

Term Information

Effective Term Spring 2025
[Previous Value](#) Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Changing from FE Foundation HCS to Themes MMI

What is the rationale for the proposed change(s)?

This course is a better fit for the MMI theme, in terms of both content and level.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

cross-listed in History

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Jewish Studies
Fiscal Unit/Academic Org	Near East S Asian Lang/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2453
Course Title	History of Zionism and Modern Israel
Transcript Abbreviation	Zionism Mod Israel
Course Description	A history of the Jewish state from the rise of Zionism to the present, with a focus on migration and displacement. Topics include: Jewish-Arab relations, the encounter between European and Middle Eastern Jews, the creation of a new Hebrew identity, the impact of the Holocaust, ethnic conflict and social protest, war and diplomacy, religion and the state and struggles over the nature of the regime.
Previous Value	The history of Zionist movement and the modern state of Israel from beginnings to present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Previous Value	Yes, Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Not open to students with credit for History 2453.

Electronically Enforced

Yes

Previous Value

No

Cross-Listings

Cross-Listings	Cross-listed in History.
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Subject/CIP Code

Subject/CIP Code	38.0206
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Freshman, Sophomore, Junior</i>

Requirement/Elective Designation

General Education course:
Historical Study; Migration, Mobility, and Immobility
The course is an elective (for this or other units) or is a service course for other units

Previous Value

*General Education course:
Historical Study; Historical and Cultural Studies
The course is an elective (for this or other units) or is a service course for other units*

Course Details

Course goals or learning objectives/outcomes

- An understanding of what Zionism is and how it impacts modern Israel
- Understanding the role of migration and displacement, from early Zionist ideas about the connection between the Jewish people and the Land of Israel to current debates about the nature of Israeli society and the Israeli-Palestinian conflict
- *Students acquire a perspective on history and an understanding of the factors that shape human activity.*
- *Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.*
- *Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.*

Previous Value

Content Topic List

- Israel
- Zionism
- Middle East
- Jews
- Arabs
- Muslims
- Peace process
- Ottoman Empire
- Palestine
- British mandate
- League of Nations
- Migration
- Displacement

Previous Value

- [Israel](#)
- [Zionism](#)
- [Middle East](#)
- [Jews](#)
- [Arabs](#)
- [Muslims](#)
- [Peace process](#)
- [Ottoman Empire](#)
- [Palestine](#)
- [British mandate](#)
- [League of Nations](#)

Sought Concurrence

No

Attachments

- 2453 Yehudai MMI GE Form.pdf: GE Form
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)
- 2453 Yehudai MMI syllabus Revisions 12.18.2024.docx: Updated Syllabus
(Syllabus. Owner: Carmichael, Phoebe Cullen)
- 2453 Cover Letter 12.18.2024.docx: Cover Letter
(Cover Letter. Owner: Carmichael, Phoebe Cullen)

Comments

- Resubmitting with History *(by Carmichael, Phoebe Cullen on 12/18/2024 02:50 PM)*
- Please see Subcommittee feedback email sent 11/07/2024. *(by Hilty, Michael on 11/07/2024 09:09 AM)*

COURSE CHANGE REQUEST
2453 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/19/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael, Phoebe Cullen	10/01/2024 01:07 PM	Submitted for Approval
Approved	Brenner, Naomi	10/07/2024 02:50 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/21/2024 08:30 AM	College Approval
Revision Requested	Hilty, Michael	11/07/2024 09:09 AM	ASCCAO Approval
Submitted	Carmichael, Phoebe Cullen	12/18/2024 02:50 PM	Submitted for Approval
Approved	Brenner, Naomi	12/18/2024 04:17 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/19/2024 12:29 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/19/2024 12:29 PM	ASCCAO Approval



December 18, 2024

Hello,

Thank you for the feedback on History 2453. Changes in response to the contingencies are listed below.

- **Contingency:** The reviewing faculty note that on page 2 of the syllabus, underneath “General education goals and expected learning outcomes”, it is listed that this course holds Legacy GE: Cultures and Ideas status. This course has never been approved under the Cultures and Ideas category and therefore this should be removed.
 - **Removed.**
- **Contingency:** The reviewing faculty ask that, within the assignment descriptions for Analytical Essay I and Analytical Essay II (as found on pages 6-7 of the course syllabus), it be more explicitly stated how students will be expected to engage with all three concepts of the Theme (Migration, Mobility, and Immobility). Currently, from the information displayed within the course syllabus, they are unclear how students will be able to engage with all three concepts of the Theme. They ask for this information as, according to the GE form submitted, this is how the course will allow students to meet ELO 2.1.
 - **More information about the theme has been added to the essay assignments (6-7).**
- **Contingency:** The reviewing faculty would like to see more information in the course syllabus surrounding how students will engage in developing a sense of self as a learner through reflection (as required by GEN Theme ELO 2.2). Specifically, they are unsure how this ELO will be demonstrated and measured throughout the course (including within the course assessments).
 - **A self-reflection assignment has been added on page 6.**
- **Contingency:** The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.
 - **Submitted.**

