The Summer Institute for Israel Studies
2004 - 2013

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Acknowledgments

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EXECUTIVE SUMMARY

In the summer of 2013, the Schusterman Center for Israel Studies at Brandeis University ran its tenth annual Summer Institute for Israel Studies (SIIS). Scholars from a variety of disciplines, academic ranks, universities, and locales came together for an intensive two-week program at Brandeis and an additional ten-day study tour of Israel. The program, as in years past, sought to expose college and university faculty members to a wide range of perspectives and resources and to help them develop and execute their own course offerings on contemporary Israel. As the program came to a close, they shared their syllabi drafts and prepared to join their colleagues from the nine previous cohorts in offering courses on Israel.

In 2013, as in previous years, the Cohen Center for Modern Jewish Studies (CMJS) surveyed the fellows from all previous cohorts and found that 68 SIIS fellows offered 90 courses on Israel with a total of 2,600 students. The 2013 survey documents the enthusiasm of the 2012 cohort for introducing courses on Israel. More than half of the 2012 fellows reported that they had taught courses about Israel in 2012-13, and all of the other respondents in the cohort indicated that they plan to teach courses about Israel in the next two years. This study documents the continued success of SIIS in preparing fellows, providing follow-up opportunities for learning, and supporting the community of learners created by the Institute. The report also highlights the ways in which the work of the fellows influences their students and colleagues.

Of the 140 survey respondents actively teaching, approximately half (68) were offering courses about Israel in 2012-13. Of the 81 responding fellows who taught no courses about Israel in 2012-13, 32 (40%) had at least one course in preparation for 2013-14 or 2014-15. Two-thirds of all respondents (100), were either teaching about Israel in 2012-13 or planning new courses for the future.

Since 2004-05, more than 475 courses have been added to curricula at over 130 colleges and universities (see Methodological Appendix). Well over 12,000 students have taken a course about Israel that likely would not have been offered or would have been substantially different without the preparation provided by SIIS. Although there is some attrition of SIIS alumni over time—a few have retired or left the academy and some are no longer teaching about Israel—the addition of a new cohort each year continues to increase the pool of SIIS fellows actively teaching about Israel. Consequently the number of courses offered and students reached has increased as well (Table 1).
Table 1: Summary of SIIS Impact

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellows</td>
<td>17</td>
<td>21</td>
<td>21</td>
<td>17</td>
<td>26</td>
<td>20</td>
<td>20</td>
<td>22</td>
<td>20</td>
<td>21</td>
<td>205</td>
</tr>
<tr>
<td>Fellows</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching courses</td>
<td>8</td>
<td>16</td>
<td>26</td>
<td>36</td>
<td>43</td>
<td>58</td>
<td>58</td>
<td>62</td>
<td>68</td>
<td></td>
<td>145</td>
</tr>
<tr>
<td>Courses offered</td>
<td>9</td>
<td>23</td>
<td>33</td>
<td>39</td>
<td>54</td>
<td>72</td>
<td>75</td>
<td>80</td>
<td>90</td>
<td></td>
<td>478</td>
</tr>
<tr>
<td>Number of students</td>
<td>250</td>
<td>500</td>
<td>750</td>
<td>800</td>
<td>1,200</td>
<td>1,800</td>
<td>2,200</td>
<td>2,300</td>
<td>2,600</td>
<td></td>
<td>12,300</td>
</tr>
</tbody>
</table>

The number of courses offered, the variety of topics addressed by the courses, and the enrollments continue to increase, but there are other multiplicative impacts of SIIS as well. Fellows who have not been teaching courses directly have been engaged in hiring faculty with expertise in Israel to teach at their institutions. Particularly in Europe and Asia, fellows are creating conferences and institutes of their own to help develop the field.

Still, there is much to be done. Most college and university students in the United States never take a course on Israel in their college career and may never have the opportunity to do so. SIIS provides a critical response to that void. As its leadership changes, the coming year will be one of transition for the Schusterman Center for Israel Studies. This report, as those that have preceded it, documents the accomplishments of SIIS and the importance of continuing the work it has begun.

The report that follows is based on a survey of 2004-12 SIIS fellows administered in March-April 2013. The first section of the report discusses the number of courses, their content, and future courses. It also documents courses not specifically about Israel that were influenced by the fellows’ experiences through SIIS. The second section discusses enrollment by year and cohort. In Section III, the report discusses the fellows’ institutions and their distribution around the United States and the world. Fellows’ responses to questions about the political atmosphere on their campuses are also included in Section III. Section IV discusses the fellows: their continuing involvement in SIIS, their opinions about the programs offered, their interest in improving their Hebrew language skills, and their appreciation of their SIIS experience. Section V recounts the influence of SIIS beyond the classroom, and the final section presents conclusions and recommendations.
I. COURSES

The number of courses on Israel offered by SIIS fellows has increased each year from the inception of the program through 2012-13 (Figure 1). Although it grew only slightly in the 2011-12 academic year, it grew more strongly in 2012-13 to a high of 90 courses. As has been the case every year since the evaluation of SIIS began, it is likely that the number of courses is undercounted because some fellows did not complete the survey (see Methodological Appendix).

Figure 1: Number of Courses

Of the 138 survey respondents actively teaching in 2012-13 (9 of the 147 fellows who responded were on leave), 68 (49%) taught courses about Israel. Courses were offered by fellows from every SIIS cohort (Table 2). Because some of the earlier cohorts were smaller (2004 and 2007) and because some fellows from earlier cohorts have retired or ceased to participate in the survey, it is not surprising that the more recent cohort members offered more courses. (See Appendix A for response rates by cohort.)
Table 2: Courses Offered in 2012-13 by Cohort

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2012-13 courses offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>8</td>
</tr>
<tr>
<td>2005</td>
<td>4</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
</tr>
<tr>
<td>2007</td>
<td>6</td>
</tr>
<tr>
<td>2008</td>
<td>10</td>
</tr>
<tr>
<td>2009</td>
<td>13</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
</tr>
<tr>
<td>2011</td>
<td>13</td>
</tr>
<tr>
<td>2012</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>

The influence of SIIS extends well beyond these numbers, however, as many fellows not offering courses on Israel in a given year bring knowledge and perspective gained through their SIIS experience into courses in a variety of fields. Of the 81 surveyed fellows who did not offer any courses on Israel in 2012-13, 40 indicated that they incorporated what they learned as SIIS fellows into other courses they taught. Taken together, fellows who offered courses on Israel in 2012-13, planned to offer courses in the future, or taught courses influenced by SIIS, comprised over 80% (124 fellows) of all responding. Among the most recent cohort, 2012, 19 of 20 fellows completed the survey, and 11 (58%) indicated that they had taught courses about Israel in the 2012-13 academic year.

Since 2004, 478 courses have been reported in the CMJS surveys. The plurality (20%) were taught in Jewish studies departments (Figure 3). History, political science, international relations, and international studies comprise slightly more than a third of courses (34%). Language and literature courses represent 16%, but taken together with other “culture” classes (visual arts, music, theater and film) they represent 21%. Social science (5%) includes both sociology and anthropology. “Other” consists of communications, public and healthcare administration, business, adult learning, core curriculum, and other general studies areas. Of these courses, only one was taught in a Middle East studies program; two in Asian studies and five in Eastern or Near Eastern Language and Literature programs. Approximately 10% of the courses offered by fellows between 2004 and 2013 were about the Middle East more broadly (politics, history, culture), but these were offered through history, political science, language, or literature departments.
Content of Israel Courses

One of SIIS’s core institutional goals has been to normalize the study of Israel as a state, culture, and people apart from the country’s role in a political conflict. An analysis of 83 courses offered in 2012-13 about which detail had been provided reveals that most cover Israel in a broader sense than simply the Arab-Israeli conflict (Figure 3). Only 17% of the 2012-13 courses were specifically focused on the conflict, while over 40% focused on Israeli culture, society, Zionism, or dealt with Israel within the context of Jewish, Middle East or religious studies. Although some courses studying Israel’s history or international relations may have devoted close attention to the conflict, the titles of the courses in other fields suggest that they did not focus on the conflict. Some examples of culture courses that presented Israel “beyond the conflict” include Hard Rockin Jews: Judaism and Pop Culture in Israel (offered by a 2006 fellow) The Soundtrack of Israeli History (by a 2012 fellow), which explored art, folk and popular Israeli music, and Childhood, Adolescence, & Coming-of-Age in Jewish Literature & Film of North America and Israel (by a 2004 cohort member). Israeli society was the principle focus of courses such as Celebrating the Balagan: Israeli Society Reflected in Popular Culture (by a 2012 fellow) and Israeli Diversity (by a 2009 fellow). International relations courses, although typically focusing on Middle Eastern politics, also included courses such as Comparative Legal Perspectives of Israel and the US (by a 2008 fellow) and Studies on China-Israel Relations (by a 2011 fellow).
Courses that are cross-listed, fulfill major or minor requirements, or fulfill core and general studies requirements are more likely to attract a broad range of students. In order to build enrollment, it is in the interest of SIIS to encourage its fellows to try to cross-list their Israel courses in other departments. The percentage of courses cross-listed in 2012-13 is similar to percentages cross-listed in previous years. Of the 83 courses fellows were able to describe in detail in 2012-13, almost half (49%) were cross-listed, and 17% (14 courses) were cross-listed in multiple departments. Courses were cross-listed most frequently in Jewish or Judaic studies (17). This was followed by Middle East studies (10).

