

Cover Sheet: Request 12263

HBT3XXX

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Dror Abend dabend@ufl.edu
Created	1/30/2018 5:11:27 PM
Updated	3/30/2018 10:15:07 AM
Description of request	Highlights the Central European detour that Shakespearean reception (translation, adaptation, performance, publication and critical response) and the play, The Merchant of Venice, underwent in German, Hebrew, and Yiddish, in various locations, media and critical references.

Actions

Step	Status	Group	User	Comment	Updated
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	New Proposal.	1/30/2018
Class Participation Rubric.pdf					1/30/2018
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad	Dror - The request looks good. I have two small suggestions that you may or may not want to implement: (1) I am not sure I understand the course description very well, but that could be me. What do you mean by Shakespearean reception? Do you mean 'how Shakespeare is received'? Again, it could be me. (2) I think the full title would be clearer if it includes the full name of the play. The Transcript title is fine.	1/31/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	Changes implemented.	1/31/2018
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		2/8/2018
No document changes					

Step	Status	Group	User	Comment	Updated
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee requests the following changes: (1) the transcript title be changed to "Merch of Ven in Trans"; (2) that the course description be written, consistent with the style guide found here; http://clas.ufl.edu/curriculum/do ; (3) a grade scale be added	3/7/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	Changes 1 and 3 were implemented. Change 2 was waved. I hope that the request can be sent back to the college.	3/7/2018
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		3/8/2018
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The CCC conditionally approves, with the following minor changes suggested: 1) Should the course description contain some indication of the broader purpose of the course as a case study of cultural translation?; 2) the grading scale should continue through "E"	3/30/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	The second suggested change has been implement. The first suggested change about the course description is erroneous: A discussion of a case study is inappropriate because the course presents a well-defined body of literature and a complete theoretical structure that is based on original research. In addition, while cultural translation is certainly a part of the course, several other forms of translation, conversion, and exchange are being examined. It might be better to leave the course content and professional definitions to an expert on the course subject.	3/30/2018
No document changes					

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad	I approve of the content of the message but not of the tone!	3/30/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/30/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/30/2018
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 12263

Info

Request: HBT3XXX

Description of request: Highlights the Central European detour that Shakespearean reception (translation, adaptation, performance, publication and critical response) and the play, The Merchant of Venice, underwent in German, Hebrew, and Yiddish, in various locations, media and critical references.

Submitter: Dror Abend dabend@ufl.edu

Created: 3/30/2018 10:01:06 AM

Form version: 5

Responses

Recommended Prefix HBT

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title The Merchant of Venice in Translation

Transcript Title Merch of Ven in Trans

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation N/A

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 Highlights the Central European detour that Shakespearean reception (translation, adaptation, performance, publication and critical response) and the play, The Merchant of Venice, underwent in German, Hebrew, and Yiddish, in various locations, media and critical references.

Prerequisites LIT2000 or IUF1000

Co-requisites None

Rationale and Placement in Curriculum This course is designed to advance students' knowledge of cultural history, translation studies, and the social and political facets of cultural exchange.

It provides the skills for reading critically and making the connection between history, literature and culture.

It will be added to the repertoire of courses that students majoring in FLL-Hebrew, minoring in Hebrew Studies, or taking a Holocaust Certificate may take.

Course Objectives By the conclusion of the course, it is expected that students will:

- Identify primary texts that describe various parts of the historiography of the Merchant of Venice in three languages.
- Identify secondary texts that provide theoretical tools for interpreting and drawing links between the primary texts in the course
- Apply in their research papers a body of critical texts to the translation of the Merchant of Venice in three languages.
- Analyze critically methods and choices in translation.

Course Textbook(s) and/or Other Assigned Reading Benjamin, Walter. "The Task of the Translator." Illuminations. tr. Harry Zohn. New York: Schocken

Books, 1968.

Berkowitz, Joel Baruch. *Shakespeare on the American Yiddish Stage*. Doctoral dissertation. City University of New York, 1995.

Berman, Antoine. *The Experience of the Foreign: Culture and Translation in Romantic Germany*. tr. S. Heyvaert. Albany: State University of New York Press, 1992.

Bloom, Harold, ed. *Shylock*. New York: Chelsea House Publishers, 1991.

Brennecke, Ernest. *Shakespeare in Germany 1590–1700: With Translations of Five Early Plays*. Chicago: The University of Chicago Press, 1964.

Brisset, Annie. "In Search of a Target Language: The Politics of Theater Translation in Quebec." *Target*. 1:2, 1989.

Cohn, Albert. *Shakespeare in Germany in the Sixteenth and Seventeenth Centuries: An Account of English Actors in Germany and the Netherlands, and of the Plays Performed by Them during the Same Period*. London: Asher & Co. 1865.

Derrida, Jacques. "What Is a 'Relevant' Translation?" *Critical Inquiry*. tr. Lawrence Venuti. vol. 27, No. 2. winter 2001, 174.

Dolan, Frances E. "The Subordinate('s) Plot: Petty Treason and the Forms of Domestic Rebellion." *Shakespeare Quarterly*. vol. 43. fall 1992.

Don Yehiya, Eliezer. *Religion and Political Accommodation in Israel*. Jerusalem: The Floersheimer Institute for Policy Studies, 1999.

Greenblatt, Stephen. "The Best Way to Kill Our Literary Inheritance Is to Turn It into a Decorous Celebration of the New World Order." *Chronicle of Higher Education*. June 12, 1991.