Thanks,
Jen

Jen Getson, Ph.D.
Senior Academic Program Services Specialist
Department of History
Department of Women's, Gender & Sexuality Studies

HIST / JEWST 2453

History of Modern Israel

Semester and year

Day and time

Location

Lecture, 3 credit hours

Ori Yehudai

Email: yehudai.3@osu.edu

Phone: (614) 292-2224

Office Hours: *Day and time*

Description:

This course explores the history of the Jewish state from the rise of the Zionist movement to the present. It begins by examining the social and ideological roots of Zionism in late 19th-century Europe, proceeds with the development of the Jewish community in Palestine under Ottoman and British rule, and then turns to the period following the establishment of the State of Israel in 1948. Among the issues to be discussed are Jewish-Arab relations, migration, the encounter between European and Middle Eastern Jews, the creation of a new Hebrew identity, the interaction between religion and state, the impact of the Holocaust, ethnic conflict and social protest, war and diplomacy, and struggles over the judiciary and the nature of the regime. Course materials include secondary historical sources, a variety of primary documents, short stories and films. A major theme of the course is migration and displacement: as we will see, voluntary and involuntary migratory movements have played a crucial role in shaping almost all aspects of Israeli history, from early Zionist ideas about the connection between the Jewish people and the Land of Israel to current debates about the nature of Israeli society and the realities of the Israeli-Palestinian conflict. Questions relating to experiences of migrants and refugees, movement across and within borders, encounters between communities resulting from migrations, and other issues of human mobility and immobility will therefore be at the center of our discussions.

Parts below highlighted in yellow emphasize connections to the theme of Migration, Mobility, and Immobility.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

1. Understand the historical background for the emergence of the Arab-Israeli conflict and its impact on the region's populations.
2. Trace the development of the conflict from the late 19th century to the present.
3. Identify the national narratives that Palestinians and Israelis have developed to explain their positions in the conflict.
4. Understand the role of various regional and international elements in the conflict.

General education goals and expected learning outcomes:

This course is included in the following GE Categories:

- New GE Theme: Migration, Mobility, and Immobility
- Legacy GE: Cultures and Ideas
- Legacy GE: Historical Studies

Please see below for the goals and ELOs of each category, as well as how this course accomplishes those goals and ELOs.

Legacy GE: Historical Studies

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the legacy GE: Historical Studies in the following ways:

The course helps students understand the history of Modern Israel, a topic of major contemporary significance. Course readings illuminate the connection between the Jewish predicament in Europe and the rise of Jewish nationalism, the development of ideologies and institutions leading to the creation of a Jewish state in the Land of Israel/Palestine, and the growing tensions between Jews and Arabs in Palestine starting from the late 19th century. Course materials also shed light on the ways in which the early Arab-Jewish encounter in Palestine and the encounter between different Jewish communities there have shaped present social relations. The primary and secondary sources assigned in the course expose students to the diverse positions of Jews, Palestinians and other forces involved in Israeli history, thus contributing to an integrated perspective on the subject matter. Course readings also reflect conflicting interpretations of particular aspects of that history, providing students with an opportunity to question historical arguments and to consider the ways in which political, ideological, and cultural circumstances may shape historians' interpretation and representation of the past.

GE Theme: Migration, Mobility, and Immobility

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

2. Successful students will integrate approaches to the theme by making connections to out of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

4. Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.

3.2. Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

4.1. Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

4.2. Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

This course will fulfill the current GE Theme: Migration, Mobility, and Immobility in the following ways:

The history of Modern Israel is to a large extent a history of migration, mobility and immobility. The basic goal of Zionism, the movement that created the State of Israel, was to end Jewish wandering in the diaspora by settling Jews in their homeland. Thus major ideologies, political movements, organizations and activities associated with Zionism and Israel were built around

issues related to migration. At the same time, the realization of Zionist goals in Palestine sometimes led to the uprooting of Palestinians and to conflicts involving mass displacement. The course will explore crucial themes of migration and displacement, including causes, experiences, portrayals, effects on individuals, societies, institutions and places, and scholarly and artistic approaches. It will do so through readings, class discussions and written assignments, enabling students to study the multiple connections between migration, mobility and immobility on the one hand, and political, social, and cultural processes on the other.

