

Introduction to Hebrew Literature (Hebrew Studies 301/ Jewish Studies 301)

University of Wisconsin- Madison
106 Social Work MWF 1:20-2:10
Fall 2010

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Hebrew & Semitic Studies
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Office Hours: MW 3:45-4:45 or by appointment

Course Overview: In this course students develop their Hebrew reading, writing, speaking, and listening skills as they work to achieve Hebrew fluency. Through the reading of both adapted and unadapted Hebrew literary and expository texts students improve their reading skills (students will be provided with glossaries to assist them in this process); through in-class discussion of written and filmic texts, as well as discussion of course topics and current events students will improve their Hebrew listening and speaking; through composition of Hebrew diaries, written responses to comprehension and analytical questions about assigned texts, and completion of exercises pertaining to reviewed and newly introduced aspects of Hebrew linguistic usage, students will improve their Hebrew writing skills. Topics that will be covered this semester include Zionism and the Diaspora, the changing relationship between the individual and the collective in Israeli society, the Israeli military, the Holocaust and its impact on Israeli society, and Jewish ethnic division in Israel.

Attendance, Tardiness, and Preparedness Policy: Students are expected to attend **every** class and to arrive **on time**. Attendance will be taken every class and students with more than three undocumented absences will be penalized. Please notify the instructor of any expected tardiness or absence. In addition, students should **always** bring assigned readings to class for reference and be prepared to discuss them. Such preparedness will be an important component of the participation grade.

Breakdown of Grades (approximate):

Student Diary: 20% - Students will be asked to purchase notebooks that they will employ as Hebrew diaries. Students will be expected to write at least ten sentences weekly. Diaries can chronicle personal experiences, treat events on campus or in the world, respond to class material read or viewed at home, or expand upon issues raised in class. These diaries will be collected on a regular basis for review, and will

be evaluated on the basis of compositional skill and improvement over the course of the semester.

Regular Homework Assignments: 25% - In addition to diary composition, students will be required to complete short written assignments pertaining to assigned literary and filmic texts (usually one per week) and linguist structures reviewed or introduced in class (usually one per week). Assignments pertaining to assigned written and filmic texts will usually involve short full-sentence responses to questions testing comprehension and analysis. These assignments will be evaluated based upon proper Hebrew linguistic usage, as well as proper comprehension and analysis of assigned texts. **Students are expected to employ dictionaries prior to submission to help insure proper spelling and usage. Returned assignments should be reviewed to prevent recurrent errors in linguistic usage.** Late assignments will not be accepted, and the lowest 10% of grades will be dropped. Additionally, improvement in writing will be taken into consideration when calculating this part of the grade.

Take-Home Final: 25% - Students will be asked to write one to two short essays comparing and contrasting literary and filmic works read over the course of the semester. A paper copy of the final will be due by 9:25PM on December 18th. Final grades will be reduced by ten percent for every day late.

Attendance: 10% - Class attendance proves integral to student success. This portion of the grade is meant to reward those who take this responsibility seriously and penalize those with more than three undocumented absences.

Participation: 15% - Students develop their linguistic comprehension through vocal participation in class discussion or through the asking of questions. **Students will be expected to speak at least once per class.**

Response Paper (1 Page): 5% - Students are strongly encouraged to attend the subsidized performance of the play "Yours, Anne" that will take place in the Memorial Union's Frederic March Play Circle on October 19, 2010 at 4PM. Students will be given receive credit for a one-page Hebrew paper describing your reaction to the play. Those unable to attend this event can write a one-page Hebrew summary of one of the lectures sponsored by the Center for Jewish Studies. For further information on these lectures visit: (<http://jewishstudies.wisc.edu/lectures/>).

Disability Policy:

Students registered with disabilities at McBurney Disability Resource Center will receive accommodations with the presentation of the proper forms. Please meet with me during office hours or by appointment to arrange these accommodations within the first two weeks of class.

Code of Academic Integrity:

All students are expected to conduct their academic work according to university standards. Students should be aware of what constitutes academic misconduct and do their best to avoid it. To learn more on what constitutes academic misconduct see (<http://students.wisc.edu/saja/pdf/UWS14.pdf>).

Food, Drink, and Cell Phone Policy:

Students are asked to refrain from eating and drinking during class. Cell phones should be turned off or silenced before class. **Students will be penalized for texting or composing and checking email during class.**

Jewish Holidays: Class will be cancelled Sept. 8 and September 10 (the eve and second day of the Jewish New Year), Sept. 24th (the second day of the Sukkot holiday), and October 1st (Simchat Torah holiday), to allow for Jewish ritual observance.

Recommended Texts:

Edna Lauden and Liora Weinbach, eds. *Multi Dictionary Bilingual Learners Dictionary Hebrew-Hebrew-English English-Hebrew* (Tel Aviv: Ad Publishers, 1993).
A. Kahane, ed. *The Oxford English-Hebrew Dictionary* (New York: Oxford, 1998).

