT WITH A VARIETY OF PERSPECTIVES ON THE CONFLICT AND ASK YOUR PROFESSOR TO PROMOTE THAT PROGRAM.**

## SCENARIO 11

### SUPPORT FOR ISRAEL IS CALLED "CONTRADICTORY TO SOCIAL JUSTICE"

You attend a meeting of a socially progressive group on campus because you want to get involved in their efforts to promote awareness, equality, and justice on campus. You are surprised to hear one of their planned campaigns is in support of BDS. When you mention to the group president that you're also active in a campus Israel group, she tells you that support of Israel contradicts social justice values, and that her group's commitment to fighting Israeli oppression through BDS is the same as their commitment to fighting oppression in the U.S.



## HAVE ONE-ON-ONE CONVERSATIONS WITH YOUR FRIENDS IN THIS COMMUNITY AND EXPLAIN WHY YOUR SUPPORT FOR ISRAEL DOES NOT CONTRADICT YOUR COMMITMENT TO SOCIAL JUSTICE AND PROGRESSIVE VALUES.

### What is this about?

For decades, many progressive, minority, and cultural community groups on campus have been critical of Israel, viewing Palestinians as the oppressed and Israel as the oppressor. While most of these groups do not actively organize programming on the Israeli-Palestinian conflict, there is a growing trend for these groups to sign on to BDS campaigns or co-sponsor speakers who bring an extreme anti-Israel perspective.

Groups promoting BDS have solidified this base of support by repeatedly linking the Palestinian cause to that of contemporary civil rights issues in the U.S., including police brutality, anti-war, immigration reform, and the Black Lives Matter movement. Many progressive and minority groups are receptive to this argument and want to take part in an effort against oppression.

### What can I do?

- Have one-on-one conversations with your friends in this community and explain why your support for Israel does not conflict with your commitment to social justice and progressive values. You can share your perspective on the complexities of the Israeli-Palestinian conflict, and the efforts of Israeli civil society to promote progressive values within Israel and towards the Palestinians.
- Bring Israeli social justice activists to campus. Highlight people who are working every day within Israel against racism, for LGBTQ rights, and for Israeli-Palestinian peace.
- Urge your friends and contacts to see Israel for themselves and make up their own minds. Many organizations take students to Israel, including ADL's annual Campus Leaders Mission.

## SCENARIO 12

### AN ACADEMIC DEPARTMENT SPONSORS AN ANTI-ISRAEL SPEAKER

You are walking across campus and see a sign for an upcoming event featuring a speaker known for virulently extreme anti-Israel rhetoric. The bottom right corner contains a short list of sponsors, including the usual student organizations you'd imagine would sponsor such a program but also includes academic departments.

### What is this about?

Anti-Israel events on campus are generally sponsored by student organizations. However, in recent years, scores of events have received sponsorship from various university departments, such as one at Vassar that featured a speaker who, among other accusations, alleged that Israel harvested Palestinian organs. Pro-Israel groups rarely receive sponsorship from university departments for their events.

### What can I do?

- Speak to the departments or university institutions that are sponsoring the event. Explain the impact this has on you and to the environment on campus. Make your concern known to the administration as well.
- Reach out to Jewish community organizations, including ADL, to advocate on your behalf to the university's president and/or dean. ADL has successfully educated universities about extreme speakers and encouraged them to remove their endorsement and/or speak to the sponsoring departments about rescinding their endorsement.

## SCENARIO 13

# AN “APARTHEID WALL” APPEARS ON CAMPUS

You are rushing to a class one afternoon, taking your usual route through campus. As you get closer, you realize that a makeshift wall is blocking your path. The wall is designed to replicate the security wall that divides Israel and the West Bank, with artwork that describes Israel as an “apartheid state” and a multitude of “facts” that paint Israel’s treatment of the Palestinians in a very negative light.

## What is this about?

Walls like this have appeared on dozens of college campuses across the United States, most often during an annual anti-Israel program called “Israeli Apartheid Week” that first began in 2005. As with many of the other scenarios previously discussed here, students have a right to present their perspectives on campus. While free speech is one of the most sacred rights enjoyed by Americans — and the college campus is no exception — there are certain restrictions, and there’s a right way and a wrong way for a wall to appear on a college campus.

