

Israel and Zionism

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Time and Location: M 3-5:50

Office: Sutherland 110

To make an appointment online, go to my website:

<https://sites.google.com/site/jmendelsohnrood/>

Catalog Course Description:

Focusing on Jerusalem, students will study the diplomatic and political history of the conflict between the Palestinians and Israelis. Emphasis on Christian Zionism, political Islam, and international relations as they have affected Jewish Zionism. This semester we will be doing directed readings and writing book reviews. The aim is to help you start writing frequently and well.

If and when students wish to write research or position papers on the topics covered by these books, I recommend taking HIST 327 and HIST 480 so that you have time to write a decent paper.

Required.

Colin Schindler. *A History of Modern Israel*.

Wilson. *Our Father Abraham*.

Tuchman, *Bible and Sword*

Hazon, *The Jewish State: The Struggle for Israel's Soul*

Kelvin Crombie. *For the Love of Zion: Christian Witness and the Restoration of Israel*

Recommended Books (In the Bookstore)

Theology

Horner. *Future Israel*.

Hoppe. *Holy City*.

History

Goldman. *Zeal for Zion*.

Oren. *Power, Faith, Fantasy*.

Kraemer. *History of Palestine*.

Our "Itinerary"

1/30	<p>Introductions and Getting Started: Developing A Plan</p> <p>Historiography of Israel: The Bible, The Nations, God's Redemptive Plan</p> <p>How do we tell the story? Hero or Villain: The State of Israel</p> <p>Middle East Conflict Conference (March)</p> <p>Read Marvin Wilson, <i>Our Father Abraham</i>, Chapter 13: Type out and Answer Questions on pp. 275-277, turn in next week.</p>
2/6	<p>We begin watching video series on the establishment of Israel. Discuss Wilson, Turn in Questions and Answers</p> <p>Begin Mapping. Begin Reading Schindler, Intro, Chapters 1 & 2</p>
2/13	<p>Schindler: Designing Your Tests: Timeline, Vocabulary, Maps</p> <p>Video on Israel's History</p> <p>Read Schindler, Chapter 3 for next week</p>
2/20	<p>Test on Schindler, Chapters 1-3</p> <p>Video</p> <p>Read Schindler, Chapter 4 for next week</p>
2/27	<p>Discuss Schindler, Chapter 4</p> <p>Video Series Continues.</p> <p>Read Schindler, Chapters 5, 6, 7</p>
3/5	<p>Video Series Continues.</p> <p>Test on Chapters 4-7</p> <p>Read Schindler, Chapters 8, 9, 10</p>
3/12	<p>Video Series Continues.</p> <p>Test on Schindler, Chapters 8-10</p> <p>Read Schindler, Chapters 11, 12, 13, 14</p> <p>Come to my lecture on Jerusalem for Grandparents Day! Extra Credit</p>
3/19	<p>Test on Schindler, Chapters 11-14</p> <p>Attend my lecture on 3/22 on Jerusalem. CPM Conference on the ME.</p>
3/26	<p>Discuss Tuchman, <i>Bible and Sword</i>, Crombie, <i>For the Love of Zion</i>, or Goldman, <i>Zeal for Zion</i> Turn in Book Review One</p> <p>Crombie Video</p>
4/2	Primary Sources on the History of Zionism and Israel
4/16	Primary Sources on the History of Zionism and Israel
4/23	<p>Holocaust Memorial Chapel Holocaust and the Establishment of the State of Israel: Unforeseen Consequences. Video Series Continues.</p> <p>Rood, What We Choose to Remember and Fides et Historia, on Bb</p>
4/30	<p>Discuss Hazony, <i>The Jewish State: The Struggle For Israel's Soul</i>, Book Review 2 Due</p>
5/7	<p>Rood and Rood, Is Christian Zionism Bad? (On Bb)</p> <p>Class Discussion on Themes Developed in Class</p>
5/14	Preparation for Final Exam
5/21 (Exam Week)	Final

What is a Seminar, and How Am I Graded?

We will have guided discussions of the readings and videos in class. We will identify important points together in order to construct the midterms. You will also be writing two book reviews and presenting them to each other in class on the dates indicated in the syllabus.

You must turn in all of these assignments to pass the class, no exceptions!

4 Tests on Schindler:	40%
2 Book Review Essays:	25%
Format (if incorrect will not be accepted):	25 points
Composition (syntax, grammar, spelling):	25 points
Thesis and Analysis:	50 points
Each of 3 Film Review Essays	10%
Format (if incorrect will not be accepted):	25 points
Composition (syntax, grammar, spelling):	25 points
Thesis and Analysis:	50 points
Participation in Classroom Discussions:	25%
In Class Assignments:	25 points
Weekly Reading Assignments:	75 points

(Graduate Students: Write a 40 page paper under my guidance. Book monthly meetings with me so that I can supervise your project, make sure to get syllabus for HIST 480, HIST 327 highly recommended prerequisite.)

