



History Department and Jewish Studies Program Hist/JS 427 * Israel's History and Peoples Spring semester, 2015

**Monday and Wednesday, 9:30 - 10:45 a.m.
Sierra Hall 268**

Instructor

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Office hours: Monday and Wednesday 11-12, and by appointment

The official course syllabus is the Course Moodle page. Go to <https://moodle.csun.edu/>

Course Description

This course focuses on the modern state of Israel in its Middle Eastern setting and in the context of global politics, beginning with its pre-history in the late 19th century and concluding with the present. For the first ten weeks, we concentrate on the major political, economic, and social developments that lead to the establishment of the state of Israel in 1948 and the major events within Israeli history from 1948 to the present. For the last five weeks, we examine the diverse social, ethnic, religious, political, and national groups that up Israeli society. We will be using internet resources for learning and for display of information, such as blogs (your own and others'), online newspapers and videos, and web discussions (Moodle), as well as the tradition books, articles, and lectures.

Course Objectives – by the end of the course you should be able to . . .

- (1) explain the key events that led to the creation of the State of Israel as a function of complex political, economic, and cultural forces;
- (2) explain the key political, social, and economic events and developments in Israel and the region from 1948–2009;
- (3) demonstrate familiarity with the diversity of Israeli society and the areas of tension and cooperation between diverse groups, and explain why such diversity exists and will persist;
- (4) demonstrate knowledge of the political geography of Mandatory Palestine, Israel, the Occupied Territories, and the routes of immigration and refugee movements;
- (5) recognize and analyze problems of historical interpretation in relation to Israel and Palestine;
- (6) demonstrate an intermediate level of proficiency in deriving reliable information from online news and opinion media;
- (7) demonstrate an intermediate level of proficiency in producing an intellectually-sound Internet blog and participating in discussions with classmates;
- (8) demonstrate an intermediate level of proficiency in talking and writing about Israel and the Middle East in a calm, civil, and discipline-based manner while communicating empathy for the human beings who live there.

Required Bibliography

1. Ian J. Bickerton and Carla L. Klausner, *History of the Arab-Israeli Conflict*, 7th edition
2. Donna Rosenthal, *The Israelis: Ordinary People in an Extraordinary Land*
3. Moodle reading for this class, free.
4. Internet web sites

Written Work and Evaluation of Work

Grading scale

A+	98-100	B-	80-82	D	63-67
A	93-97	C+	78-79	D-	60-62
A-	90-92	C	73-77	F	59 and
B+	88-89	C-	70-72	below	
B	83-87	D+	68-69		

There are 1000 points in the course. Your course grade is based on the following:

- 1. Reading quizzes (14 scheduled, top 13 are counted) = 299 points (30% of course grade)** At the start of the Monday class meeting, I will give a short quiz on the assigned reading. **YOU ARE NOT PERMITTED TO USE READING OUTSIDE OF THE ASSIGNED TEXTS FOR THESE QUIZZES.** Reading questions on the next week's reading and lecture topics will be posted on Moodle. The quiz questions will be chosen from the questions pertaining to the reading.
- 2. 3 Current Events posts on your blog = 70 points each, 210 points total (21% of course grade)**
- 3. 3 Peoples of Israel posts on your blog = 70 points each, 210 points total (21% of course grade)** See p. 7 below for details on the blog assignment.
- 4. 5 Map quizzes = 30 points each, 150 points total (15% of course grade)**
- 5. Cumulative Final Exam: = 130 points (13% of course grade)** This is completed outside of class time and submitted during finals week. In this exam you will develop material from 3 weekly units (reading + lecture notes) into coherent essays.
- 6. Attendance.** You do not earn points for attendance or active participation in class, since these are fundamental to all learning. However, after three absences, your course grade will be lowered 2 percentage points for each additional day's absence.

