

HIS 170A, History of Zionism and Israeli Society
Monday/Wednesday/Thursday
Time: 15:00 – 15:50

AJU Mission Statement

Learning and Scholarship: We believe in the principle of Torah – learning as an intellectual and inspirational endeavor – that embraces both academic scholarship and the efforts of all Jews to explore their shared heritage through the formal and informal study of Judaism and the other great civilizations of the world.

Culture: We acknowledge that Judaism is a flourishing civilization with a culture that is fundamental to modern Jewish identity. We strive to advance that culture by encouraging artistic endeavor in all of its many forms.

Ethics: We recognize that ethics is the language of Judaism and its most important link to the world at large.

Leadership: We understand that the future of Jewish life depends on the careful preparation of dedicated and impassioned individuals who are called to leadership.

Peoplehood: We are a pluralistic institution that embraces diversity within Judaism and values the contributions of all groups to the growth of Jewish Civilization.

Students with Disabilities

American Jewish University is committed to assisting our students with documented disabilities to have a successful career at AJU. Contact the Office of Student Affairs to request accommodations and begin the documentation process. (See Enhancing Accessibility and/or AJU website for complete policy.)

Standards of Academic Integrity

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators. Under the Honor Code, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. Academic Dishonesty includes, but is not limited, to the following definitions:

A. Examination Behavior: Unless expressly permitted by the instructor, the use of external assistance during an exam shall be considered academically dishonest. Inappropriate exam behavior includes but is not limited to: (1) communicating with anyone in any way during an exam, (2) copying material from another student's exam, (3) allowing a student to copy from one's exam, (4) using unauthorized notes, calculators, or other sources of unauthorized assistance.

B. Fabrication: Any intentional falsification, invention of data, or citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to: (1) inventing or altering data for a laboratory experiment or field project, (2) padding a bibliography of a term paper or research paper with sources one did not utilize, (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

C. Plagiarism: Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

- (1) Direct Quotation: Any use of direct quotation must be acknowledged by footnote citation and by either quotation marks or proper indentation and spacing.
- (2) Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

D. Other Types of Academic Dishonesty: Other forms of academic dishonesty include, but are not limited to:

- (1) Submitting a paper written by or obtained from another person.
- (2) Using a paper or essay in more than one class without the instructors' expressed permission.
- (3) Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.
- (4) Altering academic records outside of official institutional procedures.
- (5) Using another person to complete academic assignments such as homework, take-home exams or using another person posing as oneself to take classroom examinations.

Course Description:

In the first half of this course, we will focus our attention to a study of early Zionist ideologies. In discussing the positions of some of Zionism's major intellectuals, we will examine their proposed

answers to the so-called Jewish Question and investigate how their ideas may have shaped the formation and contemporary contours of the State of Israel. For the second half of the class, we will build upon our understanding of Zionism and investigate some of the major developments and conflicts within Israeli society since the state's founding, with particular focus on the Arab-Israeli conflict. Throughout, we will pay special attention to situating these issues within both the greater geo-political context of the Middle East and the larger flow of Jewish history.

Course Goals:

A combination of written and oral assignments (which are detailed below) will spur students to delve deeper into the various figures, events, and groups broadly covered in our survey of Zionism, Israeli society, and the Arab-Israeli conflict. In addition to stimulating further investigation into these academic issues, these assignments are intended to help students develop and mature their writing and verbal skills for a university setting.

As such, while recognizing the intense passions and arguments that discussions of Israel often generate, we will strive to maintain an environment of reasoned, scholarly engagement. And while acknowledging that absolute neutrality may be an impossible ideal, we shall nonetheless try to approach this most challenging and stimulating topic of study with a respect and scholarly openness to a variety of ideas and positions.

Course Requirements:

You will not only need to show up to each class, but you must also be prepared to verbally participate in our discussion of the day's topics. This begins with having read all of the day's material before each meeting.

Required Reading and Other Assignments

Course Reader.

