

IMPROVING SCHOOL TEXTBOOKS
FROM A JEWISH PERSPECTIVE

THE WHITE BOOK FOR
EUROPEAN EDUCATION
POLICYMAKERS AND JEWISH
COMMUNITIES



ACTION AND PROTECTION
FOUNDATION

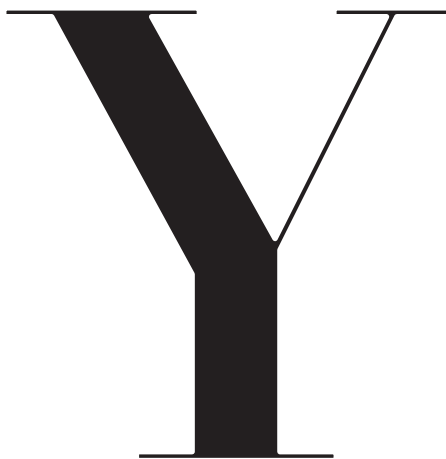
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PREFACE



Young people often do not have mature and reflective knowledge of or personal experience with Judaism, with past and present Jewish life, nor with ancient and modern Israel. Therefore, it is important to present the history of Judaism, as well as its effects on its environment within the framework of formal education. We also have to convey the role Jewish people played in social development and describe the once vibrant life of the Jewish community and their later persecution.

The Action and Protection Foundation (APF) has launched a European project that promotes the development of clear and comprehensible materials showing a Jewish perspective to be used in European school curriculums. In the first stage of the project called Countering antisemitism by improving school textbooks from a Jewish perspective, Hungarian, Polish and Slovakian experts work on the improvement of school materials in their respective countries. This endeavour is a joint undertaking involving Jewish communities, experts, and national authorities.

The present White Paper is the result of deep discussions undertaken with dedicated experts and our intention is to explain the need for improving school textbooks, to describe the stages of the textbook revision process and to provide recommendations for textbook contents.

We believe that the result will be an inspiring and valuable resource for Jewish communities, as well as for developers and editors of curricula, textbooks and teaching materials across Europe.

We greatly appreciate the International Visegrad Fund for its support of our initiative.

ABOUT THE ACTION AND PROTECTION FOUNDATION

The establishment of the Action and Protection Foundation (APF) is based on the idea that Jewish communities need to take responsibility for themselves; “If I am not for myself, who will be for me? But if I am only for myself, who am I? If not now, when?” This advice, given 2000 years ago by our wise Jewish elders, was the guidance which, in 2012, inspired the founders of APF.

APF strongly believes that taking action against antisemitism is not merely the option and duty of outsiders, of political parties, human rights activists, and international organizations. In fact, Jewish communities themselves have a great responsibility to tackle this issue.

The strategy and everyday activities of the APF are based on the three principles of research, education and legal aid, which

are separate but synergistic activities. Research activity includes comprehensive and representative research conducted within the Jewish community and the wider populace, as well as continuous monitoring of incidents using scientific methodologies. Educational activities include the development and delivery of curriculum for secondary and tertiary education, as well as for adult learning. In terms of legal aid, APF provides legal aid services and offers guidance in the decision-drafting and codification processes of legislative procedures.

In October 2021, APF Leaders established the Action and Protection League of Europe to explore the causes of modern-day antisemitism and to implement effective defensive measures on a European level.

BACKGROUND

In 2016-17, the Action and Protection Foundation launched a unique school textbook reform project in Hungary. The purpose of this project was to ensure that all Hungarian students have the opportunity to learn about the Jewish religion, culture and community based on factual narratives.

To this end, an Expert Group was set up with delegated members of fourteen Hungarian Jewish organizations. These experts commented on the National Core Curriculum and the textbooks prepared for all grades from 5th grade through to 11th-grade. They focused on the subjects of history, literature, grammar, social and economic knowledge and ethics, and have reviewed 15 elementary school textbooks and 28 secondary school textbooks. They made recommendations to the national educational authorities on proposed changes to the text and, as a result, 70% of the proposed 450 amendments have been accepted. Currently, 80% of Hungarian students (almost one million children and young people) use the revised textbooks.

From its inception, this project was built on close cooperation between the civil sector and the government. Securing the commitment of official representatives was crucial for the success of the project. This commitment served as a guarantee that the research would be converted into tangible textbook changes that also met national educational guidelines.

