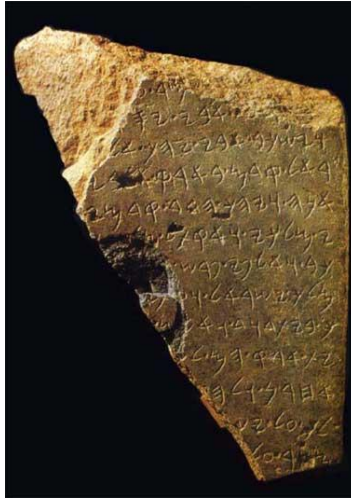


JWST-205(G) ANCIENT AND MEDIEVAL JEWISH CIVILIZATION



"House of David" is inscribed on this victory stele. Tel Dan, Israel, 9th Century BC. The Israel Museum, Jerusalem

The Bible says that God promised Abraham:

I will make you exceedingly fruitful; and I will make nations of you, and kings shall come forth from you...And I will give to you and to your descendants after you, the land of your sojournings, all the land of Canaan, for an everlasting possession; and I will be their God. Genesis 17:5-8

This semester we explore the history of the Jewish people in search of these promises. From the biblical era to the expulsion of Iberian Jewry, we survey the highlights of their journey.

This course is a second-level class in AU's General Education Curricular Area 2, Cluster One: Cultures of the West. It examines one tradition, namely ancient Jewish civilization, which became a foundation of the Western world. Every aspect of Western culture--its art, literature, politics, philosophy, and religious life--has been influenced to some extent by Judaism's most lasting contribution to Western civilization, the Hebrew Bible. In this course we explore this foundation of Western culture, reading texts that highlight the historical development of the Jewish people and how they became the people of the book. We then go on to see how different interpretations of this text gave rise to the other major faiths of the Western world. Finally, we examine the history and thought of those Jews of late antiquity and the medieval era who clung to their particular interpretation of their ancient tradition.

In order to receive credit for completion of Curricular Area 2, you should have already taken (or received transfer credit for) one of the following Foundation Courses in Cluster One:

ARTH-100G European Art: From Cave to Cathedral
 LIT-125G Great Books That Shaped the Western World
 HIST-100G Historians and the Living Past
 HIST-110G Renaissance and Revolutions: Europe, 1400-1815
 WGST-150G Women's Voices through Time

Ancient and Medieval Jewish Civilization explores from a new perspective ideas and topics introduced in those classes. Many of the sources we read, like the Bible, contain the literary record of the remarkable journey of the ancient Jews. And many of the events we study--such as the fall of Jerusalem in 70 C.E.--were commemorated in monuments highlighted in European art. The result of our study will be, I hope, your growing understanding of the Jews of the past, how they differ from Jews today, and an enhanced awareness of the role the Jews played in forming the traditions that shape the Western world.

Texts

1. *Tanakh*. (This is the Jewish Publication Society translation of the Bible) ISBN:0827603665. *Or any edition of the Bible*. Note: The King James Version of the Bible is available on-line at <http://etext.lib.virginia.edu/kjv.browse.html>. But if you wish to use this, you must print out the sections we are reading and bring them to class.
2. Eli Barnavi, *A Historical Atlas of the Jewish People*. ISBN:9780805242263
3. Jonathan D. Sarna, *A Time to Every Purpose* ISBN:9780465002467
4. Raymond Scheindlin, *A Short History of the Jewish People*. SUGGESTED. [The first four chapters of this book provide an overview of the historical eras of our course. They serve as a useful review.] ISBN:9780195139419

Student Responsibilities

1. Class attendance and participation, 10 percent of final grade. More than six absences constitute grounds for failure.

There are no excused or unexcused absences. I recognize that, over the course of the semester, many students will miss a class or two for illness or for another reason. Do note that perfect attendance guarantees an A for this 10 percent of your grade even if you never say a word in class. (See also "Technology during Class" below.)

2. Reading prompts. See assignment. Ten percent of final grade.
3. Paper, 30 percent of final grade, due Monday, November 9th. See assignment.
4. Mid-term examination, October 5th, 25 percent of final grade.
5. Final examination, December 10, 8:30-11:00, 25 percent of final grade.