Not in the Bookstore.

Theology

Hess, Wenham. *Zion: City of Our God*.

Wilkenson. *For Zion's Sake*.

Jewish Zionism

Dan Senor and Saul Singer. *Start Up Nation*.

Gershom Gorenberg. *The Unmaking of Israel*.

David Hartman. *The God Who Hates Lies*.

Hazon. *Jewish State*.

Herzberg. *The Zionist Idea (reserve) (All primary sources from this text)*

History

Jeremy Ben Ami. *A New Voice for Israel*.

Leora Batnitzky. *How Judaism Became a Religion: An Introduction to Modern Jewish Thought*.

Martin Gilbert. *Churchill and the Jews*.

Goldman. *God's Sacred Tongue*. Awesome book.

Walter Lacqueur, *History of Zionism*.

Simon Sebag Montefiore. *Jerusalem*.

Donna Rosenthal. *The Israelis: Ordinary People in an Extraordinary Land*.

Fred Stickert. *Rachel Weeping: Jews, Christians, and Muslims at the Fortress Tomb*.

Alexander Yakobson and Amnon Rubinstein. *Israel and the Family of Nations: The Jewish Nation-State and Human Rights*.

Videos (Italicized Films will be seen in Class)

Twentieth Century

War of the World, Niall Ferguson

Holocaust

The Long Way Home

General Middle Eastern

Lawrence of Arabia

The Battle of Algiers

Exodus

Saddam's Killing Fields, Michael Wood

Bernard Lewis and Fouad Ajami, Reflections on the Middle East and Africa

Inside the Revolution

Christian Zionism/Apocalyptic

Epicenter (Epicenter)

The Cyrus Call

The Forsaken Promise

Israel-Palestine Conflict

Arab and Jew: Wounded Spirits in the Holy Land
The Fifty Years War

Palestinian

The Dupes (Men In the Sun, Ghassan Kanfani)
 Chronicle of A Disappearance
 Paradise Now
 Miral
 Women, War, and Welfare in Jerusalem

Israeli

Cazablan
 Israel, Birth of a Nation
Pillar of Fire (Israel's Rebirth)
Tkuma (The First Fifty Years)
 Waltz With Bashir
 Relentless
 The Wars of Israel (Military History)
 Beaufort

Peacemakers

Encounter Point
 Tipping Point
 Forbidden Peace
 Little Town of Bethlehem
 With God on our Side (Anti-Christian Zionist)
 From Boston to Berkeley: US Launch of Little Town of Bethlehem

Interfaith Relations

Arranged
 Arab and Jew: Wounded Spirits in a Promised Land

Instructions for Your Book Reviews

All written work must be word-processed and follow this format: Font Size Twelve, Times New Roman. Black ink. ***All titles italicized, not underlined.*** Margins one inch all around. Upper Right Hand Corner: Student Name, Date, Course Name. Page number upper right hand corner except on top page. Cover Page and Footnotes required. Staple upper left hand side. No work will be accepted if it is not in this format. Your grade will be dropped by one letter, and you will have to resubmit for credit.

Your reviews must be 1250 words. No exceptions.

I. Preparation and Participation in Discussions About in Class Readings

To participate in class discussions, answer these questions about the readings in writing and bring to class:

1. What is the principle thesis or theme of the chapter, reading, or book?
2. Is the author's style and organization of the material effective in the presentation of the thesis or theme? What genre of literature is the source?
3. Is the scholarship or reasoning sound, accurate, well-balanced, and thorough?
4. Does the author appear to rely on appropriate sources and evidence? What are they?
5. Is the source a contribution to our present knowledge of the subject or field?
6. Do you have any additional comments or reflections on the source?

By making notes on these points you can write good comments that you can use in class to contribute to discussions.

Managing the Reading Assignments

Focus on reading quickly for the main ideas. Don't get lost in the details. What is important to remember about what you are reading? What method and approach does the reading illustrate? Who is the author? What is the main subject, and what kind of evidence is used to substantiate the author's argument? How does the author tell the reader what the purpose of the chapter is? Is the chapter effective? Skim the piece first, then go back and make your notes. Use a highlighter or make marginal notes on your copy of the reading for quick reference. Document this in your reading outlines/notes that you will bring to class to support your participation in discussions. Think of one point that you would like to make to the class, and be prepared to ask questions.