Main textbook: Anita Shapira, *Israel: A History* (Waltham, Mass.: Brandeis University Press, 2012). **Available online through the library website.**

Additional readings will be available online: as specified in the weekly schedule below, some items can be accessed as e-books through the library website and others will be available on the Carmen course website. You will also watch many films online. Some of them are available through the links provided in the schedule and others are available for streaming through the library website.

Requirements

Attendance and Participation: 10%

Book review: Devorah Hakohen, *Immigrants in Turmoil: Mass Immigration to Israel and Its Repercussions in the 1950s and After*, 4-5 pp., 15%

Primary source analysis: “Platform for Judeo-Arab Accord” by Haim Margalit-Kalvarisky: 3-4 pp., 15%

Short story response paper: *The Name*, 2-3 pp., 10%

Analytical essay I: **What were the attitudes of Mizrahi/Sephardi Jews to Arab-Jewish relations in Palestine in the early 20th century?** - 5-6 pp., 25%

Analytical essay II: **What was the impact of the 1948 war on the Palestinians?** – 5-6 pp., 25%

1. *Attendance and Participation*

Participation: In-class discussions will be an important part of this course. Students must come to class having completed the assigned readings and prepared to discuss the material. Read thoughtfully and carefully, reflecting on ideas, insights, questions and problems arising from the texts that you would like to bring up in class.

Most sessions will consist of formal lectures followed by questions and discussion, but five sessions during the semester will be dedicated entirely to class discussions. The discussions will focus on readings assigned for sessions specified in the syllabus as “discussion.”

The participation grade will be based on the quantity and quality of your contribution to class discussions. Students can improve their participation grade by attending office hours and discussing with me issues related to the course. Please come prepared to the meeting with specific questions or topics you wish to discuss. Students are generally encouraged to come to office hours.

Attendance: Attendance will be taken at the beginning of every class. If you must be absent, please email me beforehand. Medical or family emergencies and religious observance are generally understood to be grounds for excused absence. Students may miss two classes without explanation. Beyond that, missed classes will result in grade adjustment. **Consistent absences can result in a reduction of one full letter grade in the final grade.**

Electronic devices: Students may use laptops and tablets to take notes. But I strongly discourage the use of phones and other electronic devices for texting, social media or other purposes unrelated to the class.

2. *Book Review*

While most of the secondary readings for this course are either journal articles or excerpts from books, this assignment gives students an opportunity to deal with a full-length monograph. The review should be 4-5 pages (double spaced, 12 pt. font, Times New Roman), in which students will provide a critical assessment of the book *Immigrants in Turmoil: Mass Immigration to Israel and Its Repercussions in the 1950s and After* by Devorah Hakohen.

Reviewing the book will help students understand various causes of migration, experiences of migrants, institutional and social responses to migration, and the impact of migration on state and society. Beyond the topic of migration, the book review essay may consider the following questions: What question/s does the book seek to answer? What is the main argument/s of the book? Is it convincing? What is the author's methodology? Does the author use a particular theoretical approach? What sources does the author use? What are the strengths and weaknesses of the book? In addition to those questions, make sure that your review engages directly with the content of the book, paying close attention to specific historical events and developments discussed throughout the book's chapters. No further research is required for this assignment. However, if you read other reviews of the book, you may include a critical discussion of those reviews as well, explaining why you agree or disagree with their interpretation. If you use other reviews, or additional sources, you should acknowledge them in footnotes or endnotes and in a list of sources at the end of your paper. When quoting directly from the book under review, cite page numbers in parentheses in the body of the text.

3. *Primary Source Analysis*

Write an essay analyzing the "Platform for Judeo-Arab Accord" by Haim Margalit-Kalvarisky. The essay should be 3-4-pages, double spaced, 12 pt. font, Times New Roman, normal margins. Address the following questions: What is the author's conception of Arab-Jewish relations? What are the historical, ideological, and cultural assumptions guiding his conception? How does he plan to translate his ideas into political reality? Conclude the essay with your own assessment of the

author's vision: Is it convincing? What are its main strengths and weaknesses? Make sure that your analysis relates meaningfully to the historical moment and context in which the source was written.

Avoid vague and general statements on the topic and make sure that your analysis engages directly and thoroughly with the source. When referring to specific information from the source, provide reference to the relevant page number in a footnote, e.g., Kalvarisky, p. 247. When relating to broader historical themes, support your narrative with reading assignments and class lectures of this course. Provide correct and accurate references as shown in the analytical essay guidelines below. When drawing on material from class lectures, cite the date of the lecture. No further research is required for this assignment. If you want to use additional sources, especially sources from the internet, seek my approval to ensure you avoid unreliable websites and sources of information. The source will be available on the course's Carmen website under the module "Source for Primary Source Analysis."