So far, there have been no similar initiatives in Europe; no scheme has systematically reviewed a minority group's representation in textbooks therefore the Hungarian project was the first of its kind.

The success of this project, managed by the Action and Protection Foundation in Hungary, could serve as an example of best practice for other countries to follow. We have developed this White Paper to help carry out similar research in other European countries, thus improving Jewish representation and helping to combat stereotypes and prejudices. It provides a solid foundation for developing country-specific textbook reform action plans.

THE EUROPEAN STRATEGY

Recognizing that antisemitism is a cross-border phenomenon particular to the Union, the EU has formulated an action plan to coordinate measures combating antisemitism. The action plan consists of numerous declarations, but few specifics are included. Most recently, on October 5, 2021, the EU adopted a Strategy Paper for combating antisemitism and fostering Jewish life within the EU. This paper extends the portfolio of the Commission's vice-president, Margaritis Schinas, to coordination of the fight against antisemitism and confirms Katharina von Schnurbein's mandate as the European Commission Coordinator on combating antisemitism and fostering Jewish life. Both educational experts and politicians agree that one of the most effective ways for combating the rise of antisemitism is general education in primary and secondary schools. This consensus is reflected in the aforementioned EU Strategy Paper, as the document also speaks of the three pillars that represent the primary areas of the fight against antisemitism. One of these pillars is called: "Education, research and Holocaust remembrance".

We strongly believe that moderate educational efforts are not effective against bigoted, religious antisemitism that is most often rooted in emotions or in Islam. However, these can, and must be tackled by means of mass communications, online social media, religious policy, migration policy, and criminal justice policy. At the same time, the chief cause of the less deeply rooted "moderate" antisemitism – which is to be found en masse in the EU – is a lack of knowledge with regard to Jews, the uncritical acceptance of negative stereotypes, and ignorance. While the optimal field for combating a lack of knowledge is general education, there is to date no coordinated activity in this field in the EU.

Though education belongs to the national sphere of competence, there is a great need for more than mere declarations. Real action is required against antisemitism within the framework of education on a pan-European level, by both formal and informal means, and there is also a need for the provision of targeted financial resources. We believe that, on the basis of their own decisions, every EU member state should introduce course material, a textbook, and a project to digitally review the curriculum through the following steps¹:

1. GAP analysis, to establish the quantity and quality of information about Jewry within the general educational system of the given country, compared to what would be desirable.
2. Based on the results of the analysis described in Article 1, preparation of nation-specific proposals laying out the grounds for a modification and supplementation of the contents found in the educational system.
3. Based on the proposal in Article 2, the information about Jewish people is incorporated in the curricula to a moderated extent, both in the printed and in the digital versions of the course material. This information would not be inserted in separate chapters but organically integrated into the course content.

In the chapters below, we would like to offer EU member states a proposal describing the thematic areas that would be desirable to include in the educational materials. And these materials could therefore constitute the basis of the GAP analysis. Prior to the GAP analysis of individual countries, this pan-European compilation of desirable content should be supplemented with the specific elements desirable for the particular country.

¹ A more detailed description of the process of a content revision project see in Annex 2

To demonstrate this process of supplementation, we will present the completed compilation for Hungary in Annex 4 and 5. (*The pan-European points are highlighted in bold and the country-specific points are left plain*). This compilation formed the basis of course material revision in Hungary, which was accomplished over a period of eight years. As a result, over a million primary and secondary school students now learn using a curriculum and textbooks which contain the desirable quantity and quality of content related to Jewry. The effectiveness of this method is evidenced by the significant drop of both open and latent antisemitism among school-leavers who were taught using the supplemented course materials. This decrease is especially evident in comparison to older age groups who did not benefit from the revised course materials.

RECOMMENDATIONS FOR HISTORICAL EVENTS TO BE COVERED IN EUROPEAN SCHOOLBOOKS

The fundamental principle for the following compilation is that in presenting history as a subject, it is essential that information about the Jewish people is included in relation to all significant events and for every time period. Materials should cover all time periods starting from Antiquity through the Middle Ages and the Modern Era, up to the most recent times. Generally, when history is taught in relation to the Jewish people it is almost exclusively Holocaust-related. This approach is problematic because it does not allow for the values of Jewry to be presented properly and the Holocaust is discussed as an isolated historical event without explaining the context of the broader history of the Jewish people. And crucially, this approach is not effective in counteracting mentally and emotionally grounded antisemitism.