On Thursday, you will turn in a 2 page reflection upon the week's reading. This will, on the one hand, push you to read with a more focused eye, and, on the other hand, afford me the opportunity to gauge your comprehension of the material beyond our in-class discussions. Additionally, your weekly reflections will allow me to regularly assess your writing ability and highlight areas for future improvement, refinement, and development.

Beyond these weekly written assignments, you will also be responsible for one in-class, oral presentation during the course. Just as your weekly reflection papers will demonstrate your writing

skills and give you an opportunity to improve them, this one-time oral assignment will encourage you to develop your verbal abilities in an academic setting. The dates for oral presentations will be discussed in class and determined according to enrollment numbers. In general, however, you will be expected to orally present to the class an exposition on an important event, figure, or group tied to Zionism or the Arab-Israeli conflict. Further details will be given in class.

Finally, a 5-7 page essay will be due at the end of the course. For this final paper, you will do outside research and reading on an aspect on the Arab- Israeli conflict of your choosing. A list of suggested topics will be distributed, but you are encouraged to develop, in consultation with the instructor, a research project geared towards your personal interests. We will speak more about this as the course progresses.

Assessment/Grading:

1. Weekly Reflection Papers (25%)
2. Oral Presentation (20%)
3. Final Paper (35%)
4. Attendance, punctuality, and classroom participation. (20%)

Attendance is mandatory for all class sessions. Should a student miss 20% or more of class sessions, he/she will be automatically withdrawn from the course and receive a W. To get an excused absence one must be ill and bring a doctor's note.

Course Schedule:

Topic #1: Introduction to the Study of Israel, Zionism, and the Middle East
No reading.

Topic #2: Political Zionism

Theodor Herzl, in Hertzberg, *The Zionist Idea*, 201-226. (Course Reader) CR
Carl E. Schorske, *Fin-de-Siecle Vienna*, 146-175. (CR)

Topic #3: Contra Herzl: Spiritual Zionism and Cultural Nationalism

Ahad Ha-am, in Hertzberg, 249-260. (CR)
Simon Dubnow, *Nationalism and History*, excerpts. (CR)

Topic #4: Zionism of Marxist and Utopian Socialists

Nachman Syrkin, Ber Borochov, A.D. Gordon (CR)

Topic #5: Religious Zionism, Early and Later

Rabbi Yehudah Alkalai (CR)

Rabbi Zvi Hirsch Kalischer (CR)

Rabbi Avraham Yizchak Kook(CR)

Topic #6: Labor Zionism and the New Hebrew

David Ben-Gurion, in Hertzberg, 331-379, 604-619. (CR)

Yael Zerubavel: *Recovered Roots*, 17-31. (CR)

Topic #7: Revisionist Zionism

Jabotinsky, in Hertzberg, 557-570. (CR)

Jabotinsky: "The Iron Wall," www.marxists.de/middleeast/ironwall/ironwall.htm (CR)

Topic #8: Critiques of Zionism

Michael Selzer, *Zionism Reconsidered*, 11-31, (CR)

Daniel and Jonathan Boyarin, "Diaspora: Generation and the Ground of Jewish Identity." (CR)

Topic #9: Sabras, Immigrants, and Mizrahim

Oz Almog, *The Sabra*, 23-41.(CR)

Topic #10: The Clash between Orthodoxy and Secularity

Alan Dowty, *The Jewish State: A Century Later*, 159-183. (CR)

Topic #11: Zionism, the Arab Question, and 1948

Mark Tessler: *History of the Israeli-Palestinian Conflict*, 273-315. (CR)

Benny Morris: *Righteous Victims*, 252-258.(CR)

Topic #12: 1967, 1973, and the Growth of the Arab-Israeli Conflict

Tessler: 378-405. (CR)

Topic #13: Recent Developments in the Arab-Israeli Conflict

Morris, 652-675.(CR)

Topic #14: Course Overview

Morris, 676-694. (CR)

Topic #15: Final Papers Due.