4. Short story response paper: *The Name*

In the response paper, students will place themselves in the position of one of the characters in the story. This will enrich students' historical imagination and sense of historical empathy, thereby enabling them to develop a sense of self as learners through reflection and creative work.

5. *Analytical Essay I*

What were the attitudes of Mizrahi/Sephardi Jews to Arab-Jewish relations in Palestine in the early 20th century?

Write an analytical essay answering this question **using all the sources listed below**. Your analysis should include a comparison between Mizrahi/Sephardi positions and the dominant Ashkenazi Zionist position as discussed in the sources. The essay will give students an opportunity to study experiences of migration, mobility, and immobility, and their effects on individuals, societies, and places: students will examine the reactions of native Middle Eastern Jews to the immigration and settlement of European Jews in Palestine, thereby comparing the mobility of Jewish immigrants from Europe to the localness of Middle Eastern Jews. Students will also examine the impact of immigration on the status of native Jewish communities in Palestine and their institutions, and on relations between different Jewish communities and between Jews and Arabs in Palestine. This will enhance understanding of the link between migration on the one hand, and, on the other, intra-Jewish ethnic tensions in Palestine/Israel and the origins of the Zionist-Arab conflict.

- Michelle Campos, "Between 'Beloved Ottomania' and 'The Land of Israel': The Struggle over Ottomanism and Zionism among Palestine's Sephardi Jews, 1908-13," *International Journal of Middle Eastern Studies*, 37/4 (2005), pp. 461-483.
- Abigail Jacobson, "Sephardim, Ashkenazim and the 'Arab Question' in pre-First World War Palestine: A Reading of Three Zionist Newspapers," *Middle Eastern Studies*, 39/2 (2003), pp. 105-130.
- Yuval Evri and Hillel Cohen, "Between Shared Homeland and National Home: The Balfour Declaration from a Native Sephardic Perspective," in *The Arab and Jewish*

Questions: Geographies of Engagement in Palestine and Beyond, edited by Bashir Bashir and Leila Farsakh (Columbia University Press, 2020), pp. 148–172.

6. *Analytical Essay II*

What was the impact of the 1948 war on the Palestinians?

Write an analytical essay answering this question **using all the sources listed below**. Consider both long- and short-term processes. The essay will give students an opportunity to examine the connection between war and displacement and the impact of displacement on Palestinian society. More specifically, students will study links between displacement from the homeland and such issues as nationalism, political movements and ideologies, family life, economic development, relation to the homeland, and memory in the experiences of Palestinian refugees. This will provide insights into how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and institutions.

- Mark Tessler, *A History of the Israeli-Palestinian Conflict* (Bloomington: Indiana University Press, 2009), pp. 273-283.
- Ahmad H. Sa'di, "Catastrophe, Memory, and Identity: Al-Nakbah as a Component of Palestinian Identity," *Israel Studies*, 7/2 (2002), pp. 175-198.
- Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness* (New York, 1997), pp. 177-196 (on p. 196, stop at the end of the second paragraph).

Further guidelines for analytical papers:

Both analytical papers should develop a historical argument based on information and insights found in the sources. You should not try to summarize the sources or include every piece of information they present, but rather to synthesize the most useful and relevant parts and form a coherent narrative and argument of your own. Essays should be five to six pages. List the sources you have used at the end of your essay and **include correct and accurate citations in footnotes or endnotes**. The sources will be available on the course's Carmen website under the modules "Sources for analytical essay I" and "Sources for analytical essay II." Use the Chicago-style source citations for notes and bibliography.

Artificial Intelligence

Students should not use Artificial Intelligence (AI) tools such as ChatGPT to complete course assignments. Using AI undermines the learning process by hindering the development of creativity and critical, independent thinking. Representing AI-generated content as your own is also dishonest and will be considered an academic misconduct in this course.

Grading Scale

Letter	Percentage
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
E	0-59

Class policies

Changes:

I may make changes to the class schedule and assigned readings as I see fit based on the progression of the class, current events, or other considerations, and announce the changes to students through Carmen.