- *The Origins and Beginnings of the Jewish People and Their Religion, and the Emergence of Christianity*

Antiquity

Besides ancient Greek and Roman culture, Jewish religion and culture should also be given adequate coverage.

'Jewish' refers to both a religion and a people whose rules and ancient history is told by the 3,300-year-old Hebrew Bible. This Hebrew Bible is also called The Old Testament, The Books of Moses or The Torah, and it is written right to left using the 22 distinctive letters of the Hebrew alphabet. Jews are the only people of Antiquity who preserved and still practice their ancient religion and culture to this day. The Hebrew Bible is the source of the foundation of present day European culture and legal order. Christianity and Islam adopted the principal teachings of the Hebrew Bible.

Literacy is the main reason for the preservation of living Jewish traditions to the present day. Among ancient Jews, even common people could read and write since literacy was a religious obligation, and it remains one even today. Jews founded their sovereign state in the area of present-day Israel, with Jerusalem as their capital city. They built a temple for the Stone Tablets of Moses's laws in Jerusalem. These temples were destroyed first by the Babylonians and later by the Romans. What we call the Wailing Wall is a segment remaining of the Second Temple. It borders the Temple Mount and is the only holy place in Judaism.

The following are some social innovations of Judaism that became deeply embedded in our present-day culture:

- Monotheism and the prohibition of idol worship
- The Ten Commandments; the commandments - thou shalt not kill, thou shalt not steal, thou shall not commit adultery, thou shall not bear false witness - became universal human values that are still accepted to this day
- Introducing a compulsory weekly rest day for humans and animals
- Hygiene rules like washing hands before eating and after using the toilet, etc
- Dietary laws regarding approved ingredients and preparation procedures
- Separation of state and religion, a system of supervision of kings by prophets
- Independent judiciary, setting up and running Sanhedrins, the precursors of our modern-day elected judiciary

Major Jewish holidays: the weekly rest day, Saturday (Shabbat); New Year, Rosh Hashanah; Day of Atonement, Yom Kippur; the Feast of Tabernacles, Sukkot; around Christmas time the Festival of Lights or Hanukkah commemorating the Maccabean Revolt; the Jewish Easter - Pesach, which celebrates the exodus of the Israelites from Egypt; the Jewish Pentecost - Shavuot; Purim, which celebrates deliverance from an ancient Holocaust; and Tisha B'av, the day of mourning for the two Temples. A short description of the background and origins of the holidays should be given.

Jesus was a Jewish priest, a rabbi who sought to reform the Jewish religion. The Jewish origins of Christianity, the evangelists were all Jewish. The New Testament, the Christian Bible, which asserts that Christians replaced Jews as the chosen people for the sake of spreading monotheism. This replacement theory didn't come from Jesus but from later synods, and it became the foundations for ecclesiastical anti-Semitism or anti-Judaism for millenia. Its effects are still felt today in certain forms of anti-Semitism, despite the Papal Encyclical, *Nostre Aetate* officially abolishing it in 1962.

Diaspora, dispersion of Jews after the destruction of the second Temple. The appearance of Jews in various European countries. E.g. A Jewish community existed in the area of present-day Hungary by 225 CE, as evidenced by the so-called Intercisa Stone, found near the Danube.

- *Middle Ages, Centuries of Religious Anti-Judaism*

- How Christianity related to Jews and how this relationship changed over the centuries in various countries.
- Persecution of Jews in the Middle Ages, expelling and admitting Jews, a variety of stories in different countries.
- Persecution of Jews by the Inquisition.
- Blood libel and its complete absurdity.
- Anti-Jewish aspects of the Crusades, Jewish policies of royal dynasties in Medieval Europe. E.g. Hungarian king Béla IV issued a charter providing protection and privileges to Jews.
- Restrictions on Jews in terms of their professions and places of residence in various countries.