In the early 2000s, some funders and leaders spoke of Israel studies as, at least in part, a response to exclusion or bias against the study of Israel in the field of Middle East studies (Bard, 2004; Kramer, 2001; Reinharz, 2003). Somewhat fewer than a quarter of the 2012-13 courses on Israel were cross-listed in Middle East studies departments. However, this is more likely due to the lack of Middle East studies programs at SIIS schools rather than failure of such programs to integrate fellows’ courses.

Most of the Israel courses taught by fellows (69%) fulfilled major or minor requirements of their departments. One-third fulfilled core or general studies requirements of their institutions. Both of these numbers may be higher because many fellows did not answer the questions or indicated that they did not know whether their courses fill requirements (Table 3).

Table 3: Requirements Met by SIIS Fellows’ Courses

<table>
<thead>
<tr>
<th>Course meets requirement for…</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department major of minor</td>
<td>69%</td>
<td>18%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Core or general studies</td>
<td>33%</td>
<td>39%</td>
<td>17%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Future Courses

One-half of fellows described their plans to offer courses about Israel in the future. These 75 fellows have at least 103 new courses on Israel in preparation (Table 4). Most of the courses in preparation are planned for 2013-14 (63%). An additional 14% are planned for 2014-15, and the rest are unspecified. Fellows provided estimates for 84 courses planned for the future, and these would be expected to enroll approximately 2,600 students. Courses fellows hope to offer in the future are, of course, not guaranteed to actually run due to the typical university timetables for the approval of new courses. The preparation of courses that may never be listed or become part of the curriculum, however, may, in itself, lead to changes in the way that fellows teach about Israel.

Table 4: Courses Planned for the Future (2012-13, all cohorts)

<table>
<thead>
<tr>
<th>2013-15 and undetermined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellows planning courses</td>
</tr>
<tr>
<td>Number of courses planned</td>
</tr>
</tbody>
</table>

Among the 2012 cohort, 84% indicated that they intend to offer courses on Israel in the future (Table 5). A smaller percentage of members of the earlier cohorts are planning to offer new courses, but this may be attributed to the same factors mentioned above (attrition of fellows due to age or career changes) as well as satisfaction with the courses they are already teaching. Of the 81 responding fellows who taught no courses about Israel in 2012-13, 32 had at least one course in preparation for 2013-14 or 2014-15. Two-thirds of all respondents (100), therefore, were either teaching about Israel in 2012-13 or planning new courses for the future.

Table 5: Fellows Planning Future Courses by Cohort (2012-13)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>% of Survey Respondents with Courses in Preparation for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>36%</td>
</tr>
<tr>
<td>2005</td>
<td>39%</td>
</tr>
<tr>
<td>2006</td>
<td>31%</td>
</tr>
<tr>
<td>2007</td>
<td>46%</td>
</tr>
<tr>
<td>2008</td>
<td>43%</td>
</tr>
<tr>
<td>2009</td>
<td>39%</td>
</tr>
<tr>
<td>2010</td>
<td>75%</td>
</tr>
<tr>
<td>2011</td>
<td>67%</td>
</tr>
<tr>
<td>2012</td>
<td>84%</td>
</tr>
</tbody>
</table>

Other Courses Influenced by SIIS

In 2012-13, almost half of survey respondents (47%) taught classes that were not specifically about Israel but were influenced by their experience at SIIS. One fellow from the 2012 cohort offered an example of how, in her first year teaching following SIIS, she was able to incorporate what she learned into an already-existing course.
SIIS opened a whole new world of understanding for me. I returned home excited about sharing my knowledge and passion with my students. I have taught a political geography course for several years with various topics. Now I teach the Israeli/Palestinian conflict in that course.

Another fellow (also from the 2012 cohort) has not yet offered a course about Israel, but plans to in the coming year. He specifically described how the content of his upcoming course was influenced by his experience at SIIS:

*The Middle East Politics course, which I have not taught before, will have a much stronger Israel component and will certainly deal with issues that have not been discussed, like ethnic minorities such as Israeli Arabs (Arab Israelis). I will be including more film, art, and literature in the curriculum than has ever been done before.*

SIIS-influenced non-Israel studies courses were offered both by fellows who had also taught courses about Israel (32) as well as those who had not (38). These courses included general topics in their fields (*International Politics, Conflict and Communication, Theory of Art, Contemporary World History, International Business*), more specific topics within these fields (*Literature of Exile and Displacement, Image Wars: Idolatry and Iconoclasm, Language Memory and Identity in the Middle East*), as well as more specific courses on the region (*The Arab Spring, Ten Moments that Made the Modern Middle East, the Middle East in World Affairs*), and Jewish studies courses (*History of the Jews in the Modern Era, Modern Judaism, Jewish Youth and Cultural Change, Holocaust and Post-Holocaust Responses*). Several SIIS fellows described how their courses outside of Israel studies were influenced by SIIS: a Russian politics course included a component “dealing with Russian immigration to Israel and organized crime.” A research methods and analysis course made use of a case study on Jewish marriage in Israel, and a course entitled *International Communication and Negotiation* included a component on Israel/Palestine.

The fellows’ courses, as seen in this overview, were diverse in subject area, offered by a variety of departments and often cross-listed. As well, they attracted substantial numbers of students.
II. STUDENTS

Overall, the number of students affected by the program has continued to increase (Figure 4). In 2012-13, over 2,500 students enrolled in courses on Israel offered by SIIS fellows. This figure does not include the students of SIIS fellows who did not complete the survey.

Figure 4: Number of Students

As in the past, most courses were aimed at upper-level undergraduates and graduate students (60%). The remaining courses were directed at undergraduates at all levels (31%) or first or second year students only (9%). Most of the courses were relatively small (almost two-thirds had fewer than 25 students) as one would expect for classes directed at upper level and graduate students; 13% had 50 or more students, however. None of the freshmen/sophomore level courses had fewer than 10 students, and none of the graduate level classes had more than 24 students (Figure 5).
Seven of the nine cohorts through 2012 have already given courses on Israel to over 1,000 students per cohort (Table 6). This illustrates the reach SIIS fellows have cumulatively—well over 12,000 students. Although some students may be double counted (they took more than one course about Israel from the same fellow), the number underestimates the extent of SIIS influence on students because some fellows fail to respond to the survey. Table 6 also reveals a pattern of decrease in course offerings (and therefore the number of students) over time as the cohorts are further from their SIIS experience. (The pattern does not appear to hold for the 2006 or 2009 cohorts.). This is due, in part, to members of earlier cohorts retiring or leaving the academy, asking to be dropped from the survey pool, or failing to respond to the survey. As well, some fellows move on to other positions or institutions that lack support for Israel courses.¹

¹ Many of the fellows’ institutions are not in the CMJS Israel Studies Directory sample of 316 schools. Five of the schools that are part of the sample, however, have courses offered by fellows who did not respond to the survey (Koren, Aronson, and Fleisch, in preparation, 2013). This is evidence that all numbers underestimate the full impact of SIIS.
Table 6: Number of Students by Cohort

<table>
<thead>
<tr>
<th>Year following SIIS participation</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>240</td>
<td>360</td>
<td>230</td>
<td>180</td>
<td>500</td>
<td>580</td>
<td>275</td>
<td>590</td>
<td>310</td>
</tr>
<tr>
<td>2nd</td>
<td>130</td>
<td>240</td>
<td>130</td>
<td>160</td>
<td>470</td>
<td>620</td>
<td>470</td>
<td>590</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>290</td>
<td>280</td>
<td>140</td>
<td>160</td>
<td>500</td>
<td>200</td>
<td>360</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>190</td>
<td>170</td>
<td>240</td>
<td>200</td>
<td>440</td>
<td>510</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>230</td>
<td>190</td>
<td>225</td>
<td>100</td>
<td>230</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>130</td>
<td>190</td>
<td>180</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7th</td>
<td>190</td>
<td>130</td>
<td>220</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8th</td>
<td>200</td>
<td>60</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>150</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total students date</td>
<td>1750</td>
<td>1620</td>
<td>1365</td>
<td>890</td>
<td>2140</td>
<td>1910</td>
<td>1105</td>
<td>1180</td>
<td>310</td>
</tr>
</tbody>
</table>

III. INSTITUTIONS

Regions
SIIS fellows teach in institutions throughout the United States and around the world—from Canada, Australia, China, Russia, and Brazil as well as Europe and Latin America (Table 7). Over the last several years an increasing number of fellows have come from non-U.S. institutions, but the vast majority of fellows (82%) still come from North American universities. Of the 205 fellows in 2004-2013 cohorts, almost one-third (32%) are affiliated with schools in the Northeast region of the United States; 46% come for the remaining regions of the country, and 4% are from Canada. Almost one-fifth of the fellows (19%) are affiliated with international universities from outside North America. (Table 7).

