

## History of Antisemitism before 1933

| Section A: Headline Information  |   |
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| Module title   | History of Antisemitism before 1933   |
| Module NFQ level (only if an NFQ level can be demonstrated)  | 8   |
| Module number/reference  | TBC   |
| Module Co-ordinator  | Dr Thomas Mc Grath  |
| Parent programme(s)  | BA (Honours) in English and History   |
| Stage of parent programme  | 4   |
| Semester (semester1/semester2 if applicable)   | 1   |
| Module credit units(FET/HET/ECTS)  | ECTS  |
| Module credit number of units  | 5   |
| List the teaching and learning modes   | Lectures, seminars, web facilitated learning                                |
| Entry requirements (statement of knowledge, skill and competence)  | Successful completion of Stage 3 of the programme or equivalent is required |
| Pre-requisite module titles  | N/A   |
| Co-requisite module titles   | N/A   |
| Is this a capstone module? (Yes or No)   | No  |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) | Module co-ordinator must have a minimum Level 9 qualification in History.   |
| Maximum number of learners per module  | 35  |
| Duration of the module   | 1 semester  |
| Average (over the duration of the module) of the contact hours per week (see * below)  | 2   |
| Module-specific physical resources and support required per centre (or instance of the module)   | Lecture Hall with IT resources and Wifi                                     |
| Analysis of required learning effort   |   |
| *Effort while in contact with staff  |   |

| Classroom and demonstrations            |                               | Mentoring and small-group tutoring |                               | Other (specify)       |                               | Directed e-learning (hours)     | Independent learning (hours)  | Other hours (specify) | Work-based learning hours of learning effort | Total effort (hours) |
|---|-------------------------------|------------------------------------|-------------------------------|-----------------------|-------------------------------|---------------------------------|---|-----------------------|--|----------------------|
| Hours                                   | Minimum ratio teacher/learner | Hours                              | Minimum ratio teacher/learner | Hours                 | Minimum ratio teacher/learner |                                 | Self-directed reading and study   |                       |  |                      |
| 24                                      | 1:15                          |                                    |                               |                       |                               |                                 | 101:<br><br>Self directed reading and study 51<br><br>Assessment preparation and writing 50 |                       |  | 125 hours            |
| Allocation of marks (within the module) |                               |                                    |                               |                       |                               |                                 |   |                       |  |                      |
|   |                               |                                    |                               | Continuous assessment | Supervised project            | Proctored practical examination | Proctored written examination   | Total                 |  |                      |
| Percentage contribution                 |                               |                                    |                               | 100%                  |                               |                                 |   | 100%                  |  |                      |

| Section B: Module Descriptor  |   |
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| <b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b> | Even though Jews constituted no more than 1% of the European population since the Roman period, anti-Judaism and its later racial variant antisemitism was a constant feature of European society throughout two millennia. This module examines the long history of anti-Judaism/antisemitism up to 1933 (and the coming to power of Hitler in Germany). The course considers early anti-Judaism (before the time of Jesus), relations between Christians and Jews after the death of Christ, early and medieval judeophobia - the crusades, allegations of ritual murder and host desecration, Black Death, expulsions of Jews from the countries of western Europe, the attitude of Martin Luther, segregation and confinement to ghettos. The achievement of Jewish Emancipation was immediately followed by antisemitic attacks in the late nineteenth and early twentieth centuries: pogroms in Russia, revival of the blood libel in central Europe, publication of the Protocols of the Elders of Zion, and the Dreyfus case in France. Throughout the module primary source materials will be read and considered. The module will conclude with an examination of Hitler's attitude to the Jews as expressed in <i>Mein Kampf</i> (1925). |
| <b>Module Aims and</b>  | The Module examines the fate of an immigrant community in Europe within a   |

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| <b>Objectives</b>  | <p>monolithic society and indicates how a majority can be led to target a minority.</p> <p>It seeks to explain why a very small minority population within Europe was the object of hostility by the majority population over more than two millennia.</p> <p>It endeavours to understand the combination of circumstances which led to continuous long term hostility towards the Jews.</p>  |
| <b>Minimum Module Learning Outcomes</b>                  | <p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Chart in detail the long history of anti-Judaism/Antisemitism in Europe. (MIPLO 1, 2, 3)</li> <li>2. Attempt explanations as to why the Jews were the subject of virtually continuous hostility over many centuries. (MIPLO 1, 2, 3)</li> <li>3. Explain how Emancipation was achieved and how it led to a political counter reaction in the late nineteenth and early twentieth centuries. (MIPLO 1, 2, 3)</li> <li>4. Participate fully in class discussion and be able to critique the historiography of anti-Judaism/anti-Semitism. (MIPLO 4, 5, 7, 8)</li> </ol>   |
| <b>Information Provided to Learners about the Module</b> | <p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>   |
| <b>Module Content, Organisation and Structure</b>        | <p>The following themes will be covered in lectures and seminars:</p> <p>The Jews and anti-Judaism (before the time of Jesus)</p> <p>Relations between Christians and Jews after the death of Christ</p> <p>Early and medieval judeophobia: the crusades, allegations of ritual murder and host desecration, blame for the Black Death</p> <p>Attitude towards the Jews of the medieval papacy, the friars and Martin Luther</p> <p>Expulsions of Jews from western Europe: England, France, Germany, Italy, Spain, Portugal – the movement of the Jews to Poland, Hungary, eastern Europe and elsewhere</p> <p>The geography of Jewry in urban Europe: movement restrictions, segregation and confinement to ghettos.</p> <p>From the hostility of Voltaire and the Enlightenment to the French Revolution, Napoleon and the achievement of Emancipation</p> <p>Racial antisemitism in the late nineteenth and early twentieth centuries: the case of Germany</p> <p>Pogroms in Russia, revival of the blood libel in central Europe, publication of the</p> |