- *Early Modern Times, Enlightenment and Its Effects on the Fortunes of Jews across Europe*

- The effects of the French Revolution and the ideas of 'Liberty, Equality, Fraternity' on Jewish emancipation in various countries.
- How the industrial revolution and the resultant rise of the middle classes contributed to the changes in Jews' status in various countries. Highlighting that earlier discriminatory measures, the ban on engaging in certain professions, the ban on being admitted into guilds and on buying land forced Jews to take up scorned professions like moneylending, medicine or being an itinerant salesman. Literacy was crucial in these trades, and the skills and knowledge they acquired in their professions became very valuable with the rise of the middle classes. As a result, Jews had

- an advantage in training that they gained due to their disadvantaged status. Consequently, they played an important role in industrialisation, the development of the banking system and large-scale lending, and in organizing international trade. In different countries, Jews contributed to these aspects of industrialisation to different extents and in different ways. Later on, this process played a part in the emergence of political anti-Semitism, although in various countries it happened to different extents and in different ways.
- The rise of political anti-Semitism in different countries. The Dreyfus case (France, 1895), the blood libel case of Tiszaeszlár (Hungary, 1882)
 - Changes in the proportion of the Jewish population in various countries between 1800 and 1900.
 - Legal measures for Jewish emancipation in various countries in the 18th and 19th centuries.
 - The status and role of Jews in various countries during the 1848 revolutions that swept through Europe.
 - *Modern Times, the Emergence of Political Antisemitism and Zionism*
 - Zionism as an ideology seeking to create a Jewish nation state; the creator of the ideology, Tivadar Herzl (1896).
 - Jewish emigration to the USA as a result of Russian and Polish pogroms. Emerging Jewish organizations in the USA, e.g. B'nei B'rit.
 - The role of Jewish personalities in establishing modern industry and agri-food industry in various countries.
 - The role of Jewish personalities in creating and supporting a high quality national culture in various countries. Presenting notable Jewish authors, artists and scientists from various countries.
 - The role of the Jewish communities in various countries in the efforts of World War I.
 - The effects of the Treaty of Versailles on Jewish communities in various countries, especially in terms of border changes between countries.
 - The Armenian genocide carried out by the Turkish State, a precursor to the Jewish Holocaust.
 - Dissolution of the Ottoman Empire and the Balfour Declaration (1917), British promise for establishing a national home for the Jewish people.
 - *The Road to the Holocaust and the Holocaust itself*
 - Anti-Jewish legislation in various countries between the two world wars.
 - Nazi racial theory: divides humanity into various races and defines a hierarchy between them. The German race is topmost, it is superior to all other races, and the Jewish race is lowest. Unlike contemporary standard European legal practice, Nazi race theory defines Jewishness as a race and not as a religion and claims the right to oppress and exterminate inferior races, especially Jews.
 - Hitler's rise to power, 1933; significant developments in German domestic politics; anti-Jewish pogroms, legal policies and official measures; developing a system of penal camps, extrajudicial deportations to these camps. Secret mass execution of the mentally disabled, deportation of homosexuals and Jews.

- September 15, 1935 - The German parliament passes into law an official race theory known as the Nuremberg Laws. These are anti-Semitic, racist laws defining who must be considered Jewish. According to this law, Jewishness is not defined as a religion any more, it becomes a race.
- In January 1942, the Wannsee Conference was held near Berlin. Its Nazi participants approved a program of final solution to eradicate and exterminate the past, present and future of Jews so future generations would have no memory of them whatsoever. Technology to annihilate 11 million people was developed.
- Setting up a network of death camps; Auschwitz-Birkenau, Belzec, Chelmo, Dachau, Majdanek, Mauthausen, Sobibor, Treblinka. These are not so-called penal camps any more but factories of death. Six million Jews were killed in the gas chambers of these death camps, children under 12 were all gassed. Members of the Roma community and some political prisoners were also sent to these camps but in significantly smaller numbers.
- It is important to mention the number of Jewish victims in each country based on present-day borders.
- Events of the Holocaust in various countries.
- *Re-establishment of the State of Israel, Changes in International Politics*
 - 1948 - Declaration of the State of Israel
 - Changes in the proportion of the Jewish population in various countries between 1900 and 2000.
 - The Arab-Israeli War of 1948. Arab countries like Jordan, Egypt, Syria and Iraq didn't accept the UN resolution creating the State of Israel and declared war against the new state. After fierce fighting and many casualties, Israel won. During the war and its immediate aftermath, about 300,000 Arabs fled to neighboring countries from occupied territories. From the Arab countries and Iran, almost their entire Jewish population, about 1,000,000 people, were forced to flee due to collective retaliation and repressive measures by these countries who lost the war. Most of these Jewish refugees settled in Israel. Most Arab countries, Iran and the Palestinian organizations do not recognize the State of Israel and consider it their political objective either openly or covertly to try and eliminate it. With varying intensity, Palestinian organisations carry out acts of terrorism against Israeli civilians.
 - The Suez Crisis of 1956; Great Britain, France and Israel made an unsuccessful attempt to reclaim the Suez Canal nationalized by Egypt.
 - The Second Israeli-Arab War of 1967, the so-called Six-Day War. Israel was forced to launch a preemptive offensive the day before the planned attack by the Egyptian army. Israel won the war.
 - The Yom Kippur War of 1973. Launched by Egypt, won by Israel.
 - Peace treaty between Israel and Egypt, 1979
 - Peace treaty between Israel and Jordan, 1994

