KBS/ANTI - Antisemitism in History (The “Dream Syllabus” - red text in brackets are my notes and comments that will not be published in the final version)

Available time: Lecture – 90 min., Seminar & discussion over required reading material – 45 min.

Description: This course will provide its student with the basic overview of history and phenomenology of anti-Jewish stereotypes from the birth of Christianity until the contemporary antisemitic expressions that can encountered in the context of the Middle-Eastern conflict. We will utilize interdisciplinary approach, bordering between anthropology, history, political science and religious science to explain the context of birth and development of the antisemitic motives, stereotypes, movements and incidents. The later lectures will focus on antisemitism in various parts of the world, with focus on both history of antisemitism in these areas and newly emerging challenges and threats. In addition to the overview and history itself, the student will be shown, how can he/she “read between the lines” for the purpose of analysis of the antisemitic movement’s ideologies, preferences and intentions. The student will then try to make an assessment of antisemitism in an selected country or region from publicly available resource by using the SWOT analytical tool.

Gained competences/Pedagogical aims:
- The student will be able to recognize most common antisemitic stereotypes in pre-Modern, Modern and post-Modern forms of antisemitism.
- He/She will be able to define antisemitism and apply the relevant terminology properly
- He/She will be able to describe the roots and sources of the most common antisemitic stereotypes
- He/She will be able to analyze the role of antisemitic stereotypes in the Israeli-Arab conflict
- He/She will be equipped with examples of positive steps (“good practice”) against antisemitism with which, he/she can identify.
- He/She will gain a practical experience with using the SWOT analytical tool in issues related to security and political extremism.

Grading:

Student’s final grade will consist of three parts:
- Test (multiple choice) on basic dates, movements and phenomena of antisemitism. (test results has weight 40% of the grade)
- Essay – Country report on antisemitism in the form of a SWOT analysis (essay will be graded with 40% weight of the grade).
- Active participation in the lectures and seminars. Student should be aware that the quality of their preparedness to the lectures and their activity during the seminars will affect 20% of their final grade.

Essay details:
- The student will choose one country, for which he/she will prepare a SWOT analysis of antisemitism. SWOT means Strenghts, Weaknesses, Opportunities and Threats. He/She will elaborate this SWOT analysis into a five pages essay (1,5 spaced). Additional details on SWOT and its methodology will be given during the first lecture.
- The essay will be delivered electronically (either in .DOC, .DOCX or .ODT document format) to the lecturer’s university mailbox (ztarant@kbs.zcu.cz) before the final lecture.
- All essays must adhere to the University of West Bohemia’s anti-plagiarism legislation (namely Dean’s Regulation - DFF-I-61-06). Failure to do so will lead to expulsion from the course. Serious offenders can be handed over to the Ethics Committee, which has an authority to expel
the student from the University. The student should note that essays might be randomly checked by using advanced anti-plagiarism software or other means chosen by the lecturer without previous notice.

**Basic literature:**
- LAZARE, Bernard; WISTRICH, Robert S., *Anti-Semitism: Its History and Causes*, University of Nebraska Press, 1995

**On-line resources:**
Jewish Virtual Library (on-line encyclopaedia): [http://www.jewishvirtuallibrary.org](http://www.jewishvirtuallibrary.org)
MEMRI: [www.memri.org](http://www.memri.org) (Monitoring of Middle-Eastern, namely Arab and Persian media).
Kantor Center, University of Tel Aviv: [http://kantorcenter.tau.ac.il](http://kantorcenter.tau.ac.il) (contains summary of legislation on hate-speech in various countries, reports on antisemitism and articles of interest).

**First lecture – Introduction**

Course Requirements, Terminological and Etymological Difficulties. Overview of Institutions and Resources on Antisemitism.

**Reading:** (will be sent beforehand to the students, who signed for the course):
- EUMC definition of antisemitism
- Other definitions of antisemitism (EU department of state, dictionary definitions - Oxford, Merriam Webster etc., Wikipedia entry etc. (discuss with the students, which definition would they choose and why)
- Entry “antisemitismus” from the Czech: *Encyklopedie dějin antisemitismu*
- For analysis: Antisemite’s definition of “Semitism” Selected pages from Wilhelm
- Marr’s “Das Weg der Sieg von Judentum über der Germanentum” (purpose \(\rightarrow\) target the “Palestinians-cannot-be-antisemites” notion by showing the original source)

**Additional reading:**

**To be shown in-class:** Introductory movie on antisemitism by USHMM: “European antisemitism from its origins to the Holocaust”: [http://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust](http://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust)

**Second lecture – Roots of Juedophobia.**

Early anti-Jewish Sentiments in Late Antiquity. From the Early Mutual Christian-Jewish Quarrels to the Christian Anti-Judaism. The myth of deicide and its role in medieval and modern Christian thought. Impacts of 2nd Lateran council on anti-Jewish beliefs. Anti-Jewish Myths stemming from elaboration of deicide in the Middle Ages – Host Desecration and Ritual Murder. Their role in
modern and contemporary rhetoric. Contemporary attempts of the Catholic Church to mend the damages.

