

Term Information

Effective Term Autumn 2017
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

change course number to 3705, update title and course description, and add GE Diversity: Global Studies and Cultures & Ideas status

What is the rationale for the proposed change(s)?

recognize more advanced & specialized content of course than was signified by 2000-level number adopted initially during semester conversion (originally Hebrew 375).

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Hebrew
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3705
[Previous Value](#) 2705
Course Title Israeli Society and the Holocaust
[Previous Value](#) *The Holocaust in Literature and Film*
Transcript Abbreviation Holocst Soc & Cult
[Previous Value](#) *Holocst Flm & Lit*
Course Description The State of Israel was established soon after the Holocaust. This course examines the effects of the Nazi genocide on Israeli society, including political debates, public trials, films, museums and literature, while also reflecting on larger themes of genocide, trauma, memory, and commemoration. Taught in English.
[Previous Value](#) *Psychological, cultural, religious and national aspects of the Holocaust as reflected in Hebrew literature and film. Taught in English.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110 (110).
Exclusions	Not open to students with credit for NELC 375 or JEWSHST .
Previous Value	Not open to students with credit for NELC 375.

Cross-Listings

Cross-Listings	Jewish Studies
Previous Value	

Subject/CIP Code

Subject/CIP Code	16.1102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will interpret the historical, social and cultural effects of the Nazi annihilation of European Jewry, the Holocaust, in Israel.• Students will analyze a wide variety of Hebrew and Israeli primary texts, historical materials, and verbal and visual art that grapple with the Holocaust.• Students will evaluate the immediate effects and longer-term legacies of genocide on societies and their cultures.• Students will articulate how the specificities of the Holocaust and the State of Israel can serve as points of access to understanding Jewish and universal historical and cultural memory, global diversity, and other cultural dynamics.
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[Previous Value](#)

Content Topic List

- Representations of Israel and the Holocaust
- Representations of Silence and poetry of Israel and the Holocaust
- Testimony and Ka-tzetnik
- The Eichmann trial
- Representations of living with the past
- The next generation of Israel and the Holocaust
- Issues between Israel and Poland
- Holocaust in contemporary Israeli culture

Attachments

- Hebrew 3705 Syllabus 12.2.16.doc: updated syllabus
(Syllabus. Owner: Acome,Justin)
- Hebrew 3705 Cultures & Ideas GE rationale 12.2.16.docx: Culture & Ideas rationale
(GEC Model Curriculum Compliance Stmt. Owner: Acome,Justin)
- Hebrew 3705 Cultures & Ideas assessment plan 12.2.16.docx: Culture & Ideas assessment plan
(GEC Course Assessment Plan. Owner: Acome,Justin)
- Hebrew 3705 Diversity GE rationale 12.2.16.docx: Diversity rationale
(GEC Model Curriculum Compliance Stmt. Owner: Acome,Justin)
- Hebrew 3705 Diversity GE assessment plan 12.2.16.docx: Diversity assessment plan
(GEC Course Assessment Plan. Owner: Acome,Justin)
- Hebrew 3705 Appendices 12.2.16.docx: appendices
(Other Supporting Documentation. Owner: Acome,Justin)
- Hebrew 3705 Germanic concurrence.pdf: Germanic concurrence
(Concurrence. Owner: Acome,Justin)

Comments

- See 11-14-16 e-mail to K van Bladel and J Acome. *(by Vankeerbergen,Bernadette Chantal on 11/14/2016 03:29 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Acome,Justin	10/26/2016 04:05 PM	Submitted for Approval
Approved	van Bladel,Kevin Thomas	10/31/2016 03:47 PM	Unit Approval
Approved	Heysel,Garett Robert	11/02/2016 01:48 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/14/2016 03:30 PM	ASCCAO Approval
Submitted	Acome,Justin	12/06/2016 03:53 PM	Submitted for Approval
Approved	van Bladel,Kevin Thomas	12/07/2016 08:38 AM	Unit Approval
Approved	Heysel,Garett Robert	12/14/2016 08:27 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	12/14/2016 08:27 PM	ASCCAO Approval

Hebrew 3705

Israeli Society and the Holocaust

Day/Time

Location

Instructor: Professor Naomi Brenner

Office Hours:

Office: 315 Hagerty Hall, 1775 College Rd.