RECOMMENDATIONS FOR AUTHORS AND BOOKS TO BE COVERED IN EUROPEAN LITERATURE TEXTBOOKS

- The Books and structure of the Hebrew Bible, as well as some Bible stories; original social innovations and typical human behavior patterns described in the Bible - these have all had an effect on our life today; increasing sensitivity towards the ethics and culture of Judaism.
 - Moses and the story of the deliverance from Egypt
 - The Ten Commandments
 - Story of the Burning Bush
 - The wise judgment of King Solomon
 - The fight between David and Goliath
- Presentation on Franz Kafka; a possible approach to the Central-European Jewish petite-bourgeoisie experience
- Thomas Mann: Joseph and His Brothers; a presentation on how the Hebrew Bible has inspired literature
- The Diary of Anne Frank: an excellent opportunity to help teenagers identify and empathize with those suffering persecution
- Imre Kertész: Fatelessness, a literary Nobel prize winner; an essential piece of Holocaust literature; provides the reader with broad historical knowledge and an opportunity to understand suffering from an individual's point of view
- Ben Hur, movie presentation and discussion; presenting ancient Jewish life and spiritual straightforwardness using the tools of cinematography
- Schindler's List, movie presentation and discussion; conveying the horrors of the Holocaust to increase sensitivity against racial discrimination

ANNEX 1: RECOMMENDATIONS ON THE BASIC REQUIREMENTS OF LAUNCHING A CURRICULUM- AND TEXTBOOK REVISION PROJECT

Necessary human resources

- experts of local history and literature with knowledge of Jewish culture, history and Judaism
- project manager(s) in charge of coordination and networking with experts and national education authorities

Building cooperation with national authorities

- possible arguments to be used in favor of a content revision project
- Improving national stakeholders' knowledge about the difficulties and solutions of teaching facts about Jews in schools
- Increased availability of guidance and professional, science-based methodology on how to improve the quality of teaching materials in schools

- Improvement and development of expert knowledge and skills necessary for professional textbook-revision
- Accurate presentation of Jewish history and contemporary life in textbooks
- Reduction of inaccurate information, such as stereotypes and conspiracy theories
- A change in young people's attitudes (and resultant behavior) towards Jewish people
- Fewer antisemitic incidents, including hate speech in the medium and long term.

ANNEX 2: THE PROCESS OF A CONTENT REVISION PROJECT

Phase 1. Preparations

- Setting up an Expert Group. The experts should carefully study the national curriculum.
- Initiate and reach an agreement with national authorities

Phase 2. Developing the Methodology

- adopt a local White Book
- define local specialities
- select school textbooks to be revised