Late Penalties:

Late papers will be accepted only in cases of medical or family emergencies, and only with appropriate documentation. In all other cases late work will be subject to a 3% per calendar day lateness penalty. **Do not leave your work for the last minute. Protect yourself by managing your time and backing up your work. If you expect trouble meeting a deadline, contact me as soon as possible rather than immediately before, or after, the deadline.**

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Grade Grievances and Other Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, Alice Conklin, who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request

alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Mental Health Statement

Lecture and Reading Schedule

January 9: Introduction

No readings assigned

January 11: The Origins of Modern Jewish Nationalism

David Engel, *Zionism*, 1-24 [**course website**]

Primary source:

Y. L. Gordon, "Awake, My People!" (1866) [**course website**]

January 16: The Emergence of Zionism

Lecture and readings deal with reasons for and consequences of Jewish immigration to Palestine.

David Engel, *Zionism*, 27-51 [**course website**]

Primary source:

Theodore Herzl, “The Jewish State” (1896) [course website]

January 18: Introduction to the Arab-Israeli Conflict

Dov Waxman, *The Israeli-Palestinian Conflict*, 1-29 [course website]

January 23: Zionist Settlement in Late Ottoman Palestine, 1881 through WWI

Lecture and readings deal with the encounter between Jewish immigrants and local Arabs.

Anita Shapira, *Israel: A History* (Waltham, Mass.: Brandeis University Press, 2012), pp. 27-62 (chapter 2) [Available online as an e-book through the library website]

Primary source:

The Balfour Declaration (1917) [course website]

January 25: Zionism and the Arabs under the British Mandate, 1920-1945

Lecture and readings deal with the encounter between Jewish immigrants and local Arabs.

Abdel Moneh Said Ali, Shai Feldman, Khalil Shikaki, *Arabs and Israelis: Conflict and Peace Making in the Middle East*, pp. 13-39 [course website]

Primary sources:

David Ben-Gurion, “On the Arab Question” (1937) [course website]

Arab Higher Committee, memorandum (1937) [course website]

January 30: Discussion: The Beginning of the Arab-Israeli Conflict

Discussion focuses on Jewish emigration from Europe and the encounter between Jewish immigrants and Arabs in Palestine.

Watch: *1913 Seeds of Conflict* (2014), 53 minutes. Available for online streaming through the library website

Dov Waxman, *The Israeli-Palestinian Conflict*, pp. 30-45 [course website]

Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness*, chapter 5 (pp. 89-117) [course website]

February 1: Building the National Home: Immigration and the ‘New Jews’

Lecture and readings deal with the role of immigration in Zionist ideologies and policies.

Anita Shapira, *Israel: A History*, pp. 103-117; 133-151 (chapters. 4 & 6)

Short story:

Haim Hazaz, “The Sermon” (1942) [course website]

Watch: *The Land of Promise* (1935) (58 min.) **Available here:**
<https://www.youtube.com/watch?v=QDoD6W2z01s>

February 6: 1948: Israeli statehood, Palestinian Displacement

Lecture and readings deal with Jewish refugee immigration to Palestine after 1945 and Palestinian displacement in the 1948 war.

Kirsten E. Schulze, *The Arab-Israeli Conflict* (New York: Routledge, 2017), chapter 2 (pp. 17-24) **[course website]**

Watch: *Al-Nakba: The Palestinian Catastrophe* (1997) (58 minutes): available at:

<https://bbrunner.eu/movie/al-nakba-the-palestinian-catastrophe-1948-2/>

February 8: Discussion: 1948

Discussion focuses on Palestinian displacement in the 1948 war.

Benny Morris, “The Origins of the Palestinian Refugee Problem,” In *New Perspectives on Israeli History*, pp. 42-56 **[course website]**

Alon Confino, “The Warm Sand of the Coast of Tantura: History and Memory in Israel after 1948,” *History & Memory*, 27/1 (2015) pp. 43-82 **[course website]**

Watch: *Tantura* (2022), 1hr 34 min **Available for online streaming through the library website**

February 13: Building the State

Anita Shapira, *Israel: A History*, chapter 8 (pp. 179-205)

Primary sources:

Jewish Agency Executive, “Proclamation of the State of Israel” **[course website]**

“Jewish Religion and Israeli Nationality: The Brother Daniel Case” **[course website]**

February 15: The Great Immigration: Holocaust Survivors and Jews from Muslim Lands

Lecture and readings focus on Jewish immigration to Israel in the early years of the state.

Shapira, chapter 10 (pp. 222-244)

February 20: Discussion: Middle Eastern and European Jewish Immigrants in Young Israel

Discussion focuses on the encounter between Mizrahi and Ashkenazi immigrants and refugees in 1950s Israel.