Table 7: Institutions with SIIS Fellows

<table>
<thead>
<tr>
<th>Region</th>
<th>Institutions with SIIS Fellows 2004-2012 Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td></td>
</tr>
<tr>
<td>U.S. Northeast</td>
<td>32%</td>
</tr>
<tr>
<td>U.S. Midwest</td>
<td>10%</td>
</tr>
<tr>
<td>U.S. South</td>
<td>20%</td>
</tr>
<tr>
<td>U.S. West</td>
<td>16%</td>
</tr>
<tr>
<td>Canada</td>
<td>4%</td>
</tr>
<tr>
<td>Europe</td>
<td>11%</td>
</tr>
<tr>
<td>Asia</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>100% (205)</td>
</tr>
</tbody>
</table>
The early 2000s saw the emergence of several new Israel studies centers and chairs mostly in the United States. The last several years have seen a larger growth of the field internationally. The first chair in modern Israel studies in Australia was appointed in 2008 (Monash University, 2007); China’s first Israel studies program was initiated in 2011 (Oster, 2011) and its first Israel studies research center was announced in 2013 (Ziri, 2013). In Europe, programs and professorships have been started recently in Germany (“Israel Education: University Chairs in Israel Studies,” 2013), England (Vasagar, 2011), and Russia (Epstein, 2008), and in 2012, the European Association of Israel Studies was launched (Swain, 2011)—the first professional association for Israel studies outside of Israel and North America. Accordingly, SIIS has widened its international purview since it started. To date, fellows from 16 countries outside of North America have attended SIIS.

Campus Climate

Some of the impetus for the rapid growth in Israel studies programs and professorships around the United States over the past decade has been due to a perception that college campuses are among the greatest source of anti-Israel attitudes and activism. Inquiries on this situation have argued that such characterizations were exaggerated (Bard, 2004; Schrag, 2004), and SIIS has, from its earliest years, focused on addressing the level of ignorance about Israel rather than influencing political opinions.

In light of the differing perceptions of the ‘climate on campus,’ however, survey respondents were asked to evaluate the political atmosphere at their institutions. Their assessments lead to two conclusions: first, most campuses are not politically active, and second, where pro-Palestinian or pro-Israeli activity or attitudes exist, they tend to exist together. If one outweighs the other, it appears, in the perception of the SIIS fellows, that pro-Israel sentiment is stronger.

Evidence of an overall lack of political activism or awareness on their campuses may be seen in the fellows’ responses to questions asked on the survey. Only 6% of fellows said that the political atmosphere on their campuses in 2012-13 was “very much” characterized by “political protest or activism,” and only 27% said it “somewhat” characterized their campuses. More than two-thirds, then, described their institutions as “not at all” or “only a little” politically active (Figure 6).

Figure 6: Protest and Political Activism on Campus

To what extent does protest and activism characterize the political atmosphere of your campus in the past year?

- Very much, 6%
- Somewhat, 27%
- A little, 39%
- Not at all, 29%

n=12
In addition, on every measure of political activities occurring on campus—whether pro-Israel, pro-Palestinian, or pro-peace, over half said such events occurred seldom if at all (Figure 7).

**Figure 7: Political Activism on Campus**

And when asked about the extent to which their campus could be characterized by “ignorance and indifference,” almost two-thirds of respondents said “somewhat” or “very much.” (Figure 8)

**Figure 8: Ignorance and Indifference on Campus**

To what extent does ignorance and indifference characterize the political atmosphere of your campus in the past year?

In their responses to a question on the frequency of pro-Israel and pro-Palestinian activities (Figure 7, above) slightly more fellows indicated that pro-Israel activities occur “sometimes” or “often” (47%) in comparison to pro-Palestinian activities (40%). But perhaps more
important is the overlap among the two groups. Pro-Israel and pro-Palestinian activities appear closely associated with each other. More than two-thirds of respondents categorized their campuses the same way in regard to these activities (Table 8). Notably, as well, almost half of all respondents said that such activities occurred “seldom” or “never.” The fellows’ responses suggest that the Israel-Palestinian conflict is not an issue galvanizing widespread political engagement on most campuses. Where it does exist, voices representing both pro-Israel and pro-Palestinian positions appear in similar magnitude.

Table 8: Pro-Israel and Pro-Palestinian Activities on Campus (n=124)

<table>
<thead>
<tr>
<th>Pro-Israel student activities</th>
<th>Pro-Palestinian student activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>29%</td>
</tr>
<tr>
<td>Seldom</td>
<td>2%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3%</td>
</tr>
<tr>
<td>Often</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
</tr>
</tbody>
</table>

Finally, regardless of ignorance, indifference, protest, or activism, the overwhelming majority of fellows (85%) said their campuses could be characterized as tolerant of different points of view (Figure 9).

Figure 9: Tolerance for Different Points of View

IV. THE FELLOWS

Continuing Involvement in SIIS

In 2012-13, the SIIS program again expanded programming available to its fellows. All were invited to attend various lectures, webinars, and events that featured scholars of Israel
studies discussing important topics in the field (e.g., the challenges facing a Jewish state, Israel’s economy, the Israeli landscape, the current situation in the Middle East, the 2013 elections, constructing historical narratives, and Zionism in the 21st century). Over 40% of fellows responding to the survey attended one or more of the events offered in 2013, and fellows from all cohorts attended (Table 9 and 10). The 2012 cohort had the highest percentage of attendance at one or more of the five major programs (58%). Half of the 2004 and 2006 cohorts, however, also attended at least one event.

Table 9: Number of SIIS Follow-up Events Attended

<table>
<thead>
<tr>
<th>Follow-up events attended in 2012-13</th>
<th>Number of responding fellows</th>
<th>Percentage of all responding fellows</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>82</td>
<td>57%</td>
</tr>
<tr>
<td>1</td>
<td>19</td>
<td>13%</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
<td>19%</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

Table 10: Fellows Attending SIIS Webinars and Onsite Programs in 2013

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Number of respondents Participating</th>
<th>Percentage of cohort respondents participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>7</td>
<td>50%</td>
</tr>
<tr>
<td>2005</td>
<td>4</td>
<td>31%</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>2007</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>2008</td>
<td>9</td>
<td>43%</td>
</tr>
<tr>
<td>2009</td>
<td>8</td>
<td>44%</td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
<td>35%</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
<td>33%</td>
</tr>
<tr>
<td>2012</td>
<td>11</td>
<td>58%</td>
</tr>
<tr>
<td>All Cohorts</td>
<td>62</td>
<td>42%</td>
</tr>
</tbody>
</table>

Thirty-three fellows (23% of fellows responding to the questions on attendance) attended only the conference and/or pre conference program where they could see and interact with their peers; others found it more convenient to attend only the webinars (12 or 8%). Seventeen (12%) attended both the conference and at least one webinar. Although the first webinar was poorly attended, attendance grew steadily through the last. Furthermore, participants said they found the programs useful. Over 80% of conference attendees found it very useful, and a similar percentage of participants in four of the five webinars found those programs “somewhat” or “very” useful (Figure 10).
The data indicate that a critical mass of fellows remain interested and involved in SIIS education and programming, even long after they complete the Summer Institute. Long-term effects of continued involvement in SIIS programming remain to be seen, but these figures suggest that relevant, appealing programming can help bolster the effect of SIIS among all cohorts of fellows—perhaps crucial as they continue to offer Israel courses and plan for the future.

**Hebrew language skills**

For the first time this year, SIIS fellows were surveyed on their level of Hebrew knowledge. More than half reported ability to read modern Hebrew: 36% can read novels and/or scholarly publications in Hebrew; and an additional 20% can read Hebrew newspapers and magazines but not novels or scholarly publications. Likewise, more than a third have strong conversation skills, identifying themselves as ‘fluent’ in speaking and understanding modern Hebrew. Another 30% claimed to be able to understand modern Hebrew well but have trouble speaking fluently.

