

**Brandeis University**

Maurice and Marilyn Cohen Center for Modern Jewish Studies

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**Advancing Israel Studies in U.S.  
Universities 2005-2008:  
The American-Israeli Cooperative Enterprise**

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## EXECUTIVE SUMMARY

Established in 1993, Advancing Israel Studies (AICE) enhances the understanding and appreciation of Israel through social and educational programs in the United States. AICE develops publications, maintains the Jewish Virtual Library and other web-based resources, and serves as a member of the Israel on Campus Coalition. AICE goals include: disseminating information about Israel; aiding efforts of students and faculty attempting to counteract anti-Zionist rhetoric and activities; promoting the study of Israel's political system, culture, and society; and developing American universities' appreciation of Israel as a subject worthy of serious attention. With respect to the latter effort, AICE has organized and implemented a program that brings Visiting Israeli Professors (VIPs) and postdoctoral fellows to the United States and supports graduate students working in the field of Israel studies. Spring 2008 represented the completion of the third year of the Israel Scholar Development Fund, which supports the VIPs, postdoctoral, and graduate student fellows. Due to its size and resulting complexity, the third year can be considered the first complete rollout of the program. With 29 visiting senior scholars and postdoctoral teaching fellows offering 70 courses in 27 universities throughout the country, 11 graduate fellows and two postdoctoral research fellows in a range of top-tier academic institutions, AICE has now fully implemented its program and demonstrated a clear record of accomplishments.

### Successes

- AICE tripled the number of universities with Visiting Israeli Professors and teaching postdoctoral appointments from 2006-07 to 2007-08. The program almost quadrupled the number of VIPs and doubled the number of graduate student fellowship recipients.
- Chairs of departments hosting AICE visiting professors expressed appreciation and enthusiasm for their work. Most (80% of the interviewed chairs) reported strongly positive student response to the visiting professors' teaching and, in their overall assessments, 28 of the 31 chairs interviewed reported highly positive experiences with their AICE VIPs.
- In the sphere of public education—extending scholarship beyond the classroom to the university and local communities—AICE visiting professors and postdoctoral fellows continued to share their work and deepen the public's understanding of Israel. Most participants were active in this regard and served as capable representatives of Israel, the state, and its people. Many department chairs reported that the VIPs became active participants in discussions about Israel and successfully shifted the rhetoric from strident anti-Zionist propaganda toward more serious and informed discourse.
- Universities and departments demonstrate their enthusiasm for the program in their eagerness to renew or bring on new visiting professors. Of the 27 universities with AICE-supported teaching positions in 2007-08, 19 will have AICE supported visiting faculty in 2008-09. Six institutions also have engaged permanent positions in Israel studies or have such positions planned for the future. Departments, universities, and funders clearly believe that AICE VIPs provide positive learning experiences for their students and valuable contributions to ongoing campus discourse about Israel on campus.
- AICE plans to expand the program next year by adding new sites and broadening the

range of AICE target institutions. At the same time, 2008-09 AICE visiting professors will span a wider range of disciplines—literature and film will constitute new areas of expertise.

- Graduate fellowship recipients continue to progress in their work. Although it is too early to know whether the support they receive will help them become established scholars in the field, the increase in the number of recipients and the quality of the host universities demonstrate successful implementation of the program. Fellowship recipients appreciate the award, its attendant prestige, and the networking opportunities it provides.

AICE continues to leverage the Schusterman investment with funds from other grantees and foundations, thereby expanding the capacity of the program to reach more students, institutions, and communities. In 2007-08, funding from the Charles and Lynn Schusterman Family Foundation supported 21 visiting professors, the Rosenbloom Foundation supported four, and the Richard and Rhoda Goldman Fund, one. In 2008-09, 19 of the visiting professors will be supported with Schusterman funds, five by Goldman Fund, and one each by the Rosenbloom Foundation, the Dollye & Wolford Berman Foundation, Natan, and the Stanford and Joan Alexander Foundation.

### Questions Ahead

- Until now AICE has concentrated its placement efforts on large prestigious U.S. research institutions. Should AICE shift its focus to smaller elite liberal arts colleges? Most large universities already offer courses about Israel, and in some cases, Israel studies programs. Should AICE continue to target these schools or instead attempt to place

Israeli scholars at institutions that might otherwise have no other courses about Israel? Should AICE target institutions with large Jewish populations or should it seek to integrate Israel studies within the U.S. academy regardless of the presence of Jewish students?

- The few program difficulties that were identified centered primarily on issues of acculturation. What can AICE do to help familiarize VIPs with the U.S. system of higher education and its students? From a broader perspective, how can AICE assure the best possible match between the visiting professors, host departments, and universities?
- The postdoctoral fellowship program needs further definition. Different grants have different expectations. Three of the fellows were required to teach courses while two others devoted themselves entirely to their research. Should the program expect postdoctoral fellows to serve their campus and local communities as it does with the visiting professors? What can the postdoctoral fellows do to stimulate interest in Israel studies in the United States?

The graduate student fellowship also needs further definition. AICE may want to reconsider the period of maximum potential impact of the fellowship in a student's graduate career. Should students receive support for the early years of class work, comprehensive exams, and dissertation topic selection, or should AICE award fellowships to students once they have selected their topic and have proven the direction of their work? How can AICE most effectively advertise the fellowship and enhance its prestige both with potential recipients and with colleges and universities?



AICE has established a record of impressive achievements. As a result of AICE initiatives, Israel has moved from its place as an isolated “extra-curricular” topic into mainstream classrooms and core curricula. In addition, the way Israel is discussed on college campuses has shifted. AICE programs have succeeded in incorporating rigorous scholarship and debate into discussions on Israel that were previously dominated by polemical hyperbole. It is still too early to know the ways in which the program is affecting individual students but, as the following report documents, the climate of college campuses and their surrounding communities has clearly been profoundly affected by AICE’s efforts.



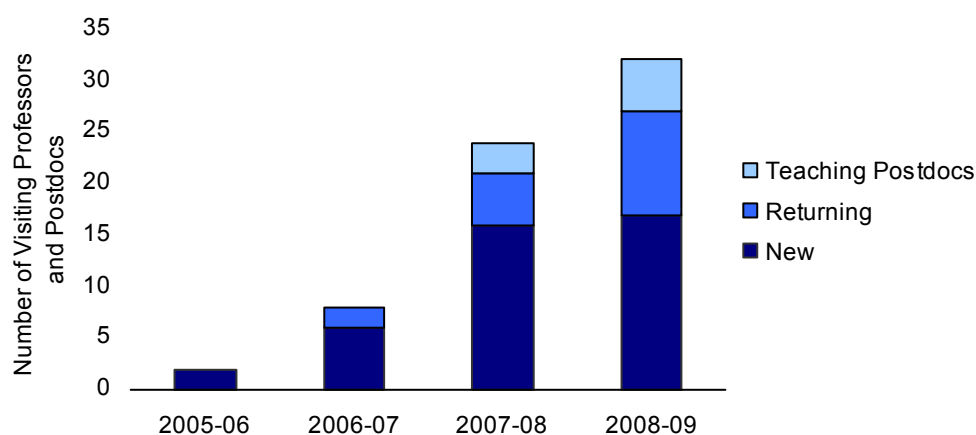
## VISITING ISRAELI PROFESSORS AND THEIR HOST UNIVERSITIES

The most important goal of the AICE program is to provide academically sound and fair-minded education about Israel on U.S. university campuses and in the public sphere. To that end, AICE places Visiting Israeli Professors (VIPs)<sup>1</sup> in host institutions around the country, an effort that provides the program's greatest visibility and absorbs its greatest commitment of financial resources. The program's success depends on the ability of visiting professors to present high quality learning opportunities about Israel and host institutions' capacity to translate that experience into self-sustaining education about Israel within their curricula. To these ends, AICE must recruit the best possible scholars and teachers, assure that they are prepared for their responsibilities as VIPs, and carefully match them to institutions ready to support serious academic engagement with the subject of Israel. This section discusses the VIPs and the departments and universities bringing them to the United States.