Email: brenner.108@osu.edu

Mailbox: NELC office, 300 Hagerty Hall

The state of Israel was established in 1948, only a few years after the Holocaust, the Nazi genocide of European Jewry (1939-1945). As a result, the effects of the Holocaust were registered in virtually all aspects of the new Israeli society and its culture: fierce political debates about taking reparations money from Germany; Hebrew short stories, poems, plays and novel about Holocaust survivors and their children; controversial public trials of Nazis; films about the psychological and ethical implications of the war.

This class will examine the effects of the Holocaust in Israeli society and culture, analyzing changing perspectives on the war and its survivors and the texts, films and art that wrestled with its legacies. While our focus will be on Israeli society and culture, we will also reflect on larger questions about global genocide, trauma, memory and commemoration.

COURSE GOALS

- ❖ Students will interpret the historical, social and cultural effects of the Nazi annihilation of European Jewry, the Holocaust, in Israel – primarily both individually and collaboratively through small-group and whole-class group discussion (10% of final course grade), as well as in the form of the midterm examination (20% of the final course grade).
- ❖ Students will analyze a wide variety of Hebrew and Israeli primary texts, historical materials, and verbal and visual art that grapple with the Holocaust – primarily through 2 paper assignments engaged with course materials and a 3rd in which students critique a film of choice (for 10% of the final grade each).
- ❖ Students will evaluate the immediate effects and longer-term legacies of genocide on societies and their cultures – by way of midterm (20% of final grade) and final examinations (30% of the final grade).
- ❖ Students will articulate how the specificities of the Holocaust and the State of Israel can serve as points of access to understanding Jewish and universal

historical and cultural memory, global diversity, and other cultural dynamics – primarily in the form of a) one paper assignment in which students perform individual research (10% of final grade) and b) a cumulative final examination (30% of the final grade).

This course fulfills the General Education category of Culture and Ideas.

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

In this course, students will analyze and interpret historical texts, literature, films, and articles that relate to the Holocaust. Through encounters with a variety of ideas and cultural materials, they will evaluate and re-evaluate difficult but important issues relating to survivor trauma, heroism, evil and the banality of evil, and the possibilities and limits of cultural representation.

It also fulfills the General Education category of Diversity (Global)

Goals: Students understand the pluralistic nature of institutions, society, and culture across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes - Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course focuses on the legacies of the Holocaust in Israel, which are distinct from those in other societies because of its immense impact on the newly-independent Jewish State. Students will gain insight into Israeli history and society through relevant political and legal debates, social dynamics of immigrant survivors, and efforts to remember and commemorate the Holocaust. At the same time, they will reflect on

broader issues of genocide, witnessing, trauma and healing that have global ramifications.

COURSE MATERIALS:

The following books are required and are available at local bookstores (OSU Barnes and Noble, SBX) and on internet sites like Amazon:

- ❖ Tom Segev, *The Seventh Million: The Israelis and the Holocaust*. Picador, 2000.
- ❖ David Grossman, *See Under: LOVE*. Picador, 2002.

If you are able to purchase the books, please make sure that you buy paper, not electronic, edition. They are also on reserve at the Thompson Library.

Other readings, links, and resources will be available on Carmen, on reserve at the Thompson Library and through the Secured Media Library. Please make sure that you have access to this class on Carmen and the Secured Media Library let me know *immediately* if you have trouble accessing either.

Reading and viewing assignments will vary in length, depending on the topic and the difficulty of the text. They must be **completed by the beginning of class on the day that they are assigned**. Please be sure to bring the assigned readings to class, because we will be referring to the text in our discussions.

Whenever possible, films that will be screened in class are on reserve at the Thompson Library.

REQUIREMENTS

Attendance, Participation & Preparation (10%)

- Complete the assigned readings and viewings *before* class. Make sure to pace yourself – don't leave everything to the night before or the day of class because you'll have too much to process effectively.
 - Be sure to take notes for future reference in discussions and writing assignments. This will help you improve your ability to analyze, appreciate and interpret the material that we focus on.
- Participate in class discussions and in-class groups. This course revolves around class discussions of the material. Come to class prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not how much you know about the subject. Not everyone feels comfortable participating in class, but if it's difficult for you to speak up in

discussions, try to show your interest and preparation by asking questions, taking an active role in group work, and speaking to me outside of class.

- Quizzes may be given, particularly if students are not keeping up with assignments. Quiz questions will primarily ask you factual questions about assigned texts and films.

Papers (40%)

- There will be four short writing assignments (700-800 words) over the course of the semester, see the schedule for due dates.
- Writing assignments will be distributed via Carmen at least 10 days before the papers are due, and will specify topics, format and length.
- Two of the papers will focus primarily on material assigned for class sessions; one paper will ask you to choose a film to view and analyze; one paper will require further individual research.
- Papers will be submitted electronically, via the Carmen Drop Box. Please note that I have enable Turn-It-In, a program that checks the originality of papers. All written assignments will automatically be checked against the program's database.