Accessing Course Materials: Primary readings for the class will be posted on *Learn@UW*. Students will be asked to print out and bring relevant material to class. Films, vocabulary lists for readings, question sets, assignments, and other relevant materials will be found on *Learn@UW* as well.

Course Schedule (Tentative schedule subject to change with due notice):

September 2 Introduction

September 6 **Labor Day Break**

September 8 **Class Cancelled Erev Rosh Hashanah**

September 10 **Class Cancelled Rosh Hashanah**

Zionism and the Diaspora

September 13 Zionist Pioneering - A. D. Gordon (biographical sketch)
Reading: Nira Shinan, *Pirkei kri'ah be-toldot ha-am ve-ha-aretz/ ishim* (Jerusalem: Misrad ha-hinuch, 1977), 48-49.

September 15 Diary Collection Day

September 17

September 20 Diaspora's Continuing Pull – Le'ah Goldberg "Oren"
Reading: Leah Goldberg *Shirim*, Vol. 2 (Tel Aviv: Sifriyat ha-po'alim, 1973), 143.

September 22 Diary Collection Day

September 24 **Class Cancelled Sukkot**

Zionism – Between Individual and Collective

September 27 Pressure to Conform – Dahlia Ravikovitch “Bubah Memukenet”
Reading: Dahlia Ravikovitch, *Kol ha-shirim ad ko* (Tel Aviv: Ha-kibbutz ha-meuchad

September 29 Diary Collection Day

October 1 **Class Cancelled Simhat Torah**

October 4 The Ability to Adapt: David Shahar “Dvarim she-ba-teva adam”
Reading: David Shahar, *Al ha-halomot* ed. Galya Yardeni (Jerusalem: Ha-reshut ha-meshufet le-hinuch tzioni ha-mahlaka le-hinukh u-le-tarbut yehudiim ba-gola, 2002), 7-17.

October 6 Diary Collection Day

October 8

Societal Demands – The Military

October 11 The Israel Defense Forces – Introduction
Reading: Dina Bahar and Hanna Mashler, *Me-ivrit kalah leregilah* (Jerusalem: Akademon, 1984), 87-88

October 13 Diary Collection Day

October 15

October 18 Self-sacrifice – Natan Alterman “Elifelet”
Reading: Lyrics on Learn@UW

October 20 Diary Collection Day

October 22

October 25 Death, Protest, and the Desire for Peace – Shmulik Ma'oz “Levanon”
Viewing: [Levanon](#). Dir. Shmulik Ma'oz. 2009. DVD. NMC United Entertainment, 2010.

October 27 Diary Collection Day

October 29

The Holocaust and the Return of the Diaspora

November 1 Painful Pasts and New Beginnings – Aharon Megged “Yad va-shem” (Part 1)

Reading: Aharon Megged, *Arba'ah sippurim* (Jerusalem: Ha-mahlaka le-hinukh u-le-tarbut ba-gol shel ha-histadrut ha-tzionit ha-olamit, 1986), 71-80.

November 3 Diary Collection Day

November 5

November 8 Israeli Society: Between Cultural Memory and Cultural Amnesia - Aharon Megged “Yad va-shem” (Part 2)

Reading: Aharon Megged, *Arba'ah sippurim* (Jerusalem: Ha-mahlaka le-hinukh u-le-tarbut ba-gol shel ha-histadrut ha-tzionit ha-olamit, 1986), 80-90.

November 10 Diary Collection Day

November 12

November 15 Memorable Holocaust “Testimony” – Dan Pagis “Katuv be-ipparon bakaron hatum” and “Edut”

Reading: Dan Pagis, *Kol ha-shirim* (Jerusalem: Mossad Bialik, 1991), 135&137.

November 17 Diary Collection Day

November 19

Ashkenazim and Mizrahim – Jewish Ethnic Division in Israel

November 22 Ingathering of the Exile or Culture Clash- Ephraim Kishon “Sallah Shabbati”

Viewing: Sallah Shabbati. Dir. Ephraim Kishon. 1964. DVD. Sisu Home Entertainment, 2007.

November 24 **Class Cancelled Thanksgiving**

November 26 **Thanksgiving Break**

November 29 Ingathering of the Exile or Culture Clash (Continued)

December 1 Diary Collection Day

December 3

December 6 Integration vs. Segregation – Erez Biton “Shir kniyah ba-dizengof”

Reading: Erez Biton, *Minhah Morokayit* (Tel Aviv: Eked, 1976), 21.

December 8 Diary Collection Day

December 10 At Home in Israel or Nostalgic for the Diaspora? – Erez Biton “Shir Zohara Alfasiyah”

Reading: Erez Biton, *Minhah Morokayit* (Tel Aviv: Eked, 1976), 29.

December 13 Diary Collection Day

December 15 Conclusions