### *The VIPs*

AICE arranged for 29 Israelis, 26 professors and three postdoctoral fellows, to teach in U.S. institutions in 2007-08 (see Appendix Table A2 for a complete listing)<sup>2</sup>. This compares to eight in 2006-07 and two in 2005-06 (see Figure 1). The increase has been dramatic and appears to have reached a plateau with similar numbers in 2008-09. Of the 26 VIPs in 2007-08, ten will return to U.S. universities in 2008-09. Seven will be back for a second year and three for a third year. In addition, two 2007-08 postdoctoral fellows will return to the same universities to teach in the fall.

Figure 1: Visiting Professors and Teaching Postdoctoral Fellows 2005-2008



Visiting Israeli Professors primarily come from history and political science backgrounds with some from international affairs. For 2007-08 and 2008-09, AICE recruited more scholars from other disciplines. The group now includes professors in literature and film. Nonetheless, the plurality of VIPs and postdoctoral fellows continues to come from political science (45% in 2007-08 and 50% in 2008-09).

AICE draws visiting professors from preeminent Israeli universities: Hebrew University, University of Haifa, Tel Aviv University, Ben Gurion University, and Bar Ilan University. Some hold permanent appointments at the Interdisciplinary Center, Herzliya. Of the 29 VIPs in 2007-08, 80% had publications in English, 70% had degrees from prestigious universities such as Hebrew University, Oxford, Harvard, and Stanford; and more than half had previous experience studying or teaching in U.S. universities.

The VIP selection process varies from one campus to the next. AICE maintains a list of Israeli academics who have expressed interest in working in the United States on a temporary basis (one to two years). Each year, AICE solicits applications from Israeli academics and makes its expectations of candidates explicit:

- Academic requirements - PhD, publications, English fluency
- Teaching requirements - pedagogic expertise and willingness to teach four courses with “at least two relating to modern Israel”<sup>3</sup>

- Conference attendance -AICE and the Charles and Lynn Schusterman Family Foundation organize two conferences, one in early fall and the other in late spring to discuss VIP work on and off campus and the program itself. All VIPs and fellows are expected to attend

- Community engagement- VIPs “should be prepared to spend time and work with students and faculty outside of their classes and to engage in public education about Israel through the media and by speaking on campus and in the community”

Not all universities select from the AICE list. Two chairs said they had conducted their own departmental searches and eight used personal contacts with Israelis and Israeli institutions to find individuals who met their criteria. Most who used the list were satisfied, although one department chair from a Midwestern campus said he needed more help than he received. He suggested that AICE provide a little more information concerning “where candidates are willing to relocate and what they are willing to teach.” He was pleased that his department eventually identified the right person, but he requested more guidance to make the process more comfortable.

The numbers involved preclude any judgment about which method—a formal search, personal contacts, or selection from the AICE list—had the most success, and only one chair described a strongly negative response to the VIP on campus. However, with the exception of Jewish or Israel studies, most departments or programs needed the expertise and contacts

of AICE to select the appropriate person for their position.

The flexibility of the AICE program ensured that most placements worked well. In the few instances where the fit was not good or where it took time for the Israel professor to adapt to the American university and its students, chairs suggested that AICE might help the VIPs develop an understanding of the educational culture of their host institutions. One reported significant “back and forth” with the professor about course structure and grading components after the beginning of the semester. Another said he understood that “it does take a while for Israeli scholars to learn how to approach American students. It’s not the same method. It’s not the same system.” But the visiting professors in both situations were able to adjust and as the second reported, “by and large the feedback has been very good.”

*There is a certain tension... between the declared goal of funders interested in advancing Israel studies...and the goals of the university to treat a subject seriously with academic rigor usually but not always with dispassion. What I’ve seen, to my great delight, in [our Visiting Israeli Professors] is that tension isn’t really there. [Our visiting professors] are very committed to Israel’s existence but when they are in the classroom they*

*feel committed to teaching the history of the State of Israel incorporating as many perspectives as they feel are necessary to tell the full story... [They] are thinking open people who are far from crass propagandists and they fit fully into the culture of the university. So from my perspective it’s really been a success.*  
(department chair)

**Hosting Institutions**

AICE placed Visiting Israeli Professors and post-doctoral fellows at 27 different U.S. universities in 2007-08 (see Appendix Table A5). These ranged from large research institutions with established Israel studies programs (New York University); Ivy League schools such as Brown and Harvard; state universities (University of Colorado, UCLA, University of North Texas) and one small liberal arts college (Middlebury College). Of the 27 universities with AICE visiting professors or teaching fellows in 2007-08, 19 have arranged for extensions for their fellows for another year or have engaged a new visitor for 2008-09. Six institutions have permanent positions or non-AICE supported visiting professors planned for the future (American, SFSU, Harvard, Texas, Tulane, and Florida). (see Table 1).

**Table 1: 2008-09 Plans for 2007-08 Participating Institutions**

	Institutions
Returning same VIP or teaching fellow	10
New VIP or teaching postdoctoral fellow	9
Returning and new VIP, but not through AICE	1
No one, insufficient funds	2
No one, other reasons	5

Five schools will not have a Visiting Israeli Professor next year for other reasons. One chair could not obtain the necessary support from his administration. A second is a small college where the program was more experimental in nature. A third school had the same visiting professor for two years, and he is now moving to another U.S. university. The history department chair speculated that the university might welcome someone in political science or international relations in the future. The visiting professor at the fourth school had a joint appointment, and the two departments could not agree on renewal. Only one department chair in one university reported dissatisfaction with the program.

### *Funding*

AICE provides \$50,000 toward each visiting professor's salary plus \$10,000 for travel reimbursement. Universities are expected to absorb the remaining costs associated with the position: a comparable matching amount toward salary and typical university overhead including benefits. Health insurance has been an item of some confusion, and department chairs suggested that AICE clarify its policy in that regard for both visiting professors and postdocs.

Some 2007-08 VIPs enjoyed sabbatical support from their Israeli universities. Others did not. Some host universities provided little funding except overhead support and required department chairs to look elsewhere for supplemental resources. Some visiting professor salaries were well below a typical associate professorship salary, especially in places such as California, New York, and Washington, DC. Sabbatical funds from Israeli institutions made such placements possible. Four department chairs spoke of reaching out

to local foundations. One said he matched AICE funds with outside funding, and the university supplemented what was needed in order to give the VIP "a living wage" and fringe benefits. Impetus for the local Jewish community to match AICE funds at another institution came as the result of a particularly "outrageous" speaker series on campus. The AICE program helped foster a closer connection between the university community and Jewish donors.

Funding remains an issue, however. While older, more established Israeli faculty may be able to bring sabbatical funds with them, younger scholars, especially those with young families, may not be eligible for this source of funding. Although senior, preeminent professors have a great deal to offer, some of the younger professors may be on the "cutting edge" of research in their field. Others may need the career boost of studying and teaching in the United States. Including them in the program would support the development of Israel studies in Israel as well as in the United States. AICE supporters have generously funded the program, but confront certain intransigence with university administrations. One political science department—fortunately an exception—had to argue against the university deducting its overhead cost from the AICE monies.

A few department chairs demonstrated impressive fundraising skills and had supportive communities: "There are people who want to do this stuff. They see it as an honor to join with the university [and] it adds another jewel in their legacy." Others lack such skills or feel they are up against unsupportive local communities. A full professor received a salary of \$65,000 (\$50,000 of AICE funds and \$15,000 from the

university)—“really not a senior scholar’s salary” at the host university.” Perhaps AICE could bring together fundraising experts from the Jewish community and some of the department chairs with demonstrable success in this area to help others develop strategies and tactics for their respective departments.