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|   | <p>Protocols of the Elders of Zion</p> <p>The Dreyfus case in France.</p> <p>Hitler, World War I and its aftermath: extracts from <i>Mein Kampf</i> (1925) used in class as a primary source for antisemitism.</p>  |
| <b>Module Teaching and Learning Strategy</b>              | <p>Formal lectures, using PowerPoint slides, supplemented by online digital resources to reinforce learning. The Lecturer will invite discussion, questions and answers in dialogue with the class.</p> <p>The learning strategy will include in-class reading of extracts from the canons of the Fourth Lateran Council (1215), and Martin Luther, <i>On the Jews and their lies</i> (1543) to illustrate medieval and early modern examples of hostility towards the Jews. Other primary sources such as extracts from the writings of Voltaire against the Jews, the <i>Protocols of the Elders of Zion</i>, and Hitler's <i>Mein Kampf</i> will also be read by learners in class. Visual evidence of anti-judaism as found for example in the sculptural motifs, Ecclesia and Synagoga, and the Judensau will be viewed over the internet.</p> |
| <b>Work-Based Learning and Practice-Placement</b>         | N/A   |
| <b>E-Learning</b>   | <p>Moodle used for teaching resources and for learners to upload and share relevant material.</p> <p>Learners are encouraged to access and use the wealth of information and resources available on the internet from respected sites such as Yad Vashem and the United States Holocaust Memorial Museum.</p>   |
| <b>Specifications for Module Staffing Requirements</b>    | <p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>   |
| <b>Module Summative and Formative Assessment Strategy</b> | <p><b>Summative:</b></p> <p><b>Continuous Assessment:</b></p> <p>Two essays of 1,500 words, each worth 50%</p>  |
| <b>Sample Assessment Materials</b>                        | <p><b>Sample essays:</b></p> <p><u>Essay:</u> Why was anti-Judaism so potent in medieval Europe?</p> <p><u>Essay:</u> Why did the achievement of Emancipation lead to an antisemitic counter-reaction in Europe in the late nineteenth and early twentieth centuries?</p>   |
| <b>Reading Lists and Other Information Resources</b>      | <p><b>Essential Reading:</b></p> <p>Chazan, Robert, <i>Medieval stereotypes and modern antisemitism</i> (Berkeley, University of California Press, 1997); <i>The Jews of medieval Christendom: 1000-1500</i> (Cambridge: Cambridge University Press, 2006)</p> <p>Langmuir, Gavin I., <i>Towards a definition of antisemitism</i> (Berkeley, University of</p>  |

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|  | <p>California Press, 1990)</p> <p>Levy, Richard S (ed), <i>Antisemitism in the modern world: An anthology of texts</i> (Lexington MA: D.C. Heath, 1991)</p> <p>Lindemann, Albert S. and Richard S Levy (eds), <i>Antisemitism: A history</i> (Oxford, 2010)</p> <p>Poliakov, Leon, <i>The history of Anti-Semitism</i>, 4 vols (London, Routledge and Kegan Paul, 1974-1985)</p> <p><b><u>Other Reading:</u></b></p> <p>Edwards, John, <i>The Jews in Christian Europe 1400-1700</i> (London/New York: Routledge, 1988)</p> <p>Hertzberg, Arthur, <i>The French Enlightenment and the Jews: The origins of modern Anti-semitism</i> (New York: Columbia University Press, 1968)</p> <p>Katz, Jacob, <i>From prejudice to destruction: Anti-Semitism 1700-1933</i> (Cambridge, MA: Harvard University Press, 1980)</p> <p>Klier, John Doyle and Shlomo Lambroza (eds), <i>Pogroms: Anti-Jewish violence in modern Russian history</i> (Cambridge: Cambridge University Press, 1992)</p> <p>Löwe, Heinz-Dietrich, <i>The Tsars and the Jews: Reform, reaction and anti-semitism 1772-1917</i> (Chur, Switzerland: Harwood, 1933)</p> <p>Nirenberg, David, <i>Communities of violence: Persecution of minorities in the middle ages</i> (Princeton: Princeton University Press, 1996); <i>Anti-Judaism: The history of a way of thinking</i> (London, Head of Zeus, 2015)</p> <p>Wistrich, Robert, <i>Antisemitism: The longest hatred</i> (London: Methuen, 1991); <i>Demonizing the other: Antisemitism, racism and xenophobia</i> (London: Routledge, 2012)</p> <p><b><u>Essential Viewing:</u></b></p> <p><i>A Yiddish World Remembered</i> (2002 Emmy award winning documentary)</p> |
| <b>Module Physical Resource Requirements</b> | Lecture Hall, PowerPoint, DVD and internet access.   |