Midterm (20%)

- A midterm will be taken in-class on [Date]. A study guide will be distributed two weeks before the midterm. No make-up exams will be given.

Final Exam (30%)

- A cumulative final exam will be given in-person at the end of the semester during the university scheduled time, [Date]. No make-up exams will be given.

Final grades will be calculated as follows:

Attendance & Participation	10%
Papers	40%
Midterm	20%
Final Exam	30%

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

CLASS POLICIES

Absences: To do well in this class, you need to be present and awake. Since things come up (illness, family issues, other commitments), you may be absent **one time** without penalty. After that absence, each addition unexcused absence will lower your overall

grade, up to 5% per unexcused absence. This could potentially have a **major** effect on your grade – in fact, you could fail the class for missing too many classes.

- After one absence, please let me know **by email** if you need to miss class, preferably ahead of time. If you are ill for a significant period of time, or have other reasons that prevent you from attending class, please let me know as soon as possible. I will decide the grade penalty (up to 5% per absence) that will apply.
- 2-3 late arrivals or early departures (without explanation) will count as an absence.
- Sleeping through class lectures, discussion or film screenings will be treated like late arrival/early departure, which means the 2-3 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including films, film clips, lectures, discussions and assignments. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need.

In Class: Please do not read newspapers, email, websites, text messages, etc. during class. **No phone or computers are allowed during class without special arrangement.** Using a phone in any way during class, and especially during film screenings, will result in an automatic 0 for that session's Attendance and Participation grade. If you need to communicate with someone, step outside of the room for a minute and return when you're done.

Class Cancellations: If an emergency arises and I need to cancel class, I will send an email to the class, and ask that a sign be posted on the door. Please try to check your email before class in case anything comes up.

Plagiarism: Plagiarism – the representation of someone else's words or ideas as one's own – is a very serious offense, and will result in serious consequences. By plagiarism, I mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as cheating on quizzes and tests. All suspected cases of plagiarism will be reported to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>.

This is not to say that you cannot use other people's ideas, just that you must **acknowledge** your sources (orally or with footnotes) and try to **build** on those ideas (agree, disagree, modify, give your own examples). Please come and talk to me if you have any questions about this.

Writing Center: The Writing Center (www.cstw.osu.edu) is a great (free!) resource on campus for helping improve your writing skills and work on specific assignments. You can set up appointment or drop in at certain times for one-on-one help with your writing.

Contact Me: Please come talk to me over the course of the quarter if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk.

For quick questions or concerns, email (brenner.108@osu.edu) is the best way to reach me. I will do my best to respond within 24 hours.

DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone [614-292-3307](tel:614-292-3307), slds@osu.edu; slds.osu.edu.

SCHEDULE

Assignments are subject to modification, but any changes will be announced at least a week in advance. Remember, all readings are to be completed **before** the date indicated and **brought to class** for discussion.

Week 1

Memory and Israeli Society

Yosef Gorny, *Between Auschwitz and Jerusalem*, 2003.

Connerton, Paul. (1989). "How Societies Remember." Cambridge University Press.

"Memory and Identity: The History of a Relationship." In *Commemorations: The Politics of National Identity*. Princeton University Press.

Week 2

The View from the East: British Mandate Palestine, 1940s

Tom Segev, *The Seventh Million*

"First Encounters between Holocaust Survivors and the "Yeshuv" 1945-1948" in Hanna Yablonka, *Survivors of the Holocaust*, NY, 1999.

Hebrew Poetry: Uri Zvi Greenberg, Abba Kovner

Week 3

From War to War

Emmanuel Sivan, "The Life of the Dead: Sabras and Immigrants," in: *War and Remembrance in the Twentieth Century* (ed. Jay Winter and Emmanuel Sivan), Cambridge, 1999.

Hill 24 Doesn't Answer (film excerpts)

Dani Rosenberg, *Homeland* (2007, film excerpts)

Week 4

Paper 1 Due

A New State and Its Survivors

Tom Segev, *The Seventh Million*

Roni Stauber, *The Holocaust in Israeli Public Debate*, Vallentine Mitchell, London/Portland, OR, 2007,

Ka-Tzetnik, *House of Dolls* (excerpts)

David Grossman, *See Under: Love*, part I

The Cellar (film excerpts)

Week 5

Memory, Remembrance and Commemoration

Shapira, A. 1998. "The Holocaust: Private Memories, Public Memory." *Jewish Social Studies*, 4 (2), 40-58.