*It’s not easy to tell donors that what they are doing is really important and the payoff won’t be so quick, but the [visiting professor] is really providing more than the teaching, service and research, but having a presence on campus... Even if the students don’t take the class, just knowing that there is someone on campus doing this gets out a message that Israel is a very serious, legitimate topic and deserving of proper treatment. Students don’t have to take courses in Jewish Studies, but they can be glad that it’s there and that someone is taking it.*  
(department chair)

### **Administration**

The administration of the AICE program has operated relatively smoothly given its size and the need to vet candidates while dealing with idiosyncratic campus organizations and funding circumstances. Only three department chairs had issues with AICE’s grant administration: one at a large public university where the visiting professor will serve in a different department in 2008-09; one who felt he was not given enough time to make a decision for 2008-09 and complained that AICE might not understand the “glacial pace” of his university’s administration; and a third who complained that the interface between the university, the visiting professor, and AICE “got messy and complicated.” He suggested that [AICE] “work more closely on the pre-

employment contact between itself and us.”

Visiting professors found their working relationships with AICE comfortable. To the extent problems arose, they were almost always related to the logistics of living and working in the United States (e.g., obtaining drivers’ licenses, bank accounts, library cards, buying a car, registering children for school, or dealing with the health care system), or the cultures or operations of their host institutions. Most spoke positively about the support they received from their departments, although some found themselves with little or no administrative help. Two mentioned the lack of “basic orientation” on grading systems, attendance policies, assignment policies, or undergraduate system in the United States in general. Several visiting professors anticipated more help from their departments or communities in finding accommodations and adjusting to life in the United States. Some had problems with email “glitches” or inadequate office space. Two felt their enrollments suffered from the timing of their courses or lack of cross-listing.

Although AICE already has a summer orientation session in Israel and is in the process of assembling a handbook for VIPs, there may be more the program can do to smooth the transition to the United States. One visiting professor wrote that AICE should establish cooperative relationships with Hillel and notify Orthodox Israelis in advance about the availability of worship opportunities and kosher food and dining in their host communities. Some found the culture of the universities disorienting while others found it difficult to balance the needs of the classroom with other program requirements, such as the

obligation to engage in public education about Israel.

*One other thing—again I’d take responsibility for this. Visiting scholars should have a little orientation about the sensibility of colleagues and staff at American universities. Some people come from countries where great deference is shown towards professors and a great eagerness to please. Here we have—certainly in a place like our campus—an overworked and proud staff that can misunderstand... [Visiting professors need to have] extreme sensitivity for the roles of support staff. Much as we wish our professors were shown a bit more deference, in the U.S. many of our students have this notion that as consumers they must have a strong say. Anyone who comes here might need a little crash course on prevailing mores in an American university.*  
(department chair)

### ***Mix of Target Institutions***

In interviews, department chairs speculated about the right mix of institutions for the AICE program. Current AICE participating schools can be classified into four categories:

- Schools with existing strengths in Israel studies. NYU, for example, has a center for Israel studies which offers a mix of graduate and undergraduate courses, and the University of Florida has an undergraduate major in Israel studies with ten professors teaching in the program, three survey courses about Israel, four courses about Israel in the context of the Middle East, and 13 electives ranging from *Faulkner in Israel* to *Post-Zionism: Ideology and Literature*.
- Schools developing programs. San

Francisco State University is bringing on a chair in Israel Studies this year, and the University of North Texas lists nine courses about Israel in Jewish Studies.

- Schools renewing their Visiting Israeli Professors and trying to add more capacity. Tulane University, for example, is attempting to integrate courses about Israel into its Jewish Studies program.
- Schools lacking the financial resources or the vision to move forward.

Should AICE devote its resources to providing Israel education where none exists or where it can be part of a larger curriculum? Should it attempt to do both by trying to reach as diverse an audience of universities as possible, or should it focus on the kinds of institutions that its advisory board considers most capable of eventually producing American PhDs with the ability to teach Israel studies? Many small liberal arts college and regional state universities or colleges offer no courses about Israel or employ individuals in political science or history who teach about the conflict with little expertise or training in the field. Can the most stimulating and proficient visiting Israeli scholar create fertile ground in such places for permanent inclusion of Israel within the curriculum or will serious scholarly treatment of the subject always have to rely on visiting experts? A department chair from a large public university said he thought it would be a mistake to allocate funds purely on the basis of campus size.

More typically, department chairs expressed their self-interest on this topic. The head of a Jewish studies program at a large private university with a sizeable Jewish population



advised against spending on small campuses with small populations. “Unfair as it might be to smaller places that might also need support, the funding should go to places with large Jewish populations,” he said. On the other hand, he would put resources where they do not currently exist, such as his own university rather than in institutions with substantial Israel studies offerings. A chair from an institution with strong Israel studies offerings questioned whether AICE could have any impact at schools with no Israel courses at all. He suggested firmer conditions on participation in the program to ensure that institutions plan for more Israel studies after the visiting professor is gone. Neither AICE nor host institutions can rely on the visiting professors to build the demand or create the program. VIPs lack adequate ties to or knowledge of the system to be able to negotiate these matters. AICE, on the other hand, is well-positioned to collaborate with host departments on campuses to take up these issues.

Perhaps AICE could help smaller institutions with fewer resources build capacity after the end of their VIP tenure. AICE could exploit opportunities for synergy between its program and the Brandeis University Summer Institute for Israel Studies (SIIS). Visiting Israeli Professors who work in institutions with fewer resources for Israel studies could promote SIIS to American faculty and encourage them to participate in the SIIS program. Although AICE began with the aim of injecting Israel into the curriculum of larger, more prestigious American campuses, it appears that other kinds of institutions and their students could

benefit from education about Israel as well.

*In a place like this—a state university, the relative value is much higher because of the number of students we teach—Jewish and not Jewish. Impact is enormous. It’s a terrific idea.*  
(department chair)



## IMPACT OF AICE VISITING ISRAELI PROFESSORS

As the previous section illustrates, AICE has succeeded in placing highly qualified VIPs at a variety of campuses. This section reports on the impact of VIPs on program goals: offering courses that provide high quality learning experiences, exposing faculty and students to the human side of Israel as well as to Israeli scholarship, and disseminating education about Israel throughout universities and local communities. VIPs' activity reports and interviews with chairs of host departments elucidate ways in which the visiting professors have achieved these objectives: delivering academically rigorous courses about Israel, working with students outside of class in advisory roles, helping educate the faculty of their departments about Israel and Israelis, and enriching the discourse about Israel on and off campus through guest lectures and media appearances and contributions. In each of these areas, AICE VIPs have had demonstrable success.

### *Courses*

The contribution of the AICE program is most evident in the number of courses offered by VIPs and the student enrollment. In 2007-08,

VIPs presented 70 courses with over 1700 students in 27 universities. In addition, VIPs taught 22 courses not specifically about Israel but Israel related (see Table 2).

Many VIPs (11 of the 29) were hosted by Jewish Studies programs or departments, four held joint appointments with Jewish Studies and another department. Nine were hosted by political science or international relations. Most courses, therefore, were offered or cross-listed in those areas (18 in Jewish studies and 22 in political science or international relations), but courses and enrollments were distributed over a variety of areas. VIPs also listed courses in history (16), Middle East studies (6), communications (3), law (3), religion (1), and public policy (1). Almost a third of the courses were cross-listed in at least one department. Given the distribution of courses by department, and the cross-listing of courses, it appears that a diverse body of students from a variety of disciplines had access to current Israeli scholarship about Israel.

Many courses (20) focused on the Arab-Israeli conflict (see Figure 2). Those taken together

Table 2: Courses and Enrollments in 2005-08

	2005-06	2006-07	2007-08	Total
VIPs	2	8	29	31
Universities	2	9	27	29
Total Courses		26	70	96
Courses specifically about Israel		18	70	88
Courses not specifically about Israel but related		7	22	29
Number of students enrolled in Israel courses		580	1700	2100

with courses about the history of Israel (e.g., *Modern Israel, The Birth of a State, Seminar on Colonization and Nationalism*) and Israeli politics (e.g., *Contemporary Issues in Israeli Politics, Israeli Democracy: History, Politics, Institutions, and Society*) comprise almost 75% of the 70 courses taught in 2007-08. Courses on religion and ethnicity (6), law and human rights (4), security policy (3), and communications (3) make up most of the “other” category (see Appendix Table 1A for a detailed listing of all courses and their enrollments).

