



Department of Religious Studies  
Jewish Studies Program

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Nau Hall 183 | office hours: Thu, by appointment

## ***Intro to Israel Studies***

Spring 2012 (RELG 3559) | TuTh 9:30—10:45, Gibson 241

### **Course description**

Intro to Israel Studies offers a survey of Israeli history, nationalism, and culture in the twentieth century. Ranging from the emergence of political Zionism to post-capitalism in Israeli society, the class intertwines readings from history, sociology, modern Hebrew literature, Israeli cinema, and popular music so as to capture the dynamism of Israeli society and culture in selected historical moments. Assignments include: midterm, final, and a presentation.

### **Required book**

Shindler, Colin. 2008. *History of Modern Israel*. Cambridge: Cambridge University Press.

	<b>Topic</b>	<b>Reading materials (see full bibl. below)</b>
Jan 19	Introducing the introduction	
Jan 24	Constituent problems	<b>Shindler, 1-9;</b> <b>Rabinovich and Reinhartz, 560-64</b>
Jan 26	Rough historical sketch 1880-1948; Primary source readings	<b>Shindler, 10-37;</b> <b>Rabinovich and Reinhartz, 10-24;</b>
Jan 31	General Zionism	<b>Shimoni, 85-126</b>
Feb 2	<i>Old New Land (Altneuland)</i> I	<b>Herzl</b> (read the preface plus <b>one</b> of the five book sections. Sign-up for a section by Jan 31)
Feb 7	<i>Old New Land (Altneuland)</i> II (discussion)	<b>Zilbersheid, 80-114</b>
Feb 9	First <i>aliya</i>	<b>Ettinger and Bartal, 33-45; Smilanski (1945), 20-24, 45-51; Smilanski (1999), 19-21</b>
Feb 14	Second <i>aliya</i>	<b>Rabinovich and Reinhartz, 25-32;</b> <b>Shapira, 53-82</b>
Feb 16	Hebrew(ism) I	<b>Brenner, 31-58; Shahar, 78-91;</b> <b>Zerubavel, 315-354</b>
Feb 21	On a collision course I	<b>Morris, 83-128; Khalidi, 31-64</b> <b>Rabinovich and Reinhartz 32-43</b>
Feb 23	On a collision course II	<b>Morris, 128-160; Khalidi, 105-124</b> <b>Rabinovich and Reinhartz, 44-53</b>
Feb 28	1948	<b>Shindler, 38-53; Morris 184-223, 252-258;</b> <b>Rabinovich and Reinhartz, 60-63; Khalidi, 125-139</b>
Mar 1	<b>Midterm</b>	

**Mar 6-8 Spring Recess**

Mar 13	Hebrewism II	Shindler, 54-77; Alterman, 608; Regev and Seroussi, 49-70
Mar 15	Hebrewism and its discontents	Yizhar, 65-88; Hazaz, 233-249; Amichai, 346-349
Mar 20	<i>Salah Shabati</i> I (movie)	Shindler, 78-97
Mar 22	<i>Salah Shabati</i> II (discussion)	Shohat, 105-140; Rabinovich and Reinhartz, 158-167
Mar 27	Post-statehood	Shindler 98-122; Zach, 30; Khazoom, 115-134
Mar 29	1967-1977	Shindler 123-146; Taub, 37-64; Hefer, 57; Rabinovich and Reinhartz, 238-246, 301-307
Apr 3	The decline of Hebrewism	Yehoshua, 131-174; Kimmerling, 89-129
Apr 5	First Lebanon War 1982-85; <i>Waltz with Bashir</i> (movie)	Shindler 147-174;
Apr 10	Political stagnation; <i>Waltz with Bashir</i> (discussion)	Shindler, 198-226; Schlunke, 949-962
Apr 12	The Oslo Accords: promise and failure	Shindler, 227-266; Levin, 211-244
Apr 17	Start-Up Nation (Prof Gal Raz, Darden School of Business)	Senor and Singer, 1-54
Apr 19	Presentations I	
Apr 24	Presentations II	
Apr 26	Presentations III	
May 1	Presentations IV; study guide	

**Bibliography (unless indicated, all items are on UVaCollab)**

Alterman, Natan. 1988. "The Silver Platter," in *The Literature of Destruction: Jewish Responses to Catastrophe*, ed. David G. Roskies. Philadelphia: Jewish Publication Society, 608

Amichai, Yehuda. 2008. "Elegy on an Abandoned Village." in Nili Scharf Gold, *Yehuda Amichai: The Making of Israel's National Poet*. Waltham, Mass: Brandeis University Press, 346-349

Brenner, Yosef Haim. 1983. "Nerves [1910-11]," in *Eight Great Hebrew Short Novels*, trans. Hillel Halkin, eds. Alan Lelchuk and Gershon Shaked. New York: Meridian, 31-58

Ettinger Shmuel and Bartal Israel. 1995. "The First Aliya: Ideological Roots and Practical Accomplishments," in *Essential Papers on Zionism*, eds. Jehuda Reinhartz, Anita Shapira. New York: New York University Press, 33-45

