

Unit 1 / Lesson 1.1 / Overview

Unit 1: The Context

Lesson 1.1: Anti-Judaism and Antisemitism

Background:

To understand the events that took place in Europe from 1933 to 1945 known as the Holocaust, it is important to start by examining the relationship between Christians and Jews through the ages. From the early years of Christianity, many Christians opposed Jews for religious reasons. This set of beliefs is known as anti-Judaism. In the second half of the nineteenth century, this traditional opposition to Jews evolved into the ideology of antisemitism, which defined Jews as an inferior racial group. The emergence of nationalism contributed to this shift in how Jews were defined and perceived. Nationalism promotes a person's devotion to their national identity and culture over their other political, religious, or social beliefs. Social Darwinism is an idea that applied Charles Darwin's theory of evolution by natural selection to the natural order of society. This theory was used to argue that the white race was the rightful victor of the concept of survival of the fittest, but "inferior" non-white races threatened to undermine their position.

This supposedly scientific reasoning for hating Jews – along with the charge that they were a threat to political and economic stability – ultimately became the basis for the Nazis' war against them. In reviewing the history of anti-Judaism and antisemitism, you will find a pattern of discrimination, persecution, and hatred toward Jews throughout European history. The legacy of these beliefs – which were held by people across the globe – contributed to the Nazis' success in promoting a racist ideology that would lead to genocide (the organized, systematic attempt to annihilate an entire religious, racial, ethnic, or national group).

Video Running Time: 16:33

Goal:

Analyze the difference between anti-Judaism and antisemitism, tracing their roots from the Middle Ages to modern times.

Essential Questions:

- How did anti-Judaism and antisemitism develop in Europe from 400 CE to the 20th century?
- How are historical acts of anti-Judaism and antisemitism linked to contemporary stereotypes and biases toward Jewish people?

Learning Goals:

- Students will know the roots and history of modern antisemitism in Europe.
- Students will be able to explain the impact of the Enlightenment period on European Jews and how it led to racial antisemitism.
- Students will explain the difference between anti-Judaism and antisemitism.
- Students will explain how the Edicts of Tolerance led to a rise in antisemitism.

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- Students will identify how Jews were identified as “Other” between 400 CE and the 20th Century.
- Students will explain the evolution of antisemitism and the impact on modern history.

Success Criteria:

- Students will be able to define and explain anti-Judaism and antisemitism.
- Students will be able to explain the difference between anti-Judaism and antisemitism.
- Students will explain how the Edicts of Tolerance changed how Jews were accepted in European society and culture.
- Students will explain how the Blood Libel, the concept of deicide, conspiracy theories concerning the Black Death, and *The Protocols of the Elders of Zion* fueled violence against Jews and Jewish communities.
- Students will explore how Jews were identified as the “Other” and separated from the Christian community during the Ages of Religion, Reason (Enlightenment), and Pseudoscience.

Topics for Further Discussion:

- What types of antisemitism do you see in the United States today?
- What types of antisemitism do you see in the world today?

Recommended Background Reading from *How Was It Possible? A Holocaust Reader*

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Chapter 1

- Introduction to **Chapter 1: The Context**
- “Contradictions in Central Europe” from *The Pity of it All* by Amos Elon
- “Antisemitism” from *Antisemitism: The Longest Hatred* by Robert S. Wistrich

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Unit 1: The Context

Lesson 1.1: Anti-Judaism and Antisemitism

Question	
What is anti-Judaism?	
What is antisemitism?	
Why did Christian society not trust Jews?	
During the Age of Religion, why were Jewish communities segregated from other communities?	
What were some of the false charges that were made against the Jews?	
When did segregation and expulsion of the Jews begin?	
How did the Reformation and Martin Luther impact anti-Judaism?	

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During the Enlightenment, what actions did Napoleon take on behalf of the Jews?	
How did the Enlightenment and Napoleon's actions on behalf of the Jews change attitudes towards Jews?	
What are Edicts of Tolerance?	
How is antisemitism different from anti-Judaism?	
What is "The Jewish Question" (also known as the Jewish "problem")?	
During the Age of Pseudoscience, how did the understanding of "The Jewish Question" evolve and how was antisemitism expressed?	
What were the <i>Protocols of the Elders of Zion</i> and how were they used?	
How did Henry Ford promote antisemitism?	