Both professors teaching the classes and the chairs of their departments measure success at least partly in terms of class size. In this respect, most of the Israeli professors were successful. Over 60% of their classes had 20 or more students, and many courses enrolled at the level at which they were capped (see Figure 3). The chair of a Jewish studies department said his visiting professor’s courses on modern Israel “could easily double enrollment...if I had enough TA’s to [help staff] them.”

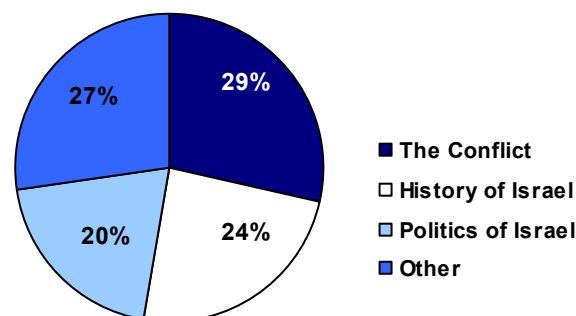
Most department chairs interviewed spoke of the large enrollments in their Israel courses. One was concerned that the particular topic of the Israel course would be too exotic to attract

many students, “but it was standing room only.” At one regional state university the chair reported that the VIP’s classes filled up quickly: “It was a gift to us, and we were thrilled.” Low enrollment was typically more a feature of graduate classes or problems associated with scheduling or delayed listings. In one such case, the department chair stated she planned to “slot” the course differently in the future and was confident that enrollment would increase: “The main thing is that courses on these subjects are crucial and wouldn’t be taught otherwise. Students are very engaged with [the Visiting Israeli Professor].”

A more substantial measure of course success, perhaps, lies in student response. Most of the VIPs felt a remarkable sense of accomplishment with their students. One said he particularly appreciated the opportunity to teach non-Jewish students about the Middle East and “remove many misconceptions that they had.” The chair of his department reported some initial “cross-cultural bumps” but said, “I’ve had students come to me and say...That is the best class. I love that class.”

Many of the visiting professors remarked on the diversity of their classes and their delight in having reached Arab, Muslim, Christian,

Figure 2: Percentage of 2007-08 Courses by Topic



and other non-Jewish students. They spoke of positive class dynamics: “students talk and express themselves openly” and “[they] ask fascinating questions.” One reported, “The students complained that they never worked so hard, yet they gave me and my course very good feedback in their evaluations.” Even allowing for professorial vanity, the unanimity with which professors noted successful teaching outcomes is striking. In a course on Israeli policy, a Visiting Israeli Professor found his greatest satisfaction in “seeing the degree of understanding clearly increase, the appreciation of the complexities, and the exchange with students as they came to appreciate the issues and understand how to approach them.” A history VIP reported that some of his students decided to go to Israel for *ulpan* or a year course after being in his class, and another historian was pleased that his students chose to continue their studies on Israel.

*Great was the opportunity given to me to teach a relatively less knowledgeable body of students and make Israel a new, attractive, and justifiable reality for them.*  
(VIP)

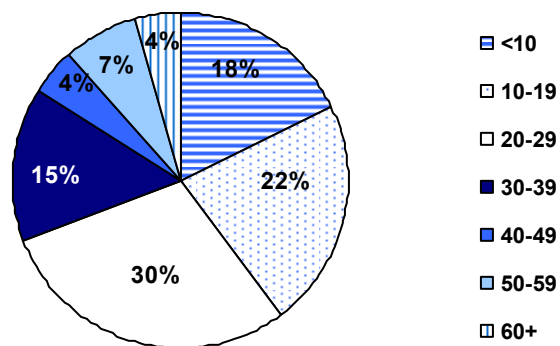
This is not to say that teaching American

students proved easy in every university. The VIPs commented on the youth of their students, their lack of background, “common knowledge” or preparation (“you have to force them to read”). However, most found very few problems, enjoyed their experience in U.S. classrooms, and felt that they had accomplished a great deal in their classes.

The interviewer asked department chairs to talk about the “buzz” on campus about the visiting professors and their courses. While no substitute for talking to students, the chairs recounted what they had heard from students, and most of the visiting professors received “rave” reviews (18). Three chairs declined to comment feeling unsure that they knew enough about students’ responses. Three had mixed impressions, but only one department chair had an entirely negative opinion expressing dissatisfaction with the VIP’s “right-wing bias” and his “inappropriate” use of words in scholarly discourse. This is the only serious case of dissatisfaction with a visiting professor or teaching fellow.<sup>4</sup>

Most comments centered on the ability of the visiting professors to create interest in Israel as an academic subject, to present fair and unbiased classes, or to go out of their way to

Figure 3: Percentage of Courses by Class Size



meet with students and help them understand Israel and the Middle East.

*There's lots of anecdotal evidence of students thanking her for opening their eyes to what's going on in Israel and putting it in a balanced and fair context... Courses dealing with Israel and the Middle East are polarizing in the university. We want the courses to try to be balanced and fair. She does an excellent job of that.*

(department chair)

*Outstanding teaching evaluations from students—some of the highest scores in the department. And the department is very high... The only thing better would be to have him permanently. It's not just what he teaches about Israel. He has a line of students out the door. They just want to come in and talk with him... He's very approachable and students love him.*

(department chair)

*Student evaluations are all good. The students, diverse as they are, recognize that he knows what he's talking about. I would guess that they've never had the experience of hearing someone who knows Arabic as well as Hebrew and can talk about Iraq as well as Israel, on Palestinian nationalism as well as Zionism. It's not a usual combination and probably central to his success with students. We've only gotten very, very positive responses from students who've been in his classes.*

(department chair)

*His classes fire a lot of passion. This is both positive and negative passion. He's had some Arab students and they've butted heads a little but probably in a good way that he's gotten people to think broadly and deeply about the situation in the Middle East.*

(department chair)

In terms of the number of courses offered, the variety of subject areas, enrollments, and student responses, AICE has achieved remarkable success in operationalizing its goal of adding Israel studies to the U.S. academic scene. Despite working under some difficult circumstances, the VIPs have demonstrated pedagogic expertise, generated interest in Israel, and offered students a positive experience of learning about Israel.

### ***Spending Time with Faculty and Students***

VIPs spoke of their work with faculty and students outside of class. Of the 29, 24 wrote about such informal meetings and discussions in their survey responses. They presented at faculty seminars and brown-bag lunches and participated in various faculty groups. They discussed aspects of Israel's security or topics of interest within the Jewish world, and they reviewed research topics with faculty and graduate students.

In addition to discussing course work during office hours, the AICE VIPs also met with students outside of class. One professor said he met with students "about ten times" to help them write papers about the Middle East for courses other than his own. The VIPs went beyond what many of their faculty peers would do to organize dinners or even holiday parties. Sometimes VIPs worked with students and student organizations to discuss politics or help them address anti-Israel arguments on campus. They provided recommendations for scholarships and advised students about opportunities to study and travel in Israel and where to learn Hebrew. Some shared their personal stories about growing up in Israel or their military service.

Regardless of whether the VIPs reached out to

faculty in order to satisfy AICE requirements or whether their engagement was typical Israeli openness and warmth toward strangers, the presence of so many Israelis on U.S. campuses clearly provided the opportunity for other faculty members to get to know their Israeli colleagues, appreciate their scholarship, and develop a greater understanding of their Israel.