EXPECTATIONS OF STUDENT LEARNING:

As a result of taking this class, you will:

1. Learn about the history of Zionism, both Christian and Jewish:

As a result, students will be able to:

- a. Discuss, evaluate, and interpret the important Christian and Jewish contribution to the establishment of the State of Israel in the context of modern international relations and intellectual history;
- b. Understand and write about the importance of differing perspectives on how to interpret facts by analyzing and critically evaluating evidence, ideas, arguments, and points of view by reading primary source documents, scholarly books with distinctive perspectives, and viewing full length and documentary films.
- c. Assess theological writing by taking into account the historical context of theologians and the reasons for writing theologically about biblical texts in the context of contemporary concerns.

The social sciences—history, political science, economics, sociology, and anthropology—are not limited to the study of empirical fact. We are interested in the causes for historical processes—change and continuity—and patterns of human behavior and their consequences. In our program, one of our highest values is academic literacy. For our students, this means that we are concerned specifically with the following skills and abilities:

- the student's grasp of relevant factual knowledge;
- how well the student understands the relationships between facts;
- the student's awareness of how academic historians have interpreted these facts in their writings;
- the extent to which the student is able to join in these academic debates by offering their own judgments based upon the evidence;
- the student's knowledge of source materials and ability to use them in oral or written discussion.

Others relate to more general intellectual qualities, including the student's

- success in focusing on the question by using relevant material and discussing pertinent issues;
- ability to deal with a topic or title from different angles, so showing flexibility and imagination;

- capacity to argue logically and clearly;
- skill in developing arguments in depth using a variety of evidence;
- capacity to synthesize academic debates;
- a degree of originality.

Therefore, grading of student work is based upon evidence that the student has demonstrated these skills and abilities and the degree to which they have achieved them. We also hope that our students will use their imaginations and creativity to understand the people of past on their own terms.

Tips on How to Succeed in this Course

Why am I so persnickety about these details? Because I want you to learn that even a minor omission or failure to follow specific instructions will result in disqualification of your work in competition for scholarships and awards, promotions, and opportunities once you leave the “BIOLA Bubble.” My students have gone on to work for the government, law school, graduate school, and good positions in NGOs and business. You can attain your dreams if you pay attention to the details!

GRADE SCALE

I grade on a 4.0 scale, so even if you get all of your points, the base grade is a C. The writing rubrics passed out or discussed in class are designed to help you with writing each particular assignment.

Grade	Grade Point	Percentage
A	3.8 – 4.0	95 – 100
A-	3.6 – 3.7	90 – 94
B+	3.4 – 3.5	87 – 89
B	3.2 – 3.3	84 – 86
B-	3.0 – 3.1	80 – 83
C+	2.7 – 2.9	77 – 79
C	2.4 – 2.6	74 – 76
C-	2.0 – 2.3	70 – 73
D+	1.7 – 1.9	67 – 69
D	1.4 – 1.6	64 – 66
D-	1.0 – 1.3	60 – 63
F	0.0-1.0	0– 59

Courtesy: Academic culture is both formal and informal. The academic life requires integrity and courtesy. This means that everyone in the classroom should be respectful to one another. Good communication really helps this, so please, speak up to let me know what’s going on with you! The reason we hold class is so that there will be interaction among the participants. You will not be allowed to come to class without bringing the assigned readings and your notes with you.

Students are expected to arrive on time, to stay in class without interruption and to return from breaks on time. The way this works in my class is I close the door when class begins. A sign-in roster will be placed circulated for you to sign in when you arrive in class. If you arrive late you will sign in after class and you will be marked late. Each 3-hour block class equals 3 attendances—therefore every late arrival equals one missed class, every missed class equals three missed classes. Thus only one missed class will result in the lowering your overall letter grade by a factor of three letters (for example, an A to a C). Two missed classes will result in the lowering of your grade by another factor of one letter (D). Three missed classes: you are advised to drop the class, as you will fail. If you are ill, please email me or leave a voicemail message and I will give you an excused absence if your reason is legitimate. Please also let me know if you have any medical conditions that affect your presence in class. If you are involved in athletic competitions you should not miss any classes, so please meet with me to discuss your schedule with me. Constant requests for excused absences without a doctor's note will not be given. Note, however, that tests may not be made up and that an alternate assignment will be given if you are unavoidably absent.

- Behavior in Class: Sleeping in class, using pagers or cell phones, reading newspapers (or any other material) or doing any other work will not be tolerated. Neither will walking out while the class is in session (except when going out for a moment) without any prior arrangement with the instructor be condoned. Any student who does so will be considered not to have attended that particular class and will be penalized accordingly.
- Office Hours: I strongly encouraged you to consult with me at any time during the semester if you have any questions or concerns about the course, your progress, or any other issues of general concern or interest to you. In addition to my official hours, I also post sign up sheets. I enjoy meeting with students one on one to discuss your ideas and your writing with you, and to hear about what the Lord is doing in your life. So sign up and hang out for an hour or half an hour at least once this semester!
- Special Accommodation: Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact Disability Services. Disability Services is located in the Learning Center in the Biola Library, upstairs from the main floor, and can be reached by calling 562.906.4542 or extension 4542.

