

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

University of Wisconsin- Madison
106 Social Work MWF 1:20-2:10
Fall 2011

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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: 10% - 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.**

Oral Presentation: 10% - Each student will be asked to speak to the class in Hebrew for 2-5 minutes about a topic of his/her choice. Students can tell something about themselves or speak about some aspect of Israeli life. Topics should be discussed with the instructor before their presentation. Copies of a written list with 5-10 relevant Hebrew vocabulary words related to the selected topic should be distributed to other students in the class prior to the presentation.

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. 28 and September 30 (the eve and second day of the Jewish New Year), October 14th (the second day of the Sukkot holiday), and October 21st (Simchat Torah holiday), to allow for Jewish ritual observance.

Recommended Texts:

These dictionaries will assist in improvement of student writing and are worth the investment.

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 5 LABOR DAY BREAK

Zionism and the Diaspora

September 7 *Zionist Pioneering - A. D. Gordon (biographical sketch)*

קריאה: נירה שנאן, פרקי קריאה בתולדות העם והארץ. אישים (ירושלים: משרד החינוך, 1977),
.49-48

September 9 CLASS CANCELLED

September 12 *Diary Collection Day*

September 14

September 16 *Diaspora's Continuing Pull - "Oren" by Le'ah Goldberg*

קריאה: לאה גולדברג, שירים, כרך ב' (תל אביב: ספרית פועלים, 1973), 143.

September 19

September 21 *Diary Collection Day*

Zionism – Between Individual and Collective

September 23 *Pressure to Conform – “Bubah Memukenet” by Dahlia Ravikovitch*
קריאה: דליה רביקוביץ, כל השירים עד כה (תל אביב: הקיבוץ המאוחד, 1995), 36.

September 26

September 28 CLASS CANCELLED EREV ROSH HASHANAH

September 30 CLASS CANCELLED ROSH HASHANAH

October 3 *Diary Collection Day*

October 5 *The Ability to Adapt: “Dvarim she-ba-teva adam” by David Shahar*
קריאה: דויד שחר, על החלומות, ערכה גליה ירדני (ירושלים: הרשות המשותפת לחינוך ציוני
המחלקה לחינוך ולתרבות יהודיים בגולה, 2002), 7-14.

October 7 *The Ability to Adapt: “Dvarim she-ba-teva adam” by David Shahar*
(continued)
קריאה: דויד שחר, על החלומות, ערכה גליה ירדני (ירושלים: הרשות המשותפת לחינוך ציוני
המחלקה לחינוך ולתרבות יהודיים בגולה, 2002), 14-17.

October 10 *Diary Collection Day*

Societal Demands – The Military

October 12 *The Israel Defense Forces – Introduction*
קריאה: דינה בהר וחנה משלר, מעבירת קלה לרגילה (ירושלים: אקדמון, 1984), 87-88.

October 14 CLASS CANCELLED SECOND DAY SUKKOT

October 17

October 19 *Diary Collection Day*

October 21 CLASS CANCELLED SIMCHAT TORAH

October 24 *Self-sacrifice – “Elifelet” by Natan Alterman*
Reading: Lyrics on Learn@UW

October 26

October 28 *Diary Collection Day*

October 31 War, Death's Finality, and the Desire for Justice – Ari Folman's "Vals im Bashir"

צפייה: ואלס עם באשיר. במאי: ארי פולמן. 2008. די.וי.די. חברת סוני. 2009.

November 2

November 4 *Diary Collection Day*

The Holocaust and the Return of the Diaspora

November 7 *Painful Pasts and New Beginnings – "Yad va-shem" by Aharon Megged (Part 1)*

קריאה: אהרון מגד, *ארבעה סיפורים* (ירושלים: המחלקה לחינוך ולתרבות בגולה של ההסתדרות הציונית העולמית), 71-80.

November 9

November 11 *Diary Collection Day*

November 14 *Israeli Society: Between Cultural Memory and Cultural Amnesia - "Yad va-shem" by Aharon Megged (Part 2)*

קריאה: אהרון מגד, *ארבעה סיפורים* (ירושלים: המחלקה לחינוך ולתרבות בגולה של ההסתדרות הציונית העולמית), 80-90.

November 16

November 18 *Diary Collection Day*

November 21 Memorable Holocaust "Testimony" – Dan Pagis "Katuv be-ipparon ba-karon hatum"

קריאה: דן פגיס, *כל השירים* (ירושלים: מוסד ביאליק, 1991), 135.

November 23 CLASS CANCELLED THANKSGIVING EVE

November 25 THANKSGIVING BREAK

November 28

November 30 *Diary Collection Day*

Ashkenazim and Mizrahim - Jewish Ethnic Divisions in Israel

December 2 *Ingathering of the Exile or Culture Clash- "Sallah Shabbati" directed by Efrayim Kishon*

צפייה: סלאח שבת. במאי אפרים קישון. 1964. די.וי.די.חברת סיסו. 2007.

December 5

December 7 *Diary Collection Day*

December 9 *Integration vs. Segregation – “Shir kniyah ba-dizengof” by Erez Biton*
קריאה: ארז ביטון, *מנחה מרוקאית* (תך אביב: עקד, 1976) 43-42

December 12 *Diary Collection Day*

December 14 Conclusions