*Students come to see me for friendly chats and for advice on their future academic plans including requests for recommendations. Just today I was shown a letter by a student who has taken my two classes. She had been accepted by Washington University in St. Louis after I wrote her a recommendation. She is one of three students for whom I have written letters of recommendation. (VIP)*

### **Public Education about Israel**

Of the 29 VIPs, at least 22 taught about Israel outside the classroom on campus by giving lectures, speaking to the media, and working with various Jewish organizations. Estimates of audience size are imprecise, and many respondents skipped the question altogether, but reports indicate that over 1200 students and 250 faculty were reached through these extracurricular activities. Some examples:

- A lecture on Israel, *The Middle East and Colonialism*, to over 100 students for the campus Council for the Liberal Arts
- A meeting with three faculty members to help them respond to anti-Israeli polemics
- A lecture to the campus Hillel on the Dreyfus Affair
- Participation in a seminar on *Israel*

*Politics between Left and Right* for the Political Science Department

- Participation in a panel discussion on *Post 9/11 Middle East* for the International Relations department—attended by 200 people.
- Attendance at the Break the Ramadan Fast dinner with the Muslim student organization
- Lecture to over 100 people on *Holocaust and the State of Israel*
- Lecture about Human Rights and the Darfur refugees' crisis initiated by the Jewish Law Students Association and the Islamic Legal Forum delivered as Yom Kippur Breakfast & Ramadan Iftar
- Forum to help address student confusion over a Norman Finkelstein presentation on campus. The department chair recorded that “[the visiting professor] was great. He participated very actively and gave a powerful perspective.”

This list reflects a variety of topics from people with numerous areas of expertise.

Opportunities for these types of activities varied among campuses. Some of the VIPs were more comfortable speaking to the media or in public arenas, but the majority of them took seriously their obligation to deepen the discussion of Israel in the academy.

Similarly, VIP participation in off-campus activities varied widely and demonstrated further commitment to representing Israel to both Jewish and non-Jewish American communities. One political scientist did little in the vicinity of his urban university but traveled widely to give lectures on Israel and the Middle East. He presented at Duke University and as part of a television program in Cleveland and lectured to audiences totaling

500 people in Orlando. Another VIP traveled from his school in the South to Calgary where he conducted a seminar, *The Formation of Israel*, at the university. While he was there, he also lectured at the Jewish Community Center (JCC) on the conflict. Nearer to his host university, he lectured on Israeli society and the second Lebanon war for another JCC. Other presentation venues included private homes and film festivals. Based on the survey questionnaire requesting estimates of attendance, the total number of individuals at off-campus lectures by AICE VIPs exceeded 5000.

Some visiting professors also made themselves available to local and national media. Most interviews in the media appeared in the local Jewish press or campus newspapers, but one VIP reported that he appeared in the *New York Times*, *New York Sun*, *Christian Science Monitor*, and the *Jewish Telegraphic Agency*. The VIPs also attended professional conferences where they either gave formal papers or participated in panel discussions.

Almost all VIPs endeavored to fulfill their obligation to contribute to public discourse about Israel and while some had greater success than others, they made substantial efforts to represent Israel—the country, its people, and its scholarship—in America.

*Our VIP has been out in the community and I've gotten feedback that he was excellent in the outreach he did.*  
(VIP)



## POSTDOCTORAL FELLOWS: A PROGRAM IN FORMATION

The primary goal of the postdoctoral fellowships is to advance the professional development of recent Israeli PhDs, thereby creating a future cadre of Israel studies professors. AICE gives fellowship recipients the opportunity to gain teaching experience and the support necessary to complete their first major research projects. Postdoctoral fellows receiving CLSFF funds are required to teach two courses during the year rather than the four that the visiting professors teach. In addition, they are expected to conduct research, produce publications, and engage university and local communities beyond the classroom—a sizeable set of obligations particularly for those teaching for the first time or those who have not had previous experience attending or teaching in U.S. universities.

In 2007-08, one of the six postdoctoral fellows dropped out of the program. Of the remaining five, three taught as part of their responsibilities. The other two focused on their research (see Appendix Table A3). Their accomplishments are impressive. One produced several articles, published a book in Hebrew, and sent the English translation to his publisher. This book won a \$2500 prize for the publisher. The fellow also gave six talks in local synagogues during the year and taught two courses. Another was disappointed that, although he completed two English articles, both were in process before arriving in the United States. Another fellow wrote three articles; two were accepted for publication and the third is under review. One of the teaching postdocs had 100 students in his winter class and 95 in his spring class. He was proud that he exposed those students to “many sorts of information and considerations about Israel, about politics and all kinds of subjects.” He also produced several papers for presentation

at conferences and had an article under consideration with a prestigious journal. Another teaching fellow similarly found his greatest sense of accomplishment in his teaching but noted that he also gave public lectures (one at a local synagogue and another to an audience of 300 at *Limmud Southeast* in Atlanta) and developed a book, currently under consideration with Princeton University Press.

But the postdoctoral fellows occupy an ill-defined area of the AICE program. For example, one fellow trained in Jewish studies feels he is marked now as Israel Studies even though the market in Jewish studies is probably bigger: “The job market here is not that strong. There are not so many openings in Israel studies and now there is a big effort to train many graduate students into Israel studies...There is no market for 20 or 30 graduate students in Israel studies.” He suggested that AICE funds would be better spent creating positions rather than more students in Israel studies. In a sense, this postdoctoral fellow views the graduate student fellows as competition.

AICE postdoctoral fellows also stand in a difficult position in their careers. At a time when Israeli universities are closing departments, some of them hope to get positions at U.S. universities. Some believe that the added credential of a U.S. position will better situate them for jobs in the Israeli academy. Others hope to exploit their advantage as Israelis in Israel studies to help them gain permanent or semi-permanent positions in the United States. Two of the five preferred to find teaching positions in Israel. The other three were exploring positions in the United States, although one of them said he considers an offer from a U.S. institution the

only way to get a position in Israel.

Postdoctoral fellows also commented on the amount of the AICE financial support. Israeli postdocs are usually older than their U.S. peers. They have families and responsibilities and their spouses frequently have difficulty finding employment. In a large urban center in America, \$40,000 is not adequate to support a spouse and children, nor is it commensurate with the stipends provided by other fellowships.

While all recipients of the postdoctoral fellowship are grateful for the opportunity to teach and learn in America and appreciate the funding, the purpose of the fellowships, particularly in the context of the Visiting Israeli Professors program and the graduate student fellowships, is confusing. Does AICE intend for them to help raise awareness of Israeli scholarship in U.S. institutions and support the work of the VIPs? Do funders hope to promote Israel studies in Israel and counteract the so-called “brain-drain?” Is the program designed as an opportunity for cross-national networking? The goal is unclear. Nonetheless, the postdoctoral fellows expressed confidence that it would help them when they return to Israel. Its prestige enhances their resumes and provides them with valuable experience.

*I'll have much more knowledge when I go back to Israel and much more experience. In the future it will give me a lot.*

(postdoctoral fellow)

## GRADUATE SCHOLARS: THE NEXT GENERATION

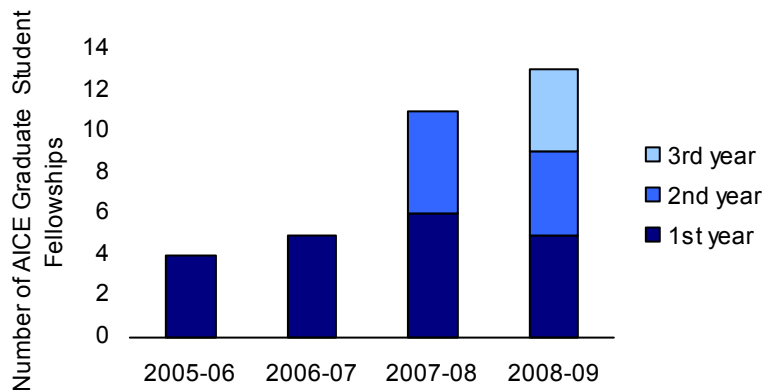
Since 2005-06, AICE has helped 20 individuals pursue graduate work in Israel-related fields. The Schusterman Israel Scholar Award program gives qualified candidates \$15,000/year for living expenses while they attend graduate school and work on their dissertations. While the goals beyond financial support have not been articulated, AICE provides the fellows with networking opportunities and some career preparation through the two annual conferences in Washington DC and access to the Visiting Israeli Professors' listserv.

