



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Racism Antisemitism and anti-Zionism: the Jews and the rest - 27071*

*Last update 25-09-2024*

*HU Credits: 2*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: School of History - Honors Program*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Manuela Consonni*

*Coordinator Email: [manuela.consonni@mail.huji.ac.il](mailto:manuela.consonni@mail.huji.ac.il)*

*Coordinator Office Hours: BY APPOINTMENT*

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Teaching Staff:

Prof. Manuela Consonni

Course/Module description:

The Six Day War marks a political, cultural, identity and historiographical turning point whose consequences continue to this day. The war changed the self-perception of the Jews in the Diaspora and within the State of Israel. It had a sweeping effect on relations between the Jewish and non-Jewish worlds; On the overlap and, at the same time, on the separation between the Holocaust and the State of Israel, as two constitutive moments that shape new identity categories for the Jews - Primo Levi and Gershon Scholem for example; and on the birth of historiographical/political narratives related to the interpretation of the presence of Jewish existence after World War II, and the establishment of the Jewish state. The course will focus on several main topics: Holocaust and redemption; identity politics; the birth of a distinction between anti-Semitism and anti-Zionism; The beginning of the discourse of the post-colonial paradigm and the concept of the term: SETTLER COLONIAL STATE, Gush Emunim, among others.

Course/Module aims:

Course objectives:

- 1 - Identify and describe the various forms of discourse between historians within the historiographical fields defined on the agenda
- 2 - To learn to apply historical methods to critically evaluate the documentation of the past and how historians and others have interpreted it.
- 3 - To acquire historical research skills and tools: libraries, archives and databases.
- 4 - Learn to organize and express arguments and thoughts, in writing and orally.
- 5 - master the knowledge and skills involved in historical practice

Learning outcomes - On successful completion of this module, students should be able to:

Learning outcomes:

At the end of this course, thanks to the combination of a theoretical lesson and interactive exercises, students will be able to:

1. Master the wide corpus of sources and studies while gradually acquiring and developing an analytical toolbox for understanding the relationship between a given historical phenomenon and the theoretical issues related to historiographical, cultural, social, and political questions
2. Identify the main developments in the historical discipline in the last two hundred years
3. Critically read an article, chapter, and historiographical debate between different

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positions

4. To understand the main arguments of the research and to distinguish the research process of the various authors, emphasizing different types of historical writing
5. Develop critical abilities and evaluate the reading materials
6. Establish their own original claim based on the reading materials and formulate it properly in academic writing
7. To develop awareness and sensitivity to several of the important methodological questions in the construction of historical research
8. To acquire diverse tools for use in further advanced studies (qualified degree and/or doctorate) in independent historical research; in teaching history in school; Working in archives, libraries, research institutes outside academia, and more.

Send feedback

Side panels

History

Saved

Attendance requirements(%):

100

Teaching arrangement and method of instruction: frontal

Course/Module Content:

רשימת הקריאה:

שיעור ראשון: מבוא לקורס ושאלות המחקר הכלולות בו

לפני המלחמה, ומיד אחריה:

שיעור שני, ושלישי,

1. Judaism, March 1967

2. Derek J. Penslar, *Zionism: an Emotional State*, New Brunswick, NJ: Rutgers University Press, 2023. *Zionism: An Emotional State*

3. Maxime Rodinson, *Is Israel a Colonial-Settler State?*, New York: Monad Press, 1973 [« Israël, fait colonial ? », *Les Temps modernes*, Juin 1967]

שיעור רבעי וחמישי:

4. Gershom Scholem, *"Israel and Diaspora", On Jews and Judaism in Crisis: Selected Essays*, Werner J Dannhauser Ed., New York: Schocken Books, 1976, pp. 55-76.