Phase 3. Textbook revision

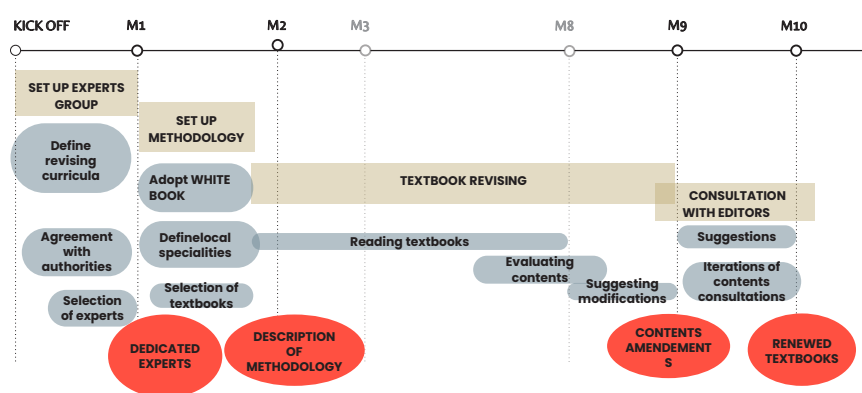
The experts:

- read the textbooks
- evaluate the content
- suggest modifications
- write new narratives

Phase 4. Consultations with editors

- presenting suggestions
- consultations continue until the new texts are mutually acceptable

CONTENT'S REVISING PROCESS



ANNEX 3: RECOMMENDATIONS FOR DEFINITIONS TO BE USED IN THE SCHOOLBOOKS

Anti-Judaism: hostile views against Jews on a religious basis

The Bible: a collection of Jewish and Christian sacred books, consisting of the Old and New Testaments

David: one of the first kings of the Jews who moved his capital to Jerusalem

Diaspora: scattering, refers to the dispersion of Jews after the destruction of the Temple in Jerusalem. In the general sense, the term refers to any people being dispersed to distant lands.

The Hebrew Bible: the first part of the Bible written in Hebrew containing Jewish and Christian sacred books. Christians call it the Old Testament.

The Inquisition: an ecclesiastical tribunal established by the Catholic Church for combating heresy

Jesus: influential Jewish religious teacher and founder of Christianity. According to Christian teachings, he is the only begotten son of God who was physically born of Mary.

Jewish religion: monotheism with God in the center; God is the creator of the world and the law-giver for people

Moses: in the Biblical narrative, he led the Israelites out of Egypt to the border of Canaan and he received the Ten Commandments from the Lord

Neolog Judaism: a religious denomination following Jewish religious traditions in a reformed and modernized way

Nostra Aetate: The papal encyclical promulgated in 1962, which condemned all forms of antisemitism and acquitted Jews from the thousand-year long accusation of murdering Christ

Numerus clausus: Hungarian legislation limiting the number of Jewish students in higher education (university)

Orthodox Judaism: a religious denomination following Jewish religious traditions without any change

Persecution of Jews: Religious intolerance against Jews. Christians and Muslims stigmatized Jews due to their differing beliefs

Pogrom: murderous attacks against ethnic minorities, targeting Jews in particular

Solomon: the son of David, a righteous king of Jews, he had the Temple in Jerusalem built

The Temple in Jerusalem: God's temple in Jerusalem, built by King Solomon. Until its destruction, it was the center of Jewish religion.

ANNEX 4: LIST OF HISTORICAL TOPICS RELEVANT FOR HUNGARY

This is a presentation of the completed, country-specific, minimum desirable history knowledge compilation for Hungary. We have highlighted in yellow the pan-European, non country-specific points.

The origin of Jews and the Jewish religion;

Jewry and Jewish religion ;

Going down into Egypt, Departure from Egypt, Wandering in the Desert ;

The Hebrew Bible and its social vision ;

- ***Belief in one God***
- ***The Ten Commandments***
- ***Weekly day of rest***
- ***Independent arbitration***
- ***Secularism***
- ***Calendar***
- ***Dietary and cleanliness rules***
- ***Respecting strangers and the elderly if they accept rules***

Ancient Israel: its establishment and significant events of its history;

Jesus, the Jewish reformer and the Jewish roots of Christianity;

Jerusalem, capital of the Jewish State;

The Temples in Jerusalem and their destruction;

The dispersion of the Jews, and their settling in Pannonia, a province within the Roman Empire, the territory which later became the Kingdom of Hungary;

Judaism is the only ancient religion which still exists without substantial change;

The influence of Jewish teachings on the development of Islam;

The development of Christian anti-Judaism, introduction of discriminatory rules (clothing, ban to enter certain stores and fill certain positions, restrictions on housing);

Blood libel and its utter absurdity;

The Inquisition and pogroms in European countries (Cologne, York);

The antisemitic aspects and events of the Crusades;