Brog, M. 2003. "Victims and Victors: Holocaust and Military Commemoration in Israel Collective Memory." *Israel Studies*, 8 (3), 65-99

"Commemoration of the Holocaust in the 1950s" Charles S. Liebman and Eliezer Don Yehiya, *Civil Religion in Israel*, Berkeley, CA, 1983, pp. 81-122.

Aharon Meged, "The Name"

Week 6

Heroism? Hanna Senesh & Rudolph Kasztner

Isaiah Trunk, *Judenrat*, NY, 1972.

Roni Stauber, *Public Debate*.

Tom Segev, *The Seventh Million*

Dan Laor, "Israel Kastner vs. Hanna Senesh" *Ha'aretz* November 9, 2013

(<http://www.haaretz.com/israel-news/.premium-1.557024>)

Aharon Meged, "Hana Senesh" (drama, excerpts)

Motti Lerner, "Kastner" (drama, excerpts)

Week 7

Paper 2 Due

Adolf Eichmann

Tom Segev, *The Seventh Million*

Hanna Yablonka, *The State of Israel vs. Adolf Eichmann*

Hannah Arendt, *Eichmann in Jerusalem*

Eichmann Trial (video excerpts, <https://www.youtube.com/user/EichmannTrialEN>)

Week 8

Mid-Semester Reflection

Mid-term reflections, review, and in-class exam

Week 9

Writing and the Holocaust

Berel Lang, *Writing and the Holocaust*

Dan Pagis, selected poems

Sidra De Koven Ezrahi, "The Holocaust and the Shifting Boundaries of Art and History," *History and Memory* 1.2 (1989) 77-97.

Aharon Appelfeld, *Iron Tracks*

Week 10

Second Generation

The Summer of Aviya (Film, 1988)

Because of That War (documentary film, excerpts)

David Grossman, *See Under: Love*, Part II-III

Week 11**Paper 3 Due****Boundaries?**

Naomi Mandel, "Rethinking 'After Auschwitz': Against a Rhetoric of the Unspeakable in Holocaust Writing," *Boundary 2* 28.2 (2001) 203-28.

David Grossman, *See Under: Love*, Part II-IV

Week 12**Memorials**

James Young, *The Art of Memory: Holocaust Memorials in History*.

Amos Goldberg, The "Jewish narrative" in the Yad Vashem global Holocaust museum, *Journal of Genocide Research* (14)(2)(2012).

Yad VaShem website (<http://www.yadvashem.org/#!prettyPhoto>)

Week 13**Educating Future Generations**

Jackie Feldman, "Marking the Boundaries of the Enclave: Defining the Israeli Collective Through the Poland 'Experience,'" *Israel Studies*,(7)(2002).

"Sites of memory" of the Holocaust: Shaping National Memory in the Education System in Israel." *Nations and Nationalism*.

The Wooden Gun (film excerpts)

Week 14**Paper 4 Due****Israeli Past & Present: Lingering Trauma**

Raz Yosef, *Deeper than Oblivion: Trauma and Memory in Israeli Cinema*

Made in Israel (2001, film)

Walk on Water (2004, film)

Week 15**TBA****Final Exam**

Hebrew 3705 *Israeli Society and the Holocaust*
GE Cultures & Ideas GE rationale

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
 1. Students will understand and analyze the political, psychological, social and cultural ramifications of the Holocaust in Israel from the 1940s until the present day.
 2. Through reading and viewing assignments, class discussion and written assignments, students will encounter different forms of expression and will analyze those forms in the light of broader questions related to the course goals: how societies remember; how definitions of genocide and heroism change; how Israeli culture compares with other global cultures; how the Holocaust continues to be interpreted and reinterpreted.
 3. Reading assignments for each class meeting will ask students to interpret and analyze a variety of different genres: historical documents; historical film footage; scholarly writing; fiction; poetry; visual art; websites; and film. Students will be expected to express evaluations in small-group and class discussions of how different forms of expression communicate their messages, consider intended and unintended audiences, and assess how interpretation changes over time.
 4. Writing assignments, exams and in-class assignments will ask students to grapple with the texts and films, to interpret and evaluate the legacy of the Holocaust, and to reflect on the difficulties of aesthetic and historical responses to genocide and trauma in Israel and in other societies.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
 1. As part of several key written assignments, students will assess the immediate effects and longer term legacies of genocide and trauma on Israeli society and on societies in general, focusing in particular on questions of communal memory, commemoration, the ethics of representations and intergenerational dynamics.
 2. As they analyze assigned readings and viewings, students will evaluate and re-evaluate difficult but important issues relating to survivor trauma, heroism, evil and the banality of evil, and the possibilities and limits of cultural representation. Students will discuss – in class and in written assignments – questions about how ideas influence beliefs and behavior, such as: What does it mean to remember? How is memory negotiated, enshrined and institutionalized? Who controls cultural representation in different places and at different times?
 3. Papers and exams will give students the opportunity to continue to reflect on how the ideas communicated in texts influence their readers, moving from larger, abstract topics such as genocide and trauma to specific representations and perceptions of reality, past and present.

