

# Cover Sheet: Request 11095

## HBR3XXX Hebrew News and Media

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Amberson,Deborah dambers@ufl.edu
Created	9/7/2016 4:41:44 PM
Updated	10/25/2016 2:03:09 PM
Description of request	Introduces and analyzes a selection of Hebrew texts representative of various venues in the Hebrew press and electronic media. These will include some of the main Israeli Newspapers (Haaretz, Yediot, TheMarker), newscasts, and talk shows on the main television and radio channels in Israel.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Amberson, Deborah		9/7/2016
Deleted 1. HBR3XXX Hebrew News and Media.docx					9/7/2016
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	This item has been conditionally approved by the CCC. Please make the following changes: <ul style="list-style-type: none"> <li>• syllabus not needed on 3000-level submission</li> <li>• many policies need to be moved from syllabus to UCC1 form</li> <li>• Prerequisite: correct the course number here</li> <li>• rationale: do not state that the course is essential unless you plan to submit a change in the major making it required</li> </ul>	10/17/2016
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Amberson, Deborah		10/17/2016
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		10/18/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the November agenda.	10/25/2016

Step	Status	Group	User	Comment	Updated
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/25/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 11095

## Info

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**Submitter:** Amberson, Deborah dambers@ufl.edu

**Created:** 11/8/2016 12:07:44 PM

**Form version:** 9

## Responses

**Recommended Prefix**HBR

**Course Level** 3

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Hebrew News and Media

**Transcript Title** Hebrew Media

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Introduces and analyzes a selection of Hebrew texts representative of various venues in the Hebrew press and electronic media. These will include some of the main Israeli Newspapers (Haaretz, Yediot, TheMarker), newscasts, and talk shows on the main television and radio channels in Israel.

**Prerequisites** HBR2221 or equivalent

**Co-requisites** None

**Rationale and Placement in Curriculum** This course is designed to allow students refine their language skills while developing their knowledge of the Israeli news media as well as acquiring a solid familiarity with broader theories of media. As such the course would be strongly recommended for students majoring in Hebrew and recommended for those minoring in Hebrew.

**Course Objectives** By the end of this course, it is expected that students will be able to:

- identify and define the different functions of media
- map and discuss the media market in Israel
- demonstrate familiarity with the history of Israeli Media
- Identify and distinguish between national and cultural representation
- demonstrate familiarity with a number of trends in Reality Television
- demonstrate familiarity with a number of trends in News-casting
- discuss ethnic and gender representation in the media in general, and in Israeli

media in particular.

**Course Textbook(s) and/or Other Assigned Reading**• Abend-David, D. (2010). Reality vs. Reality TV: News Coverage in Israeli Media at the Time of Reality TV," in Amir Hetsroni, Ed., Reality Television: Merging the Global and the Local. Hauppauge, NY: Nova Science Publisher. 115-122.

- Abu-Lughod, L. (1997). Finding a Place for Islam: Egyptian Television Serials and the National Interest. In Sreberny-Mohammadi et. al., Eds., Media in Global Context: a Reader, United Kingdom: Edward Arnold.
- Avraham, E., & First, A. (2003). America in Jerusalem: Reflections of the American Image in Israeli Advertising during 90s. Conference Papers – International Communication Association [serial online]. May 23, 2003:1-25.
- Bloch, L., & Lemish, D. (2005). "I Know I'm a Freierit, But...": How a Key Cultural Frame (En)genders a Discourse of Inequality. Journal of Communication, 55(1), 38-55.
- Ginneken, J. van (1998). Who Gets to Speak in the World News, Understanding Global News: a Critical Introduction. London: Sage. Communication Association, 1-25.
- Hetsroni, A. (Dec. 2005). Globalization and Knowledge Hierarchy through the Eyes of a Quiz Show, Innovation: The European Journal of Social Sciences, vol. 18, issue 4, 385-406.
- Hill, A., Weibull L., & Nilsson Å. (March 2007). Public and Popular: British and Swedish Audience Trends in Factual and Reality Television. Cultural Trends, 16(1). 17-41.
- Karniel, Y., & Lavie-Dinur, A. (2011). Entertainment and Stereotype: Representation of the Palestinian Arab Citizens of Israel in Reality Shows on Israeli Television. Journal of Intercultural Communication Research, 40(1), 65-87.
- McLuhan, M. (1964), Understanding Media: The Extensions of Man, MIT Press. 3-5, 7-21.
- Rattner, A., Weimann, G., & Fishman, G. (1990). Cross-Ethnic Identifications and Misidentifications by Israelis. Sociology & Social Research, 74(2), 73-79.
- Straubhaar, J. D (1997). Distinguishing the Global, Regional and National Levels of World Television. In Sreberny-Mohammadi et. al., Eds., Media in Global Context: a Reader, UK: Edward Arnold.
- Weimann, G. (1996). Cable comes to the Holy Land: The impact of cable TV on Israeli viewers. Journal of Broadcasting & Electronic Media, 40(2), 243.
- Weimann, G., & Fishman, G. (1988). Attribution of Responsibility: Sex-Based Bias in Press Reports on Crime. European Journal of Communication, 3(4), 415-430.