The fellows were also queried on their interest in improving their Hebrew skills. More than half (52%) are “very much,” and 24% “somewhat,” interested in improving their Hebrew (Figure 11). Fellows possessing some skills in Hebrew are most interested in improving their skills. Of those who reported having some, but not complete, skills in speaking and/or writing Hebrew, more than 90% indicated that they are “somewhat” or “very much” interested in learning more. Far smaller percentages of those who consider themselves fluent and those who had little or no knowledge of Hebrew (but still more than half of each) were interested in improving their skills. Whether fellows would be willing to invest the time involved in acquiring greater Hebrew literacy is not known, but their survey responses suggest that they might welcome the opportunity to learn more about available programs or participate in online courses.
Travel to Israel

Part of the SIIS experience is a 10-day trip to Israel in which fellows tour a variety of sites around the country meeting with scholars and other key figures about a breadth of topics. Subsequent to their SIIS trips, 60% of fellows returned to Israel at least once. Of those, 74% indicated that a primary purpose of their future travel to Israel was to pursue professional or scholarly activities: 51% to conduct research and/or teach and 23% attending for other reasons including conferences or programs, paper presentations, lectures, or to study at an Israeli institution (Figure 12). One had attended a seminar at Yad Vashem and another had organized a summer school for graduate students in Jerusalem.

Professional associations

Membership in professional associations and attendance of the annual conferences held by each association may indicate the degree to which scholars consider themselves part of a field, and SIIS intends for and encourages its fellows to consider themselves part of a
community of Israel studies scholars. The percentage of SIIS fellows who were members of
the Association of Israel Studies (AIS) increased from 33% in 2011-2012 to 43% in 2012-
2013. In contrast to these numbers, only 12% of SIIS fellows were members of the Middle
East Studies Association (MESA), and only 11% were members of the Study of the Middle
East and Africa (ASMEA). A total of 11 fellows attended either the MESA or the ASMEA
conference (one fellow attended both), compared to 37 who attended the AIS conference.
Slightly more than 46% of fellows indicated that they were members of the Association of
Jewish Studies (AJS), the largest professional association of scholars in Jewish studies, and 39
attended the annual AJS conference in 2012 (Figure 13).

Figure 13: Membership and Participation in Conference Professional Associations

![Bar Chart]

**Appreciation of SIIS**

Over the years, the survey has asked fellows about the impact of SIIS on their teaching.
Because many fellows from earlier cohorts have responded to these questions every year,
this year the survey asked only the most recent cohort, 2012. As in the past, their responses
were positive. Almost all agreed that SIIS has helped them network with fellow Israel
scholars “very much” or “to a great extent.” Most responded similarly to the help SIIS
provided for preparing their syllabi, identifying relevant films, and dealing more effectively
with controversies surrounding Israel. Only in the area of pedagogical approach did most
fellows respond “only a little” or “somewhat.” Because almost all 2012 fellows were
established faculty members before their participation in the Institute, it is likely that they
had their pedagogical approaches well established before joining SIIS (Figure 14).
Over the years, SIIS fellows have described ways in which the Institute has helped them improve the quality of their courses on Israel. Similarly, a member of the 2012 cohort explained that SIIS helped him to “think more systematically about teaching controversial subjects.” One explained how the SIIS experience helped her to dramatically improve a course she had previously offered on Israel.

SIIS greatly enhanced the content of my courses on Israel. Course evaluations (of Arab-Israeli conflict) showed marked improvement. This is primarily due to enriched understanding of issues in the conflict and more first-hand experience from Israel.

As in the past, fellows were given the opportunity to suggest additional ways that SIIS could assist them in their teaching about Israel going forward. A wide variety of suggestions were offered, including some from fellows who indicated that they would welcome SIIS-sponsored opportunities to improve their Hebrew skills. However, most answers centered around two issues: materials and SIIS alumni networking. There were requests for regularly updated bibliographies as well as more maps and multi-media historical and cultural sources. One fellow suggested that SIIS create a short annotated briefing of newly published books and articles considered essential for “staying updated [in] the field of Israeli studies.”

As in the past, fellows indicated that one of the strongest features of SIIS are the networking and peer collaboration it facilitated. One example:

The program was a rich and varied intellectual experience. I found myself talking with colleagues until late into the night, trying to understand ideas and thinking about how we could explain them to our students. I have been cognizant of including certain ideas and teaching approaches in my lessons this year and hope to continue to use these approaches moving forward.
Several fellows expressed a desire to continue the type of peer learning they began at SIIS especially after they had a chance to make use of their SIIS experience in their classrooms. And again, as in the past, fellows suggested opportunities to reconvene with their cohorts:

_A follow-up in a few years, when we’ve taught courses we’ve developed to talk about what we did and how it went. We all proposed syllabi and it would be nice to know how it worked out for everyone._

**V. BEYOND THE CLASSROOM**

Beyond the impact fellows make through classroom teaching, several indicated that SIIS has helped them promote academic inquiry about Israel on their campuses more broadly. A few indicated that following their attendance at SIIS, they have made it a point to seek out and connect with other faculty who teach about Israel. Some have encouraged their colleagues, at their own universities and other institutions, to apply to the Summer Institute. One such fellow wrote about the effect this was having on Israel studies in her area.

_The fact that currently there are several courses in [city] touching upon topics regarding Israel is definitely the result of SIIS’s academic support. (All courses are taught by SIIS fellows.)_

Some of the fellows have been senior scholars, deans, and directors of colleges and programs on their campuses. For them the work of developing Israel studies has been indirect but no less important. As one fellow from the 2012 cohort reported:

_Prior to my participation there was no Israel studies on my campus. I have been devoting a considerable amount of time and energy … to laying the groundwork for development of Israel studies._

They have encouraged their promising junior faculty to apply to SIIS and come back and teach courses.

_I am always impressed with how seriously you take this program. I am very enthusiastic about this and it’s something I recommend to my colleagues and [graduate] students._

They have used their knowledge from SIIS to work with university administrators and funders to build programs, and, at least in one instance, to create a chair in Israel studies.

_I consider my SIIS experience to be very important, but it was not focused on offering a class at [university]. I used it as a resource with which to gain credibility and capacity to engage with funders in order to bring support for Israel studies to [university]. In the end, we received … a fully endowed chair in Israel studies. Thank you!_

Some SIIS fellows take their work outside the campus in guest lectures and panel discussions.
My colleagues and students (and local Jewish community leaders and visiting Israeli speakers) are sometimes pleasantly very surprised at how deep I can go in discussing all things Israeli, ever since I was so benefited by SIIS. Your program has greatly enabled me not only to better explain the complexities of Israel to the Christian community of my school but also on multiple TV interviews with the news programs of the Christian Broadcasting Network and literally dozens of politically oriented radio talk shows, both secular and religious.

Based on their experience at SIIS, fellows are organizing conferences and seminars for scholars as well as students. Fellows from China have created, with help from SIIS, seminars for Israel studies at Beijing and Shandong Universities. A fellow from Europe is organizing the first-ever series on Israel at her institute and attracting large numbers of students and scholars. Events currently are being organized by SIIS fellows in Canada, France, India, and Hungary. These are programs that their organizers believe never would have been possible without the experience and ongoing support of SIIS.

VI CONCLUSIONS AND RECOMMENDATIONS

Survey results indicate that the vast majority of SIIS fellows continue to regard their SIIS experience as very positive. Fellows from all cohorts confirm that their connections with SIIS continue to inform and enrich their work. In addition, each year approximately 20 new fellows come through the program, and over 80% of them introduce courses about Israel. As the Institute continues its work, the total number of trained faculty who actively teach about Israel, the number of courses offered, and ultimately the number of students reached will continue to grow.

The initial goals of SIIS identified by its leadership were to: (1) Help university and college faculty develop courses about Israel; (2) Further the development of a field of Israel studies within a broad, multidisciplinary context; (3) Create a network of scholars to enhance teaching [and research] about Israel in the future; and (4) Further the dissemination of knowledge and understanding about Israel. (Koren, 2006). Taken together, these goals would “normalize” Israel studies within the academy. It can be said that through its first nine years, SIIS has made a significant impact in each of these areas.

- SIIS has enriched the knowledge base of 205 academics on almost as many campuses. As a result, more scholars have the capacity to teach about Israel. These faculty members approach the study of Israel from the gamut of disciplinary approaches, moving Israel beyond the narrow confines of presentation within, for example, only political science or only Jewish studies to subjects throughout the humanities and social sciences.

- Since the beginning of the institute, more than 478 courses have been offered about Israel. It can be assumed that without the institute, only a fraction of these courses would have been offered.