Quiz make-ups will be granted only in the cases of extreme emergencies, which include severe illness requiring doctor's visit or hospitalization, death in the family, and college-excused events (which must be approved ahead of time). All emergencies must be documented in writing. No computer excuses for late submission will be accepted (system crash, lack of lab seating, lost files or passwords, etc.). All students are subject to the University policy on Academic Honesty. Plagiarism and/or cheating will have serious grade consequences and will be reported to the Office of Student Affairs.

Course topics, activities, and readings. Reading is due at the beginning of the week assigned.

Week	Topic	Required Written Work
1 Jan 21	Introduction	
2 Jan 26 & 28	1880-1914	reading quiz, map quiz #1
3 Feb 2 & 4	1914-1933	reading quiz, map quiz #2
4 Feb 9 & 11	1921-1945	reading quiz, Current Events Blog post #1
5 Feb 16 & 18	1945-1949	reading quiz, map quiz #3
6 Feb 23 & 25	1950-1959	reading quiz, Current Events Blog post #2
7 March 2 & 4	1960-1973	reading quiz, map quiz #4
8 Mar 9 & 11	1973-1993	reading quiz
9 Mar 16 & 18	1994-2006	reading quiz, Current Events Blog post #3
10 Mar 23 & 25	2006-2014	reading quiz, map quiz #5
11 Mar 30 & Apr 1	Peoples	reading quiz
break		
12 Apr 13 & 15	Peoples	reading quiz, Peoples of Israel Blog post #1
13 Apr 20 & 22	Peoples	reading quiz
14 Apr 27 & 29	Peoples	reading quiz, Peoples of Israel Blog post #2
15 May 4 & 6	Peoples	reading quiz, Peoples of Israel Blog post #3
May 13		Final

1. January 21. Introduction and historical background. How do we write/speak about events, land, and peoples in order to sustain a respectful and academic learning environment? Glossary of terms. Palestine under the Ottoman Empire in the late 19th century: political and economic life, social organization of the multi-national and multi-religious subjects of the Turkish imperial regime.

Read:

1. Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Introduction
2. PowerPoints

Activities: Introduce yourself to your classmates through Moodle, acquire a Gmail account other than your CSUN student email

2. January 26 and 28. 1880-1914: Religious groups, the developing Yishuv, and the region on the eve of World War I

Read:

1. Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Chap. 1, all
2. Charles D. Smith, Palestine and the Arab-Israeli Conflict, on Militant Zionism of the Second Aliyah and the Arab response, pp. 32-43 [on Moodle]
3. Short film <http://www.spielbergfilmarchive.org.il/newsite/index.html> [on Moodle]

Activities: reading quiz on Monday, first map quiz on Wednesday

3. February 2 and 4. 1914-1933: World War I, the British Mandate. Learning how to blog.

Read:

1. Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Chap. 2, pp. 34-49
2. Rosenthal, *The Israelis*, part of Chapter 5, "The Ashkenazim, Israel's 'WASPS,'" pp. 103-111

3. Choose online newspaper articles for your first Current Events blog post, due February 13

Activities: reading quiz on Monday, second map quiz on Wednesday, set up your blog and work on the first Current Events blog post

4. February 9 and 11. 1921-1945: Mandatory Palestine until the end of World War II

Read:

1. Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Chap. 2, pp. 49-64.
2. Charles D. Smith, *Palestine and the Arab-Israeli Conflict*, on the Arab Revolt, pp. 133-142 [in Moodle]
3. Rashid Khalidi, "Elements of Identity I: Peasant Resistance to Zionist Settlement," from *Palestinian Identity*, 89-117, plus footnotes [in Moodle]

Activities: reading quiz on Wednesday, first Current Events blog post due on February 13

5. February 16 and 18. 1945-1949: Post-war tensions in Palestine, the War of Independence/Naqba, and refugees

Read:

1. Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Chaps. 3 and 4.
2. Benny Morris, "The Origins of the Palestinian Refugee Problem," in *New Perspectives on Israeli History*, 42-55 [in Moodle]
3. Ephraim Karsh, "1948, Israel, and the Palestinians – the True Story," *Commentary* (May 2008) [in Moodle]

Activities: reading quiz on Monday, third map quiz on Wednesday. Start working on your second Current Events Blog post due February 27.