#### **Weekly Schedule of Topics HEBREW NEWS AND MEDIA**

Generally speaking, our Tuesday classes will be dedicated to the analysis of our assigned readings while Thursday class time will be spent working with illustrative samples from the news and media. In order to ensure that these samples are as topical as possible, they will be provided at the beginning of the week in which they are to be analyzed.

#### WEEK 1: Introduction

No reading

08.25 Course Introduction; 08.27 Media Samples TBD

#### WEEK 2: Understanding Media Globally

Reading: McLuhan, Understanding Media: The Extensions of Man (1964), 3-5, 7-21; Straubhaar, "Distinguishing the Global, Regional and National Levels of World TV," Sreberny-Mohammadi et. al. (Eds.), Media in Global Context: a Reader (1997), 284-298.. 09.01; 09.03 Media Samples TBD

#### WEEK 3: Cable TV in Israel

Reading: Weimann, "Cable comes to the Holy Land: The impact of cable TV on Israeli viewers," Journal of Broadcasting & Electronic Media, 40.2 (1996): 243-257. 09.08 Assignment 1; 09.10 Media Samples TBD

#### WEEK 4: American in Israeli Media

Reading: Avraham & First, "America in Jerusalem: Reflections of the American Image in Israeli Advertising during the 90s," Conference Papers: International Communication Assoc., May 23, 2003: 1-25.  
09.15; 09.16 Media Samples TBD

WEEK 5: Quizzing Globalization

Reading: Hetsroni, "Globalization and Knowledge Hierarchy through the Eyes of a Quiz Show," *Innovation: The European Journal of Social Sciences*, 18.4 (2005):385-406.  
09.22 Assignment 2; 09.24 Rosh HaShana

WEEK 6: Audience Trends

Reading: Hill, Weibull, & Nilsson, "Public and Popular: British & Swedish Audience Trends in Factual & Reality TV," *Cultural Trends*, 16.1 (2007): 17-41.  
09.29; 10.01 Media Samples TBD

WEEK 7: Accessing World News

Reading: Ginneken, J. van, "Who Gets to Speak in the World News? The Politics of Loud and Whispering Voices," *Understanding Global News: a Critical Introduction* (1998), 85-108  
10.06; 10.08 Samples

WEEK 8: News and Reality TV

Reading: Abend-David, "Reality vs. Reality TV: News Coverage in Israeli Media at the Time of Reality TV," Hetsroni, *Reality Television: Merging the Global and the Local*, 115-122.  
10.12; Midterm Paper 10.14; Media Samples TBD

WEEK 9: Islam on Israeli TV

Reading: Abu-Lughod, "Finding a Place for Islam: Egyptian Television Serials and the National Interest," in Sreberny-Mohammadi et. al., *Media in Global Context: a Reader*, 311-322.  
10.20; 10.22 Media Samples TBD

WEEK 10: Representing Arabs

Reading: Karniel & Lavie-Dinur, "Entertainment and Stereotype: Representation of Palestinian Arab Citizens of Israel in Reality Shows on Israeli TV," *Journal of Intercultural Communication Research*, 40.1 (2011): 65-87  
10.27; 10.29 Media Samples TBD

WEEK 11: Ethnicities

Reading: Rattner, Weimann, & Fishman, "Cross-Ethnic Identifications and Misidentifications by Israelis," *Sociology & Social Research*, 74.2 (1990): 73-79  
11.03 Assignment 3; 11.05 Media Samples TBD

WEEK 12: Inequalities

Reading: Bloch, & Lemish, "I Know I'm a Freierit, But...": How a Key Cultural Frame (En)genders a Discourse of Inequality," *Journal of Communication*, 55.1 (2005): 38-55.  
11.10; 11.12 Media Samples TBD

WEEK 13: Gender

Reading: Weimann, & Fishman, "Attribution of Responsibility: Sex-Based Bias in Press Reports on Crime," *European Journal of Communication*, 3.4 (1988): 415-430  
11.17 Assignment 4; 11.19 Media Samples TBD

WEEK 14: Review/No reading

11.24 Media Samples TBD; 11.26 Thanksgiving

WEEK 15: Review/No reading

12.01 Review; 12.03 Review

WEEK 16: Conclusions/No reading

12.08 Final Paper

**Links and Policies** Attendance and Make-up policy:

Attendance is mandatory and will be assessed by class roll at the beginning of each class. Students are permitted one unexcused absence beyond which each additional unexcused absence will result in a lowering of the final grade by 1%. Students should note that there is no limit to these deductions and, as such, a consistently poor attendance record will result in a significantly lower grade or even a fail. Moreover, students should note that failure to attend class can result in them being dropped from the course. Tardiness will also have a negative impact on your final grade. Students will lose .5% from their final grade each time they arrive late. Like the deductions for unexcused absences, these deductions will continue, if necessary, beyond the 20% allotted to attendance.