The Schusterman Israel Scholar Award program started off small and has grown substantially (see Figure 4). The pool of candidates for the awards is small because 1) the field is still new to U.S. universities, 2) few Israel Studies graduate programs exist, and 3) most traditional disciplines even at the best research institutions lack faculty with expertise on Israel. It is hoped that the AICE visiting professors program along with Brandeis University's Summer Institute for Israel Studies will eventually lead to greater undergraduate interest in Israel studies and

therefore a larger number of graduate students applying for the fellowships.

Given current limitations, the first few cohorts, though small, have come from an impressive assortment of universities. The first year AICE selected four students from Columbia, Harvard, Berkeley and Brandeis universities. Of that group, one finished her dissertation and currently works in the field of Israel studies in an administrative capacity. Another has a third year of support (he did not receive the fellowship in 2006-07), and the other two have not continued in the field. In 2006-07, AICE selected six new fellows. One appears to have dropped out of the field. The others, from the Fletcher School of Tufts University, Brandeis, UCLA, the University of Chicago, and the University of Maryland continued into 2007-08 along with one of the original 2005-06 cohort from Berkeley. The five new fellows came from the University of Texas, NYU, Brandeis (2), and Columbia. For 2008-09, AICE awarded 13 fellowships again drawing from prestigious programs for the five new fellows: UCLA, Brandeis, NYU (2), and the University of Chicago (see a complete list

Figure 4: Graduate Student Fellowships by Year of Fellowship 2005-2008



of Schusterman Israel Scholar Award recipients in Appendix Table A4).

Over the first few years, AICE awarded fellowships to students at various stages of their graduate career. In 2007-08 and 2008-09, in order to assure concentration in Israel studies, the program selected more senior students closer to or already immersed in their dissertations.

The graduate students said that they perceived few strings attached to the grants. They know that AICE expects them to attend the conferences in Washington DC and “to progress and do well.” Seven of the eleven 2007-08 recipients have published, given papers at conferences, and/or have papers under consideration for publication. They understand that the grants are intended to help them on their way into academic careers and that AICE, the listserv, and the spring and fall conferences can help build their connections to the field. They appreciate the financial support, the opportunity to meet senior scholars from Israel, and the prestige of the award, but they would like additional help. One comes from a department with many graduate students but no more than one a year in Israel-related subject areas. He would like AICE to provide additional academic and professional advising. Along the same lines, another graduate fellow suggested a “forum for graduate students and junior scholars.” She suggested that AICE hold a national or international conference for junior scholars, recent PhDs, postdoctoral fellows, assistant and perhaps associate professors: “That’s the network of my generation that will have to work together to build this discipline of Israel

studies.”

*If [AICE] had a group of five well connected, established, and successful professors...who could serve as secondary advisers...that would be great. (graduate student fellow)*

The existing conferences have provided a place for the students to get to know each other and form a network, but they have not established strong ties. In part, this may stem from the diversity of their disciplines and research topics. They also come from many parts of the country, attend different professional conferences, and are at different stages of their graduate work. Prior to the May 2008 AICE conference, most found these events centered on the visiting professors and topics of interest to them. Few found the one, one-hour session on professional development enough, and they felt left out of the conversations about scholarship versus advocacy that dominated other sessions. One found the conferences frustrating and said she would have rather attended professional conferences such as MESA or AIS. Presenters at the AICE conference “were from the advocacy sphere. They were about advocacy on campus and not academics. It felt like a weird mix.”<sup>5</sup> But the addition of the two sessions of graduate student presentations at the May conference went a considerable distance toward changing these impressions. Graduate students got to know each other better and engaged in academic discourse with senior scholars in the field. These sessions added a new dimension to the conference and were greatly appreciated by the fellows.

In interviews, students discussed their current status and their plans for the next few years. Of the eleven 2007-08 fellows, ten agreed to be interviewed. One of them recently completed comprehensive exams; four passed their comprehensive exams and are conducting dissertation research; three continue in the writing stage of their dissertations with one or more chapters written; and two will have completed their dissertations by the end of the summer. In 2008-09, these students hope to publish, find jobs, and advance in academia. They also want to continue to focus their research and teaching on Israel, but question whether that was a realistic goal given the job market and the position of Israel studies in the academy. Three of the total 20 fellows since 2005 have already dropped off the academic track. This new generation of U.S. scholars on Israel needs continuing support—perhaps postdoctoral assistance—in order to establish itself and the field of Israel studies.

The fellows also continue to express their appreciation for the AICE funding, for the prestige attached to the award, and for the opportunities it presents. One fellow went to Israel for a semester of preliminary dissertation research which she would not have been able to do without the AICE funding. They are also grateful for the opportunity to get to know the visiting professors and for AICE facilitation of connections in the job market, although not many have had the occasion to avail themselves of those ties yet.

The success of the Schusterman Israel Scholar Award program will have to be measured in terms of successfully completed dissertations, publications, and placements in academic positions. With only three of the 20 fellows looking for positions, one established in an Israel studies capacity building position, and

another, PhD in hand, on her way into Jewish foundation leadership, it is too early to assess the impact of the program. But AICE has implemented the program's strategy: attracting high caliber graduate students from major research institutions; supporting them with funds for living expenses, research in Israel, and time for dissertation preparation; providing them with networking and professional growth opportunities; and, through the larger program of the Visiting Israeli Professors, laying the groundwork for an overall expansion of their field.



## CONCLUSIONS AND RECOMMENDATIONS

A few short years ago, AICE and its funders developed a vision of Israel studies in U.S. universities. They dreamed of introducing serious scholarship about Israel—the land, its history, government, and culture—into the established curriculum of higher education in the United States. AICE has taken impressive strides to bring this vision into reality. The original program aimed to bring 10-15 visiting Israel scholars to teach in U.S. universities. By its third year (2007-08) it brought 29 VIPs to 27 universities. These scholars taught 70 courses involving over 1700 students. At the same time, AICE expanded the number of graduate student fellows and added funds for postdoctoral fellows. In 2006, planners hoped for ten graduate fellows each year. In 2007-08 the program had 11, and 13 have received awards for 2008-09. The program as implemented draws encomiums from host institutions and expressions of gratitude from participating visiting professors, graduate students, and postdocs. Nonetheless, AICE continues to develop and expects to do more. Success creates the need to rethink, redirect, and perhaps broaden the scope of the endeavor.

### ***Broadening Scope***

AICE originally intended to place the visiting professors in prestigious research institutions with large student bodies and substantial Jewish populations. In 2007-08, the program added a small elite college with a strong international studies program. In 2008-09, AICE will have visiting professors at Hebrew Union College in Los Angeles and the Jewish Theological Seminary in New York City. AICE also placed a VIP at Notre Dame University. These are the first sectarian institutions to host AICE visiting professors. In addition, AICE has expanded into less prestigious

institutions such as the University of Tennessee, the University of North Texas, and Rutgers University-Newark. These placements provide for students, who might otherwise never have the chance to do so, the opportunity to learn about Israel in an academic setting. By segmenting its market and expanding in several areas, AICE could further systematize this approach.

- *Match the visiting professor to the institution and department.* Small colleges or sectarian institutions may have different needs regarding the academic backgrounds and approaches of the visiting professors. While research universities may look for focused expertise, small liberal arts colleges may look for broader subject areas and greater pedagogical strengths. Likewise universities with established Israel studies strength may desire stronger publication credentials and be less concerned with teaching.
- *Provide a list of possible candidates but encourage institutions to develop search teams capable of visiting Israel for interviews and networking at Israeli institutions.* AICE could find point people in Israel to assist such teams and recruit and vet candidates for visiting professorships.
- *Explore the possibility of faculty exchanges.* Some host institutions have been unable to raise adequate funds to match the AICE grant. An exchange program could mitigate that problem and provide valuable learning experiences for the U.S. faculty visiting an Israeli institution.
- *Convene department chairs to share ways of maximizing their VIP success and fundraising strategies for creating self-sustaining Israel*

*studies.* AICE has worked with 29 universities and a variety of departments. Some of the department chairs have considerable expertise in finding resources to support their programs. Other schools can learn from their experience. Perhaps institutions lacking the funds to continue Israel studies courses in the future could develop the capacity to offer them at given intervals through their own ongoing visiting scholars programs.