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Answer Key

Question	Possible Answers
What is anti-Judaism?	<ul style="list-style-type: none"> • Hatred of the Jews based on their religion and culture (Slide 3, 4)
What is antisemitism?	<ul style="list-style-type: none"> • The hatred of Jews as a "race," which is a false view; Jews are not a race (Slide 4)
Why did Christian society not trust Jews?	<ul style="list-style-type: none"> • Fear of the “Other,” the Jews being the “Other” • Jews were seen as isolated and secretive • Had different rituals • Different culture • Different language • Did not accept Christ as their savior • Jews were seen as both mysterious and dangerous • They were not seen as part of Christian society (Slide 4)
During the Age of Religion, why were Jewish communities segregated from other communities?	<ul style="list-style-type: none"> • The concern about the Jews was their religion and their beliefs • The solution to the fear or hatred of Jews was to segregate Jewish communities (Slide 5)
What were some of the false charges that were made against the Jews?	<ul style="list-style-type: none"> • Blood Libel • Black Death • Deicide (Slide 6, 7)
When did segregation and expulsion of the Jews begin?	<ul style="list-style-type: none"> • As early as the 1200s • Venice ghetto established in 1516 • Jewish expulsions from European countries ranged from England in 1290 through Portugal in 1497 (Slide 8, 9)
How did the Reformation and Martin Luther impact anti-Judaism?	<ul style="list-style-type: none"> • Luther denounced Jews when they did not convert to Catholicism • Became a hater of Jews and preached this hate that had a major impact on the spread of anti-Judaism (Slide 10)

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<p>During the Enlightenment, what actions did Napoleon take on behalf of the Jews?</p>	<ul style="list-style-type: none"> • Granted freedom of worship to the Jews • Emancipated its Jewish population entitling them to equality and citizenship • In countries that France conquered, Napoleon did away with laws that restricted Jewish rights and freedom of movement, and emancipated the Jews of those nations <p>(Slide 11)</p>
<p>How did the Enlightenment and Napoleon’s actions on behalf of the Jews change attitudes towards Jews?</p>	<ul style="list-style-type: none"> • The concern with the Jews was no longer their religion, but their culture and traditions • With the emancipation of the Jews, the Christian population saw the solution as conversion and assimilation <p>(Slide 12)</p>
<p>What are Edicts of Tolerance?</p>	<ul style="list-style-type: none"> • Edicts of Tolerance granted Jews certain basic rights, including citizenship, in most Western European countries <p>(Slide 13)</p>
<p>How is antisemitism different from anti-Judaism?</p>	<ul style="list-style-type: none"> • Antisemitism is based on race, not religion • Jews are NOT a race <p>(Slide 15)</p>
<p>What is “The Jewish Question” (also known as the Jewish “problem”)?</p>	<ul style="list-style-type: none"> • How could Jews exist in Christian society and what was to be done about the Jews <p>(Slide 15, 16)</p>
<p>During the Age of Pseudoscience, how did the understanding of “The Jewish Question” evolve and how was antisemitism expressed?</p>	<ul style="list-style-type: none"> • Antisemitism is anti-Judaism cloaked in pseudoscience • Is focused on characteristics “in the blood” • Delegitimized equality and recreated social boundaries <p>(Slide 16)</p>

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<p>What were the <i>Protocols of the Elders of Zion</i> and how were they used?</p>	<ul style="list-style-type: none">• The <i>Protocols</i> falsely claimed to be minutes from an alleged meeting of the world's Jewish leaders in their quest to take over the world• This was fraudulent propaganda• Circulated across Europe, the United States, South America, and Japan• Used by Henry Ford to spread antisemitic propaganda• Promoted antisemitism <p>(Slide 17, 18)</p>
<p>How did Henry Ford promote antisemitism?</p>	<ul style="list-style-type: none">• Ford used his newspaper, <i>The Dearborn Independent</i>, to spread antisemitism across the United States• Because of Ford's prominence in America, other newspapers would pick up articles, and thus his newspaper had national impact• Ford published the 4-volume collection, <i>The International Jew</i>, and reprinted <i>The Protocols of the Elders of Zion</i> in <i>The Dearborn Independent</i>• Hitler quoted Ford in <i>Mein Kampf</i> <p>(Slide 18)</p>

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Unit 1: The Context

Lesson 1.1: Anti-Judaism and Antisemitism

Slide 1 – Anti-Judaism and Antisemitism

The Holocaust was the systematic, state-sponsored persecution and murder of approximately six million Jewish men, women, and children by Nazi Germany and its collaborators. Over the course of this program, you will be exposed to various aspects of the history of the Holocaust.

