The Hebrew University of Jerusalem

Syllabus

BIBLIOTHERAPY: DEALING WITH CRISIS IN LITERATURE - 34036

Last update 20-11-2013

<u>*HU Credits:*</u> *2*

<u>*Degree/Cycle:*</u> *1st degree (Bachelor)*

<u>*Responsible Department:*</u> *Teachers' training, Education*

<u>*Academic year:*</u> *2*

<u>*Semester:*</u> *1st Semester*

<u>*Teaching Languages:*</u> *hebrew*

<u>*Campus:*</u> *Mt. Scopus*

<u>*Course/Module Coordinator:*</u> *Dr. Rivka Berger*

Coordinator Email: rivkaberger@gmail.com

<u>*Coordinator Office Hours:*</u> *wed. 16:00-17:00*

Teaching Staff:
  Dr. Rivka Berger

Course/Module description:
  The students will read literature which is suitable for adolescents and describes situations of crisis, danger and existential questions as well as ways of coping

Course/Module aims:
  1. to learn therapoitic principals and the ways to oprate them through literature 2.to adopt the therapoitic principals and ways of oparating to adolecents

Learning outcomes - On successful completion of this module, students should be able to:
  1. a paper on an unseen literary text
2. a short presentation of the paper

Attendance requirements(%):
  80%

Teaching arrangement and method of instruction: at home-reading the theoreticl material
in class- disscusion about the aplication of the theory on literary text

Course/Module Content:
  each class will focus on a new literary text-all the texts are in Hebrew

Required Reading:
 All obligatory readings in this course are in Hebrew and include both primary and secondary sources.

 Additional Reading Material:
  most of opptional readings in this course are in Hebrew and some in English

Buber, M` (1958). I and Thou, Edinburg: Clarke
Ellis, A`& Whitely, J` M` (1979). Theoretical and Empirical Roundations of Rational

Emotive Therapy. California: Brooks/Cole.
Neuman, E` (1969). Depth Psychology and a New Etic. London: Holder & Stougton.
White, M.&Epston, D. (1990): Narrative Means to Therapeutic Ends. New York: W.W.
Norton.

 Course/Module evaluation:
 End of year written/oral examination 0 %
 Presentation 10 %
 Participation in Tutorials 0 %
 Project work 50 %
 Assignments 40 %
 Reports 0 %
 Research project 0 %
 Quizzes 0 %
 Other 0 %

Additional information:
 None