



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

School of International Letters & Cultures

Academic Unit CLAS - Humanities Department _____

Subject HEB Number 313 Title Advanced Modern Hebrew Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description: _____

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
 - Mathematics core courses (MA)
 - Computer/statistics/quantitative applications core courses (CS)
 - Humanities, Fine Arts and Design core courses (HU)
 - Social and Behavioral Sciences core courses (SB)
 - Natural Sciences core courses (SQ/SG)
 - Global Awareness courses (G)
 - Historical Awareness courses (H)
 - Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Judith Shemer Phone 480-727-7724

Mail code 0202 E-mail: judith.shemer@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 12/16/13

Chair/Director (Signature): 

Course description: Continues developing speaking, reading, and writing skills in modern Hebrew, with a focus on different aspects of the Israeli culture studied in literature, cinema, and music.

Enrollment requirements: Pre-requisites: HEB 202 with C or better

Units: 3

Repeatable for credit: No

General Studies: No

Offered by: College of Liberal Arts and Sciences

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus: Course Description
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus: Cultural Components, and Course Units.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	Syllabus: Course Description and Cultural Components.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
HEB	313	Advanced Modern Hebrew	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S</p>	<p>The course is dedicated to Modern Hebrew language and contemporary Israeli culture and affairs.</p>	<p>The students will listen to news about Israel and the Middle East and make reports to the class on a weekly basis as stipulated in the syllabus.</p>
<p>2a: In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group.</p>	<p>Students will explore Israeli specific elements such as immigration, religion, mandatory military service, and socialism.</p>	<p>The content of the film of each course unit requires preliminary introduction to the subject matter and related vocabulary. After watching the films, a summary discussion will focus on relevant Israeli - specific elements. Finally, students are required to write an essay (in Hebrew) on assigned topics, showing comprehension of the subject matter.</p>
<p>2b: The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	<p>The course is conducted in Hebrew and evolves around contemporary Israeli culture.</p>	<p>All assignments are in Hebrew; equally, all assignments require students to consider and reflect on Israeli culture.</p>



HEB 313 Syllabus

סמסטר סתיו

ברוכים הבאים

Lecturer: יהודית שמר מורה:
E-mail: judith.shemer@asu.edu אי-מייל:
Office: LL Building room 173F משרד:
Office Hours: שעות קבלה: בימים רביעי ושישי בין השעות 8:40 ל-9:40 בבוקר

COURSE PREREQUISITES: HEB 202 or a placement test for heritage or Hebrew speakers.

REQUIRED BOOK:

Any ENGLISH – HEBREW; HEBREW – ENGLISH dictionary
<http://morfix.mako.co.il/> או ניתן להשתמש ב:

COURSE DESCRIPTION:

- The course will be conducted in Hebrew.
- This course is intended to:
 - Help students improve their speaking, reading, and writing skills in Modern Hebrew.
 - To broaden and deepen the students' knowledge of the Israeli history, people and its current culture.
- For each course unit, the students will learn new vocabulary that will enable them to watch an Israeli movie, in Hebrew, without subtitles. The movie relates to the subject matter. At the end of each unit the students will write a summary essay, to show understanding of the subject matter and mastering of its vocabulary.
- Assigned time will be devoted for free speech on Israeli current affairs and subjects relevant to the students, in Hebrew.
- Students, who are part of Barrett, The Honors College, are encouraged to take the Honors Contract in this course.

CULTURAL COMPONENTS:

- Through the course the students will get familiar with aspects of contemporary Israeli culture by studying, discussing and writing papers about Israeli unique issues.
- Throughout the course the students will listen to contemporary Israeli songs.
- On a regular basis the students are required to listen to Israeli radio broadcasts and read about current affairs and news via internet and other resources, and report to the class.
- For a final project, the students will choose an Israeli cultural aspect and research it independently. The final project will be presented, in Hebrew, to the class.

THE COURSE UNITS

1. The first unit of the course covers the issue of immigration to Israel. Israel encourages immigration of Jews from all over the world. During the years 1948 -1958, there was a mass immigration to Israel that doubled the population in three years. A snap shot of the Israeli society at that time shows three groups: those who lived in Israel before its independence, immigrants from European countries (the Ashkenazi Jews, which were mostly Holocaust survivals), and immigrants from Arab countries (the Sephardic Jews). The division of these two groups, Ashkenazi and Sephardic, still exist in the Israeli society.
We will learn each group's history, characteristics, and culture.
To understand the Immigrants from Arab countries, we will watch the movie *Salaha Shabati*. Through this movie, we will also learn and see the unique Israeli communal settlement, the Kibbutz.
The story of Jewish survivors of the holocaust, who moved to Israel suffering from emotional and psychological problems, and their interaction with Israelis who weren't in the holocaust, will be learned and presented by the movie *The Summer of Aviah*.
After watching the two movies, we will discuss and compare the two immigrant societies, and analyze the sprouts of future social tension between the two groups. As for the veteran Israelis, we will discuss the Kibbutz, as a socialist representative of the new country. The unit will end with a written assignment.
2. The second unit focuses on the issue of religious Jews versus the secular Jews in Israel. The unit will start with the examination of the different components of the Israeli society, Jews and non Jews. Then we will concentrate on one segment of the society, the Ultra Orthodox community. For this unit we will watch the movie *Ushpezin*. At the end of it we will discuss the values the movie portrayed and their unique customs.
3. The third unit deals with the mandatory army service in Israel. In Israel, youth between the ages of 18 and 21 serve in the army. After service of three years they go to universities. We will learn the structure of the Israeli army. As part of this unit we will, watch the movie *The Band*, which tells the story of a military band during the War of Attrition. Apart from the questions of service in the army, war, friendship, loyalty, and more, the movie includes many of the period's songs that became classic in Israel.

WRITING ASSIGNMENTS' PROCESS:

- First draft: bullet points of the essay question.
- Second draft: short paragraphs for each bullet point - peer reviewed
- Third draft: full paragraphs – individualized lecturer review.
- Final draft

GRADING POLICY:

Class Participation.....	40%
Written Assignments	30%
Final Project	30%

EXTRA CREDIT OPPORTUNITY – attend “MEDABRIM” מֵדַבְרִים ,the Hebrew club, on a regular basis.

GRADING SCALE:

100 - 97 = A+
96 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 and under = E

COURSE RULES:

1. Students are expected to attend all classes and arrive on time, attendance will be taken. Please notify the instructor in advance if you know you will be absent or late. If a student misses more than three classes the final grade may be dropped by 5%. Fifteen minutes tardiness will be counted as an absence.
2. All assignments have to be prepared for the date they are assigned and students are expected to take active part in the class discussions.
3. The students will use pencil in class and for all assignments.
4. Students will turn off their cell phones and electronics during class.

ACADEMIC INTEGRITY

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

DISABILITY POLICY

If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>
- Disability resources: <http://www.asu.edu/aad/manuals/ssm/index.html#700>. NB: Students requesting accommodation for reasons of a disability must be registered with the Disability Resource Center and submit the appropriate documentation from the DRC.
- **Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. For more information, see: <http://www.asu.edu/aad/manuals/ssm/index.html#700>.
- **Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

If you have any questions or concerns about the course material, I strongly suggest that you ask me for clarification. I look forward to a mutually challenging and enjoyable semester.

אני מאחלת לכולנו סמסטר מהנה ומאתגר,

טורה קטן

(Be advised that the syllabus is subject to change during the semester.)