Office hours and contacts

OFFICE HOURS: Battelle-Tompkins 155; Mondays 11:15-2:00, 3:30-5:00, and Thursdays 11:15-1:00.

PHONE and VOICE MAIL: 202-885-2425. **E-mail:** pnadell@american.edu

TEACHING ASSISTANT: Cigdem Pakel, cp9452a@student.american.edu
 Office Hours: Wednesday 10:30-12:00 (I will let you know when these start), and by

appointment; Battelle-Tompkins T01/T03

GENERAL EDUCATION ASSISTANT: Carolyn Wilson, carolyn3wilson@gmail.com, cell: 631-745-0676; Battelle-Tompkins T01/T03.

ACADEMIC INTEGRITY: Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

TECHNOLOGY DURING CLASS: I am, as much as anyone, a fan of the new technologies and welcome appropriate use during class. I define appropriate use to mean that you may use a laptop to take notes, to access documents on e-reserves, and, AT MY REQUEST, to retrieve information from the web. I define inappropriate use to include, but not be limited to, the following: "texting" during class, reading your e-mail, writing on your friends' Facebook walls, watching YouTube, using IM, shopping on line, or surfing the web. **If I discover that you use technology inappropriately during class time, you will be marked absent for that class.**

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

SHOULD THE UNIVERSITY CLOSE!: *The university has asked all faculty to determine how best to meet their classes, should the university be forced to close, as many schools were last spring, because of the flu pandemic. If the university closes, we will convene on Blackboard during our regularly scheduled class time. Log into Blackboard and link to Discussion Forum. I will use the forum to take attendance and also to hold class during our regular time. We may spend the class period on Discussion Board, or I may give you an assignment which will be due via email by the end of the hour. In any event, if the university is closed, I expect to convene our class via Blackboard.*

History Department Goals

JWST-205 counts as a course in ancient or medieval history for History majors and minors. As such, it emphasizes the following goals:

Historical Literacy: Students will gain an understanding of the scope, breadth and richness of historical studies.

Critical Thinking: Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.

Communication Skills: Students will learn to organize and express their thoughts clearly and coherently both in writing and orally.

Original Research: One of the stepping stones towards an original research project is learning to analyze primary sources. The semester paper for this class emphasizes developing that skill.

SYLLABUS

8-24 I) Introduction

- 8-27 Naming, Archaeology, Scripture, and the Historical-Critical Approach
John Corrigan, et al., *Jews, Christians, and Muslims*, pp. 3-12 on *Blackboard*
Eli Barnavi, *A Historical Atlas of the Jewish People*, Introduction III:
Demography, p. 1

II) Ancient Israel: One God and the Chosen People

A. Early Israelite History

- 8-31 1. The Patriarchs and Patriarchal Religion
Genesis, chapters 1-26:5; Barnavi, *Atlas*, 2-3
- 9-3 2. Egypt, the Exodus, and Israelite Monotheism
Exodus, chs. 1-24, Barnavi, *Atlas*, 4-7
Nahum Sarna, "Israel in Egypt: The Egyptian Sojourn and the Exodus," in
Ancient Israel, ed. Hershel Shanks, pp. 33-45, on *Blackboard*
Raymond Scheindlin, *A Short History of the Jewish People*, pp. 1-24
SUGGESTED
3. Forging the Nation: The Laws of the Book of the Covenant
- 9-10 *READING THE JEWISH PAST IN THE JEWISH PRESENT*
JONATHAN D. SARNA, *A TIME TO EVERY PURPOSE*, ALL

- 9-14 4. Joshua, Judges, and the Conquest and Settlement of Canaan
Numbers, ch. 13-14; Joshua, chs. 1-11, 13:1, 23-24; Judges, chs. 1-5
Marc Brettler, *How to Read the Bible*, 95-105 on *Blackboard*
- 9-17 B. The First Commonwealth and the Chosen King, 1030 B.C.E.
1. The United Monarchy: Saul, David, and Solomon
I Samuel, chs. 1-4:18, 7:5-ch. 11, 13, 16-19, 25, 31; II Samuel, chs. 6-7, 11-12; I Kings, ch. 1
Robert Pinsky, *The Life of David*, 23-43, 98-117
- 9-21 2. The Divided Kingdoms: Israel (to 722 B.C.E.), Judah (to 586 B.C.E.)
I Kings 17-19, 21; II Kings 1-2.
3. Non-Classical Prophecy
Marc Brettler, *How to Read the Bible*, 137-47 on *Blackboard*
- 9-24 4. Classical Prophecy and Prophetic Religion
Amos, all
Isaiah, chs. 6, 43-45