This is a photograph of a Hungarian Jewish couple in Budapest, Hungary taken in January 1945, shortly after the city was liberated by the Soviet army.

Welcome to Lesson 1.1 of *How Was it Possible? A Holocaust Curriculum For and By Teachers™*, from The Jewish Foundation for the Righteous.

Slide 2 – Anti-Judaism and Antisemitism

This presentation will give you an overview of the topic “Anti-Judaism and Antisemitism.” This lesson was prepared by Bradd Weinberg who teaches Holocaust Studies at George Washington Carver Community School, in Delray Beach, Florida.

As we move through this lesson, you will hear and see references to *The Protocols of the Elders of Zion*. The *Protocols* was a publication that promoted antisemitism across the world through fabrications and lies.

Slide 3 – Anti-Judaism

We begin with anti-Judaism, which is hatred of Jews based on their religion. Anti-Judaism dates back to ancient times and has a variety of causes.

If you look at the picture that accompanies the slide, it is a woodcut from the *Nuremberg Chronicle*, a book published in Germany in 1493. It depicts Jews being burned alive as punishment for alleged desecration of a church sacrament in Germany in 1338.

The allegation of desecration was made at a later date to justify the massacre of the Jews. This false accusation became a stereotypical legend that took on a life of its own and was used in other European cities as a reason to kill Jews.

Slide 4 – Anti-Judaism and Antisemitism

To understand the motivation of the Nazis and why the Jews were their target, we need to understand the history of anti-Judaism and antisemitism.

Anti-Judaism has persisted in one form or another for at least two thousand years – it is sometimes referred to as “the longest hatred.”

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Anti-Judaism was the hatred of Jews based on their religion and culture, while antisemitism is the hatred of Jews as a “race,” which is a false view; **Jews are not a race.**

The roots of anti-Judaism and antisemitism can be found in the fear of the “Other,” the Jews being the “Other.”

Jews were seen as isolated and secretive. They had different rituals, a different culture, a different language, and did not accept Christ as their Savior. And, because they were different, they could be seen as both mysterious and dangerous. They were not part of Christian society.

This political cartoon from 1898, depicts the antisemitic view of Jewish world domination, as personified by a prominent European Jewish family.

Slide 5 – Jews as the “Other” – The Age of Religion (400 CE – 1800 CE)

This concept of the Jews as the “Other” is an important one, and we can separate the concept into three Ages.

- The Age of Religion;
- The Age of Reason, or the Enlightenment; and
- The Age of Pseudoscience.

We will first consider “The Age of Religion,” which was between 400 and 1800 CE. “CE” stands for the Common Era. The concern about the Jews was their religion and their beliefs. The solution to the fear or hatred was to segregate Jewish communities.

Pictured here is a Frankfurt City Map from 1628, which shows the curved Judengasse, or “Street of the Jews,” an early ghetto where Jews were isolated. A ghetto was the section of a city where Jews were forced to live, separate from Christians.

Interestingly and paradoxically, Christians believed that the Jews had made a covenant with God, and that as His covenanted people, they had to be preserved. At the same time, however, they were to be punished for their failure to acknowledge Christ as Savior.

The idea was that Jews must live, but should live in misery.

Slide 6 – The Blood Libel

During the Middle Ages, a number of false charges were made against the Jews and some of these libelous charges can be heard in our society today.

Let us look at the Blood Libel charge. This painting depicts the Blood Libel. It hangs in a Catholic church in Poland.

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The Blood Libel, which dates back to 1144 in Norwich, England, stems from the false belief that Jews murdered Christian children, usually boys, and used the blood to make matzah, the unleavened bread used during the Passover holiday. Jews were charged with kidnapping, torturing and murdering William of Norwich, an 11-year-old boy, for his blood.

This sensational claim, although clearly false, swept throughout Europe and across the world, and persisted for centuries.

Even today, some people actually believe it, though it has absolutely no basis in fact.

Slide 7 – The Black Death

Jews were also blamed for the Black Death, which was also known as the Black Plague.