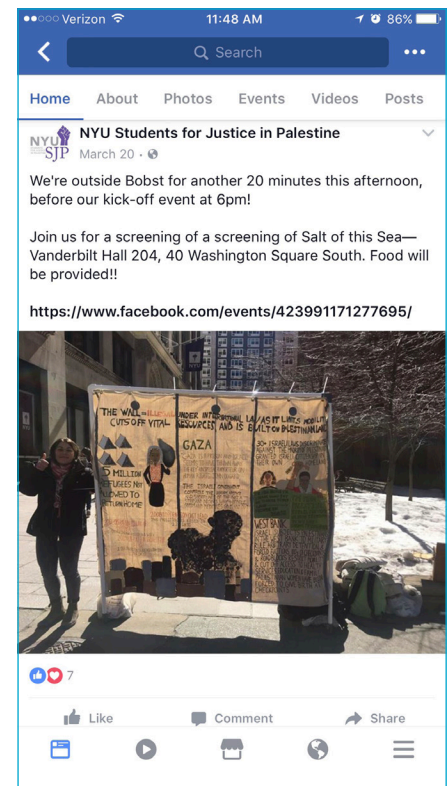
The right to exercise freedom of speech on a public university campus can be limited by “time, place, and manner” restrictions. That is, restrictions must 1) be content neutral (they do not treat speech differently based on what is being said); 2) be narrowly tailored to serve a governmental interest such as ensuring students have access to classrooms; and 3) leave open ample alternative means of expression (for example, sufficient public areas on campus where individuals can express their First Amendment rights). Many campuses have policies limiting, for example, where displays can be erected so they do not prevent students from getting to university buildings or school functions.

American colleges have an obligation to make sure nothing stands in the way of a student’s right to walk across campus with total security, free of fear or intimidation. If hostile attitudes or activities taking place on campus intimidate students based on any aspect of their identity, religious, or political belief, the university has an obligation to swiftly address the issue. On one campus Jewish students expressed discomfort with wearing kippot (skullcaps) because of the overwhelming anti-Israel atmosphere on their campus. They’ve reported that they often remove their kippot while walking around campus to avoid being harassed as supporters of Israel. The university must do everything in its power to ensure a thoroughly safe campus environment.

## What can I do?

- Get familiar with your school’s policies and practices. Particularly at private institutions, there may be some variation in freedom of speech guidelines.
- Notify campus police that the wall blocks access to a school building. The university may decide to make the sponsoring student group move the wall to a different area of campus.
- Work with the university administration to ensure that in the future, the wall is set up in an area of campus that does not block access to any university building.
- Coordinate with other pro-Israel students to write an op-ed to the campus newspaper offering an alternative narrative.
- Focus on pro-Israel programs and build coalitions to make a proactive and constructive impact on the campus community.

**WHILE FREE SPEECH IS ONE OF THE MOST SACRED RIGHTS ENJOYED BY AMERICANS — AND THE COLLEGE CAMPUS IS NO EXCEPTION — THERE ARE CERTAIN RESTRICTIONS, AND THERE’S A RIGHT WAY AND A WRONG WAY FOR A WALL TO APPEAR ON A COLLEGE CAMPUS.**



# DOS AND DON'TS

## IN RESPONDING TO ANTI-SEMITISM ON CAMPUS

In the 1930s, the dean of Yale University's medical school—who was Jewish himself—reportedly advised his admissions team, “Never admit more than five Jews, take only two Italian Catholics, and take no blacks at all.”

The American college campus has come a long way in the past century. Colleges are more diverse, and they treat Jews and other minorities more fairly. But that does not mean that you won't encounter biased attitudes and bigotry.

Let's say something anti-Semitic happens on your campus. Maybe it's a speaker who says Jews are “the new Nazis.” Or an ad appears in your campus newspaper that denies the Holocaust. Or a swastika is drawn on the building of a Jewish group, or a comment made by a fellow student that sounds anti-Jewish to you. You can respond effectively, empower your campus community to learn from the event, and even take steps to ensure it doesn't happen again.