6. February 23 and 25. 1950-59: The first structures of the state, dealing with immigrants, Arab citizens, and the 1956 Suez War

Read:

1. Howard Sachar, *A History of Israel*, 354-362, 376-382, 382-389, 403-411 [in Moodle]
2. Rosenthal, *The Israelis*, Chapter 6, "The Mizrahim, the Other Israelis"
3. Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Chap. 5, all, and Chap. 6, pp. 150-159.
4. Rashid Khalidi, "The 'Disappearance' and Reemergence of Palestinian Identity," pp. 176-196 (part of the chapter) [in Moodle]
5. videos on Moodle
6. Ultra-Orthodox Jews and the state <http://www.truetorahjews.org/rebmichaelber>

Activities: reading quiz on Monday, second Current Events Blog Post due February 27

7. March 2 and 4. 1960-1973: the Eichmann trial, regional tensions and the 1967 and 1973 wars, dealing with “the territories”

Read:

1. Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Chap. 6, pp. 159-end; Chap. 7, all.
2. Khalidi, “The ‘Disappearance’ and Reemergence of Palestinian Identity,” pp. 196-209, plus footnotes [in Moodle].
3. *Encyclopaedia Judaica*, “State of Israel: History,” pp. 235-239

Activities: reading quiz on Monday, map quiz on Wednesday

8. March 9 and 11. 1973-1993. Power shifts and cultural changes within Israel, 1979 Egypt-Israel treaty, the first Lebanon War, the first Intifada, the Russian immigration

Read:

1. Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Chap. 8-9, selections from Chap. 10, 271-273 (chronology and summary), 285 - end of chapter
2. *Encyclopaedia Judaica*, “State of Israel: History,” pp. 239-242 [in Moodle]
3. Rosenthal, *The Israelis*, Chapter 5, “The Ashkenazim, Israel’s ‘WASPS,’” pp. 111-118; read entire Chapter 7, “The Russians, The New Exodus”

Activities: reading quiz

9. March 16 and 18. 1994-2006. The Oslo Accords, the second Intifada, and other developments

Read:

1. Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Chap. 11; Chap. 12, pp. 339-344; 349-352; 362-end of chapter
2. Rosenthal, *The Israelis*, Chapter 1, “One of the World’s Most Volatile Neighborhoods”

Activities: reading quiz, third Current Events Blog Post due on March 20

10. March 23 and 25. 2006-2014: The Gaza Wars and recent events

Read:

Bickerton & Klausner, *A Concise History of the Arab-Israeli Conflict*, Chap. 13, pp. 378-790, 400-419; Chap. 15; Chapter 16 covers this past year.

Activities: reading quiz, fifth map quiz

11. March 30 and April 1. Dating and Mating, Marriage, and LGBT

Read:

Rosenthal, *The Israelis*, Chapter 2, “Dating and Mating Israeli-Style;” Chapter 16, “Marriage, Polygamy, Adultery, & Divorce Israeli-Style;” Chapter 17, “Oy! Gay!”

