[**Note to user:** This is a syllabus template that a Hebrew instructor could use to create their own syllabus for their own language course, editing the documents with their own university and course-specific details. The course content of this course was created by Avital Karpman**,** a Hebrew instructor in the University of Maryland, as part of the *Less Commonly Taught and Indigenous Languages Partnership*. For more information about the partnership, visit <https://lctlpartnership.celta.msu.edu/>]

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**[Course Number]: Special Topics in Hebrew Studies: Gender and Identity in Israeli Culture**

[Department Name]

[Semester, Year]

[Instructor Contact Information](#Instructorinfo)

[Course Description](#description)

[Course Objectives](#objectives)

[Format and Platform](#formatandplatforms)

[Technology/Materials Requirements and Support](#techandmaterials)

[Communication](#coursecommunication)

[Grading](#grading)

[Course Schedule](#schedule)

Instructor Information

* [Instructor Name]
* [Email]
* [Office]
* [Phone]
* [Office Hours]
* [Classroom]

Course Description

Welcome to ***[name of the course]*** This course will discuss profiles and perspectives of gender identity, current events and ethical issues related to gender in Israel. We will examine the stories of men and women of different ethnic, religious and socioeconomic backgrounds, experiences of members of the LGBT community and relevant themes that appear in Israeli music and fiction. Our course materials stem from a wide range of content sources and cover the skill sets of reading, writing, listening and speaking.

The course is designed to provide comprehensive additional exposure to intermediate Hebrew students and allow them to move to an advanced-low proficiency level. We will focus on content and task-based learning; that is, authentic materials, real- life communication tasks in digital and face-to-face contexts and linguistic experiences in the field of gender and identity in Israel.

[Include information on any prerequisites].

Course Objectives

**A: ACTFL Goals**

The course will follow ACTFL proficiency benchmarks at the Advanced-**Low to Advanced-Mid level:**

**Interpretive Communication:**

Students will be able to follow the main story, understand the underlying message and most supporting details across major time frames in descriptive informational texts

**Interpersonal Communication**

Students will maintain discussions on a wide variety of familiar and unfamiliar concrete topics. They will maintain extended conversations by supporting, reacting to, and comparing opinions across major time frames

**Presentational Communication**

Students will present an argument and deliver detailed presentations and elaborate on a variety of concrete social topics

**B: Course Goals and Learning Objectives**

*At the end of this course, students will be able to do the following:*

# Demonstrate knowledge of current issues related to gender in Israel including common terminology and theoretical frameworks.

1. Communicate arguments or perspectives in oral debates, written think pieces and summaries.
2. Analyze literary themes, symbols and motifs in speech and writing.
3. Advance to a proficiency level of advanced-low (as per ACTFL proficiency guidelines), particularly in the areas of reading, writing, speaking and listening.

Required Technology and Materials

[Add required technology, materials, and resources for support]

Course Format and Platforms

[Add information about how the instructor will communicate with students and how students can reach the instructor]

# Communication

# [Add information about how the instructor will communicate with students and how students can reach the instructor]

# Procedures and Requirements:

**Attendance and Absences:**

[Add details here]

**Grading:**

**Weekly Comprehension Quizzes (25%):** Each week students will view [A TAB ON THE LMS] that focuses on a particular topic related to gender and identity in Israeli society. Students will first view a short video lecture by the professor and then be exposed to materials such as news clips, interviews, podcasts, short stories, songs or commercials. They will also be given important vocabulary words and pre-learning questions to trigger any prior knowledge about the topic. With this information, students will be required to answer several questions in a comprehension quiz. Responses should be in Hebrew and the correct word length. Please use correct spelling and grammar. The questions are available Mondays and will close Sunday at 11:59 pm. Please note that two of these “quizzes” will be oral, not written, in a Zoom or Skype meeting with me and scheduled at the beginning of the semester.