### If an anti-Semitic incident happens on your campus:

- Do** call campus security or 911 immediately if there is any threat to your safety or that of your fellow students.
- Do** document the incident. If you discover anti-Semitic graffiti or posters, take a photo of the scene, then call the campus police and tell them you need them to come and take an incident report.
- Do** report the incident to a campus authority as a bias incident. Even if campus security determines that the action was not illegal, you're ensuring that some type of follow-up will take place.
- Do** try to find out if the perpetrator of the incident was a student or someone from off campus. That will make a difference to how campus security and the administration deal with the matter.
- Do** report the incident by calling your local ADL office or using ADL's online incident report page. ADL staff can provide support and advice. Also, ADL tracks anti-Semitic incidents, including those that occur on campuses. Your report will help ADL keep accurate data and combat anti-Semitism.





Depending on the type of incident and the scope, here are some other things you could do:

Talk to your fellow students about how much anti-Semitism can hurt you. Speak about the impact it has on you personally. This is especially relevant if students at the school have a casual culture of making fun of Jewish students or making assumptions about Jews.

Turn the incident into a teachable moment. Organize a small gathering, or, if you can, a campus-wide event on the topic of mutual respect and understanding for all religious, racial, ethnic, and social identity groups. A collective message against anti-Semitism and all hate can be very powerful. Hillel, an on-campus Jewish Life professional, or another relevant campus organization can help you make it happen.

Ask your university president to issue a statement against what happened. In most cases, they will do so without being asked. If no statement has been issued, organize a group of students and faculty to make this request. A strong statement that specifically names the action as anti-Semitism goes a long way toward making it clear that the school will not tolerate acts of hate.

### **Show pride in your Jewish identity and heritage.**

**Don't** use hateful language to respond. Your goal should be to show why bias is hurtful, not to even the score.

**Don't** take matters into your own hands. If someone puts up anti-Semitic flyers, for example, do not remove them without approval from your university.

**Don't** call for bans on free speech. Anti-Semitic speech by itself is generally protected by the First Amendment of the U.S. Constitution and other laws. Focus instead on countering bad speech with good speech.

**Don't** give up. It's important to show how much this event or incident hurt you and share those feelings with your fellow students. The actions you take can increase understanding and lead to collaboration.

**YOU CAN RESPOND  
EFFECTIVELY,  
EMPOWER YOUR  
CAMPUS COMMUNITY  
TO LEARN FROM THE  
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# SIX PROACTIVE STRATEGIES

TO PREVENT ANTI-ISRAEL ACTIVITY... AND WHAT TO DO IF IT HAPPENS ANYWAY

**IN AN AVERAGE ACADEMIC YEAR, AROUND 500 ANTI-ISRAEL EVENTS TAKE PLACE ON AMERICAN COLLEGE CAMPUSES.**

**THERE ARE THINGS THAT YOU CAN DO TO RESPOND EFFECTIVELY. IN FACT, THERE ARE PROACTIVE STEPS YOU CAN TAKE YEAR-ROUND TO PREVENT AN ANTI-ISRAEL EVENT FROM TAKING PLACE ON YOUR CAMPUS, AND TO BE PREPARED IF AND WHEN AN ANTI-ISRAEL EVENT DOES TAKE PLACE.**