The Black Death was an outbreak of bubonic plague, which spread across Europe, killing almost half of the population from 1346 to 1353. Jews were falsely accused of causing the plague by poisoning local wells. Terrified by a plague, people searched for a cause, and the Jews were a very convenient scapegoat. Because of this, and building on the concept of deicide, the false and libelous accusation that the Jews had killed the son of God, as well as the blood libel, Jewish communities were attacked and burned, and their members were murdered.

Slide 8 – Jewish Life: Ghettos and Segregation

This is a map of the Venice Ghetto, one of the earliest ghettos, established in 1516.

Many ghettos were located in the worst part of the city in industrial areas which were smoke-filled, foul-smelling, and often polluted, and usually fenced in or surrounded by a moat. In some ghettos, the gates were locked at night and Jews could not leave.

Slide 9 – Jewish Life: Expulsion

Let us look at this timeline.

One of the questions that you might have in future lessons is, “Why didn’t the Jews leave when Nazi persecution began?”

Anti-Judaism and the way European society treated Jews established a pattern that repeated itself throughout the centuries. Jews would be victimized by violence, they would be killed, their property would be seized, and they would be driven out of the country they were living in. From England in 1290, through Portugal in 1497, Jews were attacked, impoverished, and exiled from at least eight different countries, as you can see on this timeline. **When Hitler came to power, German Jews thought they would be able to deal with and survive the Nazis as they had done for centuries under previous rulers.**

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Slide 10 – The Reformation

Martin Luther was a German priest and theologian who wanted to reform the Catholic Church, which he believed had become corrupt. He believed that the Jews would join him once the Church was free of corruption. When they did not, he denounced the Jews and became a hater of Jews.

Luther's attitude toward the Jews had a major impact on the spread of anti-Judaism in Europe.

Slide 11 – The Enlightenment

We will now discuss the second period of time, the Age of Reason or The Enlightenment. In this painting from 1806, Napoleon is depicted granting freedom of worship to the Jews. Napoleon extends his hand to a woman holding the Ten Commandments, which identifies her as Jewish.

Revolutionary France was the first to emancipate its Jewish population, on September 28, 1791, entitling them to equality and citizenship rights. Twelve years later, the French army under Napoleon launched the Napoleonic Wars, which lasted from 1803 to 1815.

In countries that France conquered, Napoleon did away with laws that restricted Jewish rights and freedom of movement and emancipated the Jews of those nations. In this new period of freedom, many Jews pursued higher education, which had been forbidden to them, and entered the middle and upper middle classes. This led to resentment on the part of Christian society, which felt that the Jews were advancing in society too quickly.

After Napoleon's defeat in 1815, many countries restored discriminatory measures against their Jewish communities.

Slide 12 – Jews as the “Other” – The Age of Reason/Enlightenment (Transition to Antisemitism)

During the Age of Reason – primarily the 18th and 19th centuries – Jews were still, despite their emancipation, the “Other.”

The concern with the Jews was no longer their religion, but their culture and traditions. For the Christian population, the solution was emancipation, conversion, and assimilation. And although progress was made, Jews were still not accepted into general society, and especially not at the highest levels of society.

Slide 13 – Jews Become Citizens: Edicts of Tolerance

The belief that Jews could be productive members of society ran parallel to the belief that Jews, when seeing what society had to offer, would assimilate, or convert. This idea was championed by Napoleon. But when Jews did become members of society, they encountered Christian resistance.

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Edicts of Tolerance granted Jews certain basic rights, including citizenship, in most European countries. By the late 19th century, Jews were allowed (if not exactly welcomed) into most aspects of European society. However, their success in society and their rise to prominence in several professions and the arts led to a significant backlash.

Hatred of Jews would now evolve from anti-Judaism to antisemitism.

Slide 14 – Antisemitism

Let us now explore the rise of Antisemitism:

This photograph was taken at a mass rally held by the Nazis in Berlin, on August 15, 1935.

The Nazis used mass rallies as propaganda tools to mobilize the population in support of their goals. The top banner translates as "The Jews are our Misfortune," and the lower one as "Women and girls, the Jews are out to ruin you."

This message, "The Jews are our Misfortune," was found in towns and cities across Germany in the 1930s.

Slide 15 – “Jews are our Misfortune” and “The Jewish Question”

The term antisemitism was coined by Wilhelm Marr in his 1879 book, and the term became popular.

Heinrich von Treitschke, a Professor of History at the University of Berlin, coined the expression “The Jews are Our Misfortune” in 1880. His writings made antisemitism acceptable in German society.