Gross, John J. *Shylock: A Legend and Its Legacy*. New York: Simon & Schuster, 1964.

Kahn, Ludwig W. "The Changing Image of the Jew: Nathan the Wise and Shylock." In *Identity and Ethos*. ed. Mark H. Gelber. New York: Peter Lang, 1986.

Kohansky, Mendl. "Shakespeare on the Hebrew Stage." *Ariel*. vol. 9, 1964–1965.

Larson, Kenneth E. "The Origins of the 'Schlegel-Tieck' Shakespeare in the 1820s." *The German Quarterly*. winter 1987.

Morevski, Avraham. *Shylock and Shakespeare*. tr. Mirra Ginsburg. St. Louis, MO: Fireside Books, 1967.

Oz, Avraham. "Afterword: 'Prosper Our Colors'." In *Strands Afar Remote: Israeli Perspectives on Shakespeare*. ed. Avraham Oz. Newark: University of Delaware Press, 1998.

———. *The Yoke of Love: Prophetic Riddles in The Merchant of Venice*. Newark: University of Delaware Press, 1995.

Prager, Leonard. "Of Parents and Children: Jacob Gordin's *The Jewish King Lear*." *American Quarterly* 18, 1966.

———. "Shakespeare in Yiddish." *Shakespeare Quarterly*, 19:2, 1968.

Robinson, Douglas. *The Translator's Turn*. Baltimore: John Hopkins University Press, 1991.

Shapiro, James. *Shakespeare and the Jews*. New York: Columbia University Press, 1996.

Weekly Schedule of Topics Weeks I and II– Introduction

Reading Materials: *The Merchant of Venice* and Dolan

Weeks III and IV – Reading Shakespeare and Reading *The Merchant*

Reading Materials: Greenblatt, Gross, Bloom, Shapiro and Derrida

Weeks V and VI – A Theory of Translation

Reading Materials: Benjamin, Berman, Robinson, and Brisset

Weeks VII and VIII – German

Reading Materials: Brennecke, Cohn, Kahn, and Larson

Weeks IX and X – Yiddish

Reading Materials: Berkowitz, Morevski, and Prager (1966 and 1968)

Weeks XII and XIII – Hebrew

Reading Materials: Don Yehiya, Kohansky, and Oz (1996 and 1998)

Weeks XIV and XV – Summary

Reading Materials: Shapiro

Links and Policies Attendance and make-ups

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

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

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.

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-conducthonor-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 or TAs in this class.

Accommodations

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 then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Resources Available for Students

HEALTH AND WELLNESS

U Matter, We Care: umatter@ufl.edu; 392-1575

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161

University Police Department: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES

E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)

- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601

- Library Support: <http://cms.uflib.ufl.edu/ask>

- Teaching Center: Broward Hall; 392-2010 or 392-6420

- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Grading Scheme Class Participation (10%): Since a major aspect of this course is class and group discussion, you

should be prepared to participate in these discussions each class day. This means you should have read the assigned reading and thought about them. You need to actively engage with your classmates, contribute your own original ideas, discuss classmates' ideas, and have a positive impact on the class discussion. A rubric will be used in the evaluation process, distributed separately.

Weekly assignments (10%): Students will be asked to prepare weekly creative and/or group assignments. These assignments will vary in nature and may include poetry composition, comparisons with popular culture, or group activities. Details of the week's assignment will be provided during Thursday's class to be completed for the following week. Grades for these assignments will be based on student preparation and performance of specific task in class.

Written Assignments (20%): There will be three short individual written assignments. In these assignments students will be asked to respond to a short text or an article that will later be discussed in class. These assignments will be 2 pages in length. For due dates please see course calendar.

Midterm Paper (30%) Each student will choose, in consultation with the instructor, a paper topic that addresses some of the topics and texts discussed in class.

Final Paper (30%): Each student will choose, in consultation with the instructor, a paper topic that addresses some of the topics and texts that are discussed in class.

Grading Scale

100-93 A A - 4.0

90- 92 A- A- 3.67
87- 89 B+ B+ - 3.33
83- 86 B B - 3.0
80-82 B- B- 2.67
77-79 C+ C+ -2.33
73-76 C C - 2.0
70-72 C- C- 1.67
67-69 D+ D+ -1.33
0-66 E 0.00
Instructor(s) TBD

Participation grading rubric

Participation/ Engagement	25 points always came prepared to class and actively participated in all discussions and activities	21 points usually came prepared and participated in discussions without being called on	17 points showed some preparation for class, but needed more to fully participate	13 points showed little preparation for class	9 points showed no preparation for class	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
Respect/ Attention	25 points always listened attentively when others spoke; took initiative in discussions and promoted ongoing dialogue about the ideas under discussion; asked questions if uncertain	18 points listened attentively when others spoke; contributed to ongoing dialogue about the ideas under discussion	17 points occasionally inattentive to class discussion; participated briefly in discussions if called on, but was more passively attentive than active	13 points distracted, inattentive, or disengaged from class activities and discussions	9 points mostly inattentive to class discussions, the instructor, and peers	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
Impact on class	25 points actively made a positive impact on the class	18 points made a positive, although quiet and passive contribution to the class	17 points neutral impact on class process	13 points participated minimally in classroom activities; negative impact on class process	9 points failed to contribute to the class a/o detracted from the class with her/his negative attitude	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
TOTAL							_____/75
COMMENTS							