9-28 **No Class – Yom Kippur**

10-1

III) Second Commonwealth: Other Worlds and Philosophies Affect the Development of Jewish Civilization

- A. The Exiles in Babylonia
Scheidlin, *A Short History of the Jewish People*, pp. 25-50, SUGGESTED
Marc Brettler, *How to Read the Bible*, 199-208 on *Blackboard*
- B. Under Persian Rule
1. The Return
Isaiah, ch. 45; Ezra, chs. 1-6; Barnavi, *Atlas*, 28-29
2. The Reforms of Ezra and Nehemiah
Ezra, chs. 7-10; Nehemiah, chs. 1-2, 8-13; Barnavi, *Atlas*, 30-33

10-5

Midterm Exam

10-8

- C. Hellenism and the Hasmoneans
Lee Levine, "The Age of Hellenism: Alexander the Great and the Rise and Fall of the Hasmonean Kingdom," in *Ancient Israel: From Abraham to the Roman Destruction of the Temple*, on *Blackboard*
1. Alexander's Conquest and Hellenization
Flavius Josephus, *Antiquities of the Jews*, go to

<http://www.ccel.org/i/josephus/works/ant-12.htm>; scroll down to the document, "King Antiochus to Ptolemy, Sendeth greeting," print just this section and bring it to class
Barnavi, *Atlas*, 34-35, 40-41

2. Maccabean Rebellion
I Maccabees, 1-2 (in the Apocrypha, if you have a Christian Bible); if not, access it at <http://eawc.evansville.edu/texts/nepage.htm>
Barnavi, *Atlas*, 44-45

10-12 **Paper Topic Due**

Guest Lecture: Eric Cline, "Biblical Archaeology: A Short Introduction"

- 10-15 3. The Hasmonean State
I Maccabees, 14 (in the Apocrypha, if you have a Christian Bible); if not, access it at <http://eawc.evansville.edu/texts/nepage.htm>
Barnavi, *Atlas*, 46-47

IV. Roman Rule: The Evolution of Diverse and Lasting Religious Traditions

- A. Roman Conquest and Rule: Political Background and Sources
Scheidlin, *A Short History of the Jewish People*, pp. 51-70, SUGGESTED
Shaye J.D. Cohen, "The Jewish Revolt and the Destruction of the Second Temple," in *Ancient Israel: From Abraham to the Roman Destruction of the Temple*, pp. 265-99, on *Blackboard*

- 10-19 B. The Jewish War (66-70 C.E.), Masada, and the Bar Kochba Revolt (132-35 C.E.)
Flavius Josephus, *Jewish War*, Book VII, chs. 8-9; access at <http://ccel.org/i/josephus/works/war-7.htm>
Barnavi, *Atlas*, 52-53, 60-61

- 10-22 C. Religious Sects
 1. Sadducees
 2. Essenes
"Scrolls from the Dead Sea: The Ancient Library of Qumran and Modern Scholarship," browse the Library of Congress exhibit, especially the artifacts, on line at <http://www.loc.gov/exhibits/scrolls/>

- 10-26 3. Early Christians
10-29
The Gospel According to Mark in the New Testament in the Christian Bible; you may access the King James Version at

<http://etext.lib.virginia.edu/kjv.browse.html>

Barnavi, *Atlas*, 54-55

- 11-2 4. From Pharisees to Rabbis
 Barnavi, *Atlas*, 56-59
 Nahum N. Glatzer, ed., *The Judaic Tradition: The Seder Ceremony from Mishnah Pesachim*, pp. 188-190; Exile and Redemption from the Talmud and the Midrash, pp. 235-39 on *Blackboard*
 Mishnah Avot 1:1-2:1, available from
<http://www.shechem.org/torah/avot.html>
 Philip S. Alexander, *Textual Sources for the Study of Judaism*, pp. 78-83 — only nos. 4.1, 4.5, 4.7, on *Blackboard*