Philosopher Eugen Dühring articulated “The Jewish Question,” the debate about the status and treatment of Jews in society, and merged antisemitism with the permanent characteristics of race. Dühring stated, “The Jews are to be defined solely on the basis of race, and not on the basis of religion.”

Again, and to be clear, Jews are *not* a race.

Slide 16 – Jews as the “Other” – The Age of Pseudoscience

As we move from the late 1800s into the 1900s, we enter the age of pseudoscience. These are beliefs or practices which appear scientific but are not. The Jewish “problem” becomes one of race, blood, and genetics. According to this pseudoscience, Jews could be identified by characteristics such as eye color and head shape.

Jews were viewed as different and a threat to German society – the “cure” was quarantine and exclusion.

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Antisemitism:

- Is anti-Judaism cloaked in pseudoscience;
- Is focused on characteristics “in the blood;” and
- Delegitimized equality and recreated social boundaries.

Pseudoscientific justification was now added to racial messaging.

Slide 17 – *The Protocols of the Elders of Zion: The Underpinning of Modern Antisemitism*
The Protocols of the Elders of Zion, the image you saw at the beginning of this lesson, has become a cornerstone of modern antisemitism.

The *Protocols* falsely claimed to be minutes from an alleged meeting of the world’s Jewish leaders in their quest to take over the world. It was translated into English, German, and many other languages worldwide. This fraudulent propaganda circulated across Europe, the United States, South America, and Japan.

It was introduced and distributed in the U.S. by Henry Ford.

The *Protocols* influenced Nazi laws, policies, and actions targeting Jews.

The *Protocols of the Elders of Zion* has been cited by conspiracy theorists and antisemites as “evidence” that Jews were seeking to destroy Christianity and dominate the world.

Slide 18 – The Antisemitism of Henry Ford

Henry Ford’s antisemitism impacted not only the United States but also the Nazis. Ford used his newspaper, *The Dearborn Independent*, to spread antisemitism across the United States. The newspaper was sent to Ford dealerships, and many included a copy of the paper in newly purchased cars. Because of Ford’s prominence in America, other newspapers would pick up articles, and thus his newspaper had national impact.

Ford published the 4-volume collection, *The International Jew*, and reprinted *The Protocols of the Elders of Zion* in *The Dearborn Independent*.

Hitler was one of Henry Ford’s biggest fans.

- He quoted Ford in *Mein Kampf*.
- He published and distributed *The International Jew* in Germany.
- He awarded Ford the Grand Cross of the German Eagle in 1938.

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Slide 19 – Summary – Anti-Judaism and Antisemitism

The constant throughout history is that Jews are the “Other:” different, suspect, and dangerous. This constant found expression in three ways:

Anti-Judaism: Jews are the “Other” based on religion.

During the Enlightenment: Jews are the “Other” based on culture.

Antisemitism: Jews are the “Other” based on blood and race.

Each of these differ in the answer to “The Jewish Question:” How do we deal with the “Other?” The answer in the above phases would vary. In the first phase, Jews were to be segregated. In the second phase, Jews were to be assimilated. And in the third phase, which found its ultimate and deadliest expression in Nazi Germany, Jews were to be excluded and ultimately eliminated.

Thank you for joining us today as we learned about “Anti-Judaism and Antisemitism.” Please continue your educational journey with us. This concludes our presentation of Lesson 1.1 from *How Was it Possible? A Holocaust Curriculum For and By Teachers*[™]. On behalf of The Jewish Foundation for the Righteous, thank you.

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Name: _____

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Circle the correct answers below.

1. Anti-Judaism is based upon?
 - a. Race
 - b. Country of origin
 - c. Religion and culture
 - d. Jews becoming acceptable in European society

2. The Edicts of Tolerance
 - a. Separated Jews from society
 - b. Fostered conversion to Christianity
 - c. Suppressed the prominence of Jews in society
 - d. Granted basic rights to Jews including citizenship

3. The Black Death and Blood Libel are falsehoods that
 - a. Were not supported by the Christian population
 - b. Only happened during the Age of Pseudoscience
 - c. Made the Jews seem less mysterious and dangerous
 - d. Were blamed on the Jews, resulting in Jews being attacked and murdered

4. The concept of antisemitism is based on?
 - a. "Race"
 - b. Culture and Religion
 - c. The Age of Enlightenment
 - d. The *Protocols of the Elders of Zion*