## BEFORE ANTI-ISRAEL ACTIVITY OCCURS ON YOUR CAMPUS:

- 1** Know the tremendous resources and support you have right on your campus: fellow students and faculty, Hillel, Chabad, and pro-Israel activists from organizations like J Street U, Stand With Us and The David Project. Older students can tell you about what's happened on your campus in the past and what you can expect. Off-campus organizations like ADL, IAN, ICC, AIPAC, your local Israeli consulate and many others can also offer you advice and support along with materials, programs, and speakers.
- 2** Get involved on campus. Run for student government. Write for the campus newspaper. Join committees and other student organizations. Holding leadership positions on campus provides a great opportunity to meet new people, build coalitions, and exchange views with your peers. With a seat at the table, you can more effectively speak out (or even vote) against anti-Israel actions, including divestment resolutions.
- 3** Build coalitions with other student groups. Take the time to understand the needs and priorities of other groups and learn how to be an ally to other communities. Attend their events and meetings. Join advocacy efforts for issues you care about. Think about opportunities for co-sponsoring events with these groups.
- 4** Educate yourself about Israel and the Israeli-Palestinian conflict. People make a lot of claims about what Israel is and isn't. If you don't know the facts, you won't be able to discuss them intelligently.
- 5** Talk to people who have different perspectives about Israeli policies. There are many ways to support Israel, and it's important to be aware of different viewpoints. It is even worthwhile to talk to students who are anti-Israel — although this can be difficult. Many anti-Israel students refuse to talk to their counterparts who are supportive of Israel (a policy called "anti-normalization"). But if you can make it happen, having a conversation early on in the school year can help create a more civil environment.
- 6** Organize. Brainstorm with your fellow students about Israel-related events you'd like to have throughout the school year, and start planning them. Try to plan a range of activities that highlight different perspectives and aspects of Israel. Hillel, the Israeli consulate responsible for the region in which your campus is located, ADL and other organizations, on campus and off, can help provide you with speakers and ideas.



## IF ANTI-ISRAEL ACTIVITY OCCURS ON YOUR CAMPUS:

- 1** Assess the nature of the event. If the speaker has a position on Israel that you disagree with, but that is not extreme or incendiary, you may decide to express your own viewpoint at the event or in another forum, like the campus newspaper. If the speaker has a record of extreme statements about Israel, or the event promotes divesting from or boycotting Israel, consider a more active and organized effort. You can find out more about the speaker or organization by contacting Hillel, ADL, ICC, or other organizations. If the speaker is a regular on the college circuit, look online for videos of past speeches and articles they have written.
- 2** Share information with fellow students attending the event about the speakers and organizations they're about to hear from. Prepare fact sheets in advance that highlight how extreme the views of the speaker really are. ADL and other organizations make it easy to access information on extreme speakers who frequently appear on campuses.
- 3** Send a small contingent of pro-Israel students to the event to question the speaker about their views. Prepare some questions in advance based on what you've learned about the speaker in your research. Be respectful, non-confrontational, and to the point. This is an opportunity to highlight the speaker's history of extreme anti-Israel or even anti-Semitic statements.
- 4** Write an opinion piece for the campus newspaper explaining why you disagree with the views of the speaker or the event, emphasizing any extreme statements and calls to action.
- 5** Contact the university administration and campus law enforcement if you believe a speaker or student has engaged in threatening behavior or hate speech, including anti-Semitic comments.
- 6** Counter their speech with your speech. Organize an event that presents the messages you want your fellow students to hear about Israel.



# WHAT IS...

ANTI-ISRAEL, ANTI-SEMITIC, AND ANTI-ZIONIST



## What is anti-Semitism?

Anti-Semitism is a form of prejudice or discrimination directed toward Jews as individuals or as a group. Anti-Semitism is based on age-old stereotypes and myths that target Jews as a people, their religious practices and beliefs, or the Jewish State of Israel.

Words or actions related to Israel are anti-Semitic when they blame all Jews for the actions of the state, single out Israel in denying the country's right to exist as a Jewish state and an equal member of the global community, use anti-Jewish stereotypes or conspiracy theories (such as accusations of Jewish world domination), or traditional anti-Semitic imagery or comparisons to Nazis.

## What is anti-Zionism?

Anti-Zionism is a prejudice against the Jewish movement for self-determination and the right of the Jewish people to a homeland in the State of Israel. It may be motivated by or result in anti-Semitism, or it may create a climate in which anti-Semitism becomes more acceptable.

Anti-Zionism can include threats to destroy the State of Israel (or otherwise eliminate its Jewish character), unfounded and inaccurate characterizations of Israel's power in the world, and language or actions that hold Israel to a different standard than other countries.