Hebrew 3705 *Israeli Society and the Holocaust* - Cultures & Ideas GE Assessment Plan

GE Cultures & Ideas Expected Learning Outcomes	Source of Data for Direct Assessment	Direct Assessment Method	Change	Measure of Success	Data Collected by Indirect Assessment	Indirect Assess't Method	Change or Success
1. Students analyze and interpret major forms of human thought, culture, and expression	First and third short essays (Appendix A)	Rate student papers from 1-5 on analysis and interpretation.	Expect that in first essay majority of students' analysis, appreciation and interpretation will be superficial. By third essay expect more students to demonstrate greater skill in analysis and interpretation.	Success is 75% of students rating in middle-high range for analysis and interpretation of works related to the legacy of the Holocaust in Israel.	Whether students see course as successful at providing opportunities to analyze and interpret human thought and cultural expression. (Appendix B)	Opinion Survey	Success is if 75% of students report opportunities to analyze and interpret texts, visual art and other human expression related to the legacy of the Holocaust in Israel.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Second and fourth short essays (Appendix A)	Rate student papers from 1-5 on evaluation of the influence of ideas about the Holocaust on human belief, perception of reality and norms that guide human behavior.	Expect that in second essay majority of students' evaluations will be primarily personal and reactive. By last essay expect more students to demonstrate greater skill in evaluating ideas and their impact in different societies and at different times.	Success is 75% of students rating in middle-high range for evaluation of ideas.	Whether students see course as successful at providing new opportunities to evaluate ideas and how they impact human beliefs, perceptions of reality and human behavior. (Appendix B)	Opinion Survey	Success is if 75% of students report opportunities to evaluate ideas in ways they had not previously considered.

Goals: Students understand the pluralistic nature of institutions, society, and culture across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes - Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - a. Students will examine the legacies of the Holocaust in Israel, and will articulate with at least elementary facility how those legacies are experienced in the State of Israel in ways that are distinct from those in other societies because of the war's immense impact on the state's founding and identity. Understanding the history and dynamics of Holocaust remembrance will give students insight into Israeli politics, society, and culture.
 - b. Students will demonstrate familiarity, in the course of written assignments and class discussion, with Israeli history and society from 1948 to the present day by examining topics such as relevant political and legal debates (Kastzner trial, reparations debate, Eichmann trial); social dynamics of immigrant survivors, and efforts to remember and commemorate the Holocaust.
 - c. Readings and viewing assignments task students with exploring approaches to the topics in different disciplines, encompassing fields such as political science, history, sociology, literature, film, art history, and museum studies.
 - d. Written assignments and exams will measure how students can use their knowledge about Israeli society to analyze broader philosophical and aesthetic questions.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
 - a. Students will examine issues of genocide, witnessing, trauma and healing that have global ramifications, both in the legacies of the Holocaust in other societies and the impact of other instances of genocide. Class discussions and written assignments will ask students to reflect on questions such as: What responsibilities do individuals have in remembering and commemorating genocide? What responsibilities do societies have? How does the Israeli case compare with other instances in genocide and their legacies?
 - b. Students will read texts and study visual materials relating to Israel and the Holocaust and, through guiding questions provided by the instructor, produce both oral and written analyses with reference to both Israeli society and global societies, focusing on issues such as how societies remember; the construction of memorial statues and museums; and the ethics of aesthetic representation.
 - c. Written assignments will ask students to compare the Israeli case with their own experience of Holocaust education and representation, and with other comparable cases of the effects of genocide, trauma and memory. Students will also be asked to put themselves in the place of various historical figures and artists, making difficult choices about representation and commemoration.