5. The *Protocols of the Elders of Zion*
 - a. Is an economic text
 - b. Has been dismissed by antisemites
 - c. Was only published in the United States
 - d. Is a total fabrication, containing lies and falsehoods about Jews that promoted antisemitism

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Lesson Quiz with Answers Highlighted and Bolded

1. Anti-Judaism is based upon?
 - a. Race
 - b. Country of origin
 - c. Religion and culture**
 - d. Jews becoming acceptable in European society
2. The Edicts of Tolerance
 - a. Separated Jews from society
 - b. Fostered conversion to Christianity
 - c. Suppressed the prominence of Jews in society
 - d. Granted basic rights to Jews including citizenship**
3. The Black Death and Blood Libel are falsehoods that
 - a. Were not supported by the Christian population
 - b. Only happened during the Age of Pseudoscience
 - c. Made the Jews seem less mysterious and dangerous
 - d. Were blamed on the Jews, resulting in Jews being attacked and murdered**
4. The concept of antisemitism is based on?
 - a. "Race"**
 - b. Culture and Religion
 - c. The Age of Enlightenment
 - d. The *Protocols of the Elders of Zion*
5. The *Protocols of the Elders of Zion*
 - a. Is an economic text
 - b. Has been dismissed by antisemites
 - c. Was only published in the United States
 - d. Is a total fabrication, containing lies and falsehoods about Jews that promoted antisemitism**

Link to Google Form Quiz (Instructions Available in the Appendix)

https://docs.google.com/forms/d/1KYKBLU_LTWZo-90MLrrp69fAGdXTIufwnI3UI2SVsHk/copy

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Slide 1 - Yevgeny Khaldei via Getty Images

Slide 2 - "File:1934 Protocols Patriotic Pub.jpg." *Wikimedia Commons, the free media repository.* 11 Oct 2020, 15:20 UTC. 4 Aug 2021, 13:06

<https://commons.wikimedia.org/w/index.php?title=File:1934_Protocols_Patriotic_Pub.jpg&oldid=486926710>.

Slide 3 - "File:Massacre of Jews woodcut, 1493.jpg." *Wikimedia Commons, the free media repository.* 1 Jun 2021, 08:34 UTC. 3 Jul 2021, 10:00

<https://commons.wikimedia.org/w/index.php?title=File:Massacre_of_Jews_woodcut,_1493.jpg&oldid=566473066>.

Slide 4 - United States Holocaust Memorial Museum, Photograph Number: 06328

Slide 5 - "File:Frankfurt Judengasse 1628.jpg." *Wikimedia Commons, the free media repository.* 28 Aug 2018, 11:25 UTC. 4 Aug 2021, 11:15

<https://commons.wikimedia.org/w/index.php?title=File:Frankfurt_Judengasse_1628.jpg&oldid=317202155>.

Slide 6 - "File:Sandomierz katedra - mord rytualny.jpg." *Wikimedia Commons, the free media repository.* 12 May 2015, 07:04 UTC. 4 Aug 2021, 11:52

<https://commons.wikimedia.org/w/index.php?title=File:Sandomierz_katedra_-_mord_rytualny.jpg&oldid=160471159>.

Slide 6A - "Saint William of Norwich.jpg." *Wikimedia Commons, the free media repository.* 26 Sep 2021, 08:11 UTC. 4 Aug 2021, 13:15

<https://commons.wikimedia.org/wiki/File:Saint_William_of_Norwich.jpg>.

Slide 7 - "File:1349 burning of Jews-European chronicle on Black Death.jpg." *Wikimedia Commons, the free media repository.* 19 Jul 2021, 10:18 UTC. 3 Jul 2021, 10:15

<https://commons.wikimedia.org/w/index.php?title=File:1349_burning_of_Jews-European_chronicle_on_Black_Death.jpg&oldid=575853153>.

Slide 8 - "File:Venice Ghetto.JPG." *Wikimedia Commons, the free media repository.* 27 Mar 2021, 19:46 UTC. 3 Jul 2021, 10:30

<https://commons.wikimedia.org/w/index.php?title=File:Venice_Ghetto.JPG&oldid=547217834>.

