

Cover Sheet: Request 11092

HBT3XXX Introduction to Israeli Culture

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Amberson, Deborah dambers@ufl.edu
Created	9/7/2016 3:37:30 PM
Updated	1/23/2017 8:39:56 PM
Description of request	Presentation and analysis of some key facets of Israeli culture. Topics or areas addressed include: gender; Israeli-Palestinian conflict; function of art in Israeli society.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Amberson, Deborah		9/7/2016
Deleted 1. Revised HBT3XXX Israeli Culture Draft Syllabus.docx					9/7/2016
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	This item has been recycled by the CCC. Please make the following changes: <ul style="list-style-type: none"> • syllabus not needed on 3000-level submission • many policies need to be moved from syllabus to UCC1 form • textbooks do not reference the topics listed in the course description • weekly schedule of topics: need actual topics, not just readings 	10/17/2016
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Amberson, Deborah		11/7/2016
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		1/11/2017
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the February agenda.	1/23/2017
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/23/2017
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 11092

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Request: HBT3XXX Introduction to Israeli Culture

Description of request: Presentation and analysis of some key facets of Israeli culture. Topics or areas addressed include: gender; Israeli-Palestinian conflict; function of art in Israeli society.

Submitter: Amberson, Deborah dambers@ufl.edu

Created: 2/13/2017 12:52:02 PM

Form version: 9

Responses

Recommended PrefixHBT

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitleIntroduction to Israeli Culture

Transcript TitleIsraeli Culture

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Presentation and analysis of some key facets of Israeli culture. Topics addressed include: Jewish vs. Zionist (and Israeli non-Jewish) identities, Israeli-Palestinian conflict, Israeli-American relations, gender, function of art in Israeli society.

Prerequisites HBR 1130 or sophomore standing

Co-requisites None

Rationale and Placement in Curriculum This course is designed to provide a broad but rigorous introduction to Israeli culture. As such it constitutes an important course for Hebrew majors and minors, preparing them for a more in depth engagement with Israeli art and culture. Because it is offered in English, it might also prove interesting to students coming from outside of Hebrew studies.

Course Objectives By the end of the semester it is expected that students will be able to:

- navigate and assess multiple aspects of contemporary Israeli art, society, and politics
- critically appraise stereotypes and commonplaces concerning contemporary Israeli society and culture
- illustrate their critically informed knowledge of Israeli culture in two written papers

- Course Textbook(s) and/or Other Assigned Reading**• Sobol, Joshua, Ghetto. Hern: US. 1989. [Ordered through bookstore as Plays of the Holocaust, ed. Elinor Fuchs].
- Kashua, Sayed, Let it be Morning. Trans. Miriam Shlesinger. Grove/Atlantic: New York, NY. 2004.
 - Other readings will provided electronically

Weekly Schedule of Topics COURSE CALENDAR: INTRODUCTION TO ISRAELI CULTURE

WEEK 1 Topic: Origins of Israeli Literature

Homework: (R) Bialik, Chaim Nachman, "To A bird," C.N. Bialik: Selected Poems (2005), 26; (R) Chetrit, "Revisiting Bialik: A Radical Mizrahi Reading of the Jewish National Poet," Comparative Literature 62.1 (2010): 1-20.

1.6 Course Introduction; 1.8 Bialik & Chetrit

WEEK 2 Topic: Fundamental Issues of Israeli Identity

Homework: (T) Bluwstein, "El artsi," Davar (musaf), August 27, 1926, 1; Hofshteyn, Dovid, "Baderekh," Haarets, May 14, 1925, 5; (R) Oz, Amos, Panther in the Basement (part I)

1.13 Bluwstein; 1.15 Oz

WEEK 3 Topic: Fundamental Issues of Israeli Identity

Homework: (T) Oz, Amos, Panther in the Basement (part II); Roth, Lynn (dir.), The Little Traitor (2007)

1.20 Assignment 1 due; 1.22 Oz

WEEK 4 Topic: The Transition from Zionism to Globalism (Religion and Secularism)

Homework: (T) Avidan, "Apropos the Wretched Love of J. Alfred Prufrock"; T.S. Eliot, "The Waste Land"; (R) Leibowitz, Judaism, Human Values, & Jewish State (selections)

1.27 Avidan; 1.29 Leibowitz

WEEK 5 Topic: The Transition from Zionism to Globalism (Religion and Secularism)