The 1962 papal encyclical Nostra aetate which abolished the Catholic Church's accusations against Jews and eliminated religion-based anti-Judaism;

Jewish policies of kings of the Árpád dynasty, positive and negative aspects (Golden Bull of 1222, Béla IV of Hungary, Golden Bull of Jews);

Jewish population of Buda in the Middle Ages;

The Declaration of the Rights of Man and of the Citizen set by France's National Constituent Assembly. It stated that men are born and remain free and equal in rights, and that heads of state receive their power from the people;

The growth of Jewish population during the Habsburg Monarchy in the 18th century;

Joseph II issued decrees of tolerance which abolished restrictions against Jews;

Aspects of the Industrial Revolution and the Habsburg Monarchy affecting Jewish people and events in relating to Jewry;

The Factory Establishment Act of 1840 which enabled Jews to be factory owners;

Relative to their numbers, Jews participated in the Hungarian Revolution of 1848–1849 in significant proportion and they played an important role in funding military expenditures;

In 1849, the National Assembly declared Jews' equality and their right to vote;

Haynau's collective punishment of Jews for their spirited participation in the Hungarian Revolution;

The Nationality Act of 1868 which ensured full equality of all citizens; Jewish communities were able to establish government sponsored schools;

The Jewish community important role in the rise of the middle classes, and in industrialization and culture;

23% of Budapest's population was Jewish at the beginning of the 20th century;

The Tiszaeszlár Affair of 1882–1883, Károly Eötvös' role as defence advocate;

The first, openly antisemitic political party is established in Budapest in 1883;

The Dreyfus Affair (1895);

1895, legal declaration that Judaism has equal status to other religions;

Theodor Herzl's declaration on the Jewish state and founding Zionism in 1896;

In the First World War, Jews taking part in military service proportionate to their numbers in the wider society;

The abolition of the Ottoman Empire, the Balfour Declaration (1917), a promise of British support for the establishment of a national home for the Jewish people;

The dissolution of the Austro-Hungarian Empire, declaration of state sovereignty, consequences of the Paris Peace Conference – implications for the Jewish community: the Hungarian Soviet Republic and its fall; growing antisemitism; ethnic, religious and economic processes affecting the circumstances of Jewish people following territorial changes, pogroms in 1919

The Jewish populations and their circumstances and conditions in the new states formed at the Paris Peace Conference (Poland, Czechoslovakia, Yugoslavia); the characteristics and main events of local policies aimed at Jews;

Policies affecting Jews between 1920 and 1944; official antisemitism during the Horthy era;

Numerus clausus introduced in Hungary in 1920, this legislation limited the number of Jewish students at university, the first anti-Jewish law of the 20th century

Hitler's coming to power in Germany, his anti-Jewish rhetoric, racial theory and actions;

Setting up of concentration camps in Germany;

Nuremberg Laws (1935), which defined what was considered 'Jewish origin' in Germany and established the legal foundations for the Holocaust;

The First anti-Jewish Act in Hungary 1938;

The Second anti-Jewish Act 1939;

The Molotov-Ribbentrop Pact (1939), partition of Poland, deporting Polish Jews to ghettos;

The Third anti-Jewish Act 1941;

The Kamianets-Podilskyi massacre (August 1941);

The Wannsee Conference of 1942, drawing up the details of the "Final Solution";

The Arrow Cross Party in Hungary, and their actions;

The Novi Sad raid of Hungarian armed forces (1942), ghettoization of Jews in Vojvodina;

Introduction of Jewish forced labor, cruelties at the Don Front;

The fate of Jews in occupied territories: ghettos, concentration, labor and extermination camps;

Creation of the extermination camp network (Auschwitz, Bergen-Belsen, Dachau, Majdanek, Treblinka, Mauthausen), their operation and guards;

Einsatzgruppen responsible for finding and killing Jews in the occupied Soviet territories. Cruelties in the Baltic region and in Ukraine, e.g. Babij Yar massacre;

The Warsaw Ghetto Uprising (1943);

The German occupation of Hungary (March 1944);

Confiscation of Jewish property;

Organizing the deportation of Hungarian Jews, the responsibility of Horthy and the

Hungarian government, Hungarian authorities' and society's supportive attitude toward deportation;