Hebrew 3705 Israeli Society and the Holocaust GE Diversity: Global Studies Assessment Plan

GE Diversity (Global)	Source of Data for Direct Assessment	Direct Assessment Method	Change	Measure of Success	Data Collected by Indirect Assessment	Indirect Assess't Method	Change or Success
1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	Questions inserted in Midterm and Final Examination. (Appendix C)	Rate student answers as Correct or Incorrect on knowledge of Israeli history, politics, society and culture from 1948-present, as related to the legacy of the Holocaust.	Expect that in midterm students will relate knowledge of Israeli society and culture until 1965. Expect in final students demonstrate knowledge of Israeli society and culture from 1948 to the present.	Success 60% of students getting the question correct in the final examination.	Whether students see course as successful at providing opportunities to understand Israeli history, politics, society and culture. (Appendix B)	Opinion Survey	Success is if 75% of students report greater knowledge of Israeli history, politics, society and culture.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Questions inserted in Midterm and Final Examination. (Appendix C)	Rate student answers on midterm and final on a scale of 1-5.	Expect that in midterm students will begin to consider the larger global implications of course material. Expect that in the final students will be able to express their values as global citizens on topics such as trauma, genocide and collective memory.	Success is 75% of students rating in middle-high range for expressing attitudes and values as global citizens.	Whether students see course as successful at providing opportunities to reflect on diversity and their attitudes and values as global citizens. (Appendix B)	Opinion Survey	Success is if 75% of students report greater reflections on diversity and attitudes and values as global citizens.

Hebrew 3705 Israeli Society and the Holocaust

Appendix A

Paper #1 – Cultural Analysis

Write a short paper (700-800 words) that analyzes *either* Abba Kovner's poem *or* the film *Hill 24 Doesn't Answer*. The poem and the film are all cultural forms of expression produced after the end of World War II. However, they both grapple with the enormity of what occurred during the Holocaust and the implications for those living afterwards. Does this work convey the experience of the Holocaust, or the memory of the Holocaust? Or, in other words, is it meant to bring readers/viewers back to a specific historical moment, or to reflect on past events? How does it accomplish this? Why does it approach the Holocaust in this way?

Make sure that your paper includes a strong statement of argument (thesis), ideally near the beginning. Provide *specific* evidence to support your points from the poem or film. Make sure you address the different questions (including how? And why?) in the prompt. Finally, make sure you proofread your paper to catch spelling and grammar errors, and be sure to cite any sources that you use.

Grading rubric:

Argument (5 points) – is there a clearly stated argument that guides the paper? Does the argument go beyond stating the obvious? Does the argument respond to the prompt?

Evidence (5 points) – is there evidence from the text(s) or film(s) that are being discussed? Is the evidence appropriate to the overall argument and specific point of a given paragraph? Are quotations or details from scenes presented accurately, and framed by the writer's own words? Is the evidence cited correctly?

Analysis (5 points) – does the paper explain the significance of the text(s), film(s) or idea(s) being discussed? Does it interpret the evidence and relate it to the overall argument?

Writing and Organization (5 points) – is the paper largely free of spelling and grammar mistakes? Does the paper flow logically from idea to idea? Is it largely free of repetition? Does it cite its sources when referring to other people's words, ideas or knowledge? Is it easy to follow and to read? Does it adhere to the word limit?

Paper #2 – Analysis of Ideas

Holocaust Remembrance Day in Israel, as we saw in the histories of Shapira and Segev, was officially titled "Day of Remembrance for the Holocaust and Heroism." Write a short paper (700-800 words) that analyzes how the coupling of Holocaust, a specific historical event, and heroism, a quality or personal trait, shapes perceptions of the Holocaust. How would you define "heroism" in this context? What are the implications of pairing Holocaust with heroism? How does the concept of heroism influence the commemoration of the Holocaust in Israel *or* debates surrounding the Holocaust in Israel? Please include specific examples from the readings and from class discussion in your answer.

Make sure that your paper includes a strong statement of argument (thesis), ideally near the beginning. Provide *specific* evidence to support your points from readings or class discussion. Make sure you address the different questions in the prompt. Finally, make sure you proofread your paper to catch spelling and grammar errors, and be sure to cite any sources that you use.

Grading rubric:

Argument (5 points) – is there a clearly stated argument that guides the paper? Does the argument go beyond stating the obvious? Does the argument respond to the prompt?

Evidence (5 points) – is there evidence from the text(s) or film(s) that are being discussed? Is the evidence appropriate to the overall argument and specific point of a given paragraph? Are quotations or details from scenes presented accurately, and framed by the writer's own words? Is the evidence cited correctly?

Analysis (5 points) – does the paper explain the significance of the text(s), film(s) or idea(s) being discussed? Does it interpret the evidence and relate it to the overall argument?

