

Syllabus for  
**GEN, BIB, THE 380—Israel: The People and the Land**  
3.0 Credit hours  
Spring 2019

I. **COURSE DESCRIPTION**

This course engages students in critical reflection on the people and the land of Israel in regards to biblical interpretation, history, geography, archaeology, environmental science, theology, international relations, and the quest for peace.

II. **COURSE GOAIBLS**

A. The course is designed to cover the following content:

1. To acquaint students with the people, religions, and cultures of Israel, including the Christian presence, particularly ministries representing the Spirit-empowered movement.
2. To study the history, geography, and environmental science of the land of Israel.
3. To examine the role of Israel in the Bible, Christian theology, and international relations.
4. To explore the impact of replacement theology on Jewish-Christian relations.
5. To evaluate the claims of Jewish and Christian Zionism concerning the restoration of the State of Israel.
6. To assess the prospects for peace in Israel/Palestine.

III. **STUDENT LEARNING OUTCOMES FOR THIS COURSE**

A. **Terminal Objectives**

As a result of successfully completing this course, the student will be able to do the following:

1. Describe the diversity of the people, religions, and cultures of Israel, including the variety of Christian ministries, particularly those that represent the Spirit-empowered movement.
2. Recount basic information concerning the history, geography, and environmental science of the land of Israel.
3. Assess the importance of Israel in biblical interpretation, Christian theology, modern missions, and international relations.
4. Critically analyze the challenges posed by replacement theology to Jewish-Christian relations.

5. Evaluate the claims of Jewish and Christian Zionism concerning the rebirth of the state of Israel.
  6. Propose strategies for promoting the quest for peace in Israel/Palestine.
- B. Objectives for Students in Teacher Preparation Programs
- The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject Competencies (SC)

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Course Textbooks

###### 1. Required:

Beck, John A. *The Land of Milk and Honey: An Introduction to the Geography of the Bible*. St. Louis, Missouri: Concordia, 2006. ISBN 0-7586-0056-9

Gordis, Daniel, *Israel: A Concise History of a Nation Reborn*. New York: HarperCollins, 2016. ISBN 9780062368744

McDermott, Gerald R. *Israel Matters: Why Christians Must Think Differently about the People and the Land*. Grand Rapids: Brazos Press, 2017. ISBN 9781587433955

Wilken, Robert L. *The Land Called Holy: Palestine in Christian History and Thought*. New Have: Yale University Press, 1992. ISBN 0300054912

Collateral readings (journal articles) will be provided by the professors.

###### 2. Recommended:

Finto, Don. *Your People Shall Be My People*. Grand Rapids: Baker Books, 2016. ISBN 978008797898

Newberg, Eric Nelson. *The Pentecostal Mission in Palestine: The Legacy of Pentecostal Zionism*. Eugene: Pickwick, 2012. ISBN 9781610975537

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
2. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment

to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English department. Very few incompletes are granted.
3. **Late Work**
  - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late will incur a \$15 late-test fee. These responsibilities will assist the student in professional development.
  - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.

5. **Administratively Excused Absences**—only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
  - a. inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
  - b. present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
  - c. obtain information covered during an absence. All work must be completed as scheduled.
  - d. not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **Plagiarism**—each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating will result in an F for the course.

B. Course Policies and Procedures.

1. Assessments.
 

a. Midterm Examination	30%
b. Position Paper	30%
c. Simulation of a Conference	10%
d. Final Examination	<u>30%</u>
TOTAL	100%
2. Description of Assessments.
  - a. *Midterm Examination.* The midterm will cover material covered in the required readings, lectures, and class learning activities. It will consist of objective questions and short essays.
  - b. *Position Paper.* Students will do concentrated research on an issue related to the topics covered in the course schedule below and prepare a 2000-word paper in which they take a position on the issue. The paper must give due consideration to opposing views on the issue and defend a position with an argument based on evidence, sources, reasoning, and experience.

- c. *Simulation of a Conference.* Students will participate in a simulation of a conference on the quest for peace in Israel. The simulation will ask students to propose a strategy for peacemaking in Israel/Palestine and engage in negotiation.
- d. *Final Examination.* Students will view a movie, *The Chosen*, write a 1250-word review in which they reflect on course concepts, assignments, and recent events in Israel.

3. Grading Scale

90-100% .....	A
80-89% .....	B
70-79% .....	C
60-69% .....	D
0-59% .....	F

2. Whole Person Assessment Requirements: None.

VI. COURSE CALENDAR

WEEK	TOPIC
1	Introduction to the Course
2	People, Religions, and Cultures
3	Christian Presence in the Holy Land
4	Historical Geography and Archaeology
5	Environmental Science
6	Formation of the State of Israel
7	Christian Attitudes toward Israel
8	Israel in Biblical Interpretation
9	Replacement Theology
10	Interfaith Dialogue
11	Israel and International Relations
12	Jewish and Christian Zionism
13	The Status of Palestine
14	The Peace Process
15	Simulation of a Peace Conference
16	Final Examination

## Course Inventory for ORU's Student Learning Outcomes

### Israel: The People and the Land—GEN \_\_\_\_ Spring 2019

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical literacy		X		
1B	Spiritual Formation		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking, creativity, and aesthetics	X			
2B	Global & historical perspectives		X		
2C	Information literacy		X		
2D	Knowledge of the physical and natural world		X		
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Ethical reasoning and behavior		X		
4B	Intercultural knowledge and engagement	X			
4C	Written and Oral Communication	X			
4D	Leadership capacity		X		

(Revised 10/16/17)