ACADEMIC HONESTY POLICY: We are committed at Biola University to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it

as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy and being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

Plagiarism is a serious academic breach of ethics. The penalty for plagiarism is failure in the course; repeated attempts to plagiarize will result in suspension or expulsion from the university. Avoiding plagiarism is easy: cite your sources and never copy directly from a text unless you use quotation marks. Turabian explains these rules, and we will learn and practice this skill in class. Usually students plagiarize innocently by unintentionally breaking the rules, either through carelessness or confusion about how to properly use information obtained through printed or multimedia sources. You may help one another write your essays, but you should never turn in the same paper as another student. You should never submit a paper written for one class for credit in another class, although you may overlap work in consultation with the faculty of record. Check with me to be sure I will accept a website or not. Failure to do so will result in an F and possible disciplinary action.

One good website on avoiding plagiarism is:

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

A good website on footnoting is:

<http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/tools.html>

In your paper, footnote every direct quote and *every idea* that you get from a scholar or other writer. Footnote every website that gave you information.

Academic Culture

What makes a great student? A great student is one who shows initiative, doesn't need micromanagement, and is courteous and thoughtful regarding his/her peers and faculty. A great student is organized, listens to instructions and lectures and takes notes, participates readily in discussions and helps peers succeed in the class. A great student leaves his/her personal problems, resentments, and distractions behind upon entering the class, and depends on the Lord for strength, wisdom, tenacity, and inspiration. A great student is cheerful and communicates in a friendly way with faculty, saves questions of substance for office hours and meets one on one with their instructors at least once a semester. A great student comes to class on time, has a strong personal work ethic and does everything as if it were for the Lord and to glorify Him. In the final analysis, a great student is one who is responsible for his/her own education. A student with these qualities will succeed not only at Biola, but in life, as employers seek employees of this caliber, churches and community groups depend on people like this to sustain them, and everyone appreciates them! My prayer for you this semester is that you will take

responsibility for your own success, find topics and projects that excite you, do the best work that you can, and enjoy and HAVE FUN learning! I look forward to getting to know you! May God bless and protect you this semester.

A note on course evaluations: Please come to me with any of your concerns and don't wait for the course evaluations to let loose. What we are looking for in the course evaluations is constructive criticisms for improving the class, for feedback on the assignments, and positive comments about what made the course work for you. Negative evaluations reflect negatively on the writer's own immaturity.

Office Hours: I strongly encouraged you to consult with me any time during the semester if you have any questions or concerns about the course, your progress, or any other issues of general concern or interest to you.

Mission Statement of the Department

The mission of the Department ... is to foster a community of learners who, as lovers of truth, study history, political science, economics and geography. In recognition of both the dignity and depravity of humankind, our aim is to develop insight into past and present civilizations based upon our acknowledgment of God's providence, the dependability of His promises and His redemptive purpose on earth. Through the rigors of our disciplines, we prepare our students to influence and transform the world for Jesus Christ through their lives and vocations in obedience to the Greatest Commandment and the Great Commission.

Expectations of Student Learning Objectives:

1. The student will be better prepared to understand and assume the responsibilities of citizenship in the City of God and the City of Man.
2. The student will appreciate the interrelationships and interdependence of the world and its people by studying diverse geographical regions, civilizations and societies in various historical periods, and analyzing the implications of the political, social, economic, religious and cultural issues for the future.
3. The student will have become a life-long learner who is familiar with the current issues and themes relating to our disciplines, as found in scholarly journals, books and other published media.
4. The student will have mastered the use of a wide variety of primary, secondary and tertiary sources competently for writing and presenting research papers with the requisite scholarly apparatus.
5. The student will have developed professionalism in their attitude to work in their vocation by demonstrating integrity, dependability, respect, curiosity, flexibility, self-discipline, self-motivation, organization and humility in their studies.

Twelve Questions

1. What is the nature of human beings?
2. What is the role and purpose of government?
3. What is the nature of ideology, and in what ways do ideas have consequences?
4. How do geographic differences of latitude, climate and landform influence culture?
5. What are the political, economic and other consequences related to the distribution of "culture worlds" over the globe?
6. How do we deal with cultural, ethnic, religious, racial, gender, economic, and class differences?
7. How do we resolve conflict between individuals, groups and nations?
8. What moral values lead to strengthening of human societies? What is the relationship between politics and economics?
9. What is the nature, meaning and significance of economic development and underdevelopment?
10. How is humanity doing in its stewardship of the environment?
11. How do we define progress?
12. What is the direction of History?