- *Continue to expand the pool of visiting professors by subject area.* Students and American faculty should be exposed to Israeli literature, film, economics, sociology, and anthropology. Business and engineering schools may also benefit from Israeli visiting professors.

### ***Adding Support***

In 2007-08, AICE hired public relations consultants to help visiting professors penetrate their local communities. From the reports of the visiting professors, this was not a successful venture, but in some instances VIPs do need additional support particularly within their university and local communities:

- *Establish a Hillel point person to contact Hillel organizations at the visiting professors' host institutions and ensure that Hillel welcomes them and takes advantage of their expertise.*
- *Find a federation contact person who can do the same thing for the local federations or Jewish communities.* A postdoctoral fellow looking for a congregation had the good fortune to find a local synagogue which took the idea of *hachnasat orchim* (hospitality) seriously. It helped find housing, furniture, and winter

clothes for him and his young family. AICE expects the visiting professors to provide local communities with the benefits of their scholarship. Surely the local communities can provide visiting professors with help getting acclimated to their new surroundings.

- *Prepare VIPs new to the U.S. academic scene for U.S. students and their expectations.* AICE has already taken important first steps in this direction by convening a meeting of the visiting professors in Israel during the summer and assembling a handbook. Now that there is a critical mass of visiting professors returning to Israel, AICE should use them to meet one-on-one with the new visiting professors and help them develop syllabi, grading procedures, and teaching strategies. They could also share their experience of developing contacts with campus and local community leaders.

### ***Defining Fellowships***

The purpose of the AICE fellowships, for both the Israeli postdocs and U.S. graduate students is twofold: to further the development of future professors of Israel studies and ensure that expertise in the field will continue to be available from Israel while expanding within the United States. Because some graduate student fellows have dropped out of Israel studies or academic career paths, AICE may want to refocus its strategy either by limiting candidates to those who have already chosen a dissertation topic or by creating two tiers—pre and post comprehensive exams. Perhaps AICE could develop a matching program for graduate student grants so that departments could demonstrate commitment to the program and contribute to its support. Also, AICE should



consider whether to expand its funding and networking opportunities to include full-scale mentoring and advising capability.

Several elements of the postdoctoral fellowship also need clarification: the expectation for research versus teaching, the intention of the program to keep postdoctoral expertise in the United States or encourage the postdocs to return to Israel; the degree to which AICE should facilitate collegiality, and collaboration between the postdocs and the graduate student fellows.

AICE is making a substantial contribution to American institutions of higher education by providing them with high-caliber scholars who bring nuanced and sophisticated perspectives to the teaching of Israel. The program also contributes to the expansion of Israel studies within the academy by supporting graduate student and postdoctoral fellowships. More can be done to help U.S. institutions find the right match and ease the transitions of Israelis to the universities. Moreover, further expansion to institutions with smaller and less developed programs may be desirable and further the aims of AICE. Even at the current level, however, the program is uniformly described by participants and host institutions alike as successful and important.

*We just think that the program is awesome, so make sure that the family knows that. We are so, so grateful.*  
(department chair)



## APPENDIX: TABLES OF COURSES, AICE GRANT RECIPIENTS, AND UNIVERSITIES

Table A1: Courses Offered 2007-08 by Topic

Categories assigned by the research team based on title and goals listed by the Visiting Israeli Professor.

Course Title	University	Home Department	Enrollment
<b><i>THE CONFLICT</i></b>			
The Arab Israeli Conflict	Brown	Judaic Studies	90
Middle East Diplomacy	Brown	Political Science	20
Israel and its Neighbors	Colorado	International Affairs	31
Israel and its Neighbors	Colorado	International Affairs	30
Israeli Foreign Policy: A Nation Dwelling Alone?	Harvard	Government	6
The Arab Israeli Conflict	Indiana	Jewish Studies	35
Sources of Conflict in the Middle East	James Madison	Justice Studies	33
History of Palestinian Nationalism	Minnesota	History	18
The Middle East Conflict and the International Media	North Texas	Journalism	31
The Arab-Israeli Conflict	Oklahoma	International Area Studies	26
Contemporary Israeli Society and Politics; The Arab-Israeli Conflict	Oklahoma	Jewish Studies	9
Arab-Israeli Conflict	Rutgers-Newark	Political Science	25
The Arab-Israeli Conflict	San Francisco State	Jewish Studies	25
Arab-Palestinians in Israeli Society	Stanford	International Relations	11
Palestinian Nationalism Past and Present	Stanford	International Relations	8
History of the Israeli Arab Land Conflict	Stanford	History	
Issues in Israel's National Security	Syracuse	History	16
Arab-Israeli Conflict	Syracuse	History	12
The Origins of the Arab-Jewish conflict	Texas at Austin	Middle East Studies	14
Debates in Israeli Historiography	Texas at Austin	Middle East Studies	4
History of the Arab-Israeli Conflict	Tulane	Jewish Studies	42

Table A1: Courses Offered 2007-08 by Topic (continued)

<i>Course Title</i>	<i>University</i>	<i>Home Department</i>	<i>Enrollment</i>
<b><i>HISTORY OF ISRAEL</i></b>			
History of Israel	American	History	35
Modern Israel	Arizona	Jewish Studies	50
Modern Israel	Arizona	Jewish Studies	50
Holocaust and Modern Israel	Arizona	Jewish Studies	50
The Politics of Genocide	Arizona	Jewish Studies	50
History of Israel - an Introduction	Boston	History	54
History of Zionism - an Introduction	Boston	Religion	17
The Birth of a State	Boston	History	16
History of Modern Israel	Minnesota	History	25
History of Zionism	Rutgers	Jewish Studies	35
History of Zionism and the State of Israel	Rutgers-Newark	History	21
Antisemitism and Holocaust	Rutgers-Newark	History	40
Origins of the State of Israel	Tulane	Jewish Studies	9
History of Israel 1948 to the Present	UCLA	History	91
History of the Mandate period 1917-1948 Seminar	UCLA	History	>20
Seminar Colonization and Nationalism	UCLA	History	13
Introduction to Israel Studies	Washington University in St. Louis	Jewish, Islamic, and Near Eastern Studies (JINES)	24

Table A1: Courses Offered 2007-08 by Topic (continued)

Course Title	University	Home Department	Enrollment
<b><i>POLITICS OF ISRAEL</i></b>			
Israeli Politics	American	Government	22
History of Israeli Politics: Institutions and Society	Emory	History	20
Contemporary Issues in Israeli Politics	Emory	History	16
Issues in Israeli Politics	George Washington	Political Science	20
Special Topics in Israeli Politics	George Washington	Political Science	20
Israeli Politics	James Madison	Political Science	33
Israeli Politics	James Madison	Political Science	30
Politics in Israel	Middlebury	Political Science	40
Israeli Democracy: History, Politics, Institutions, and Society	San Francisco State	Jewish Studies	28
Israel Politics and Society	UC-Irvine	Political Science	21
Issues in Israeli Politics: A Comparative Perspective	UC-Irvine	Political Science	19
Liberal Nationalism and Zionism	UCLA	Political Science	
Democracy and Human Rights in Israel	UCLA	Political Science	100
Israel at 60--the Interplay between the domestic, regional and international arenas	Washington University in St. Louis	Jewish, Islamic, and Near Eastern Studies (JINES)	32

Table A1: Courses Offered 2007-08 by Topic (continued)