Hazaz, Haim, 2005. *The Sermon & Other Stories*, trans. Hillel Halkin. London: The Toby Press, 233-249

Hefer, Haiim. 1996. "Parade of the Fallen," in *No Rattling on Sabres: an Anthology of Israeli War Poetry*, trans. Esther Raizen. Center for Middle Eastern Studies: The University of Texas at Austin, 57

- Herzl, Theodor. 1997. *Old new Land*, trnas. Lotta Levensohn. Princeton NJ: Wiener [preface has been posted on Collab; the entire book is available at [www.jewishvirtuallibrary.org/jsource/Zionism](http://www.jewishvirtuallibrary.org/jsource/Zionism)]
- Khalidi, Rashid. 2006. *The Iron Cage: The Story of the Palestinian Struggle for Statehood*. Boston: Beacon Press, 31-64, 105-139
- Khazzoom, Aziza. 2005. "Did the Israeli State Engineer Segregation? On the Placement of Jewish Immigrants in Development Towns in the 1950s," *Social Forces*, 84.1: 115-134 [e-journals]
- Kimmerling, Baruch, 2001. *The Invention and Decline of Israeliness: State, Society, and the Military*. Berkeley: University of California Press, 89-129
- Levin, Hanoach. 2003. "Murder, a Play in Three Acts and an Epilogue," in *The Labor of Life: Selected Plays by Hanoach Levin*, trans. Barbara Harshav. Stanford: Stanford University Press, 211-244
- Morris, Benny, 2001. *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-2001*. New York: Vintage, 83-160, 184-223, 252-258
- Rabinovich Itamar and Reinharz Jehuda eds. 2008. *Israel in the Middle East: Documents and Readings on Society, Politics, and Foreign Relations, Pre-1948 to the Present*. 2nd ed. Waltham: Brandeis University Press, 10-53, 60-63, 158-167, 238-246, 301-307, 560-564
- Regev, Motti, and Seroussi, Edwin. 2004. *Popular Music and National Culture in Israel*. California: University of California Press, 49-70
- Schlunke, Katrina. 2011. "Animated Documentary and the Scene of Death: Experiencing *Waltz with Bashir*." *The South Atlantic Quarterly*, 110/4: 949-962 [e-journals]
- Senor, Dan. Singer, Saul. 2009. *Start-Up Nation: the Story of Israel's Economic Miracle*. New York: Twelve, 1-54
- Shahar, Natan. 1993. "The Eretz Israeli Song and the Jewish National Fund." *Studies in Contemporary Jewry*, 9: 78-91
- Shapira, Anita. 1999. *Land and Power: The Zionist Resort to Force, 1881-1948*. Stanford: Stanford University Press, 53-82.
- Shimoni, Gideon. 1995. *The Zionist Ideology*. Hanover: University Press of New England, 85-126
- Shindler, Colin. 2008. *History of Modern Israel*. Cambridge: Cambridge University Press
- Shohat, Ella. 2010. *Israeli Cinema: East/West and the Politics of Representation*. New York: Tauris, 105-140
- Smilanski, Moshe. 1945, *Unknown Pioneers*. Tel-Aviv: Zionist Organization Youth Department, 20-24, 46-51
- Smilanski, Moshe. 1999. "Latifa (1906)," in *Sleepwalkers and Other Stories: the Arab in Hebrew Fiction*, ed. Ehud Ben-Ezer. Boulder: Lynne Rienner, 19-21.
- Taub, Gadi. 2010. *The Settlers and the Struggle over the Meaning of Zionism*. New Haven: Yale University Press, 37-64
- Yehoshua, A. B. 1970. *Three Days and a Child*, trans. Miriam Arad. New York: Doubleday, 131-174
- Yizhar, S. 2007. *Midnight Convoy & Other Stories*, trans. I. M. Lask. London: Toby Press, 65-88
- Zach, Natan. 1982. "The Quiet Light of Flies." in *The Static Element: Selected Poems of Nathan Zach*, trans. Peter Everwine and Shulamit Yashny-Storkman. New York: Atheneum, 30
- Zerubavel, Yael. 2008. "Memory, the Rebirth of the Native, and the 'Hebrew Bedouin' Identity," *Social Research* 75.1:315-354.
- Zilbersheid, Uri. 2004. "The Utopia of Theodor Herzl." *Israel Studies*, 9.3: 80-114 [e-journals]

**Assignments: midterm (Mar 1), final exam (TBA), and a 25 min presentation** on a topic of your own choice to be given by a team of two or more students (depending on enrolment; **Apr 19-May 1**). Midterm and final will include ID questions and short essay questions. Exams and Presentations will be evaluated on the basis of successful integration of the reading materials and class discussions.