**Discussion Section (15%):** [INSERT LMS] has a Discussion feature. I will post discussion prompts and students must answer a minimum of 5 responses throughout the semester. Students can express their opinions here and apply what they know. Discussion posts will be graded as either complete or incomplete. Students may post via video or written text.

**Break-Out Groups (10%):** There will be two group sessions that will be scheduled at the beginning of the semester. Students will be given discussion topics related to the midterm or final assessments and will meet to answer these questions

**Midterm Exam (20%):** Students will be given a number of choices and be required to answer several essay questions in writing and email their work to the professor.

**Final Project (30%):** Students will be given a number of choices for creative, research or literary projects related to the course topic.

# Course Member Roles

This class is only as successful as we make it and to the degree to which we participate. Here is what we expect of you and what you can expect of us as members of this online course:

# For All Course Members (Instructors and Participants)

* Share a little about yourself in postings and responses so we can get to know each other better.
* Encourage/participate in sharing ideas/concepts that may be unpopular or difficult. Let’s explore and discuss all

possibilities!

* Be respectful of each other's comments and world views.
* Challenge each other’s thinking with constructive questions and responses.
* Turn this classroom site into a friendly and comfortable place; be honest in our participation
* Keep an open mind and learn from each other.
* Share knowledge and questions in a respectful manner. Be adventurous!

# For Course Instructors

* Be “guides on the side” give learners the opportunity to construct their own learning.
* Design challenging yet accessible tasks that allow participants to experience and explore a variety of resources and ideas related to online language learning.
* Choose quality, relevant, and current resources. Establish deadlines to help keep everyone on track.
* Provide clear expectations about activities to allow for personal and individualized exploration. Be available for questions or concerns.
* Be flexible and communicate course adjustments as they come.
* Share insights on how to integrate technology and language learning objectives / standards effectively into online course design by providing critical and thoughtful feedback to assignments and discussions.
* Meet learners where they are and provide support as needed, when possible. Monitor small group participation daily.
* Share ideas, examples and experiences through discussions.

# For Course Participants

* Check in with other course participants.
* Exchange ideas, examples and experiences through discussions.
* Complete assigned tasks in a timely manner so there is enough time for interaction and reflection. Work independently or collaboratively as needed and participate actively in discussions.
* Communicate schedule conflicts with group members/facilitators as needed.
* Post with quality, not necessarily quantity (no need to summarize readings; choose relevant points for discussion

instead).

* Actively participate in the group discussions
* Ask questions - whether they are simple or more detailed ones. Others will likely be having similar questions!

**Academic integrity:**

[Add details of your institution/department here, such as use of online translators, university policy of dishonesty, etc.]

**Disability Support:**

[Add details of your institution here]

# Policies particular to this course:

# [Insert any particular policies for this course, if any]

**Note**

Add any additional sections here that are common for your institution, e.g.

* Academic accommodations for students who experience sexual misconduct
* Diversity
* Emergency Protocol
* Meeting with the Instructor
* Grade Disputes

Course Schedule

**Important Dates:**

[Add here e.g. for quizzes, midterm, main exam, etc.]

NOTE: Be sure to add any breaks or observed holidays to your version of the course schedule