The Auschwitz Protocols, their distribution in Hungary and around the world, informing political leaders and the clergy (April 1944) and their reactions;

The indifference of the Allies (USA, Soviet Union, Great-Britain) regarding the Jewish genocide. Their refusal of the request to bomb railways tracks, halting operations in the Warsaw Uprising, delaying the liberation of Auschwitz, making immigration to Israel difficult;

Setting up ghettos in Budapest, losses of the Budapest Jewish community, Horthy's unsuccessful efforts to stop deportations;

Budapest-based foreign embassies, institutions, organizations and people saving Jews, Schutzpasses, safe houses;

Liberation of death camps, choices for survivors;

Statistics of Holocaust victims in each country;

Statistics of Jewish survivors in each country; Ways of rescuing Jews in different countries, highlighting mass rescues (Bulgaria, Denmark, Netherlands);

Rescuing Jews in Hungary, significant figures and institutions;

Post-war pogroms in Hungary;

The Exodus, the efforts of surviving Jews to move to Israel and their difficulties in the process;

1948, UN resolution about the partition of Palestine;

Declaring the establishment of a Jewish state, Israel and the immediate military attack by Arab states, Israel's victory;

Israel, the only Western-type democracy in the Middle East;

Hungarian domestic policies against Jewish communities and denominations;

1956, the Suez Crisis, and the role of Israel;

1967, the Six-Day War, Israel's victory;

1973, the Yom Kippur War, Israel's difficult victory;

Relationship between Israel and its Arab neighbors, diplomatic relations and hostility;

Setting up of PLO, series of terrorist attacks and suicide attacks against Israeli civilians;

Israel's unilateral disengagement from Gaza, its takeover by the terrorist organization Hamas, continuous missile attacks against Israeli civilian targets;

Iran advocating a Second Holocaust, lukewarm response by the world's leading countries;

The Abraham Accords, peace agreements between Israel and the Arab countries initiated by the US, and their initial successes;

Religious and civil society organizations, and social stratification of the Hungarian Jewish community;

ANNEX 5: LIST OF AUTHORS AND BOOKS RELEVANT FOR HUNGARY

This is a presentation of the completed, country-specific, minimum desirable literature knowledge compilation for Hungary. We have highlighted in yellow the pan-European, non country-specific points.

The Hebrew Bible, its books and their arrangement, some Biblical stories

- ***Moses and the Escape from Egypt***
- ***The Ten Commandments***
- ***The burning bush***
- ***Judgment of Solomon***
- ***David and Goliath***

The Jewish Moses in Petőfi's poetry;

János Arany: Az örök zsidó (The Eternal Jew);

György Klapka's letter to Samuel Kohn about the Jews' fighting spirit in the Hungarian Revolution of 1848–1849;

Jókai's maiden speech in 1867 about the heroism of Jews;

Ady's Jewish muse, Adél Brüll;

Franz Kafka;

Thomas Mann: Joseph and His Brothers;

Nyugat (The West) literary journal;

Jewish patronage in Hungarian literature;

Mikszáth: Szent Péter esernyője (St Peter's Umbrella) with a character of the wandering Jew;

Babits: Jónás könyve (The Book of Jonah);

Molnár Ferenc: A Pál utcai fiúk (The Paul Street Boys);

Radnóti's poems Tétova óda (A Hesitant Ode) and Hetedik Ecloga (The Seventh Eclogue) about the pain of forced labor;

István Örkény's work and his one minute stories;

Anne Frank's The Diary of a Young Girl;

Jenő Rejtő's work and his tragic fate;

Imre Kertész: Fatelessness, Nobel Prize for literature;

CONTACT AND SUPPORT

Action and Protection Foundation is the civil initiative of a number of Jewish organizations that is ready to take resolute steps to curb increasing widespread antisemitic manifestations. In case anyone faces insults or antisemitic abuse due to a supposed or real Jewish background, do not remain silent, let us know, so that we can forward the case through the appropriate channels to the official organs required to take measures!

HOTLINE (+36 1) 5 1 00 000

Action and Protection League's undertaking can only be successful if great numbers share in our commitment to prepare the grounds for the right to fair process for all those who have suffered offenses. In aid of this cause please support the work of the Foundation with your contribution! Donations can be made to the Foundation on the following bank account:

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