- The end product is that more students are exposed to academically rigorous presentations of Israel which would not have been available without SIIS. From 2004-13, over 12,000 students have taken classes about Israel from SIIS fellows.
• SIIS fellows reported that other courses, not specifically about Israel, were also influenced by SIIS. In 2012-13 alone, almost half of survey respondents reported such influence.

• Since its first year, SIIS has taken the position that the best way to address a lack of knowledge about Israel is through education rather than advocacy. Its pedagogy has centered on modeling respectful, open, and unbiased discourse and providing venues for academic discussion and critical thinking.

Through these accomplishments, SIIS continues to disseminate knowledge and understanding about Israel.

Recommendations
SIIS has achieved many of its goals, but the very success of SIIS underscores the importance of continuing its work.

• Although SIIS has made great strides in providing opportunities for students to learn about Israel in a serious and balanced academic context, there are millions of American college students who still lack such opportunities. Given the track record SIIS has in recruiting and training a diverse pool of faculty who then develop and offer courses on Israel, there is ongoing need to continue the effort.

• The number of courses taught by SIIS cohorts has generally decreased over time as fellows moved further from their SIIS experience. Some drop out of the survey pool; for others, the excitement and immediacy of the Institute and its impact may begin to wane. This speaks to a need, identified early on by SIIS leaders, to keep alumni active and engaged. Based on attendance rates and feedback, SIIS’s ongoing education programs, webinars, and conferences deserve continued investment.

• In the interest of building the broader field of Israel studies scholars, SIIS has encouraged involvement in the Association of Israel Studies (AIS). The number of academic association memberships universities are willing to support is limited as is the ability of young faculty to pay for them, but there is room for growth in this area nonetheless. Perhaps funders could offer discount membership fees to SIIS fellows.

• As in previous years, recruitment is still challenging, although SIIS has done much to balance the mix of academic ranks. This has the advantage of bringing in both experienced faculty who as a group have greater job stability and therefore more leeway in the courses they offer, as well as junior faculty members who presumably

2 The National Center for Educational Statistics (http://nces.ed.gov/fastfacts/display.asp?id=98) reports that approximately 21 million students enrolled in degree granting institutions in 2010. In a study of colleges and universities most likely to have courses about Israel (including the 100 top ranked schools, the “big 10” and other large state universities, schools with Jewish studies or Israel studies programs, and almost all schools with large Jewish populations), CMJS found Israel-focused courses at campuses with approximately 3.1 million students. Assuming that there are colleges and universities not included in the study and that such schools enroll an additional million students—even with such assumptions—over 75% of students enrolled in degree granting institutions may have no opportunity to learn about Israel in an academic setting.
have longer careers ahead of them. SIIS should continue to evaluate whether it regards this as an ideal mix, and if not, adjust its recruiting and admissions strategies accordingly.

- Likewise, SIIS has made great strides in attracting fellows from many countries and continues to help to grow Israel studies globally. SIIS should continue to assess how its investment in the development of Israel studies domestically versus internationally best aligns with its overall institutional goals.

- Several fellows noted that they would benefit from a broader collection of materials online. Jellyfish, a collection of articles and materials available through SIIS, offers a wide-ranging array of resources but is underutilized. Currently, fellows seek and share information on new works and possible sources on the listserv. SIIS may want to consider facilitating this sharing by organizing a team of fellows to consolidate their suggestions.

- Building on the positive reception with which its alumni regard the online programming and distance learning opportunities, SIIS may want to explore the possibility of informing and promoting Hebrew learning opportunities to fellows. Survey results show that there is interest.

- A number of fellows noted how much they appreciated the community they developed during their time at the seminar. SIIS should continue the community building it has done at AIS and AJS conferences and in its webinars and Brandeis conferences.
REFERENCES


Ziri, Danielle. (September 19, 2013). Tel Aviv University to open Israel studies research center at Shanghai University. JPost. Retrieved September 23, 2013 from http://www.ipost.com/International/Tel-Aviv-University-to-open-Israel-studies-research-center-at-Shanghai-university-326554
APPENDIX A: RESPONSE RATES BY COHORT

The 2013 SIIS survey was sent by email to 175 of 184 fellows from the 2004-2012 cohorts. Nine fellows were not sent the survey, either because they have retired, are no longer in the field, specifically requested that we no longer survey them, or failed to complete our survey for three or more years. Responses were completed by 147 fellows—84% of the 175 invited to participate and 80% of all fellows.

Table 11: Response Rates by Cohort

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total Fellows</th>
<th>Surveys Sent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>17</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>2005</td>
<td>21</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>2006</td>
<td>21</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>2007</td>
<td>17</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>2008</td>
<td>26</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>2009</td>
<td>20</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>2010</td>
<td>20</td>
<td>20</td>
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</tr>
<tr>
<td>2011</td>
<td>22</td>
<td>20</td>
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</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>175</td>
<td>147</td>
</tr>
</tbody>
</table>
# Appendix B: SIIS 2013 Schedule

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session I:</strong> 9:30-11:00 am 11:15-Noon Discussion</td>
<td>June 17</td>
<td>June 18</td>
<td>June 19</td>
<td>June 20</td>
<td>June 21</td>
<td>June 22</td>
</tr>
<tr>
<td><strong>Session II:</strong> 2:00-3:30 pm 3:45-4:15 pm Discussion</td>
<td>Noon - 5:00 pm Registration: Reinharz Dorm</td>
<td>I. Ankori Israeli Art: The Master Narrative</td>
<td>I. Sheppard Cultural/Spiritual Zionism Debated</td>
<td>I. Stern The Constitutional Process in Israel</td>
<td><strong>7:00-9:00pm</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5:00 pm Orientation and Walk up campus: Reinharz to MCH</td>
<td>II. Sheppard Political Zionism and its Legacy</td>
<td>II. Szobel Modern Hebrew Literature: Narrating the Nation</td>
<td>II. Rekhess Political Islam: The Case of Hamas</td>
<td><strong>7:00-9:00pm</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:00 pm Opening Dinner Mandel Atrium</td>
<td>III. Troen Zionist Settlement: Colonialism or Colonization? <strong>7:00-9:00pm</strong></td>
<td>II. Stern Religion, State, and Cultural Duality</td>
<td>II. Bialer Israel’s Foreign Policy: Processes <strong>1:00-3:00pm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session III:</strong> 7:00-8:30 pm</td>
<td>June 23</td>
<td>June 24</td>
<td>June 25</td>
<td>June 26</td>
<td>June 27</td>
<td>June 28</td>
</tr>
<tr>
<td></td>
<td>June 25</td>
<td>June 26</td>
<td>June 27</td>
<td>June 28</td>
<td>June 29</td>
<td>June 30</td>
</tr>
<tr>
<td></td>
<td>**II. Szobel Hebrew Literature: Writing the Holocaust <strong>2:00-4:00 pm</strong></td>
<td>I. Feldman Israel’s National Security Debate</td>
<td>I. Feldman and Shikaki Conflict and Peacemaking: Two Perspectives</td>
<td>I. Susser Israel and the Middle East</td>
<td><strong>7:00-9:00pm</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coffee break</td>
<td>II. Seroussi Israeli Music</td>
<td>II. Harris Israeli Film: From Collectivism to Individualism</td>
<td>II. Bayme Israel and World Jewry: Ties and Tensions</td>
<td><strong>7:00-9:00pm</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>III. Ankori Israeli Art: Return of the Repressed <strong>4:30-6:30 pm</strong></td>
<td>III. Shikaki The Palestinian Domestic Scene</td>
<td>III. Susser Islam and the State <strong>7:00-9:00pm</strong></td>
<td>III. Bialer Israel’s Foreign Policy: Aims</td>
<td><strong>7:00-9:00pm</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:30 pm BBQ Dinner</td>
<td></td>
<td></td>
<td></td>
<td><strong>Draft Syllabi are due by email Saturday (June 29) at noon. These will be compiled and distributed for review Sat night.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>June 30</strong></td>
<td><strong>July 1</strong></td>
<td><strong>July 2</strong></td>
<td><strong>Sessions take place in Shapiro Campus Center room 313.</strong></td>
<td><strong>Draft Syllabi are due electronically by Saturday (June 29) at noon. These will be compiled and distributed for review Sat night.</strong></td>
<td><strong>June 29</strong></td>
</tr>
<tr>
<td><strong>Draft Syllabi Workshop</strong> <strong>2:00 – 8:30pm</strong></td>
<td><strong>9:45 am</strong> Return keys; cards Reinharz Dorm</td>
<td><strong>10:00 am</strong> Bus to JFK Airport</td>
<td></td>
<td></td>
<td></td>
<td><strong>Includes Coffee break and BBQ Dinner</strong></td>
</tr>
</tbody>
</table>
SIIS 2013 SCHEDULE IN ISRAEL