Homework: (T & R) Sobol, Joshua, Ghetto (1989)

2.3 Assignment 2 due; 2.5

WEEK 6 Topic: Israeli Art and Photography

Homework: No reading; examples provided and analyzed in class

2.10 Intro. Israeli Art; 2.12 Photography

WEEK 7 Topic: Israeli Art and Photography (Politics)

Homework: (T & R) Manor, Dalia, "The Dancing Jew and Other Characters: Art in the Jewish Settlement in Palestine during the 1920s," Journal of Modern Jewish Studies 1.1 (2002): 73-89

2.17 Manor; 2.19 Manor

WEEK 8 Topic: Israeli Cinema

Homework: (T) Shohat, Ella, Israeli Cinema: East/West and the Politics of Representation (selections)

2.24 Midterm Paper due; 2.26 Film Analysis (clips in class)

WEEK 9: SPRING BREAK

WEEK 10 Topic: Arab Israeli and Palestinian Literature

Homework: (T & R) Adonis, al-Qasim, & Darwish, Victims of a Map, Tr. Abdullah al-Udhari (selections)

3.10; 3.12

WEEK 11 Topic: Arab Israeli and Palestinian Literature
Homework: (T & R) Kashua, Sayed, Let it be Morning
3.7 Kashua; 3.29 Assignment 3

WEEK 12 Topic: Israeli Poetry in English
Homework: (T & R) Mandel, "Third Time Ice-Cream" & poetry selections
3.24 poetry reading; 3.26 discussion

WEEK 13 Topic: Israeli Television and Gender
Homework: (T & R) Israeli TV: clips to be viewed and analyzed in class
3.31 Assignment 4 due; 4.2 TV discussion

WEEK 14 Topic: Israeli & Jewish American relations
Homework: readings TBA
4.9; 4.11

WEEK 15 Topic: Discussion and Workshop
No Homework Preparation
4.15 Discussion; 4.17 paper workshop

WEEK 16 Topic: Conclusions
No Homework Preparation
4.22 Final Paper

Links and Policies CLASSROOM POLICIES:

Attendance & Makeup policy: 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>
Make-up options for missed exams or assignments will be arranged in the case of illness or any other UF accepted excuse. Where possible, make-ups should be arranged prior to expected absence. When this is not possible, students should contact me on their return to classes.

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:

Reading Preparation and Class Participation (10%): Rather than a lecture-style format, class will more often consist of active discussion and activities related to the assigned readings. As a student, you are expected to come to class prepared and ready to participate. Reading homework should, therefore, be carried in a concentrated manner. You should take notes and jot down your questions and uncertainties while you read. When you come to class, you should be ready to speak, argue, ask questions, and engage with the opinions of your classmates. All assigned readings should be completed by the first class of the week. To ensure that preparation is as it should be each Tuesday class will begin with some very basic questions on the reading (characters, plot, topic). If you are 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. You will lose 1% on each occasion that you prove unable to answer these basic questions. In addition to the preparation of reading homework, in-class participation is expected. It is expected that you contribute at least four times per week to our in class discussion with comments that reflect intelligently on our readings. In effect, your participation will be judged both quantitatively and qualitatively.

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 reading, among other 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 performance of specific task in class.

Written Assignments (20%): There will be four 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 (25%) Each student will choose, in consultation with the instructor, a paper topic that addresses some of the topics and texts discussed in class. This assignment will consist of two parts: the first part, worth 5% of the total 25%, will consist of the submission of a paper abstract of approximately one page in length. Here the student will identify their selected text, and provide both a rationale for choosing this text and an indication of their approach as well as their critical sources. The paper itself should constitute a critically supported analysis of their chosen text, citing at least 2 external scholarly sources. It should be at least 6 pages in length.

Final Paper (35%): 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. This assignment will consist of two parts: the first part, worth 5% of the total 35%, will consist of the submission of a paper abstract of approximately one page in length. In the abstract, students will identify their selected text, and provide a rationale for their choice of text and an indication of their approach as well as their critical sources. The paper

itself will be a research paper (with at least 3 external critical sources) and should be at least 8 pages in length.

Please note that the topics of the midterm and the final papers must be different.

Final Grade at a Glance:

- Class participation (10%),
- Weekly assignments (10%)
- Written assignments (20%)
- Midterm paper (25%)
- Final paper (35%)

Instructor(s) Dr. Dror Abend