### Cover Sheet: Request 11107

**HBT3233**

### Info

<table>
<thead>
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<th>Process</th>
<th>Course</th>
<th>New/Close/Modify</th>
<th>Ugrad</th>
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<td>Submitter</td>
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<td>Description of request</td>
<td>This course confers General Education credit for UF Writing Requirement (WR). It also confers a Humanities (H) requirement as it provides instructions within a humanities discipline. And, because of its international subject matter and introduction of the contemporary culture of a country outside the United States, it also confers General Education credit for International Studies (N).</td>
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### Actions

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<td>Kleespies, Ingrid</td>
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Course|Gen_Ed|New-Close-Modify for request 11107

Info

Request: HBT3233
Description of request: This course confers General Education credit for UF Writing Requirement (WR). It also confers a Humanities (H) requirement as it provides instructions within a humanities discipline. And, because of its international subject matter and introduction of the contemporary culture of a country outside the United States, it also confers General Education credit for International Studies (N).
Submitter: Abend,Dror dabend@ufl.edu
Created: 9/9/2016 1:06:45 PM
Form version: 1

Responses
Course Prefix and Number HBT3233
Course Title Israeli History and the Contemporary Novel
Request Type Change GE/WR designation (selecting this option will open additional form fields below)
Effective Term Earliest Available
Effective Year Earliest Available
Credit Hours 3
Prerequisites None
Current GE Classification(s) None
Current Writing Requirement Classification None
One-semester Approval? Yes
Requested GE Classification C
N
Requested Writing Requirement Classification E6
Type of writing skill feedback provided Grade
Correction
Draft
Course Description

The course will discuss a number of the leading Hebrew novels (but not necessarily Historical Novels) since the 1950’s and their representation of Israeli History. The course will first provide some background about the relation between history and fiction, and the place of the novel (of various subgenres) as a tool for historiography. The discussion will then place the Hebrew novels within this context and ask students to apply theoretical methods to draw their own conclusion about the representation of Israeli history in the texts that they read.

General Education Objectives and Learning Outcomes

This course confers General Education credit for UF Writing Requirement (WR). It also confers a Humanities (H) requirement as it provides instructions within a humanities discipline. And, because of its international subject matter and introduction of the contemporary culture of a country outside the United States, it also confers General Education credit for International Studies (N).

International courses provide instruction in the values, attitudes and norms that constitute the contemporary cultures of countries outside the United States. These courses lead students to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of the students’ own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the contemporary world.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Writing requirement courses are counted towards the university’s writing requirement of 24,000 words. The writing course grade assigned by the instructor has two components: the writing component and a course grade. The writing must be evaluated on the content, organization and coherence, effectiveness, style, grammar and punctuation. Assignments must be returned to students with a grade and comments that address the students’ writing skills. Consequently,
feedback on all assignments should be provided by the last day of class, or, if provided electronically, by the end of finals.

This course counts for 4000 out of the university’s 24,000-word writing requirement.

In Israeli History and the Contemporary Novel, these objectives will be met in a variety of ways: Each major writing assignment, such as short response papers, abstract, annotated bibliography, and research paper, constitutes a particular form of writing that requires a different writing style, approach, and format. Several of the assignments, such as response papers and the research paper, require that students develop complex arguments, establishing a claim and providing effective evidence. In their abstract and research paper, students will apply some of the terms and methodologies taught in class to a Hebrew Novel, and argue convincingly about the manner in which a certain facet of Israeli History is represented within the novel.

The humanities objective of this course will be met through a discussion of Literary Theory, a historical discussion of the evolution of the novel and its social and political functions, and a discussion of the novel as a genre and its various sub-genres. Several examples from British and American Literature will be discussed before applying this knowledge to the study of Israeli Novels.

The international objectives of the course will be met through a discussion of the cultural representation in the novel, and a study of the cultural expectations that the authors respond to in terms of gender, social class, ethnicity, religious tradition and other similar themes. Students will also be asked to address these issues in their short response papers.

These general education objectives will be accomplished through:

1. Studying and applying basic concepts in historiography and the relation between history and fiction.
2. Studying and applying basic concepts related to the novel and its literary, social and historical function.
3. Studying and applying the manner in which the Hebrew novels presented during the course respond to periods and events in Israeli history.
4. Applying all of the above to a research paper that discusses the manner in which a facet of Israeli History is represented within one of the Hebrew novels that were read in class.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

**Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies related to novels, historical novels, and Hebrew novels in particular. Achievement of this learning outcome will be assessed through short response papers, abstract, annotated bibliography, and a research paper.

**Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings. Achievement
of this learning outcome will be assessed through student discussions during class time and class presentation. At the end of the semester, students will also present information gathered and created through their research paper.

**Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will submit a research paper that requires research and analysis of work done by multiple authors in order to understand and create an argument based off of their findings. Students will compare and contrast the approaches that they find both in the primary and secondary sources that they read. They will be asked to argue methodically and convincingly for their own interpretation of the historical representation within the novels that they read.

Required Readings and Course Content

* Articles and secondary texts for this course will be posted on the course website. The readings from most primary texts will be reduced to short excerpts in order to comply with fair usage, and to maintain a reasonable reading requirement. All of the novels are available on Amazon; some in *Kindle* edition.