MONDAY, JULY 1ST, 2013
7:00 pm  Depart JFK on El Al Flight #2

TUESDAY, JULY 2ND, 2013 - WELCOME
12:25 pm  Arrival at Ben Gurion International Airport - Guide meets the group and escorts to hotel
Lunch at Naora restaurant IGT, at the village of Abu Gosh
Transfer to Jerusalem, check-in at hotel
Option: walking tour
Free evening and dinner on own
Overnight:  Leonardo Plaza Hotel, Jerusalem

WEDNESDAY, JULY 3RD, 2013 – DAY 1
Breakfast at the hotel
8:30 -9:30 am  Israel & Americans, meet with Dr. Edward Rettig, director of AJC Jerusalem office, at the hotel
9:30-10:30 am  Israel & American relations, meet with Ron Dermer, former senior advisor to Prime Minister Benjamin Netanyahu and future Ambassador to the U.S., at the hotel
11:00-12:00 pm  Visit the Supreme Court of Justice and meet former Supreme Court Justice Dalia Dorer
1:00 -2:00 pm  Israel's Strategic Issues, meet with Dr. Eran Lerman, deputy for Foreign policy and international affairs at Israel's National Security Council, AJC Jerusalem office, including lunch
3:00-4:30 pm  Visit the Knesset and meet with MK's, Rabbi Dov Lipman – Yesh Atid party Nachman Shai - Labor party
Coffee break
6:30-8:00 pm  Visit Ma'aleh Television, Film and Art School and meet with Einat Kapach, a graduate of Ma'aleh and an independent director, scriptwriter and lecturer
Free evening and dinner on own
Overnight:  Leonardo Plaza Hotel, Jerusalem

THURSDAY, JULY 4TH, 2013 – DAY 2
Breakfast at the hotel
8:00 am  Depart the hotel
Proceed to Area A (Palestinian Authority), accompanied by Anan Ghaith, Palestinian tour guide
9:30 -10:30 am  Visit Rawabi, the first planned city in the Palestinian Authority, and meet with Amir Dajani, Project Director
11:30 -1:00 pm  The Mood in the Palestinian Street, meet with Dr. Khalil Shikaki the director of the Palestinian Center for Policy and Survey Research, Darna restaurant
Return to Jerusalem, drive to Gush Etzion
2:30 -4:00 pm  The Future of Jewish Settlements in the West Bank, meet with Dr. Samuel Lebens, at Alon Shvut
Return to Jerusalem, dinner on own
8:30 pm  Depart the hotel
9:10 pm  Tour of the Western Wall Tunnels
Overnight:  Leonardo Plaza Hotel, Jerusalem
FRIDAY, JULY 5TH, 2013 – DAY 3

8:15 am Breakfast at the hotel
9:00-11:00 am Visit Yad Vashem Holocaust Museum
11:45 -1:15 pm Visit Israel Museum, guided by Gannit Ankori
1:15-2:00 pm Lunch at the Museum
2:30-3:30 pm Politics of Memory, Jerusalem: Al-Quds, Terra Sancta, briefing with Yitzhak Reiter, professor of Middle East, Israel and Islamic Studies. He chairs the Department of Land-of-Israel Studies at Ashkelon Academic College and is a senior researcher at both the Jerusalem Institute for Israel Studies and the Harry S. Truman Institute for Peace Research of the Hebrew University of Jerusalem, at the hotel

Break
5:00 pm Depart hotel by bus
5:30 pm Greet the Sabbath in a musical prayer with a diverse crowd, in a moving open-air, Israeli atmosphere. Live music, singing in harmony and dancing until sunset
7:00 pm Shabbat Dinner, at the home of Rabbi Ruth Gan Kagan and Dr. Michael Kagan
Overnight: Leonardo Plaza Hotel, Jerusalem

SATURDAY, JULY 6TH, 2013 – DAY 4

10:00 am Optional: Shabbat Services
Bible Lands Museum
Tower of David Museum
Israel Museum

For those interested in attending any of these events, please note that private arrangements will need to be made and paid on your own.

Free time
1:00-3:00 pm Optional lunch in the main dining room of the hotel
3:45 pm Depart hotel on foot
4:15-6:45 pm Walking Tour of the Old City, with Hana Bendowsky, Programs Director at the Jerusalem Center for Jewish-Christian Relations
Dinner on own
Jerusalem film festival or other activity of choice
Overnight: Leonardo Plaza Hotel, Jerusalem

SUNDAY, JULY 7TH, 2013 – DAY 5 - LED BY PROFESSOR ELIE REKHNESS

Breakfast at the hotel; hotel check-out

The Arab Minority in Israel
Field trip guided by Prof. Elie Rekhness, The Crown Visiting Professor for Middle East Studies, Northwestern University, Senior Research, The Moshe Dayan Center for Middle East Studies, Tel Aviv University
7:30 am Depart hotel; proceed north
9:00-9:30 am Visit Baqa al-Gharbiyya
9:30-10:00 am Travel to Kufr Qara’
10:00-11:00 am Meet with Dr. Danielle Shani, director of the emerging Mandel Center for Leadership in the North, and with Dr. Rafik Haj, co-director of the Mandel Leadership program in the Arab village Kufr-Qara’
11:00-11:30 am Travel to Katzir
11:30-12:00 pm  Katzir: Observation Point: View “Via Maris” and Wadi Ara Discuss: “The Katzir Precedent”

12:00-1:00 pm  Katzir: Panel discussion: Israel as a ‘Jewish and Democratic’ State – Jewish and Arab Perspectives" Moderator: Prof. Elie Rekhess
Participants:
- Prof. Alex Yakobson, The Hebrew University
- MK Ahmad Tibi

2:00-3:00 pm  Lunch at Al-Babour Restaurant, Umm al-Fahm Junction
3:00-3:30 pm  Travel to Umm al-Fahm
3:30-5:00 pm  Visit the “Abu Ubayda” Central Mosque, Umm al-Fahm
The Islamic Movement in Israel, briefing with Dr. Muhammad Mustafa
Proceed to Nof Ginosar hotel, check in
Group dinner at the hotel
Overnight: Nof Ginosar Hotel

MONDAY, JULY 8TH, 2013 – DAY 6 - LED BY PROFESSOR ELIE REKHESS

Breakfast at the hotel; hotel check-out

8:00 am  Depart the hotel

8:30-9:30 am  The Vision of Kibbutz Founders, visit Kibbutz Degania and meet with writer, editor and historian Muki Tzur
Proceed to Nazareth

10:30-12:00pm  Panel discussion, Cultural Center, Nazareth
Arab Society in Israel – Development, Ethnicity and Gender
Moderator:
- Prof. Elie Rekhess
Participants:
- Ramiz Jaraisy, Mayor of Nazareth
- Nazier Magally, former editor-in-chief of Al-Ittihad
- Nabila Espanioly, Feminist and Peace Activist

12:00-1:00 pm  Tour Church of Annunciation and Suk

1:00-2:00 pm  Lunch in Nazareth

2:30-3:30 pm  Visit “Galil Software”, high tech company employing mainly Arab Israelis

3:30-5:30 pm  Travel to Tel-Aviv via Akko (Acre) or Daliat al-Karmil/ Issfiya, Druze villages in the Carmel
Check-in at Carlton Hotel, Tel Aviv
Free evening and dinner on own

Overnight: Carlton Hotel, Tel Aviv

TUESDAY, JULY 9TH, 2013 – DAY 7

Breakfast at the hotel

8:00 -9:15 am  The Legal System in Israel, meeting with Justice Albaron Barak, former President of the Supreme Court of Israel, at the hotel

9:30-11:00 am  Civil Rights Issues in Israel, discussion with Hagai El-Ad, executive director of the Association for Civil Rights in Israel (ACRI), at the hotel

12:00-1:00 pm  Arab-Jewish Coexistence & Youth Leadership, visit the Arab-Jewish Community Center in Jaffa and meet with Director Ibrahim Abu Shindi, and with participants in the Center’s leadership development program

1:30-3:30 pm  Tour of Jaffa, including lunch at Shakshuka restaurant

4:30 -5:30 pm  Recent Developments in the Middle East, meet with Prof. Uzi Rabi, Director of the Dayan Center of Middle Eastern and African History at Tel Aviv University, at the hotel
5:45-6:45 pm **International Law & Israeli Conflicts**, discussion with *Adv. Daniel Reisner*, Head of the Public International Law, Defense and Homeland Security Division at Herzog, Fox and Neeman, at the hotel
Free evening and dinner on own
Overnight: Carlton Hotel, Tel Aviv

**WEDNESDAY, JULY 10TH, 2013 – DAY 8**

8:30-9:45 am Breakfast at the hotel
Meet with bestselling author *Etgar Keret*, at the hotel

