Course Overview:
Through analysis of eight leading Israeli authors’ literary works this course explores major themes pertaining to Israeli society’s contemporary character. Surveyed topics include Zionism and post-Zionism; Globalization; Israel as a Jewish and democratic state; the Israeli military’s influence on civilian life; terrorism and its effects on national life.

Learning Goals:
1) Students will achieve grounding in Israeli literature through encounter with ten of its leading authors.
2) Students will explore important themes that will deepen their understanding of contemporary Israel.
3) Students will learn strategies for analyzing literary texts intended to improve their critical thinking.
4) Students will learn how to more effectively communicate their analytical insights in writing.

Attendance, Tardiness, and Preparedness Policy:
Students are expected to attend every class and to arrive on time. Attendance will be taken. Excessive unexcused absences will lower student grades (four absences or more). In addition, students should always bring paper or electronic copies of assigned readings to class for reference and be prepared to discuss them. Such preparedness will be an important component of the participation grade. Laptops will only be permitted during class discussion of literary texts.

Breakdown of Grades (approximate):

Reading Quizzes: 20% - While lecture will provide students with possible interpretations and approaches to the assigned literary texts, it is not intended as a substitute for direct encounter with them. Consequently proficiency quizzes will be administered throughout the semester to test student familiarity with assigned
readings. Nonetheless such encounter is not always easy. Consequently students will be provided with reading questions or short response prompts to help them start thinking and preparing for class discussion. To test student preparation reading quizzes, based on the supplied reading questions and an additional deep thought question, will be administered throughout the semester. Quiz administration will take place during class and absent students will not be given the opportunity to retake the quizzes without providing prior notification of tardiness or absence to the professor. The lowest 2 quiz scores will be dropped (including zeroes for absences or tardiness). Students may also attend two Center for Jewish Studies (CJS) lectures and write two double-spaced, one-page summary/response papers whose grades will substitute for 2 quiz scores. Summary/ response papers are due one week after the date the lecture occurred. Approved lectures will be listed on the CJS website, <http://jewishstudies.wisc.edu/events/>. Approximately 18 quizzes and short response papers will be administered/ assigned over the course of the semester.

Distinctive Feature Papers (500-1000 Words): 2 X 20% - The aim of these assignments is to give students practice making observations and claims about ideas and arguments embedded in literary texts. These papers allow students to gain analytical traction with a text through construction of focused analyses based on recurring and distinctive textual features. Repeated details, passages, textual features, or moments that the author invites the reader to compare and contrast constitute examples of textual features suitable for such analysis. Every text is laced with numerous echoes and they may include repeated images, phrases, plot points, references, scene structures, or stylistic features. After identifying a distinctive recurrent feature, students will be asked to explore how this recurrent feature serves to illuminate a topic, concept, or literary or aesthetic quality that the text seems to be exploring or commenting upon. Further written and oral instructions, as well as examples of effective assignments, will be provided over the course of the semester. If you have difficulty preparing these assignments, it is recommended that you meet with the instructor or contact The Writing Center (<http://writing.wisc.edu/Individual/index.html>) to set up a meeting. Papers should be proofread prior to submission. Distinctive Feature Paper drafts will be due on November 2nd & November 30th. Students should submit electronic copies of their drafts to the appropriate drop box and bring physical copies of their paper to class for their peer reviewers on the draft due date. Revised Distinctive Feature Papers will be due November 16th & December 12th. Students should submit their initial drafts and the Reverse Outline Peer Review of the draft together with the final version of the paper. Every twenty-four-hour delay in submission will reduce the grade 5%.