Primary texts (please purchase):


Secondary texts (on course website):


Course Schedule

Week 1: Introduction to Course
Week 2: History and Historiography:
   - Anderson: “The Angel of History”
   - Trevor-Roper: “The Coming of the Kilt”
   * First Short Paper
Week 3: Story and Hi-Story:
   - Mitchell
   - Curthoys
Week 4: Introduction to Israeli Novel:
   - Zerubavel
   *Second Short Paper
Week 5: Pioneers, 1882-1948:
   - Shalev
Week 6: Pioneers, 1882-1948:
   - Bartov
   *Abstract Due
Week 7: The War of Independence, 1948:
   - Oz: *Panther in the Basement*
   - Shuval
Week 8: Early Days, 1948-1967:
   - Megged
   - Kellman
   * Annotated Bibliography Due
Week 9: Early Days, 1948-1967:
   - Kishon
Week 10: The Holocaust:
   - Ben-Amotz
*Third Short Paper
Week 11: Jews, Arabs, and in-betweens:
  - Michael
  - Schwartz
Week 12: Social Criticism:
  - Castel-Bloom
  * Fourth Short Paper
Week 13: Social Criticism:
  - Oz: *Black Box*
Week 14: Alternative History:
  - Matalon
  - Hever
  • Week 15: Alternative History:
    - Kashua
    - Rottenberg
  • Week 16: Presentations and Feedback
    * Research Paper Due

Assignment Descriptions (Total Points Possible: 1000)

Short Response Papers (4) ((250 words each) 750 words; 200 points)
Students will receive short prompts that will ask them to apply the methodology introduced in
class to the primary and secondary texts that they read.

Abstract (300 Words; 100 points)
Students will be instructed as to the method and functions of abstract writing, and asked to
submit 300 word abstracts that will define the topic and structure of the research paper.

Annotated Bibliography (750 words; 200 points)
Students will collect independently critical sources that are relevant to their research paper, and
demonstrate both skills of listing academic citations and of summarizing both the content of their
sources and the relevance of these sources to their project.

In-class Presentation (10)

Research Paper (4000-5000 words; 400 points)
In their research paper, students will apply some of the terms and methodologies taught in class
to a Hebrew Novel, and argue convincingly about the manner in which a certain (single) facet of
Israeli History is represented within the novel.

Evaluation of Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Score</td>
<td>Percent</td>
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<tr>
<td>-------------------------</td>
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<tr>
<td>Short Response papers (4)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Abstract</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Presentation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
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Grading Scale

More information on grades and grading policies is here:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Writing Requirement

This course confers 4000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students’ written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.
## Writing Assessment

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory (Y)</th>
<th>Unsatisfactory (N)</th>
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</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>Papers exhibit at least some evidence of ideas that respond to the topic with</td>
<td>Papers either include a central idea(s) that is unclear or off-topic or provide</td>
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<td>complexity, critically evaluating and synthesizing sources, and provide at</td>
<td>only minimal or inadequate discussion of ideas. Papers may also lack sufficient</td>
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<tr>
<td></td>
<td>least an adequate discussion with basic understanding of sources.</td>
<td>or appropriate sources.</td>
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<tr>
<td><strong>ORGANIZATION AND</strong></td>
<td>Documents and paragraphs exhibit at least some identifiable structure for topics,</td>
<td>Documents and paragraphs lack clearly identifiable organization, may lack any</td>
</tr>
<tr>
<td><strong>COHERENCE</strong></td>
<td>including a clear thesis statement but may require readers to work to follow</td>
<td>coherent sense of logic in associating and organizing ideas, and may also lack</td>
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<tr>
<td></td>
<td>progression of ideas.</td>
<td>transitions and coherence to guide the reader.</td>
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<tr>
<td><strong>ARGUMENT AND</strong></td>
<td>Documents use persuasive and confident presentation of ideas, strongly</td>
<td>Documents make only weak generalizations, providing little or no support, as in</td>
</tr>
<tr>
<td><strong>SUPPORT</strong></td>
<td>supported with evidence. At the weak end of the Satisfactory range, documents</td>
<td>summaries or narratives that fail to provide critical analysis.</td>
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<td></td>
<td>may provide only generalized discussion of ideas or may provide adequate</td>
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<td></td>
<td>discussion but rely on weak support for arguments.</td>
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<tr>
<td><strong>STYLE</strong></td>
<td>Documents use a writing style with word choice appropriate to the context,</td>
<td>Documents rely on word usage that is inappropriate for the context, genre, or</td>
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<tr>
<td></td>
<td>genre, and discipline. Sentences should display complexity and logical sentence</td>
<td>discipline. Sentences may be overly long or short with awkward construction.</td>
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<tr>
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<td>structure. At a minimum, documents will display a less precise use of</td>
<td>Documents may also use words incorrectly.</td>
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<td>vocabulary and an uneven use of sentence structure or a writing style that</td>
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<td>occasionally veers away from word choice or tone appropriate to the context,</td>
<td></td>
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<tr>
<td></td>
<td>genre, and discipline.</td>
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<tr>
<td><strong>MECHANICS</strong></td>
<td>Papers will feature correct or error-free presentation of ideas. At the weak</td>
<td>Papers contain so many mechanical or grammatical errors that they impede the</td>
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<td></td>
<td>end of the Satisfactory range, papers may contain some spelling, punctuation,</td>
<td>reader’s understanding or severely undermine the writer’s credibility.</td>
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<tr>
<td></td>
<td>or grammatical errors that remain unobtrusive so they do not muddy the paper’s</td>
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<tr>
<td></td>
<td>argument or</td>
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Class Attendance and Make-Up Policy
Class attendance is expected. Each unexcused absence will result in a 10 point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) and require appropriate documentation.

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence will be given a reasonable period of time to make up the late work.

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu.
Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Class Demeanor
Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Materials and Supplies Fees
There are no additional fees for this course.

University Honesty Policy
UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct- honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Counseling and Wellness Center
Contact information for the Counseling and Wellness Center:
http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police
Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio
The writing studio is committed to helping University of Florida students meet their academic
and professional goals by becoming better writers. Visit the writing studio online at
http://writing.ufl.edu/writing-studio/ or in 302 Tigert Hall for one-on-one consultations and
workshops.