## What is anti-Israel bias?

Anti-Israel bias is extreme and/or illegitimate criticism of Israel. It can take various forms, including false accusations directed against Israel, often with the aim of delegitimizing the country. Anti-Israel bias does not include legitimate criticism of the Israeli government, its policies, or its politicians.

## Is criticism of Israel always anti-Semitic?

**No.** Anti-Israel activity crosses the line into anti-Semitism when:

- All Jews are held responsible for the actions of Israel.
- Israel is denied the right to exist as a Jewish state and equal member of the global community.
- Traditional anti-Semitic symbols, images, or theories are used.

Israel is a country like any other, with some policies that are good and others that are not so good. Israel's press is often critical of its own government's policies and politicians. So are many Israeli citizens.

We don't have to agree with criticism of Israeli policy. But we can't say it is beyond the bounds of reasonable discourse, and it surely isn't anti-Semitism.

But sometimes criticism or condemnation of Israel is transparently a cover for anti-Semitism, such as when it uses traditional anti-Semitic imagery or stereotypes, blames all Jews for the actions of Israel, or denies or questions Israel's right to exist.

There is also a gray area between legitimate criticism and transparent anti-Semitism, where anti-Israeli expression and campaigns help create an environment that makes anti-Semitism more acceptable and more probable.

Think carefully about what you have seen or heard so you can figure out how to respond.

## Is the BDS (boycott, divestment, sanctions) campaign against Israel anti-Semitic?

ADL believes that the founding goals of the BDS movement and many of the strategies used by BDS campaigns are anti-Semitic. While there are people who support BDS but are not anti-Semitic, the campaign is founded on a rejection of Israel's very existence as a Jewish state. It denies the Jewish people the right to self-determination – a right universally afforded to other groups. In ADL's view, this differs from legitimate criticism of Israel and is anti-Semitic.

**THINK CAREFULLY ABOUT  
WHAT YOU HAVE SEEN OR  
HEARD SO YOU CAN FIGURE  
OUT HOW TO RESPOND**





# FREE SPEECH Q&A:

FREQUENTLY ASKED QUESTIONS ABOUT FREE SPEECH  
ON CAMPUS



## What is the source of our free speech rights?

Free speech rights emanate from the First Amendment to the Constitution<sup>1</sup> and from state constitutions. The Federal Constitution limits government action and applies to all public/state colleges and universities. It serves as a floor, not a ceiling. State constitutions may grant more robust free speech rights than the Federal Constitution, but never fewer.

## Is there a distinction between private and public universities?

Unlike public universities, private schools are not directly bound by the First Amendment. They have much more leeway to limit speech.<sup>2</sup> However, private universities are bound by the contractual obligations that they undertake with their students and faculty. Many institutions promise freedom of expression in university promotional materials and in student conduct policies. Furthermore, the vast majority of private universities pride themselves on being bastions of free thought and expression.

## Is all speech protected?

**No.** There are a number of types of speech including obscenity, defamation, invasion of privacy, threats, harassment, and incitement to illegal activity that are not protected by the First Amendment.

Preventing authorized speakers from talking is **not** protected by the First Amendment. This is often referred to as the “heckler’s veto.” When campus authorities or police allow dissenters to drown out someone’s speech or prevent someone from speaking, they are allowing protestors to silence that speaker, and thus fail to protect the constitutional rights of both the speaker and the audience.

## Can a university impose restrictions on protected speech?

University campuses are typically considered limited/designated public forums by the courts. This means that the government can choose whether or not to open the forum (a.k.a. the campus) to speech. Once the campus is opened to one type of protected speech, it will be treated as a public forum.

In a public forum, restrictions are permitted as long as they are unrelated to the content of the message (content-neutral restrictions). For example, a university can impose time, place, and manner restrictions. “Speakers may use amplified sound on the quad between noon and 1 p.m.” meets the content-neutral restriction requirement because there is a time (noon to 1 p.m.), place (quad), and manner (amplified sound) specified all of which are unrelated to the content of the message.