Reverse Outline Peer Review Assignment: 2 X 5% - The peer review assignments will have two parts. The first part of the assignment will ask students to compose reverse outlines of other students’ papers. Not only will these reverse outlines help the students whose papers are reviewed revise their work and receive better grades, they will also help reviewers think more deeply about what
constitutes a good paper. One puts together a reverse outline after a writing assignment has been completed, and it allows the reviewer to track how effectively a paper communicates its ideas. Composition of a reverse outline involves the following steps: 1) The reviewer numbers each paragraph in the paper 2) The reviewer then notes the main point or points of each paragraph on a separate sheet of paper 3) The reviewer then comments on the content of each paragraph. Does the paragraph have a clear purpose, is it attempting to accomplish too much, or does it serve no purpose at all in the paper? 4) The reviewer notes any extraneous ideas in each paragraph and either recommends that they be removed from the paper or moved to a more appropriate paragraph. In the second part of the assignment the peer reviewer will answer three questions about the paper: 1) After identifying the textual repetition upon which the paper is based, the reviewer will be asked to comment on whether it proves sufficient to advance the asserted thesis. If the paper is not constructed around a textual repetition, the reviewer would alert the writer to this fact. 2) After noting whether the paper’s organization aligns with the provisional thesis advanced by the author, the reviewer should make suggestions about ways to either revise the thesis or the paper’s organization if there is a lack of alignment. If the paper lacks a viable thesis, the reviewer should alert the writer to this fact. 3) Does the paper feature excessive plot summary? Reviewers should make suggestions about what plot summary can be removed. Peer Review Assignments will be due on November 9th and December 7th. Electronic copies of the Peer Review Assignment should indicate the name of the person whose paper is being reviewed both in the file name and at the opening of the peer review.

Final: 20% - The final exam will be held from 5:05PM to 7:05PM on December 15th. It will have two parts. Students will be asked to identify and discuss the significance of passages drawn from the literary works read over the course of the semester in the first section. Students will be asked to write two short essays comparing and contrasting works read over the course of the semester in the second part.

Attendance and Participation: 10% - Class attendance proves integral to student success. Attendance will be taken in lecture. Excessive unexcused absences will lower student grades (four absences or more). Active engagement in class constitutes an important part of the learning process and students will be rewarded for asking meaningful questions and making significant contributions to lecture through their comments. Students will be provided with questions to guide their reading and should, at a minimum, be prepared to respond to these questions if called upon. Listening in lecture only constitutes a starting point to student involvement. Finally, students observed surfing the web, texting, or talking with fellow students will have their participation grade lowered.

Grading Scale:
A= 93-100%
AB= 88-92%
B= 83-87%
BC= 78-82%
C= 70-77%
D= 60-69%
F= 0-59%

Disability Policy:
Students registered with disabilities at McBurney Disability Resource Center can receive accommodations with presentation of proper documentation. Disabled students should meet with the instructor during office hours or by appointment to arrange these accommodations. Such meetings should be arranged as early in the semester as possible.

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 integrity and do their best to act in accordance with it. To learn more on what constitutes academic integrity see <http://www.students.wisc.edu/doso/academic-integrity/>.

Food, Drink, Cell Phone, and Laptop Policy:
Students are asked to refrain from eating and drinking during class. Cell phones should be turned off before class and laptops will only be permitted during class discussion of literary texts.

Required Texts:

Reserves and Electronic Reserves:
Copies of the required texts will be placed on reserve as College Library. The remaining readings will be placed on Learn@UW.

Class Schedule:

Introduction (September 7– September 12)

September 7 General Introduction

September 12 1 Etgar Keret’s Contemporary Israel
Reading: Etgar Keret, Suddenly a Knock on the Door: Stories, 3-9, 117-124.
Quiz 1
Zionism and Post-Zionism (September 14- September 27)

**September 14** Zionism and Its Idealized Sons: “In a Son’s Footsteps” by Hanoch Bartov  
Reading: Hanoch Bartov, “In a Son’s Footsteps,” in *Firstfruits*, edited by James Michener, 182-220.  
*Quiz 2*

**September 19** Between Strength and Weakness: Portraying the Zionist Pioneer in “Uncle Peretz Takes Off” by Yaakov Shabtai  
*Quiz 3*