Reading:

- Old Testament - Isaiah’s suffering servant: Iz 53 (Interesting fact: The most influential, Czech Ecumenical Translation of the Bible adds the word “blood” into Iz 53:7 to reinforce testimonium of Matthew 27).
- New Testament: Matthew 27
- English excerpts from John Chrysostomos: Adversus Judaeos. (The student will be asked to mark, passages, sentences and words that are similar to modern anti-Jewish rhetoric. The text is about 16 pages long)
- Richard of Devizes’s description of the 1190 pogrom in York (it is only one paragraph)
- Excerpts from Nostra Aetate on Deicide (several paragraphs)

Additional reading:

- Entries on Host Desecration and Ritual Murder from Encyclopedia dějin antisemitismu

IN-CLASS: Visual analysis of Der Stürmer - Ritualmordnummer (May 1934). (Do any of the depictions remind the student, what he/she can see around the internet in relationship to the Middle-Eastern conflict?)
IN-CLASS: Possible activity - analysis of Mel Gibson’s “The Passion”

Third lecture – “It’s A Conspiracy!”

Early roots of Antisemitic Conspiracy Theories – Wandering Jew, Jew and the Devil, Usury, Well-Poisoning in the context of Black Plague catastrophe. The Protocols of the Elders of Zion - From a liberal critique of conservatism, to genocidal pamphlet

Reading:


Highly recommended to French-speaking students: TAGUIEFF, Pierre-André, L’imaginaire du complot mondial : Aspects d’un mythe moderne Editions mille et une nuits, 2006

Fourth Lecture - “Conservatism of Fools”


Reading:

- BUDIL, I.: *Robert Knox, Transcendental Anatomy and Racialization of Jews*. In: Tydlitátová, V.; Tarant, Z.: Faces of Hatred – Contemporary Antisemitism in its Historical Context (example of early racial antisemitism in the works of Robert Knox including the birth of the term "race war").
- Some additional short text on the birth of German racial thought is needed.

Additional reading:

BUDIL, I.: *Úsvit rasismu*. Triton 2013 (a large opus on the birth of racist thought)

Fifth lecture – The Holocaust, its Denial and Relativization.

Basic overview of the Holocaust denial practices from Rassinier to David Duke. Holocaust denial after the Duke vs. Liptstadt trial. New strategies - relativization, the “industry” of “holocaust industry”.

Reading:


Additional reading:

- LIPTSTADT, D.: Denying the holocaust (Czech version available).
- TARANT, Z.: *Diaspora paměti* (The Diaspora of Memory), chapter 10 “Děti, co nepronáší proslovy” (“The Children That Do Not Make Speeches” - A Chapter on Norman Finkelstein, his background and the controversies around his work from my book about Holocaust memory).
Sixth lecture – The Russian Way

Antisemitism in Russia under the Tzarist Regime, pogroms in the early 20th century, Soviet Russia, antisemitism under Stalin, “The Doctors’ plot”, Euroasianist Ideology, its Czech pan-Slavic roots and role in the contemporary Antisemitism. Contemporary Russian conspiracy theories and their export to the West.

Reading:
- Wistrich, R.: *A Lethal obsession*, chapters on Russia (two to five).

Additional reading:

Leisure reading:
- Elie Wiesel: *The Jews of Silence*

Seventh lecture – “Hey, there is a Jew Behind Me!”

Muslim Views on Jews from the Qur’anic Period to the Middle-Eastern Conflict. Introduction of Christian antisemitism to the Arab and Muslim world. 19th century blood-libels in the Muslim world. The role of antisemitic conspiracy theories in the salafist and islamist thought. Sayyid Qutb, Ibn Taymiyya.

Reading:
- Selections of Qur’anic verses on the Jews (student will be asked to identify positive and negative remarks, how are they worded, which words are being used for Jews, etc.)
- Pact of Umar (what is the position of the Jews according to the pact? Compare the document to Christian sources from the same period).
- Selected excerpts from Sayyid Qutb’s “Ma’ālim fi-‘tariq” or Ibn Taymiyya’s works.
- Selected excerpts from Hamas charter (student will be asked to identify what antisemitic remarks can be traced back to Muslim tradition, which are taken from the European tradition and how the Charter combines the two together).

Additional reading:
- Wistrich, R.: *A lethal obsession*, chapters on Muslim world and global jihad.
- *Encyklopedie dějin antisemitismu*, entries “Arab antisemitism” and “Iran”
Eighth lecture – On Lessons not Learned

Contemporary Antisemitism in Europe. Role of antisemitism for the European neo-Nazism, right-wing extremism and Islamism. Impacts of the Six Day war on relations between the European left and Israel. The rise of the “New Left”. The role of islamist preachers in contemporary European antisemitism. Examples of contemporary situation: France, Germany.