**NO EARLY OR LATE EXAMS WILL BE PERMITTED.**

**Presentations** will be given by groups of two or more students (depending on enrollment; solo presentations require special approval). Teams should sign up in advance by **Mar 1** and submit a two-paragraph research proposal plus annotated bibliography by **Mar 20**. Research/presentation proposal should be based on four to six sources (book chapters, peer-reviewed journal articles, and/or primary sources). Once approved, students will be required to meet with me at least once for progress report and brainstorming. Teams will be required to prepare a flyer/blurb for their talk and email it to the class **48 hours before** their presentation. Presentations will be **25 min** long (divided equally between the speakers) after which a short discussion will follow.

Proposals for your presentations are to include two paragraphs describing your thesis plus annotated bibliography (please let me know if you're not familiar with research via online databases and e-journals). Sources for the presentation may include book chapters, peer-reviewed journal articles, primary sources (complete chapter/s, not excerpts) and/or archival materials (for example: [www.jpress.org.il](http://www.jpress.org.il)). Please use Chicago Style references for your bibliography. To avoid plagiarism see UVA academic integrity policy at <http://www.virginia.edu/honor/fac/faq.html> **Presentations proposals are to be submitted by Mar 20.**

### **Sample presentations topics**

**I** Choose a major study in the field from the last thirty years. Prepare a detailed discussion of the arguments of the work, the methods employed, and the author's intellectual lineage. Discuss the historical context for the work you chose, and discuss a selection of earlier works by the author, her/his mentors and interlocutors, and/or adversaries. Evaluate the relative significance of the work you chose, discussing ways in which it draws on earlier approaches or anticipates new ones.

**II** Compare any two scholars (from the last thirty years) that study the same event or phenomenon (the Six Day War, Israeli nationalism, post Zionism, Israeli-Arab citizens, any Zionist congress, Israel-U.S. relations, the holocaust in Israel, etc): characterize the major paradigmatic differences between the two works, and discuss the relative merits of each as well as the intellectual contexts in which each study was produced. Contrast the major questions addressed by each work and explicate each work's intellectual contexts.

**III** Present a major theme in Israel's cultural or social history: the historical contexts of Israeli literature, poetry, or music in any given period; Jewishness as nationality vs. Jewishness as a religion; Jewishness vs. Israeliness in Israeli society; the emergence of Israeli subcultures; nationalism in Israeli society; post-statehood statism (etatism); the Ashkenazi hegemony; the aftermaths of a specific *war/intifada*; post-capitalism in Israeli society; major events in Israeli politics; etc. Compare the questions, approaches, limitations, and dilemmas raised by these texts and explicate each work's national scholarly traditions or institutionalized scholarly paradigms.

**IV** Examine a representative sample of articles from two different phases in the history of a major journal of Israel Studies (*Israel Studies*, *Journal of Israeli History*, *Jewish Social Studies*, *Jewish Quarterly*, *Jewish Quarterly Review*, *AJS Review*, *Israel Affairs*, *Journal of Palestine Studies*, *International journal of Middle East Studies*, *Middle East Journal*, *Prooftexts*, etc.) How do these articles demonstrate shifting intellectual trends and paradigmatic orientations in the field(s) served by the journal?

**A high level of student participation is expected.** We may or may not discuss all assigned readings in class, but students are in any case responsible for all required readings. You are expected to bring to every class at least one brief paragraph with written questions or critique of at least one of the assigned readings. I may choose to collect these questions/critiques at any time. If you do not have a prepared paragraph on more than one such occasion, your grade will be affected. Occasionally, you will be asked to send in short email comments (1-2 paragraphs) on the readings.

All students are allowed **one grace day** for the semester in turning in **one** of their writing assignments. If you use your grace day, please note so on the top of the paper you are handing in. Otherwise, students who need an **extension** must consult me prior to the deadline. Failure to secure an extension will lead to papers being graded down 1/3 grade for each day late.

**Attendance** You will be allowed only **two** unexcused absences. Your grade will be lowered by two points for each additional, unexcused absence. In the case of a doctor's visit please notify me in advance and/or furnish a medical explanation signed by a physician.

**Students with documented disabilities** the Learning Needs and Evaluation Center, located in the Elson Student Health Center, can arrange diagnostic testing. The LNEC makes recommendations to faculty in terms of proposed classroom accommodations for specific learning disabilities and other medical conditions which are covered under federal legislation. Please see me about making accommodations in course scheduling or assignments.

**No laptops, Ipads, or cell phones.** Students are required to print out the relevant readings and bring them to class.

**Grade calculation: midterm %25, presentation, %25, final %35, participation %15.** Letter grades will be assigned on the basis of the following scheme: **A+** 99-100; **A** 95-98; **A-** 90-94 | **B+** 87-89; **B** 84-86; **B-** 80-83 | **C+** 77-79; **C** 74-76; **C-** 70-73 | **D+** 67-69; **D** 65-66; **F** below 65

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<b>Class Schedule</b>	
Sign-up for a section for class on Feb 2 (see syllabus)	<b>By Jan 31</b>
Midterm	<b>Mar 1</b>
Sign-up for presentations by	<b>Mar 1</b>
Submit presentation proposals by	<b>Mar 20</b>
Presentations	<b>Apr 19—May 1</b>
Final	<b>TBA</b>

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