

30153798

△一神教特殊研究1（現代イスラエルにおける生態学、修復、保全）

2 単位/Unit 秋集中/Fall Intensive 今出川/Imadegawa 講義/Lecture

The Issues of Monotheistic Theology (1) (Biblical Landscapes - Ecology, Restoration and Conservation in Modern Israel)

ORNA REISMAN-BERMAN ADA TAGGAR-COHEN

<概要/Course Content Summary >

The course conveys the biblical landscapes that are mentioned and reflected in the bible verses and phrases. It discusses the ecological and environmental interpretation of the terms and names used to describe nature&, landscapes&, agriculture&, plants&, and even ecological processes. Along with, the course presents how the scripts related to nature&, inspired the attitude of Zionism to nature and Israel landscapes; and how nowadays the ancient biblical landscapes are being restored and conserved.

On one had the course establishes knowledge on the interpretation of the environment and nature as appears in the bible and scripts, and thus deepens script contexts and understanding. On the other hand, the course well establishes knowledge on the history of the perception of Israel landscapes and nature since the start of Zionism up to date: their restoration, conservation and preservation that is strongly linked to the bible, Jewish tradition, and traditional ancient agricultural practices in the land of Israel and the area.

Course topics are presented from ecological point of view and the ecological rational is supported by science frontiers; however, no scientific background is required, since the course is designed for the humanities.

The land of Israel and the modern country is situated in a dry environment – The Drylands. The Drylands include the Desert and the Dry Mediterranean zones. The Dryland of, has always challenged human and livelihoods and is well described in the bible. Surprisingly, the desert is also described a green productive environment: He maketh me to lie down in green pastures; He leadeth me beside the still waters (Psalms 23:2). In fact, the desert can be very productive, as described in the bible. From ancient times the inhabitants of the land of Israel and the surrounding areas knew how to increase the productivity of the land to support life and livelihoods. With the beginning of Zionism and the establishment of the State of Israel, the will to “green the country” led major unconscious environmental decisions that resulted in nature conservation crises. With time and the developing of both ecological and agroecological sciences, Israel created unique techniques of afforestation, preserving agriculture and nature conservation. Both, incorporate on the one hand modernization but on the other hand lean on ancient times rain agriculture that better conserve resources. In parallel, nature conservation management adapted traditional techniques described in the bible such as cattle grazing. In class we discuss the link between the ecology and the environment and its management in ancient and modern Israel. We also learn some basic concepts in Ecology and Environmental Studies and how Social Sciences, Anthropology and Archeology - are related to the Ecology of the land of Israel that resides in the dryland zone.

<到達目標/Goals,Aims >

- 1.To introduce the biblical landscapes and their description in the scripts - from an ecological-environmental point of view.
- 2.To learn how we can interpret phrases and verses in the Bible – related to nature and agriculture – and understand their ecological, environmental, and agricultural meaning
- 3.To investigate how the scripts related nature and agricultural inspired the ecological approach to Israel landscape rehabilitation and management, with the commence of Zionism and later with the establishment of Israel.
- 4.To study the change in the perception of the biblical landscapes and how their current management is strongly linked both advanced science and traditional biblical practices of agriculture.

On successful completion of this course, students should be able to understand the contribution of nature and ecology to the origins of Jewish traditions and the contribution of the geographic zone of Israel to the development of agriculture.

<授業計画/Schedule >

(実施回 / (内容/Contents) Week)	(授業時間外の学習/Assignments)
1 General introduction to the course (course topics, structure and goals)	Reading material to be distributed for each class
2 As vapours and wind without rain (Proverbs 25:14). The unpredictability of rain: The unique nature and ecology of the land of Israel in a Dryland zone.	Reading material to be distributed during class
3 ...that led us through the wilderness, through a land of deserts and of pits, through a land of drought and of the shadow of death, through a land that no man passed through,	Reading material to be distributed during class