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5. Barbara Krasner, "The Six Day war: American Jews and Black Power", *Journal of Ecumenical Studies*, winter 1968
  6. Walter Wurzbarger, ed., "The Religious Meaning of the Six Day War", *Tradition* 10, 1, 1968, pp. 5-20
  7. Arthur Hertzberg, "Jewish Identification after the Six-Day War", *Jewish Social Studies*, Jul., 1969, Vol. 31, No. 3 (Jul., 1969), pp. 267-271
  8. עמנואל אטקס, משיחיות, פוליטיקה והלכה, הציונות הדתית ו"השטחים" 1967 - 1982, ירושלים: הוצאה לאור כרמל 2023.

השיח בישראל : המאפיינים

שיעור שישי, שבעי, שמיני:

1. Yosef Gorny, "The Jewish State and the Jewish People: Israeli Intellectuals Thought from the Six Day War to the 1980S", *Jewish Political Studies Review*, Fall 1990, Vol. 2, No. 3/4, *Israel as a Jewish State* (Fall 1990), pp. 99-127
2. Alon Gan, "The Tanks of Tammuz and the Seventh Day: The emergence of Opposite Poles of Israeli identity after the Six Day War", *The Journal Of Israeli History*, 28, 2, 2009, pp. 155-173
3. Tomer Persico, "The end point of Zionism. Ethnocentrism and the Temple Mount", *Israel Studies Review*, 32 1, 2017, pp. 104-122
4. Kobi Cohen-Hattab, "From Wailing to rebirth: the Development of the Western Wall as an Israeli National Symbol after the Six-Day War", *Contemporary Jewry*, 38, 2018, pp. 281-300.
5. Moshe Naor, "Israeli Mobilization and the Overseas Volunteers in the Six-Day War", *Journal of Modern Jewish Studies*, 13, 3, 2014, pp. 442-458

השיח החיצוני : המאפיינים

שיעור תשעי, עשירי, אחד-עשר, שנים-עשר, השלושה-עשר

6. Joan B. Wolf, "Anne Frank is dead, long live Anne Frank", *History and Memory*, 11, 1, 1999, pp. 104-140
7. Thomas Maineult, "The French Radical Left and the Jews: The Influence of the Arab-Israeli Conflict on Anti-Zionism within the French radical Left between 1967 and the early 1980s", *The European Left and the Jewish Question, 1848-1992 Between Zionism and Antisemitism*, Alessandra Tarquini, ed., New York: Palgrave Macmillan, 2021, pp. 283-299.
8. Kirsten E. Schulze, "Point of Departure: The 1967 War and the Jews of Lebanon", *Israel Affairs* 15, 4, 2009, pp. 335-354
9. Lhaj Mohammed Nacik, "The Emigration of Moroccan Jews to Palestine after the Six-Day War. A Report by. Mr. P. M. Johnston the British Consul, Casablanca (February 1968). Unpublished Document", *Hesperis Tamuda LIII* (53), 3, 2018, 165-196.
10. Manuela Consonni, "Split at the Root: Italian Jewish identity between Anti-

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*Zionism and Philo-Semitism, 1961-1967", Jewish Identity in Post-Modern Society Series, Research in Jewish Demography and Identity, Essays in Honor of Prof. Sergio Della Pergola, edited by Eli Lederhendler and Uzi Rebhun, pp. 98-124. Boston: Academic Studies Press, 2015.*

11. Claudio Brilli, "The Italian Communists and Socialists' Reading of the Six-Day War and Its Consequences", *The European Left and the Jewish Question, 1848-1992 Between Zionism and Antisemitism*, Alessandra Tarquini, ed., New York: Palgrave Macmillan, 2021, pp. 243-262

12. Michael Morgan, "The six-Day War and American Jewish Life", *Beyond Auschwitz: Post-Holocaust Jewish Thought in America*, Oxford: Oxford University Press, 2001, pp. 79-90

13. Asmund Borgen Gjerde, "The Logic of Anti-Zionism: Soviet Elites in the aftermath of the Six-Day War", *Pattern of Prejudice*, 52, 4, 2018, pp. 271-292.

שיעור ארבע - עשר

סיכום

Required Reading:

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Additional Reading Material:

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Grading Scheme:

Written / Oral / Practical Exam 70 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 20 %

Attendance / Participation in Field Excursion 10 %

Additional information:

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