V. The Early Middle Ages: The Rabbis Concretize their Vision amidst Dominant Religious Faith

- 11-5 A. Two Centers of Rabbinic Judaism: Palestine and Babylonia, 200-500
Online Jewish History Sourcebook: Jews and the later Roman Law, 315-531 C.E.; access at <http://www.fordham.edu/halsall/jewish/jews-romanlaw.html>
 Barnavi, *Atlas*, 64-69
 Lawrence H. Schiffman, *From Text to Tradition: A History of Second Temple and Rabbinic Judaism*, pp. 244-65, on *Blackboard*
 Philip S. Alexander, *Textual Sources for the Study of Judaism*, pp. 70-71, on *Blackboard*
 Judith Romney Wegner, "The Image and Status of Women in Classical Rabbinic Judaism," in *Jewish Women*, 73-100
 Barnavi, *Atlas*, 62-63, 102-03
- 11-9 B. The Talmud

Papers Due

- 11-12 C. Jews in the Orbit of Islam
 11-16 Guest Lecture: Cigdem Pakel, "An Introduction to Islam"
- Scheindlin, *A Short History of the Jewish People*, pp. 71-96, SUGGESTED
Online Jewish History Sourcebook:
- 1) Islam and the Jews: The Pact of Umar, 9th Century CE, access at <http://www.fordham.edu/halsall/jewish/jews-umar.html>
 - 2) On Samuel Ha-Nagid, Vizier of Granada, access at <http://www.fordham.edu/halsall/source/ha-nagid.html>
 - 3) Maimonides: The 13 Principles, access at <http://www.fordham.edu/halsall/source/rambam13.html> (only the 13 principles; do not read the essay by Rabbi Shmuel Boteach that follows).

Barnavi, *Atlas*, 80-81, 86-87, 90-91
 Maria Rosa Menocal, *Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*, pp. 79-90, on *Blackboard*

V. The Middle Ages: New Stages in the Development of Western Anti-Judaism, 1000-1500

- 11-19 A. The Jews under Latin Christendom
 11-23 Robert Chazan, *The Jews of Medieval Western Christendom, 1000-1500*, 43-76, on *Blackboard*
 Scheindlin, *A Short History of the Jewish People*, pp. 87-122, SUGGESTED
Online Medieval Sourcebook:
- 1) Solomon bar Samson: The Crusaders in Mainz, May 27, 1096, access at <http://www.fordham.edu/halsall/source/1096jews-mainz.html>
 - 2) Lateran IV: Canon 68 - on Jews, access at <http://www.fordham.edu/halsall/source/lat4-c68.html>
 - 3) The Life and Miracles of St. William of Norwich, 1173, access at <http://www.fordham.edu/halsall/source/1173williamnorwich.html>
 - 4) The Black Death and the Jews 1348-1349 CE, access at <http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html>
 - 5) The Expulsion of the Jews from France, 1182 CE, access at <http://www.fordham.edu/halsall/jewish/1182-jewsfrance1.html>
- Barnavi, *Atlas*, 110-11
 Robert Chazan, *European Jewry and the First Crusade*, pp. 50-60, on *Blackboard*
 Robert Chazan, *The Jews of Medieval Western Christendom, 1000-1500*, 257-67, on *Blackboard*
- 11-30 B. Sephardic Jewry
 12-3 *Online Jewish History Sourcebook:*
- 1) Bernard Gui: Inquisitorial Technique (c.1307-1323), access at <http://www.fordham.edu/halsall/source/heresy2.html>
 - 2) The Expulsion from Spain, 1492 CE, access at <http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html>
- Barnavi, *Atlas*, 120-21
 Jane Gerber, *The Jews of Spain: A History of the Sephardic Experience*, pp. ix-xxv, on *Blackboard*

12-10 **Final Examination, 8:30-11:00 am**