10:00-11:00 am **Religious Zionism**, discussion with *Yehudah Mirsky*, at the hotel

11:45-1:30 pm **Diversity at Work**, Visit Ono College, and meet with director *Doron Haran*, and Ethiopian and Ultra-Orthodox students, including lunch

2:30-3:30 pm **Segway Tour on Tel Aviv Promenade in Tel Aviv**

4:30-5:30 pm **Representations and Polemics**, meet with *Prof. Anita Shapira*, Head of the Weizmann Institute for the Study of Zionism at Tel Aviv University and founding Head of the Yitzhak Rabin Center, at the hotel

5:45-6:45 pm **Innovation and High-Tech in Israel**, meet with *Hamutal Meridor*, consults tech startups around the world, at the hotel
Free evening and dinner on own
Overnight: Carlton Hotel, Tel Aviv

**THURSDAY, JULY 11TH, 2013 – DAY 9**

9:00-10:00 am Breakfast at the hotel, hotel check-out
**The New Natural Gas Field**, which will revolutionize Israel’s economy, briefing with *Binyamin Zomer*, is the Director of Corporate Affairs, Israel at Noble Energy Inc., at the hotel

10:00-11:00 am **National Security** briefing with *Eran Lerman*

11:00-12:30 **Media Coverage in the Middle East**, panel discussion with *Uri Misgav*, a writer and commentator for *Haaretz* newspaper, and with *Erel Segal*, a journalist for Ma’ariv newspaper and a presenter on the educational channel and the daily news program on the radio

12:30-1:00 pm Lunch at the hotel

1:00-2:00 pm Wrap-up session with *Prof. Ilan Troen*, at hotel
Free time

9:00 pm Hotel departure to airport for those returning on 1:00 am El Al flight #1

**FRIDAY, JULY 12TH, 2013**

1:00 am Depart Israel on El Al flight #1
### APPENDIX C: COURSES 2012-13 AND PLANNED 2013-15