Amir Goldstein, “The kibbutz and the Ma’abara (Transit Camp): The case of the Upper Galilee Kibbutzim and Kiryat Shmona, 1949–1953,” 35/1 (2016), pp. 17-37 **[library e-journal article]**

Henriette Dahan-Kalev, “You’re So Pretty—You Don’t Look Moroccan,” *Israel Studies* 6/1 (2001), 1-14 **[course website]**

Short story:

Aharon Megged, “The Name” [1955] [course website]

February 22: Israel and the Holocaust

Lecture and readings discuss Jewish displacement during and after the Holocaust.

Watch: *The Adolf Eichmann Trial - Justice in Jerusalem* (2011), 1hr28min. Available at:

https://www.youtube.com/watch?v=_OrCxa8IAFo

Watch: *Reckonings: The First Reparations* (2022), 1h15min **Available for online streaming through the library website**

February 27: The 1967 Six-Day War and Its Aftermath

Michael Oren, “The Six-Day War,” pp. 133-146 [course website]

February 29: Discussion: The 1967 War

Omri Shafer Raviv, “Studying an Occupied Society: Social Research, Modernization Theory and the Early Israeli Occupation, 1967–8,” *Journal of Contemporary History* 55/1 (2020), pp. 161–181

Primary source:

Abba Eben speech at the UN (1967) [course website]

Watch: *Censored Voices* (2015), 1h23min **Available Here:**

<https://www.youtube.com/watch?v=bWeSNXYlmF0>

March 5: Palestinian Citizens of Israel

Baruch Kimmerling and Joel S. Migdal, *The Palestinian People: A History*, pp. 169-193 [course website]

March 7: Discussion: Arabs in a Jewish State

Discussion focuses on Palestinians who remained in Israel after the 1948 displacement, including those displaced within Israel’s borders.

Don Peretz, “Early State Policy Towards the Arab Population, 1948-1955,” pp. 82-100 [course website]

Leena Dallasheh, “Persevering through Colonial Transition: Nazareth's Palestinian Residents after 1948,” *Journal of Palestine Studies* 45/2 (2016), 8–23 [library e-journal article]

Watch: *Ajami* (2009), 2hr 06min. **Available for online streaming through the library website.**

March 12: Spring break

March 14: Spring break

March 19: The 1973 Yom Kippur War and Its Aftermath

Shapira, *Israel: A History*, chapters 15, 16 (pp. 326-338; 340-353)

Sadat's speech at the Knesset: watch at least the first 12 min. **Available here:**
<https://www.youtube.com/watch?v=CsQ0bikGkXg>

March 21: The Kibbutz Movement

Lecture and film discuss immigration to Palestine of socialist-Zionist Jews.

Watch: *Inventing Our Life: The Kibbutz Experiment* (2010), 1hr 20min. **Available for online streaming through the library website**

March 26: Religion, Politics, and Territory in Post-1967 Israel

Lecture and readings discuss immigration and settlement of Israeli Jews in territories occupied in 1967.

Michael Brenner, *In Search of Israel: The History of an Idea* (Princeton, 2018), pp. 186-218
[course website]

March 28: The Rise of the Right-Wing: The 'Likud' in Power

Shapira, chapter 17 (pp. 357-389)

Watch: *Waltz with Bashir* (2008) (90 minutes) **Available for online streaming through the library website**

April 2: The Rise and Fall of the Oslo Peace Process

Kirsten E. Schulze, *The Arab-Israeli Conflict* (New York: Routledge, 2017), chapter 9 (pp. 79-92) **[course website]**

Primary sources:

interview with Marwan Barghouti (2001) **[course website]**

interview with Ami Ayalon (2001) **[course website]**

April 4: Israel and the Occupied Territories

Oren Barak, "Israel's Policy in and toward the West Bank and the Gaza Strip," *The Oxford Handbook of Israeli Politics and Society*, pp. 431-447 **[course website]**

April 9: Discussion: The Occupied Territories

Discussion touches on immigration and settlement of Israeli Jews in territories occupied in 1967.

Dov Waxman, *The Israeli-Palestinian Conflict*, chapter 5 (pp. 155-211) [course website]

Watch: *The Gatekeepers* (2012), 1h 41min. **Available here:**

<https://www.documentarymania.com/player.php?title=The%20Gatekeepers>

And Here: <https://archive.org/details/TheGatekeeper>

April 11: Lecture and Discussion: The Struggle over the Judiciary

Alan Dowty, “Democracy in Israel,” in *The Oxford Handbook of Israeli Politics and Society*, 2018, pp. 89-105 [course website]

David Ellenson, “Israeli Democracy and its System of Checks and Balances: The Testimony Derived from Two Supreme Court Opinions by President Asher Grunis,” *Israel Studies* Volume 28, Number 3 (Fall 2023), pp. 34-47 [course website]

Derek Penslar, “Democracy and the Israeli Protest Movement,” *The New Fascism Syllabus*, June 9, 2023

<https://newfascismsyllabus.com/opinions/focus-israel/democracy-and-the-israeli-protest-movement/>

April 16: The Israel-Hamas War

Lecture discusses displacement of Palestinians in Gaza.