Writing and Organization (5 points) – is the paper largely free of spelling and grammar mistakes? Does the paper flow logically from idea to idea? Is it largely free of repetition? Does it cite its sources when referring to other people's words, ideas or knowledge? Is it easy to follow and to read? Does it adhere to the word limit?

Paper #3 – Film Analysis

Watch one of the following films via OSU's Secured Media Library:

Wooden Gun (1978)

Tel Aviv-Berlin (1986)

The Debt (2007)

Write a short paper (700-800 words) that analyzes the ways in which the film represents the Holocaust in the context of Israeli society. How is the Holocaust depicted in this film? Directly? Indirectly? Could this film still work without reference to the Holocaust? Why or why not?

Make sure that your paper includes a strong statement of argument (thesis), ideally near the beginning. Provide *specific* evidence to support your points from the film, noting the time of specific scenes and providing details and/or quotations from the film when appropriate. Make sure you address the different questions in the prompt. Finally, make sure you proofread your paper to catch spelling and grammar errors, and be sure to cite any sources that you use.

Grading rubric:

Argument (5 points) – is there a clearly stated argument that guides the paper? Does the argument go beyond stating the obvious? Does the argument respond to the prompt?

Evidence (5 points) – is there evidence from the text(s) or film(s) that are being discussed? Is the evidence appropriate to the overall argument and specific point of a given paragraph? Are

quotations or details from scenes presented accurately, and framed by the writer's own words? Is the evidence cited correctly?

Analysis (5 points) – does the paper explain the significance of the text(s), film(s) or idea(s) being discussed? Does it interpret the evidence and relate it to the overall argument?

Writing and Organization (5 points) – is the paper largely free of spelling and grammar mistakes? Does the paper flow logically from idea to idea? Is it largely free of repetition? Does it cite its sources when referring to other people's words, ideas or knowledge? Is it easy to follow and to read? Does it adhere to the word limit?

Paper #4 – Commemorating Genocide

Please choose a monument or memorial designed to commemorate victims of the Holocaust or of another genocide. This may be a statue or a commemorative site, but it should be something that is accessible to the public. It may be located anywhere in the world – it does not need to be in Israel. Make sure you have access to good, high quality images of the site, and please include at least one image with your paper.

Please write a short paper (700-800 words) that analyzes the design of this monument/memorial and any text or other information conveyed as part of the site. You may find James Young's *The Art of Memory* (reading week 8) helpful. Consider why this particular monument or memorial was erected in this particular site; what ideas it is trying to communicate; how it seeks to communicate its message; and whether or not it is successful in doing so.

Make sure that your paper includes a strong statement of argument (thesis), ideally near the beginning. Provide *specific* evidence to support your points. Make sure you address the different questions in the prompt. Finally, make sure you proofread your paper to catch spelling and grammar errors, and be sure to cite any sources that you use.

Grading rubric:

Argument (5 points) – is there a clearly stated argument that guides the paper? Does the argument go beyond stating the obvious? Does the argument respond to the prompt?

Evidence (5 points) – is there evidence from the memorial or monument that is being discussed? Is the evidence appropriate to the overall argument and specific point of a given paragraph? Are quotations or details from scenes presented accurately, and framed by the writer's own words? Is the evidence cited correctly?

Analysis (5 points) – does the paper explain the significance of the text(s), film(s) or idea(s) being discussed? Does it interpret the evidence and relate it to the overall argument?

Writing and Organization (5 points) – is the paper largely free of spelling and grammar mistakes? Does the paper flow logically from idea to idea? Is it largely free of repetition? Does it cite its sources when referring to other people's words, ideas or knowledge? Is it easy to follow and to read? Does it adhere to the word limit?

Appendix B

Please answer the questions on a 1-4 scale,

1 = not at all

2 = a little

3 = some

4 = a great deal

1. I have analyzed and/or interpreted written texts, visual arts and other forms of culture expression related to the Holocaust.
2. I have evaluated ideas related to the Holocaust and/or genocide in ways I had not previously considered.
3. I now know more about Israeli history, politics, society and culture than I knew at the beginning of the semester.
4. This course has encouraged me to think about diversity and my place as a global citizen in new ways.

Appendix C

Sample Midterm Questions

1. What are two different reactions to Holocaust survivors in Israel in the early years of the state, 1948-1958?
2. What were three implications of the reparations debate for Israeli society?
3. Hannah Arendt, in the book *Eichmann in Jerusalem*, uses the term “banality of evil” to characterize the Nazi regime. Explain what she means by the phrase and why it is controversial. Do you agree or disagree with the argument that she is making about thinking and judging?