Activities: reading quiz, work on first Peoples of Israel Blog Post due April 17

Spring break, April 6 - 12

12. April 13 and 15. Haredim, Orthodox Jews, and secular Jewish Israelis

Read:

Rosenthal, *The Israelis*, Chapter 9, “The Haredim;” Chapter 10, “The Orthodox;” Chapter 11, “The Non-Orthodox”

Activities: reading quiz, first People of Israel Blog Post due April 17

13. April 20 and 22. Israeli Muslims and Christians

Read:

1. Rosenthal, *The Israelis*, Chapter 12, “The Muslims;” Chapter 13, “The Bedouin;” Chapter 15, “The Christians”
2. Dina Kraft, “From Arab to Palestinian Israeli: One Family’s Changing Identity” [on Moodle]

Activities: reading quiz

14. April 27 and 29. Web technology, the Army, the drug trade

Read:

Rosenthal, *The Israelis*, Chapter 3, “A People’s Army;” Chapter 4, “Swords into Stock Shares;” and Chapter 18, “Hookers and Hash in the Holy Land”

Activities: reading quiz, second Peoples of Israel Blog Post due May 1

15. May 5 and 7. Druze, Ethiopians, and Foreign Workers

Read:

1. Rosenthal, *The Israelis*, Chapter 14, “The Druze;” Chapter 8, “Out of Africa, Ethiopian Israelis”
2. Yisrael Drori, “Living and working as Non-Israelis: Filipino Caregivers” [on Moodle]

Activities: reading quiz, third Peoples of Israel Blog Post due May 7

The final is scheduled for Wednesday, May 13, 8 - 10 a.m.

More details on the Current Events posts on your Blog

During Section One of the course, you will post reports focusing on an article from the designated online news sources produced in Israel. The instructor will choose several articles focusing on politics, technology, medicine, or economics, and you choose one of the articles for your post. Posted reports should be at least 600 words in length. Each post must contain (1) your report, which consists of a **summary** of the article or the main points in it, and your **analysis** (your discussion of the **reliability of specific pieces of information** in your chosen article and a discussion of the **author's point of view**). Each post also must contain (2) a link to the articles and sources of information discussed in your post.

Grading criteria for the Current Events Posts (see the full Grading Rubric on Moodle)

A = You have written an excellent summary with a thoughtful and full analysis of news item, and everything is spelled correctly and written well. Your links to relevant articles are functional.

B = You have written an adequate summary with an adequate analysis. If you have made minor spelling and writing errors, you cannot earn higher than a B. Your links to relevant articles are functional.

C = You have presented a weak summary and minimal analysis, and you have made no or minor spelling and writing errors. Your links to relevant articles are functional.

D = You have written a weak summary or provided no analysis. Your links to relevant articles are not present or functional. If your post has major spelling and writing errors, you cannot earn higher than a D.

For your Current Events posts, you will use online news sources *produced in Israel and Palestine*. That does not guarantee objectivity or accuracy – it only guarantees that you are reading a sample of local voices. In your analyses, you can/should compare these articles to other sources of news information. On the Blog Hub, you will see the online news sources that I have designated for you to use.

More details on the Peoples of Israel section of your Blog

During Section Two of the course, you will make postings focusing on a topic relevant to a particular social, political, ethnic, religious, or national **group** or **individual representatives of the group** in Israel represented in the assigned chapters in Rosenthal. You will be finding internet non-newspaper sources that update, significantly expand upon, or contradict information conveyed by Rosenthal and other assigned authors. Posted reports should be at least 600 words in length. Each post must contain (1) your post, which includes **the information** you have learned from the course reading and the internet about the group/representative person and a discussion of the **reliability of specific pieces of information** and **the author's point of view**; and (2) posts must contain links to all sources of information.

Grading criteria for the Peoples of Israel posts (see the full Grading Rubric on Moodle)

A = You have written an excellent post with a thoughtful and full analysis, and everything is spelled correctly and written well. Your links to relevant information sources are functional.

B = You have written an adequate summary with an adequate analysis. If you have made minor spelling and writing errors, you cannot earn higher than a B. Your links to relevant articles information sources are functional.

C = You have presented a weak summary and minimal analysis, and you have made no or minor spelling and writing errors. Your links to relevant information sources are functional.

D = You have written a weak summary or provided no analysis. Your links to relevant information sources are not present or functional. If your post has major spelling and writing errors, you cannot earn higher than a D.