The Israeli-Hamas War: A Conversation with Khalil Shikaki (November 2, 2023). **Available here:**

<https://carnegieendowment.org/events/2023/11/the-israeli-hamas-war-a-conversation-with-khalil-shikaki?lang=en>

David G. Roskies, “The Next Chapter: Israeli Responses to Catastrophe,”

Israel Studies, volume 29 no. 1 (Spring 2024), pp. 7-20

Aviva Halamish, “Some Reflections on the October 7th Catastrophe in Historical Perspective,”

Israel Studies, volume 29 no. 1 (Spring 2024), pp. 89-100

April 18: Concluding Discussion

Reflect on the following questions, to be discussed in class:

1. What are the most important, interesting and/or surprising things you learned in this course?
2. What were the most effective and interesting readings/films?

3. Why is it important to study Israeli history? Beyond the high profile of the Palestinian-Israeli conflict - can you connect themes in Israeli history to broader historical or contemporary cultural and social issues?

Poems:

“Revenge” by Taha Muhammad Ali [**course website**]

“Wildpeace” by Yehuda Amichai [**course website**]

GE Theme course submission worksheet: Migration, Mobility, & Immobility

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

The history of Modern Israel is to a large extent a history of migration, mobility and immobility. The basic goal of Zionism, the movement that created the State of Israel, was to end Jewish wandering by settling Jews in their homeland, and thus major ideologies, political movements, organizations and activities associated with Zionism and Israel were built around issues related to migration. At the same time, the realization of Zionist goals in Palestine sometimes led to the uprooting of Palestinians and to conflicts involving mass displacement.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>The history of Modern Israel is a controversial topic replete with conflicting narratives and historiographical disputes. Throughout the course, students will be exposed to those controversies via lectures, class discussions, readings and writing assignments. They will learn to critically examine the positions and arguments presented in various texts. Specific examples of assignments that provide students with opportunities to engage in critical and logical thinking include writing a primary document analysis essay which requires students to examine the historical context of a text, its purpose, potential biases and other elements; and writing a book review which requires students to critically assess the book’s main arguments, methodologies and strengths and weaknesses. In class discussions, too, students will critically evaluate the approaches of various scholars to a specific subject – for example, <i>The Beginning of the Arab-Israeli Conflict</i> (1/30) and <i>The Struggle over the Judiciary</i> (4/11).</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>The course requires students to engage in a close, thorough reading of secondary and primary sources and places a strong emphasis on active and rigorous participation in in-class discussions of assigned texts. Those texts include scholarly journal articles and book chapters that present advanced, in-depth approaches to specific issues within the general topic of the course. Those issues will be explored in several sessions dedicated to class discussions on subjects such as the relationship between nationalism and colonialism in the context of the early encounter between Zionist settlers and the Palestinians and the Beginning of the Arab-Israeli Conflict; the connection between war and population displacement in the context of the 1948 Palestine War; the connection between war and social and cultural processes in the context of the 1967 war and its aftermath; and the relationship between state and religion in the context of the theoretical and practical problems surrounding the definition of Israel as both a Jewish and democratic state and Israel’s judicial system. Students will read scholarly literature on these and other topics, reflect on them, prepare questions and comments, and discuss their ideas in class.</p>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students will write analytical essays that require to identify, describe, synthesize and compare scholarly approaches to specific historical problems. One analytical paper will focus on the impact of the 1948 war on Palestinian society, based on articles or book chapters by scholars like Ahmad Sa'di, Rashid Khalidi, and Mark Tessler. The second analytical paper will explore attitudes of Middle Eastern (Mizrahi/Sephardi) Jews to Israeli-Palestinian relations during the late Ottoman period, based on studies by Michelle Campos, Abigail Jacobson, and Hillel Cohen and Yuval Ivry. In those essays, students will create a conversation between the assigned sources, identifying the differences and similarities between their conclusions, methodologies, and theoretical assumptions. They will also synthesize and integrate information and insights from the sources to develop their own argument and historical narrative.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Course materials include not only academic works and historical documents but also films, such as <i>Waltz with Bashir</i> and <i>Censored Voices</i> and fictional stories like “The Sermon” (Haim Hazaz) and “The Name” (Aharon Megged). By conveying the human dimension of history, such cultural products help students develop a sense of self as learners through reflection. They enhance students’ historical imagination and enable them to cultivate a sense of historical empathy and place themselves in the position of historical actors. Through engaging with those stories and films students will demonstrate a sense of self-assessment as learners who can make connections between historical material and their own inner worlds and experiences. Students will achieve those goals by reading and watching these works, reflecting on them, and discussing them in class. Additionally, in class discussion, students will be sometimes asked to imagine themselves in the position of historical actors and reflect on questions such as: “If you were a Jew living in Eastern Europe in the late 19th century, would you have joined Zionism?” or, “If you were a Jewish immigrant/refugee in Israel, would you have settled in a house recently inhabited by displaced Palestinians?” Those questions will further contribute to students’ ability to develop sense of self as a learners.</p>