Sample Final Questions

1. What is the “Second Generation” and why is it important in Israeli society and culture?
2. When did the “Poland Experience” become common in Israeli schools, and what does it suggest about the Israeli education system and Israeli identity?
3. Choose one example of a text, film or memorial that commemorate the Holocaust in Israel. How universal or how particular is this commemoration? Could it relate to a historical event other than the Holocaust? Could it be in a country other than Israel?

Subject: RE: Concurrence request for Hebrew course
Date: Wednesday, November 16, 2016 at 9:00:58 AM Eastern Standard Time
From: Byram, Katra
To: Acome, Justin
CC: Miller, Natascha, Brenner, Naomi

Dear Justin,

Yes, no problem, we grant concurrence. It happens to work out nicely, too, that the primary GE category that you are requesting for the course is different than the categories on our courses (which are literature and film/visual studies). Not that our answer would have been different if that wasn't the case, but it could work out well for both of us.

Best,
Katra

From: Acome, Justin
Sent: Tuesday, November 15, 2016 3:40 PM
To: Byram, Katra <byram.4@osu.edu>
Cc: Miller, Natascha <miller.521@osu.edu>; Brenner, Naomi <brenner.108@osu.edu>
Subject: Concurrence request for Hebrew course

Dear Katra,

I would typically send this by way of Natascha but, having run into her yesterday afternoon, she had the chance to suggest I skip a step and forward it directly to you. We had initially assumed we didn't need this step because we were proposing only to change the number of an existing course, so I promise we weren't trying to skate by without input!

I'm attaching the syllabus and other proposal materials, and the Arts & Humanities panel's comments are below.

I hope you'll let me know if you have any questions or if you need anything else. Thank you very much in advance.
Justin

Justin Acome
Academic Program Coordinator

Department of Near Eastern Languages & Cultures
Ohio State University
300 Hagerty Hall, 1775 College Rd
Columbus, OH 43210
nelc.osu.edu
(614) 292-4479

From: Bernadette Vankeerbergen <vankeerbergen.1@osu.edu>
Date: Monday, November 14, 2016 at 2:47 PM
To: "Acome, Justin" <acome.1@osu.edu>, Kevin van Bladel <vanbladel.2@osu.edu>
Cc: "Heysel, Garrett" <heysel.1@osu.edu>, "Aski, Janice" <aski.1@osu.edu>, "Meier, Sam" <meier.3@osu.edu>
Subject: NELC 3625.02 and Hebrew 3705

Dear Kevin and Justin,

On Tuesday, November 8, the Arts and Humanities 1 Panel of the ASC Curriculum Committee reconsidered a proposal to offer NELC 3625.02 (a course with GE Cultures and Ideas & GE Diversity-Global Studies) 100% on-line and also reviewed a proposal to change the number of Hebrew 2705 to 3705 and add GE Cultures and Ideas & GE Global Studies.

Please find below the feedback of the Panel:

[...]

Hebrew 3705: unanimously approved with 4 contingencies:

Request concurrence from the Department of Germanic. That department has several GE courses that deal with the Holocaust (and literature/film).

Form in curriculum.osu.edu: Since course title has been changed from "The Holocaust in Literature and Film" to "The Holocaust in Israeli Society and Culture," the course description (which will appear in the course catalog) needs to be changed accordingly.

Syllabus:

P. 1: Course goal #1: It is not clear which activity/ies exactly the 10% and 20% tie to. Please rephrase.

P. 4: "If midterms submitted are substantially similar, suggesting that students wrote it together, those students will take an additional midterm in my office, at a mutually agreed upon time." In actuality, this is academic misconduct and cases of plagiarism should be referred to COAM.

The Office of Student Life Disability Services has moved and the College's preferred statement is now, "Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu."

Assessment plan: Specific examples are said to be included in Appendices A, B, and C. However, these appendices are missing from the assessment plan. Please submit these.

NELC 3625.02 will now continue through the approval process. As for Hebrew 3705, I will return the course via curriculum.osu.edu in a minute to enable the department to address the points above.

Should you have any questions about this feedback, do not hesitate to contact Janice Aski (faculty Chair of the Arts and Humanities 1 Panel; cc'd here), or me.

My best,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Program Director, Curriculum and Assessment

College of Arts and Sciences

154D Denney Hall, 164 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-688-5679 / Fax: 614-292-6303

<http://ascas.osu.edu>