Antisemitism in Education Seminar
Michaelmas 2018
University of Oxford

Name of Instructor: Heather Mann
Course Level: Graduate
Type of Course: Seminar
Department: History/Interdisciplinary

Course Description
Students are expected to learn and discuss how antisemitism has been taught, preached and disseminated in sermons, pseudo-educational literature, within universities and in the classroom, using a continuation of myths and prejudices supported by contemporary theological, racial, and sociological theorists.

Course Objectives
Students to make links and track evolutions between reinventions of anti-Semitism since the Middle Ages.
Students to study counter- anti-Semitism movements
Students to analyse when and how the spread of anti-Semitism has been accepted and opposed

1. Early Christianity education
   a. Deicide & conversion
   b. Theological antisemitism
      i. St Augustine’s Contra Judaeos
   c. Sermons
      i. Chrysostom tells his flock in fourth century Antioch that wherever Christ-killers gather, ‘the cross is ridiculed, God blasphemed, the father unacknowledged, the son insulted, the grace of Spirit rejected… If Jewish rites are holy and venerable, our way of life must be false. But if our way is true, as indeed it is, theirs is fraudulent. I am not speaking of the Scriptures. Far from it! For they lead one to Christ. I am speaking of their present impiety and madness.
   d. Bible passages
      i. The Gospels: The Governor of Palestine, Pilate offers to release Jesus in whom he can find no guilt, in exchange for a common criminal, Barabbas, but is unable to do so because of the large, mocking crowds of Jews who are baying for Jesus’s blood
ii. New Testament: Paul in Thessalonians: ‘…the Jews, who killed the Lord Jesus and the prophets and drive us out, the Jews who are heedless of God’s will and enemies of their fellow-men, [are] hindering us from speaking to the Gentiles to lead them to salvation. All this time they have been making up for the full massacre of their guilt, and now retribution has overtaken them for good and all.’

Gospel of John: the Jews wilfully seek to kill Christ as they themselves are not of God but of the devil.

e. Mythology and folklore – Little St Hugh, Simon (Italy): Blood Libel; Well poisoning
f. Passion plays & ballads
g. Martin Luther
   i. February 1546: if the Jews are willing to convert and abandon their blasphemy and crime, ‘then we will be glad to forgive them: if not, then we should not suffer and tolerate them.’
   ii. 1543, Concerning the Jews and their Lies


2. School Education – the Enlightenment
   a. Anticlerical
   b. Liberalism
   c. Notable anti-Semites
      i. Voltaire
      ii. Bruno Bauer
      iii. Richard Wagner
      iv. Eugen Dühring

3. Eugenics
   a. Eugenics in education


b. Racial antisemitism
c. Darwinism

4. Nazi Germany Education

a. School Education
b. Nazi Youth
c. Exclusion of Jews from Education
d. Reaction, Responses and Legacy
e. The limits of de-nazification: West Germany, East Germany & Austria


5. 1960s Higher Education: professors and Students

a. Antisemitism in 1967/8 Student and University movements
   i. France
   ii. Poland
   iii. USA

6. Anti-Semitic university movements since the 1980s


7. Contemporary anti-Semitic education

a. Examples from the Middle East
b. Contemporary antisemitism in the Arab World
c. Anti-Semitism in schools in ‘the West’


Herf, Jeffrey, “Nazi Germany and the Arab and Muslim World: Old and New Scholarship,” July 2008

Küntzel, Matthis, “National Socialism and Anti-Semitism in the Arab World”

http://www.annefrank.org/ImageVaultFiles/id_15837/cf_21/Summary_research_on_anti-Semitism.PDF

8. **Combatting antisemitism through education – historic**
   a. Speeches, readings, pamphlets,
   b. Combatting antisemitism through Holocaust education
      i. 1990s – School curricula, USHMM, Yad Vashem School of International Holocaust Studies, HET, etc.
      ii. 2000s – Stockholm Declaration, International Holocaust Memorial Day, IHRA,
   c. Challenges to Holocaust education