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

Goals and ELOs unique to Migration, Mobility, & Immobility

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

	Course activities and assignments to meet these ELOs
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<p>ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>Through course readings and class discussions, students will investigate and explain political, economic, social, cultural and other causes of migration. They will do so, for example, in the sessions dealing with the emergence of Zionism (1/11); Zionist settlement in Ottoman Palestine (1/23); Jewish immigration to interwar Palestine (2/1); and to Israel in the 1950s (2/15). Readings on those topics discuss the various reasons behind Jewish movement to Palestine/Israel, including political and religious persecution and economic distress in Europe and the Middle East, and cultural and religious connections to the Land of Israel. In the sessions on Jewish-Arab relations during the Ottoman and British mandate periods and on the beginning of the Israeli-Palestinian conflict, students will read about, and discuss in class, the ways in which Zionist settlement methods and activities led to the displacement of Palestinian farmers. Rashid Khalidi's <i>Palestinian Identity</i> and the film <i>1913 Seeds of Conflict</i>, both assigned for 1/30, delves deep into this issue.</p>
<p>ELO 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>Students will study the differences and similarities in the experiences of Middle Eastern (Mizrahi/Sephardi) Jews and European (Ashkenazi) Jews in Israel. In Analytical Essay I, students will examine the reactions of native Middle Eastern Jews to the immigration and settlement of European Jews in Palestine in the early 20th century; and the impact of that migration on Jewish-Arab relations and on the status of Jewish communities in Palestine. Students will also review the book <i>Immigrants in Turmoil</i>, dealing with the mass Jewish immigration to Israel in the late 1940s and early 1950s. Reviewing the book, students will gain insights into various migration experiences of Ashkenazi and Mizrahi Jews, immigration policies of various Israeli institutions, and the profound political, social, economic and cultural consequences of immigration on Israeli state and society.</p>
<p>ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>In Analytical Essay II, students will study the impact of the Nakba (1948 catastrophe) on the Palestinians. They will examine the connections between displacement from the homeland and such issues as nationalism, political movements and ideologies, family life, economic development, relation to the homeland, and memory in the experiences of Palestinian refugees. Students will explore similar issues in the context of the immigration of Holocaust survivors to Israel after 1945 and especially after 1948. They will do so in the sessions of 2/15, 2/20, and 2/22. The short story "The Name" by Aharon Megged, assigned for 2/20, discusses generational conflicts within a family trying to build new lives in Israel against the background of genocide and displacement in Europe and immigration to Israel. The session of 3/21 on the Kibbutz movement will give students an opportunity to discuss connections between migration and ideology. In that session, students will watch a film, and participate in class discussion about the story of Jewish immigrants who left Europe in order to build socialist agricultural communities in Palestine promoting radical ideologies of equality and social reform alongside Jewish nationalism – which they thought could be achieved only through migration from Europe to Palestine. The session will also</p>

	discuss how the realities of migration and settlement have shaped that project.
ELO 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations	Students will have ample opportunities to engage with perceptions and representations of migration, mobility, and immobility. For the discussion session about 1948, they will prepare questions and comments on scholarly articles and a documentary film presenting different narratives about the displacement of Palestinians during the 1948 war. Alon Confino's article discusses the events from the perspective of cultural history and memory, challenging earlier studies that focus on geopolitical, military, and diplomatic questions. Benny Morris' article challenges conventional Palestinian and Israeli narratives of 1948. The documentary <i>Tantura</i> critiques and challenges Israeli efforts to forget or ignore the Palestinian experience of displacement in 1948. For the discussion session of 2/20, students will prepare questions and comments on a text by Henriette Dahan-Kalev, discussing her memories as a child immigrant from Morocco in Israel. Dahan-Kalev uses her personal story to explain the broader difficulties experienced by Mizrahi Jews in young Israel, providing a critical perspective on state policies and social and cultural norms.