	and where no man dwelt? (Jeremia 2:6). Versus: He maketh me to lie down in green pastures; He leadeth me beside the still waters (Psalms 23:2).	
	What is a Desert? The enigma of the green desert: The ecological processes that form a productive desert and their conservation in Israel.	
4	...and there came forth two she-bears out of the wood (Kings2 2:24). ... and Absalom was riding upon his mule, and the mule went under the thick boughs of a great terebinth (Samuel 2 18:9).	Reading material to be distributed during class
	A forest or a degraded shrubland? What were the ancient landscapes of Israel? What are they today?	
5	...land flowing with milk and honey (Exodus 3:8).	Reading material to be distributed during class
	Ancient practices and their role in past and current nature conservation in Israel: Grazing, Clear-Cutting and Small-Scale Agriculture.	
6	Noga Hareuveni and Neot-Kedumim (The World's Only Biblical Nature Reserve): The research on the restoration and the reclamation of ravaged landscapes in Neot-Kedumim.	Reading material to be distributed during class
7	...the mountains shall drip sweet wine, and all the hills shall flow with it. (Amos 9:13). Scenes from the desert: Run-off and floods, ancient run-off agriculture and its principles employment to afforestate the desert of the Negev.	Reading material to be distributed during class
8	And when ye shall come into the land and shall have planted all manner of trees (Leviticus. 19:23). "Greening the Desert": The history of afforestation in the State of Israel and its ensuing ecological-environmental crises.	Reading material to be distributed during class
9	He turneth a wilderness into a pool of water, and a dry land into water springs (Psalms 23:2). Oasis and spring in the desert: What are they and the challenge of their conservation.	Reading material to be distributed during class
10	And in the candlestick four cups made like almond-blossoms, the knops thereof, and the flowers thereof (Exodus 25:34).	Reading material to be distributed during class
	Plants in Jewish and Christian traditions and their conservation in Modern Israel.	
11	Who hath sent out the wild ass free? Or who hath loosed the bands of the wild ass? (Job 39:5).	Reading material to be distributed during class
	The reintroduction of biblical wild animals to the landscapes of Israel: Adventure Stories and Research.	
12	Nature conservation in Israel – How do we succeed to it.	Reading material to be distributed during class
13	Six years thou shalt sow thy field, and six years thou shalt prune thy vineyard, and gather in the produce thereof. But in the seventh year shall be a sabbath of solemn rest for the land... (Leviticus 25:3-4). Agriculture by the Bible in Modern Israel: Advanced and current agricultural research on ancient agricultural practices and traditions.	Reading material to be distributed during class
14	a land of wheat and barley, and vines and fig-trees and pomegranates; a land of olive-trees and honey (Deuteronomy 8:8).	Reading material to be distributed during class
	Israel as a hot-spot for the wildtypes of the agricultural revolution – how do we preserve them?	
15	Summary Lecture	Reading material to be distributed during class

<成績評価基準/Evaluation Criteria >

平常点(クラス参加, グループ作業の成果等) 50%

学期中に授業での短いプレゼンテーションがある。

期末レポート試験・論文 50%

授業で習ったことの総まとめ。

Course is taught in English.

The final paper can be submitted in either Japanese or English.

<テキスト/Textbook >

Reisman-Berman O., Keasar T., Telzur N, *Bridging Dryland Afforestation, Ecosystem Integrity and Livelihoods. Annals of Forest Science* (Annals of Forest Science 76, 2019).

Abbo Shahal, et al, *Plant domestication versus crop evolution: a conceptual framework for cereals and grain legumes Trends in Plant Science* (Trends in Plant Science vol. 19, 2014), 351–360.

<参考文献/Reference Book >

Ashkenazi E, Avni Y. and Avni G, "*A comprehensive characterization of ancient desert agricultural systems in the Negev Highlands of Israel*" (Journal of Arid Environments 86, 2012), 55-64.

Hareuveni Noga and Helen Frenkley , *Ecology in the Bible* (Neot Kedumim Ltd., 1997).

Hareuveni Noga and Helen Frenkley , *The Emblem of the State of Israel: Its Roots in the Nature and Heritage of Israel* (Neot Kedumim Ltd., 1996).

Hareuveni Noga and Helen Frenkley , *Desert and Shepherd in Our Biblical Heritage* (Neot Kedumim Ltd., 1991).

•Levin, Noam et al, *A framework for systematic conservation planning and management of Mediterranean landscapes* (Biological Conservation 158 , 2013), 371-383.

The material for the class will be prepared for students by the instructor and delivered in the first class.

<備考/Remarks >

Since this is an intensive course, classes will be held on the following days:

10/7 (土) 2～4 講時

10/10 (火) 5 講時

10/14 (土) 2～4 講時

10/17 (火) 5 講時

10/21 (土) 2～4 時

10/24 (火) 5 講時

10/28 (土) 2～4 講時

なお、授業の日程は予定であり、変更になる可能性があります。