#### Table 12: Courses Taught 2012-13

<table>
<thead>
<tr>
<th>Course Title</th>
<th>University</th>
<th>Department</th>
<th>Cross-Listing</th>
<th>Focus</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td><strong>The Conflict</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1948 A War to End All Peace</td>
<td>Wilfrid Laurier University</td>
<td>Faculty of Arts</td>
<td>Open to all Depts.</td>
<td>History of the conflict as experienced by Jews and Arabs</td>
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<tr>
<td>Arab-Israeli Conflict</td>
<td>Portland State University</td>
<td>Political Science</td>
<td>University Studies</td>
<td>Arab-Israeli conflict, history, and politics</td>
<td>60</td>
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<tr>
<td>Arab-Israeli Conflict</td>
<td>Hofstra University</td>
<td>Political Science</td>
<td>n/a</td>
<td>Arab-Israeli conflict</td>
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<tr>
<td>Cultures of Israel and Palestine</td>
<td>University of Colorado at Boulder</td>
<td>Jewish Studies</td>
<td>Anthropology</td>
<td>Multiple historical narratives, collective memory</td>
<td>24</td>
</tr>
<tr>
<td>Graphic Representations of the Israeli-Palestinian Conflicts</td>
<td>University of Kentucky</td>
<td>English</td>
<td>Jewish Studies/ Writing, Rhetoric, and Digital Studies</td>
<td>Graphic novels about Israel/Palestine</td>
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<tr>
<td>History of Palestinian-Israeli Conflict</td>
<td>California State University at Long Beach</td>
<td>History</td>
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<td>The history of the Palestinian-Israeli conflict</td>
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</tr>
<tr>
<td>History of the Middle East Conflict</td>
<td>Friedrich Alexander University Erlangen</td>
<td>Political Science</td>
<td>n/a</td>
<td>Middle East conflict</td>
<td>23</td>
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<tr>
<td>Israel and Palestine: Separated Yet Intertwined</td>
<td>Friedrich Alexander University Erlangen</td>
<td>Political Science</td>
<td>n/a</td>
<td>Israel and Palestine</td>
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<tr>
<td>Israel and Problems of Security in the Middle East</td>
<td>Odessa National University</td>
<td>Department of International Relations</td>
<td>n/a</td>
<td>Arab-Israeli conflict</td>
<td>70</td>
</tr>
<tr>
<td>Course Title</td>
<td>Institution</td>
<td>Department(s)</td>
<td>Credits</td>
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<tr>
<td>Israeli Identity and the Arab-Israeli Conflict</td>
<td>University of Texas at Arlington</td>
<td>Political Science</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Israeli identity, policy toward Palestinians</td>
<td></td>
<td></td>
<td>14</td>
<td></td>
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</tbody>
</table>
| Israeli-Arab Conflict                                                      | Georgia Institute of Technology                 | International Affairs                      | Electives, History | Israeli-Arab conflict | 15 |}
<p>| Nations, Cultures, Territorial Disputes                                    | San Jose State University                       | Geography                                  | n/a     |
| Israeli/Palestinian conflict                                                |                                                 |                                             | 100     |
| Politics of Culture: Israel and Palestine                                  | Eastern Washington University                   | Anthropology                               | Geography; History | Israeli-Palestinian conflict | 25 |
| The Arab-Israeli Conflict                                                  | Trinity College                                 | Jewish Studies Program                     | International Relations, Middle Eastern Studies | History and Politics | 43 |
| The Politics of Arab-Israeli Relations                                      | Middle East Technical University                | International Relations                   | Middle East Studies | Israel and its neighbours | 16 |
| Culture                                                                    |                                                 |                                             |          |
| Childhood, Adolescence, and Coming-of-Age in Jewish Literature and Film of North America and Israel | University of Miami | English                                   | Jewish Studies | Childhood, Adolescence, and Coming-of-Age in Jewish Literature and Film of North America and Israel | 22 |
| Hard Rockin Jews: Judaism and Pop Culture in Israel                         | Stone Hill College                              | Religious Studies                          | Middle East Studies | Judaism and pop culture in Israel | 7 |
| Hebrew Folksongs and Nation-Building                                        | Hebrew Union College                            | History                                    | n/a     |
| Nation Building - Israel                                                    |                                                 |                                             | 10      |
| Hebrew-Chinese Translation                                                  | Shanghai International Studies University       | College of Eastern Languages and Literatures | n/a     |
| Focused on translation from Hebrew literature into Chinese                 |                                                 |                                             | 1     |</p>
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution</th>
<th>Department/Field of Study</th>
<th>Program Focus</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Hebrew Literature</td>
<td>University of Wisconsin at Madison</td>
<td>Hebrew Studies, Jewish Studies</td>
<td>Hebrew language, Israeli literature, and culture</td>
<td>11</td>
</tr>
<tr>
<td>Israel in Film and Ethnography</td>
<td>University of Chicago</td>
<td>Anthropology, Middle Eastern Studies, Near Eastern Languages</td>
<td>Israeli society and culture as seen in social science literature and film</td>
<td>8</td>
</tr>
<tr>
<td>Israel: Film and Fiction</td>
<td>Franklin and Marshall College</td>
<td>Judaic Studies</td>
<td>Israeli film and fiction</td>
<td>Not reported</td>
</tr>
<tr>
<td>Israeli Cinema</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>Comp Lit</td>
<td>Israeli cinema</td>
<td>30</td>
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<tr>
<td>Israeli Cultural History</td>
<td>University of Virginia</td>
<td>Religious Studies, Jewish Studies, Middle Eastern Studies</td>
<td>Culture</td>
<td>15</td>
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<tr>
<td>Israeli Popular Music</td>
<td>Yale University</td>
<td>Department of Near Eastern Languages and Civilizations, Judaic studies, Modern Middle East, School of Music</td>
<td>Israeli popular culture, socio-historical perspective</td>
<td>4</td>
</tr>
<tr>
<td>Israeliische Gesellschaft im Spielfilm</td>
<td>Palacky University, Olomouc, Czech Republic</td>
<td>Jewish Studies</td>
<td>Israel Studies</td>
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</tr>
<tr>
<td>Literature and Faith in the Holy Land</td>
<td>Loyola Marymount University</td>
<td>English, Jewish Studies</td>
<td>Literature about Israel from Abrahamic faith traditions</td>
<td>18</td>
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<tr>
<td>Longing and Belonging: Literatures of Israel</td>
<td>Loyola Marymount University</td>
<td>English, Jewish Studies</td>
<td>Israeli Jewish and Arab writers and filmmakers</td>
<td>23</td>
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<tr>
<td>Middle East and Modern Art</td>
<td>York University</td>
<td>Art History and Visual Art, n/a</td>
<td>Contemporary art in Middle East, including Israel and Palestine</td>
<td>30</td>
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<td>Course Title</td>
<td>Institution</td>
<td>Disciplines</td>
<td>Description</td>
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<tr>
<td>Music of Modern Israel</td>
<td>University of California, Santa Cruz</td>
<td>Music, Jewish Studies</td>
<td>Popular music in Israeli society</td>
<td>61</td>
</tr>
<tr>
<td>Reading in Contemporary Hebrew Literature - Theme: Palestinian Israelis</td>
<td>University of Wisconsin at Madison</td>
<td>Hebrew Studies, Jewish Studies</td>
<td>Hebrew language, literature, and culture of Palestinian Israelis and their place within Israeli society</td>
<td>8</td>
</tr>
<tr>
<td>The Literature of Israel and Palestine</td>
<td>McMaster University</td>
<td>English and Cultural Studies, Jewish Studies</td>
<td>Literature and culture (film and fiction)</td>
<td>14</td>
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<tr>
<td>The Soundtrack of Israeli History</td>
<td>University of Virginia</td>
<td>Religious Studies, Jewish Studies, Music</td>
<td>Art, folk, and popular Israeli music</td>
<td>10</td>
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<tr>
<td>Jewish Studies, Middle East Studies, and Religious Studies</td>
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<td></td>
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<tr>
<td>Contemporary Middle East</td>
<td>Slippery Rock University</td>
<td>History, n/a</td>
<td>Childhood, Adolescence, and Coming-of-Age in Jewish Literature and Film of North America and Israel</td>
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<tr>
<td>History of the Middle East</td>
<td>Liverpool John Moores University</td>
<td>History, n/a</td>
<td>Judaism and pop culture in Israel</td>
<td>42</td>
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<tr>
<td>Introduction to the Hebrew Bible</td>
<td>Peking University</td>
<td>All university, n/a</td>
<td>Nation Building - Israel</td>
<td>150</td>
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<tr>
<td>Modern Jewish Philosophy</td>
<td>Brandeis University</td>
<td>Bible, n/a</td>
<td>Focused on translation from Hebrew literature into Chinese</td>
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<tr>
<td>Pre-Modern Middle East</td>
<td>University of Arkansas</td>
<td>History, Middle East Studies</td>
<td>Hebrew language, Israeli literature, and culture</td>
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<tr>
<td>Politics/International Relations</td>
<td>Institution</td>
<td>Field of Study</td>
<td>Language</td>
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<td>Chinese Foreign Policy</td>
<td>Sichuan International Studies University</td>
<td>International Relations</td>
<td>English</td>
<td>Sino-Israel</td>
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<tr>
<td>Comparative Legal Perspectives of Israel and the US</td>
<td>Montclair State University</td>
<td>Political Science and Law</td>
<td>Jewish-American Studies</td>
<td>Law, religion, and politics in Israel as a Jewish and democratic state</td>
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<td>Introduction to Middle East Politics</td>
<td>Portland State University</td>
<td>Political Science</td>
<td>University Studies</td>
<td>Middle East politics</td>
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<tr>
<td>Israeli Politics and International Relations</td>
<td>Latin American Rabbinical Seminary</td>
<td>Israel Studies</td>
<td>Judaic Studies</td>
<td>Current challenges and opportunities of the State of Israel</td>
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<td>Israeli Strategy</td>
<td>United States Air Force Academy</td>
<td>Military and Strategic Studies</td>
<td>n/a</td>
<td>Israeli strategy</td>
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<tr>
<td>Middle East Politics</td>
<td>University of Central Oklahoma</td>
<td>Political Science</td>
<td>n/a</td>
<td>Themes concerning Israeli-Palestinian politics, US politics, etc.</td>
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<tr>
<td>Political Communication</td>
<td>University of Hartford</td>
<td>Communications</td>
<td>Politics and Government</td>
<td>Media issues and politics and conflict in general with focus on the Middle East</td>
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<td>Politics of Coexistence: Israel and West-Asia</td>
<td>O.P. Jindal Global University</td>
<td>Jindal School of International Affairs</td>
<td>n/a</td>
<td>Geopolitics in West Asia and identity politics in Israel</td>
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<td>Politics of the Israel-Palestine Conflict</td>
<td>University of Leeds</td>
<td>International Politics</td>
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<td>Israel-Palestine</td>
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<td>Politics of the Middle East</td>
<td>Saint Anselm College</td>
<td>Politics</td>
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<td>Israel and the Middle East</td>
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<td>Religion and Politics</td>
<td>University of Central Florida</td>
<td>Political Science</td>
<td>Religion and politics in the U.S., with strong emphasis on the U.S.-Israel relationship.</td>
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<tr>
<td>Religions Politics Cultures of the Middle East</td>
<td>University of Alabama</td>
<td>Religious Studies</td>
<td>Religion, politics, cultures</td>
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<tr>
<td>Studies on China-Israel Relations</td>
<td>Shanghai International Studies University</td>
<td>College of Eastern Languages and Literatures</td>
<td>Reviews the history of China-Israel relations</td>
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<td>Society</td>
<td>Palacky University, Olomouc, Czech Republic</td>
<td>Center of Jewish Studies</td>
<td>Israel Studies</td>
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<tr>
<td>Celebrating the Balagan: Israeli Society Reflected in Popular Culture</td>
<td>Ludwig Maximilian University Munich</td>
<td>History, Gender Studies</td>
<td>Middle East conflict</td>
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<tr>
<td>Gender Roles in the Middle East</td>
<td>Indiana University</td>
<td>Communication and Culture, Jewish Studies</td>
<td>War and peace imagery</td>
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<td>Images of War and Peace in Israeli Public Culture</td>
<td>Connecticut College</td>
<td>Religious Studies</td>
<td>Jewish democracy; issues of ethnicity, religion, and class</td>
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<td>Israel</td>
<td>Etvs Lornd University</td>
<td>Jewish Studies, General BA, International Studies, History, Philosophy</td>
<td>Religion and state in Israel</td>
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<td>Israel: The Jewish State or the State of the Jews</td>
<td>Szeged University</td>
<td>Jewish Studies, All departments of Faculty of Humanities (66 departments)</td>
<td>Ethnicities; cultural diversity</td>
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<td>Ethnology</td>
<td>American Studies, Israel, Europe</td>
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<td>Jewish Youth and Cultural Change</td>
<td>Tulane University</td>
<td>Jewish Studies, Department of Near Eastern Languages and Civilizations</td>
<td>Modern Israel: sociology, history</td>
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<td>State and Society in Israel</td>
<td>Yale University</td>
<td>Judaic Studies, Modern Middle East</td>
<td>Modern Israel: sociology, history</td>
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<td>Survey Courses</td>
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<td>Department</td>
<td>Minor Department</td>
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<td>Contemporary Israel: State and Society</td>
<td>Middlebury College</td>
<td>International Studies</td>
<td>Sociology</td>
<td>Political sociology of contemporary Israel</td>
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<td>History of Modern Israel</td>
<td>Augusta State University</td>
<td>History</td>
<td>n/a</td>
<td>History</td>
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<td>History of Modern Israel</td>
<td>Jacksonville State University</td>
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Table 13: Courses Planned 2013-15

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<th>Year</th>
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<td>Political/diplomatic history of the conflict</td>
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<td>25</td>
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<td>Issues and principles of conflict resolution</td>
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<td>Graphic Representations of the</td>
<td>University of Kentucky</td>
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<td>Graphic novels about Israel/Palestine</td>
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<td>Ludwig Maximilian University Munich</td>
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<td>The Arab-Israeli Conflict</td>
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<td>Palacky University, Olomouc, Czech Republic</td>
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<td>Goucher College</td>
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<td>Language, history, culture, and society in Israel</td>
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<td>Israeli Culture: From the Birth of Zionism to the 21st Century</td>
<td>St. Louis University</td>
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<td>Israeli culture and the country has changed through the years</td>
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<td>Israeli Fiction in Translation</td>
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<td>Popular music in Israeli society</td>
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<td>Representations of Arabs and Jews in Israeli and Palestinian Literature and Film</td>
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<td>The Israeli Novel</td>
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<td>The Search for Identity: Israeli Song and Literature</td>
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**Survey courses**

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<td>University of Texas at Arlington</td>
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<td>1948 to the present</td>
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<td>Basics of Israeli history, geography, and demography along with cultural diversity</td>
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### Zionism

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**APPENDIX D: UNIVERSITIES AND COLLEGES 2004-13**

Table 14: Universities and Colleges 2004-13

*NOTE: Although this report has been based on information regarding the 2004-2012 cohorts, this table also includes information on the 2013 cohorts’ home institutions.*

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The Steinhardt Social Research Institute, hosted at CMJS, is committed to the development and application of innovative approaches to socio-demographic research for the study of Jewish, religious, and cultural identity.