Reading:
- Looking for some good and short primary texts. Any advice? Something from France, maybe?
- WISTRICH, R.: Lethal obsession, chapter nine "Liberté, Egalité, Antisémitisme."
- IN-CLASS: Analysis of the song “Europa, Jugend, Revolution” by the neo-Nazi band Carpe Diem. (The student will be asked to search for antisemitic remarks, presented without mentioning the word “Jew”, “Zionism” or “Israel”).
- IN-CLASS: Watch the PBS report on antisemitism in France: https://www.youtube.com/watch?v=3QljPbJ0uGI

Additional reading:
- (Looking for some literature on France. Any advice?)
- Encyklopedie dějin antisemitismu, entry “neonacismus”.

Ninth lecture - “God Bless America!”


Reading:
- Examples from William Luther Pierce: Turner’s diaries (it will be explained that this text inspired Oklahoma City Bombing in 1995. The student will be asked to guess from the example, what parts might have been inspiring. The reason is to show the student the thin line between words and actions).
- Portions of “The Fable of Ducks and Hens” by Lincoln Rockwell. (Also known as the “Antisemite’s Animal Farm”. The text presents the myth of global conspiracy by means of a lousy versed fable).

Additional reading:

**Recommended viewing:**
- *Gentleman’s agreement* (1947): A Hollywood movie on latent antisemitism in the post-WWII America. (The producers of the movie were blacklisted at the time for “anti-American activity” for this movie).

**Tenth lecture – Antisemitism in Anti-Israeli Rhetoric – Crossing the Line?**

Legitimate criticism of Israel vs. antisemitic stereotypes in the anti-Israeli rhetoric. Academic antisemitism. The “New Antisemitism” & the roots of the BDS. (A BIG PROBLEM - How to talk about the BDS and not to “teach” the boycotting??? Any tips???)

**Reading:**
Selected chapter from: Nelson, C.; Brahm, Gabriel N.: *The Case Against Academic Boycotts*.

**Recommended viewing:** “Crossing the line 1 & 2” Movies on BDS on British and American campuses:
Crossing the line (Britain): https://www.youtube.com/watch?v=uGtrvAv1Nr4&spfreload=10
Crossing the line 2 (America): https://www.youtube.com/watch?v=tNDccsH_wgU (one of the “Crossing the line”s to be screened in-class)

**Eleventh lecture – “Erratic Sanctuary”: The Czech Antisemitism of the 19th and 20th Century**


**Reading:**
- Excerpts from: Tomáš Garrique Masaryk: *Je třeba revidovat proces polenský* (English: "Why is it necessary to revise the Polná trial" – Masaryk’s rationalist polemic with the ritual murder accusation in the wake of Hilsner blood-libel of 1899) (I am deliberately using Masaryk as a strong authority that speaks to the hearts of Czechs in order to give the student something to identify with).  
- Excerpts from a Communist regime-sponsored antisemitic publication, translated from Russian to Czech: *Historie a Politika mezinárodního sionismu a judaismu*. Sekretariát pro věci církevní ministerstva kultury ČSR or selection of articles from the Communist “Rudé Právo” newspaper
or other Communist antisemitic literature. (The student will be ask to characterize the style of the antisemitic rhetoric). (the student will be asked to make a list of keywords that are being attributed to the Jews and to Israel)

Additional reading:


Truly Eternal Friends? – Contemporary Czech Antisemitism.

The Challenges of "Measuring", Researching and Combatting Antisemitism on a Case Study of the Contemporary Czech Republic. Antisemitism as a tool of anti-democratic opposition in the Czechoslovakia/Czech Republic. The Czech far-left and far-right. Miroslav Dolejší and the notion of “fourth resistance”. Contemporary antisemitic movements in the country and their ideological roots. Antisemitism as a challenge to the Czech national security?

Reading:

- Excerpts from the Czech Penal Code, namely:
  - § 355 “Defamation of national, religious or ethnic group”,
  - § 356 “Incitement to hatred against group of people or to restriction of its basic rights”,
  - § 404 “Expression of sympathies to human rights oppressing movements”,
  - § 405 “Denial, questioning, approval or justification of genocide”
  - (Student will be asked to underline, what he sees as strong and weak spots of the legislation).
- Federace židovských obcí. Výroční zpráva o projevech antisemitismu v České republice za rok 2014. (Jewish Community’s Report on Perceived and Recorded Antisemitic Incidents)

Additional reading:

- MAREŠ, Miroslav (2003): Pravicový extremismus a radikalismus v ČR. Brno: Barrister & Principal