Absences will be excused in accordance with UF policy. Students who need to miss a class for a legitimate reason should, if possible, send an email to the instructor ahead of time. Acceptable excuses include illness, religious holidays, military obligation, & 12-day rule: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

MAKE-UP POLICY: Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class. Except in the case of a certified illness or other UF-accepted excuse, there will be no make-up option for missed or late assignments. Where possible, make-ups should be arranged prior to the expected absence. In case of illness, student should contact me as soon as possible.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**GRADING SCALE (& GPA EQUIVALENT)**

A 93-100 (4.0); A- 90-92 (3.67); B+ 87-89 (3.33); B 83-86 (3.0); B- 80-82 (2.67); C+ 77-79 (2.33); C 73-76 (2.0); C- 70-72 (1.67); D+ 67-69 (1.33); D 63-66 (1.0); D- 60-62 (.67); E 0-59 (0)

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>;

<http://www.isis.ufl.edu/minusgrades.html>

Academic Honesty: 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

(<http://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 obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must provide this documentation to the instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources.

Counseling & Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

### **Grading Scheme** Course Assignments

#### 1. ATTENDANCE & PARTICIPATION (20%):

**Attendance:** Attendance is mandatory and will be assessed by class roll at the beginning of each class. Students are permitted one unexcused absence beyond which each additional unexcused absence will result in a lowering of the final grade by 1%. Tardiness will also have a negative impact on your final grade. Students will lose .5% from their final grade each time they arrive late to class.

Absences will be excused in accordance with UF policy. Students who need to miss a class for a legitimate reason should, if possible, send an email to the instructor ahead of time. Acceptable excuses include illness, religious holidays, military obligation, & 12-day rule: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**MAKE-UP POLICY:** Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class. Except in the case of a certified illness or other UF-accepted excuse, there will be no make-up option for missed or late assignments. Where possible, make-ups should be arranged prior to the expected absence. In case of illness, student should contact me as soon as possible.

**Participation:** Class will consist more often of discussion and activities than class lecture. Students are therefore expected to come to class prepared and ready to participate. Your ability to participate meaningfully in our discussions depends on your preparation of the homework assignments. At the beginning of each class, your familiarity with the materials will be tested by a series of basic questions relating to the content of the assigned readings. These questions might address the central thesis of the assigned essay, the basic field of study, and any anecdotal examples provided by the author. If you prove unable to answer these questions, I will assume that you have not prepared the homework and will dock you 1% of the homework preparation grade.

The participation grade also depends on your contribution to in-class discussion and it is expected that each student make at least 1 substantive and well-informed contribution per class meeting. A well-informed contribution reflects knowledge of the reading assignments. An A in participation will be earned by students who prove able to answer the basic questions that open our class and who consistently make well-informed contributions to our class discussion (at least 1 per class meeting).

2. WRITTEN ASSIGNMENTS (20%): There will be four short individual written assignments. In these assignments students will be asked to respond to a short question or statement about one of the texts. Written assignments must be typed and should be 2 pages in length (double-spacing; 1 inch margins, 12 pt font). Assignments will be graded not only for content and grammar, but also for presentation. Each essay is worth 5% of the final grade. See course calendar for specific deadlines.

**PROFESSIONAL PRESENTATION:** It is expected that all written assignments, including the midterm and final papers, be professional in presentation. What this means is that the individual student's name should appear clearly on the first page together with the course name and number and a reference to which assignment it is (assignment 1, final paper, etc.). In addition, the paper on which the assignment is printed should be fresh and unstained. Finally, the assignment should not be folded or bent before being submitted. The formatting guidelines (double-spacing; 1 inch margins, 12 pt font) should be followed and the chosen font should be clear and simple (I recommend times new roman or cambria). If an assignment falls below this standard, there will be a penalty of up to 10% from the total percentage allotted to that assignment. For example, if a paper is presented without a student name and course number, 2% will be docked. If the assignment information is not provided, 2% will be lost. If a paper is stained or the paper

is not previously unused 2% will be docked. If a paper is folded or bent, 2% will be docked. If the formatting guidelines are not followed, 2% will be docked. If an individual student's paper manifests all of these lapses, the full 10% will be deducted. Further guidelines will be provided in written form in class.

3. MIDTERM PAPER (25%): Each student will choose, in consultation with the instructor, a paper topic that addresses some of the concepts and texts discussed in class. The midterm paper will be submitted and returned with a midterm grade and feedback. The paper should be 5-6 pages in length (double-spacing; 1 inch margins, 12 pt font). This paper will be revised, developed, and resubmitted at the end of the course (hopefully) for a higher grade.

4. FINAL PAPER (35%): The final paper will be a revised and expanded version of the midterm paper. The paper should be developed in accordance with the feedback provided at midterm and should be 7-8 pages in length (double-spacing; 1 inch margins, 12 pt font).

#### GRADING SCALE (& GPA EQUIVALENT)

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C+ 77-79 2.33  
C 73-76 2.0  
C- 70-72 1.67  
D+ 67-69 1.33  
D 63-66 1.0  
D- 60-62 .67  
E 0-59 0

**Instructor(s)** Dr. Dror Abend-David.