In contrast, content-based restrictions are subject to strict scrutiny, the most rigorous form of judicial review. Content-based restrictions come in two forms: subject-matter restrictions and viewpoint-based restrictions. An example of a subject-matter restriction is a ban on all immigration protests. An example of a viewpoint-based restriction is a ban on all pro-immigration speakers. These types of restrictions infringe on free expression and are prohibited by the Constitution unless they can meet strict scrutiny.<sup>3</sup>

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<sup>1</sup> Amendment I. “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.”

<sup>2</sup> Except for California which has a statute that applies the First Amendment to private universities and colleges (see California Education Code § 94367).

<sup>3</sup> Under strict scrutiny, a restriction must narrowly tailored further a compelling government interest. See e.g., *Austin v. Michigan Chamber of Commerce*, 494 U.S. 652, 655 (1990).

## What about free speech zones?

Free speech zones are limited areas on campus where students can exercise their expressive rights. Free expression is prohibited in all other areas of the campus. Free speech zones often require pre-registration and can only be used at certain times and/or certain days. While free speech zones look like content-neutral restrictions, courts have sometimes found them to be overly restrictive and therefore contravene the First Amendment. Courts consider the size of the zone as compared to the entire campus and the amount of students on campus. Free speech zones which effectively stifle expressive activity have been struck down by the courts.<sup>4</sup>

## Is hate speech protected speech?

**Yes.** Hate speech is free speech, and may not be shut down. “If there is any principle of the Constitution that more imperatively calls for attachment than any other, it is the principle of free thought—not free thought for those who agree with us but freedom for the thought that we hate.”<sup>5</sup>

At the same time, hate speech has a harmful impact, and must not go unanswered by university leaders, faculty and staff. Universities should have clear policies and guidelines about free speech and should be prepared to respond in the face of ugly rhetoric.

## How can universities respond to constitutionally-protected speech that is offensive and hurtful to members of its community?

Universities should respond to offensive discourse vigorously in order to assure members of their community that the campus is a safe and inclusive place. This requires being equally concerned about and responding to instances of bias directed against any group on campus. Responses should be based on the incident itself—not the group identity of the targets. The most effective responses to hate speech are timely, specific and direct.

## Are academic freedom and free speech interchangeable? If not, how are they different?

Academic freedom and free speech rights under the First Amendment are two related but analytically distinct concepts. Academic freedom addresses the right of universities to determine for themselves: 1) who may teach; 2) what may be taught; 3) how it should be taught; 4) who may be admitted to study.<sup>6</sup> Academic freedom is important because it allows professors and students to critically explore unpopular or controversial ideas without fear of reprisal.

Academic freedom has a number of sources. The protection it affords will vary according to state law, institutional custom and policy, and whether an institution is public or private.

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<sup>4</sup>For example, students at Texas Tech University challenged the school's lone free speech zone, a single 20 foot-diameter gazebo for a campus of 28,000 students. Texas Tech responded by expanding the number of free speech zones on its campus, but the court found that was not sufficient. A federal district court judge held that Texas Tech's policy still violated the First Amendment and must be revised to open up more of the campus to free speech. See *Roberts v. Haragan*, 346 F. Supp. 2d 853 (N.D. Tex. 2004)

<sup>5</sup>*United States v. Schwimmer*, 279 U.S. 644 (1929) (Holmes, J., dissenting)

<sup>6</sup>*Sweezy v. New Hampshire*, 354 U.S. 234 (1957)

## What are some questions for further consideration?

- Have campus stakeholders been educated about free speech in the university setting, including issues of academic freedom?
- Does the university have clear policies about what spaces on campus are open for speech and for whom? This includes:
  - Clear time, place and manner restrictions;
  - Clear guidance about when/if a permit is needed for speech-related activities and how to obtain such permit;
  - Whether outsiders are treated differently than members of the campus community.
- Do campus administrators and law enforcement work with student groups in advance of speakers coming to campus?
  - The host group and other groups that may be impacted by the content of the speech should be included.
- How is level of security needed at an event assessed?
- Is there a consistent university policy for handling counter-protesters, including where they should stand and the point at which a disruption becomes a heckler's veto?

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# **TOOLS FOR DEALING WITH ANTI-SEMITIC AND ANTI-ISRAEL INCIDENTS ON CAMPUS**