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **News articles, TV pieces or websites** |
|  |  | -Introduction  - Photoshop law | <https://www.theguardian.com/world/2005/jul/15/israel.gender>  [https://www.srugim.co.il/307530-אפשרי-לא-יופי-מודל](https://www.srugim.co.il/307530-×ž×•×) |
|  |  | -Introduction  -Photoshop law (cont.) | <https://www.youtube.com/watch?v=dONkFRDV3nM>  <https://www.mako.co.il/tv-morning-news/articles/Article-e23de080cfa1061006.htm> |
|  |  | -Theoretical background  -Story: Apples from the Desert | STORY: Apples from the Desert  MOVIE: https://vimeo.com/ondemand/applesfromthedesert  [https://www.haaretz.com/israel-news/.premium.MAGAZINE-after-70-years-forgotten-stories-of-](https://www.haaretz.com/israel-news/.premium.MAGAZINE-after-70-years-forgotten-stories-of-women-who-built-israel-resurface-1.5988335) [women-who-built-israel-resurface-1.5988335](https://www.haaretz.com/israel-news/.premium.MAGAZINE-after-70-years-forgotten-stories-of-women-who-built-israel-resurface-1.5988335)  <https://jwa.org/encyclopedia/article/feminism-in-contemporary-israel>  BREAK OUT GROUPS |
|  |  | What is Israeli feminism?  הבן Keret: Etgar של ראש המוסד | <https://www.youtube.com/watch?v=-xDAGcjFns4> |
|  |  | -Women removed from billboards  -Praying at Kotel | <https://www.jpost.com/Opinion/Womens-faces-on-billboards-578301> <http://saloona.co.il/blog/womenpresent/> <https://www.youtube.com/watch?time_continue=50&v=3KKJKAgRaR0>  ORAL QUIZ |
|  |  | -Segregated buses  -Divorce | <https://www.israelhayom.co.il/article/555605>  <https://www.ynet.co.il/articles/0,7340,L-5303207,00.html> |
|  |  |  | MIDTERM EXAM DUE |
|  |  | SPRING BREAK | NO CLASS |
|  |  | LGBT issues | Denis Commercial: <https://www.youtube.com/watch?v=gT5Ew9y78QQ> Arisa: Po zeh lo Europa <https://www.youtube.com/watch?v=OFZmcSVHnxs>  <https://shironet.mako.co.il/artist?type=lyrics&lang=1&prfid=666&wrkid=38139> Omer Adam feat. Arisa: <https://www.youtube.com/watch?v=nMQw29nfzpg>  Podcast (Transgender – Jeff): Sipur Israeli : [https://israelstory.org/he/episode/-תמיד-30-פרק](https://israelstory.org/he/episode/×¤×¨×§-30-×ª×ž×™×)  [/אשה](https://israelstory.org/he/episode/×¤×¨×§-30-×ª×ž×™×) |
|  |  | LGBT | הבועה, יוסי וג'אגר, נמס בגשם :Movies |
|  |  | Fatherhood/ masculinity Theory/academic article | [https://israelstory.org/he/episode/שניים-רק-יש-אבא-30-פרק/](https://israelstory.org/he/episode/×¤×¨×§-30-××‘×-×™×©-×¨×§-×©× ×™×™×/) https://digitalcommons.law.yale.edu/cgi/viewcontent.cgi?referer=https://[www.google.com/&https](http://www.google.com/%26https) redir=1&article=1352&context=yjlf  BREAK OUT GROUPS |
|  |  | Female Gender roles: Films | נודל ,מדוזות  <https://vimeo.com/56142649>  Shtisel: Netflix |
|  |  | -Male Gender roles: TV: Arab Labor, Shtisel  - -Story: Etgar Keret | לשבור את החזיר  <http://www.hila-matnasim.org.il/designFiles/2621548666406rand.pdf> <https://www.youtube.com/watch?v=MrXLy0RQLME> <https://evantaubenfeld.tumblr.com/post/145942086673/breaking-the-pig-etgar-keret> |
|  |  | Switched gender roles (ad for Gilette)  -Pnina Rozenblum podcast | <https://www.mako.co.il/women-agenda/Article-2cf4158a0705861006.htm> [https://israelstory.org/he/episode/אשה-תמיד-30-פרק/](https://israelstory.org/he/episode/×¤×¨×§-30-×ª×ž×™×)  ORAL QUIZ |
|  |  | Podcast: fertility/moms  -Equal pay Draft Consultations with professor/ peers | [https://israelstory.org/he/episode/המוות-ועל-החיים-על-25-פרק/#](https://israelstory.org/he/episode/×¤×¨×§-25-×¢×œ-×) <https://employment.molsa.gov.il/Employment/Shivyon/Pages/WageGaps.aspx>  Students/professor give feedback |
|  |  | Final projects due |  |