**September 21** CLASS CANCELLED ROSH HASHANAH

**September 26** Zionism’s Founders and Sons in “The Way of the Wind” by Amos Oz  
Reading: Amos Oz, *Where the Jackals Howl, and other stories*, 39-60.  
*Quiz 4*

**September 28** Post-Zionism and Reinterpretation of the Past in Amos Oz’s *Between Friends*  
Reading: Oz, *Between Friends*, 3-17, 35-53, 83-100.  
*Quiz 5*

**October 3** Post-Zionism and Reinterpretation of the Past in Amos Oz’s *Between Friends* (Continued)  
Reading: Oz, *Between Friends*, 103-179.  
*Quiz 6*

**October 5** CLASS CANCELLED SUKKOT

The Israeli Military Experience (October 10- October 24)

**October 10** The Military Experience and Israeli Cinema  
*Short Response Paper in lieu of Quiz*

**October 12** CLASS CANCELLED SHMINI ATZERET

**October 17** Compromised Morality and the Experience of War in S. Yizhar “The Prisoner”

Quiz 7

October 19 Israel’s Creation and its Aftermath in Natan Shacham’s “They Were Seven”
Reading: Isaac Halevy-Levin, Ed. Israel Argosy (6), 171-188.

Quiz 8

October 24 The Military and Peacetime Trauma in Gadi Taub’s “You Can Never Tell”
Reading: Zisi Stavi, Ed. 50 Stories from Israel, 699-721.

Quiz 9

Globalization and the Terrorist Age (October 26- November 16)

October 26 Orly Castel-Bloom’s Human Parts – An Effort to Make Sense During the Second Intifada
Reading: Orly Castel-Bloom, Human Parts, 1-122.

Quiz 10

October 31 Human Parts – An Effort to Make Sense During the Second Intifada (Continued)
Reading: Orly Castel-Bloom, Human Parts, 123-249.

Quiz 11

November 2 Human Parts – An Effort to Make Sense During the Second Intifada (Concluded)

November 2 DISTINCTIVE FEATURE PAPER #1 DRAFT DUE

November 7 Globalization, Terrorism, and the Rediscovery of Self in A. B. Yehoshua’s A Woman in Jerusalem

Quiz 12

November 9 Globalization, Terrorism, and the Rediscovery of Self in A Woman in Jerusalem (Continued)

November 9 REVERSE OUTLINE PEER REVIEW ASSIGNMENT #1 DUE

November 14 Globalization, Terrorism, and the Rediscovery of Self in A Woman in Jerusalem (Continued)

Quiz 13
November 16 Globalization, Terrorism, and the Rediscovery of Self in A Woman in Jerusalem (Concluded)

November 16 DISTINCTIVE FEATURE PAPER #1 FINAL VERSION DUE

Israelis, Palestinians and Israeli Palestinians (November 21- December 7)

November 21 The Palestinian as Metaphor in A. B. Yehoshua’s “Facing the Forests”
Reading: Robert Alter, Ed. Modern Hebrew Literature, 357-392.
Quiz 15

November 23 – NO CLASS THANKSGIVING

November 28 More Than Metaphors: Flesh and Blood Palestinian Israelis in Sayed Kashua’s Second Person Plural
Reading: Sayed Kashua, Second Person Plural, 1-177.
Quiz 16

November 30 More Than Metaphors: Flesh and Blood Palestinian Israelis in Second Person Plural (Continued)

November 30 DISTINCTIVE FEATURE PAPER #2 DRAFT DUE

December 5 More Than Metaphors: Flesh and Blood Palestinian Israelis in Second Person Plural (Continued)
Quiz 17

December 7 More Than Metaphors: Flesh and Blood Palestinian Israelis in Second Person Plural (Conclusions)

December 7 REVERSE OUTLINE PEER REVIEW ASSIGNMENT #2 DUE

Conclusions (December 12)

December 12 Conclusions; Final Review

December 12 DISTINCTIVE FEATURE PAPER #2 FINAL VERSION DUE

December 15 FINAL 5:05-7:05PM