

Dr. Arnold Fruchtenbaum

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### **I. Course Description:**

This course will chronologically analyze the history of the Jewish people from the calling of Abraham to the modern day, including the treatment of the Jews by the Romans, Islam, and Christians, as well as the development of the State of Israel during the 20<sup>th</sup> Century.

### **II. Course Objectives**

1. To understand God's path for His chosen people throughout history.
2. To gain a fuller knowledge of the persecution suffered by the Jewish people throughout history.
3. To gain a fuller knowledge of the contributions made by Jewish people throughout history.

### **III. Course Textbooks**

Required Texts:

H.H. Ben-Sasson, editor, *A History Of The Jewish People*, Harvard University Press, 1976, 0674397304  
Abba Eban, *My People*, Random House, 1968, 0394727592  
Martin Gilbert, consulting editor, *The Illustrated Atlas of Jewish Civilization*, Macmillan Publishing Co., 1990, 0025434152

Recommended Texts for Additional Study:

Max I. Dimont, *Jews, God and History*, Signet Classics, 1994, 9780451529404  
Aaron J. Kligerman, *The Gospel And The Jew*, King Brothers Inc., 1969, ASIN: B000PRYUMC  
Michael Avi-Yonah, editor, *A History of the Holy Land*, Littlehampton Book Services Limited, 1969, 0297178636

### **IV. Evaluation of Student Performance**

1. **Class Attendance** – for **Campus** students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2<sup>nd</sup> unexcused absence will result in an additional research assignment required for a passing grade. A 3<sup>rd</sup> unexcused absence will result in a failing grade. **Online** students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability** – All students will read chapters from the required text weekly and write a one-to-two page, single-spaced summary weekly in accordance with the schedule given in Section V of this syllabus.
3. **Research Assignments** – There will be two ten-page papers written and submitted for this course. You will have four topics from which to choose: 1) An analysis of the Jewish slide into idolatry during the divided monarchy, 2) An analysis of the Jewish recovery after the destruction of the Temple in 70 AD, 3) A description and analysis of the Ashkenazi and Sephardic communities, 4) An analysis of the formation and approval of the Jewish State of Israel in 1948.
4. **Course Exams** – There are no exams for this course.
5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) email a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.  
**Online Students** will submit assignments directly to the Advising Professor/Instructor.

## 7. Scoring Rubric

<u>Assignments</u>	<u>Campus &amp; Learning Center</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
<b>Total Points:</b>	<b>100</b>	<b>100</b>

## **V. Course Outline & Assignments**

### **Class 1 – Introduction: The Patriarchal Period. Track 1**

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### **Class 2 – The Egyptian Bondage, The Wilderness Wanderings, The Conquest. Tracks 2, 3 and 4.**

Reading Component – Ben-Sasson, pages 28 through 66; Eban, pages 1 through 19; Gilbert, pages 8 through 19. Write a one to two page, single spaced, summary of the assigned Ben-Sasson reading.

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### **Class 3 –The Period of the Judges, The United Monarchy, The Divided Monarchy. Tracks 5, 6 and 7.**

Reading Component – Ben-Sasson, pages 67 through 158; Eban, pages 20 through 47; Gilbert, pages 20 through 30. Write a one to two page, single spaced, summary of the assigned Eban reading.

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### **Class 4 – The Prophetic Period, The Exile, The Return. Tracks 8, 9, and 10.**

Reading Component – Ben-Sasson, pages 159 through 182; Eban, pages 48 through 69; Gilbert, pages 30 through 34. Write a one to two page, single spaced, summary of the assigned Ben-Sasson reading.

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### **Class 5 – The Hellenistic Period, The Roman Period, The Talmud. Tracks 11, 12 and 13.**

Reading Component – Ben-Sasson, pages 185 through 382; Eban, pages 70 through 123; Gilbert, pages 35 through 55. Write a one to two page, single spaced, summary of the assigned Eban reading.

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### **Class 6 – The Mohammedan Period, The Jews of Europe to 1492, The Levant. Tracks 14, 15 and 16.**

Reading Component – Ben-Sasson, pages 385 through 645; Eban, pages 124 through 225; Gilbert, pages 56 through 80. Write a one to two page, single spaced, summary of the assigned Eban reading.

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### **Class 7 – East Europe Till 1648, The Renaissance and The Reformation, Mysticism and Messianism. Tracks 17, 18 and 19.**

Reading Component – Ben-Sasson, pages 646 through 781; Eban, pages 225 through 260; Gilbert, pages 80 through 93. Write a one to two page, single spaced, summary of the assigned Ben-Sasson reading.

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### **Class 8 – The Enlightenment and the Emancipation, Anti-Semitism and the New Diaspora, Between the Wars. Tracks 20, 21 and 22.**

Reading Component – Ben-Sasson, pages 782 through 1016; Eban, pages 261 through 389; Gilbert, pages 94 through 159. Write a one to two page, single spaced, summary of the assigned Gilbert reading.

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### **Class 9 – The Holocaust, The State of Israel, Post-War Jewry. Tracks 23, 24 and 25.**

Reading Component – Ben-Sasson, pages 1017 through 1096; Eban, pages 390 through 539; Gilbert, pages 160 through 221. Write a one to two page, single spaced, summary of the assigned Ben-Sasson reading.  
Research Component: Submit research papers due.

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## **VI. Tyndale General Policies and Procedures**

### **Assignment Format**

All assignments and coursework are to be turned in via Tyndale student email (@tyndale.edu address). Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i>
<i>Online Students:</i>	Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

### **Assignment Due Dates**

**Campus/Learning Center** students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

**Online** students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

### **Writing Guidelines**

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7<sup>th</sup> Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

### **Plagiarism Policy**

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

### **Contact**

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).