Slide 9 - The Jewish Foundation for the Righteous

Slide 9A - "Codex Manesse Süßkind von Trimberg.jpg." *Wikimedia Commons, the free media repository.* 5 Apr 2023, 15:27 UTC. 1 May 2023, 19:18

<https://commons.wikimedia.org/w/index.php?title=File:Codex_Manesse_S%C3%BC%C3%9Fkind_von_Trimberg.jpg&oldid=747344886> .

Slide 9B - "Croisade des Pastoreaux Britisch Library.jpg." *Wikimedia Commons, the free media repository.* 18 Nov 2022, 08:03 UTC. 1 May 2023, 19:11

<https://commons.wikimedia.org/w/index.php?title=File:Croisade_des_Pastoreaux_Britisch_Library.jpg&oldid=707490563>.

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Slide 10 - "File:Martin Luther, 1529.jpg." *Wikimedia Commons, the free media repository*. 4 Jul 2021, 01:29 UTC. 4 Aug 2021, 12:23

<https://commons.wikimedia.org/w/index.php?title=File:Martin_Luther,_1529.jpg&oldid=573115558>.

Slide 11 - "File:Napoleon stellt den israelitischen Kult wieder her, 30. Mai 1806.jpg." *Wikimedia Commons, the free media repository*. 28 May 2021, 13:25 UTC. 3 Jul 2021, 11:02

<https://commons.wikimedia.org/w/index.php?title=File:Napoleon_stellt_den_israelitischen_Kult_wieder_her,_30._Mai_1806.jpg&oldid=565496202>.

Slide 11A - "File:La bataille d'Austerlitz. 2 decembre 1805 (François Gérard).jpg." *Wikimedia Commons, the free media repository*. 25 April 2023, 5:46 UTC. 26 April 2022, 11:19 <[https://commons.wikimedia.org/w/index.php?title=File:La_bataille_d%27Austerlitz._2_decembre_1805_\(Fran%C3%A7ois_G%C3%A9rard\).jpg&oldid=900362016](https://commons.wikimedia.org/w/index.php?title=File:La_bataille_d%27Austerlitz._2_decembre_1805_(Fran%C3%A7ois_G%C3%A9rard).jpg&oldid=900362016)>.

Slide 11B - "File:Charles Meynier - Entrée de Napoléon à Berlin. 27 octobre 1806.jpg." *Wikimedia Commons, the free media repository*. 25 Apr 2023, 05:44 UTC. 26 April 2023, 18:56 <https://commons.wikimedia.org/wiki/File:Charles_Meynier_-_Entr%C3%A9e_de_Napol%C3%A9on_%C3%A0_Berlin._27_octobre_1806.jpg>.

Slide 12 - "File:Oer-Weimarer Musenhof.jpg." *Wikimedia Commons, the free media repository*. 6 Jun 2020, 01:26 UTC. 4 Aug 2021, 13:01

<https://commons.wikimedia.org/w/index.php?title=File:Oer-Weimarer_Musenhof.jpg&oldid=424082929>.

Slide 13 - Debucourt, Louis Philibert, *Napoleon I*, France, 1807, The Metropolitan Museum of Art, Gift of Robert Gifford Berry and Christiane Laus Berry, in memory of Louise Duval Lefebvre, 2003, public domain, Creative Commons Zero

Slide 14 - bpk Bildagentur / Art Resource, NY

Slide 15 - "File:Wilhelm Marr.jpg." *Wikimedia Commons, the free media repository*. 8 May 2021, 12:31 UTC. 4 Aug 2021, 13:17

<https://commons.wikimedia.org/w/index.php?title=File:Wilhelm_Marr.jpg&oldid=558825317>

Slide 16 - bpk Bildagentur / Fritz Carl / Art Resource, NY

Slide 17 - "File:1934 Protocols Patriotic Pub.jpg." *Wikimedia Commons, the free media repository*. 11 Oct 2020, 15:20 UTC. 4 Aug 2021, 13:06

<https://commons.wikimedia.org/w/index.php?title=File:1934_Protocols_Patriotic_Pub.jpg&oldid=486926710>.

Slide 18 - AP Photo

Slide 18A - "File:19200522 Dearborn Independent-Intl Jew.jpg." *Wikimedia Commons, the free media repository*. 20 Jun 2020, 04:34 UTC. 4 Aug 2021, 13:57

<https://commons.wikimedia.org/w/index.php?title=File:19200522_Dearborn_Independent-Intl_Jew.jpg&oldid=427682427>.