<i>Course Title</i>	<i>University</i>	<i>Home Department</i>	<i>Enrollment</i>
<b><i>ISRAELI SECURITY POLICY</i></b>			
Israeli National Security Strategy, Policy and Decision Making	Harvard	History	12
Israeli National Security	NYU	Political Science	8
Israeli National Security Policy	Tufts	Fletcher School of Government	6
<b><i>RELIGION AND ETHNIC IDENTITIES IN ISRAEL</i></b>			
Fundamentalism in Comparative Perspective	Brandeis	Jewish Studies	28
Messianism and the State of Israel	Brandeis	Jewish Studies	2
Religion, Culture and Identities in Israel	Florida	Jewish Studies	20
Jews, Muslims and Christians in the State of Israel	Indiana	Jewish Studies	9
Tradition, Ethnicity and Religion in Israel	Rutgers	Jewish Studies	18
Israel - Politics, Religion, and Ethnicity	Rutgers-Newark	Political Science	21
<b><i>LAW AND HUMAN RIGHTS</i></b>			
US and Israeli Legal System	American	Washington College of Law	7
Israeli Law and Legal System	American	Public Affairs	2
Human Rights in Israel	James Madison	Justice Studies	13
Minority Rights in Israel	Stanford	Law School	10
<b><i>COMMUNICATIONS</i></b>			
Media, Politics and Society in Israel	North Texas	Journalism	20
The Image and Marketing of Israel around the World	North Texas	Journalism	20
<b><i>OTHER</i></b>			
Roles & Images of Young People in Israel	Boston University	History	16
China and Israel- a survey of developing relations	NYU	Jewish Studies	20
Issues in Israeli Education - Forming Canon, National Identity and Politics	NYU	Jewish Studies	3

Table A2: Visiting Professors, Teaching Postdoctoral Fellows, and their Universities by Year

**SCHUSTERMAN VISITING PROFESSORS**

Year	Institution	Visiting Professor	Area of Expertise	Home Institution
2005-06	UCLA	Aharon Kleiman	History	Tel Aviv University
2005-06	American University	Barry Rubin	International Relations	Interdisciplinary Center, Herzliyah (IDC)
2006-07	Washington University	David Nachmias	Political Science	Interdisciplinary Center in Herzliyah
2007-08	Middlebury College			
2006-07	University of Florida	Motti Inbarri	Israeli modern religious movements	Hebrew University
2006-07	Rutgers University	Yaacov Yadgar	Political Science	Bar-Ilan University
2006-07; 2007-08	Syracuse University	David Tal	History and International Relations	Tel Aviv University
2006-07; 2007-08	University of Texas, Austin	Yoav Gelber	Israeli military history	University of Haifa
2006-07; 2007-08; 2008-09	Harvard University; New York University	Chuck Freilich	International Relations	Israel National Security Council, IDC
2006-07; 2007-08; 2008-09	University of Arizona	Shlomo Aronson	Political Science	Hebrew University
2007-08	George Washington University	Abraham Diskin	Political Science	Hebrew University
2007-08	Rutgers University-Newark	Avi Picard	History	
2007-08	New York University	Aron Shai	History	Tel Aviv University
2007-08	University of Colorado	Benny Miller	Political Science	Haifa University
2007-08	UC Irvine	Gideon Rahat	Political Science	Haifa University
2007-08	UCLA	Hagit Lavsky	History	Hebrew University
2007-08	University of Florida	Harvey Goldberg	Anthropology	Hebrew University
2007-08	Rutgers University	Meir Buzgalo	Philosophy	Hebrew University
2007-08	University of Minnesota	Michael Eppel	Political Science	Haifa University
2007-08	Washington University	Michael Widlanski	Communications	Hebrew University
2007-08	James Madison University	Chaim Weizmann	Public Administration	Embassy of Israel

Table A2: Visiting Professors, Teaching Postdoctoral Fellows, and their Universities by Year

<b>SCHUSTERMAN VISITING PROFESSOR</b>				
<b>Year</b>	<b>Institution</b>	<b>Visiting Professor</b>	<b>Area of Expertise</b>	<b>Home Institution</b>
2007-08; 2008-09	University of North Texas	Eli Avraham	Communications	Haifa University
2007-08; 2008-09	University of Oklahoma	Marice Roumani	Political Sociology and the Middle East	Ben Gurion University
2007-08; 2008-09	Tulane University	Moshe Naor	Israel Studies	Tel Aviv University
2007-08; 2008-09	American University	Naomi Gale	Anthropology and Sociology	Ashkelon Academic College
2007-08; 2008-09	Boston University	Paula Kabalo	History	Ben Gurion University
2008-09	Notre Dame	Alexander Bligh	Political Science	Ariel
2008-09	George Washington University	Anat Berko	Political Science	Hebrew University
2008-09	SUNY Stonybrook	Arie Perliger	Political Science	Hebrew University
2008-09	Hebrew Union College; Jewish Theological Seminary	Daphna Canetti-Nisim	Political Science	Haifa University
2008-09	University of Texas at Austin	Elisheva Rosman	Political Science	Bar-Ilan
2008-09	HUC/USC	Meir Seidler	Law	Ben Gurion University
2008-09	University of Florida	Michal Ben-Horin	Literature	Florida
2008-09	University of Wisconsin	Miri Bohm-Talmon	Film	
2008-09	University of Tennessee	Rivka Ribak	Communications	Haifa
2008-09	Rutgers University	Roni Stauber	Holocaust	Tel Aviv University
2008-09	Brown University	Sam Lehman-Wilzig	Political Science	Bar Ilan University
2008-09	University of Minnesota	Yitzhak Reiter	Islamic and Middle Eastern Studies	Interdisciplinary Center, Herzliyah (IDC)
<b>DOLLYE &amp; WOLFORD BERMAN VISITING ISRAELI PROFESSOR</b>				
<b>Year</b>	<b>Institution</b>	<b>Visiting Professor</b>	<b>Area of Expertise</b>	<b>Home Institution</b>
2008-09	American University	Yoram Peri	Political Science	Tel Aviv University



Table A2: Visiting Professors, Teaching Postdoctoral Fellows, and their Universities by Year

<b>NATAN VISITING ISRAELI PROFESSOR</b>				
Year	Institution	Visiting Professor	Area of Expertise	Home Institution
2008-09	NYU (Fall)	Fred Lazin	Political Science	BGU
<b>RICHARD AND RHODA GOLDMAN VISITING ISRAELI PROFESSOR</b>				
Year	Institution	Visiting Professor	Area of Expertise	Home Institution
2008-09	UC Davis	Guy Ben-Porat	Political Science	Ben Gurion University
2008-09	UC Berkeley	Hanan Alexander	Education	Haifa University
2006-07; 2008-09	Stanford University	Joshua Teitelbaum*	History	Dayan Center, Tel Aviv University
2007-08; 2008-09	San Francisco State	Uri Bar-Joseph++	Political Science	Haifa
2007-08; 2008-09	Stanford University	Yifat Gazit	Law	Hebrew University
<b>ROSENBLOOM VISITING ISRAELI PROFESSORS</b>				
Year	Institution	Visiting Professor	Area of Expertise	Home Institution
2007-08	Brown University	Aharon Kleiman	History	Tel Aviv University
2007-08	Indiana University	Daphne Tsimhoni	History	Ben Gurion
2007-08	Stanford University	Joshua Teitelbaum	History	Dayan Center, Tel Aviv University
2007-08	Middlebury College	David Nachmias	Political Science	Interdisciplinary Center of Herzliah
2008-09	University of Virginia	Anat Helman	Jewish Studies	Hebrew University; Avraham Harman Institute of Contemporary Jewry
<b>STANFORD AND JOAN ALEXANDER VISITING PROFESSOR</b>				
Year	Institution	Visiting Professor	Area of Expertise	Home Institution
2008-09	Rice University	Ranan Kuperman	International Relations	Haifa
<b>SCHUSTERMAN POSTDOCTORAL TEACHING FELLOWS</b>				
Year	Institution	Postdoc	Area of Expertise	Home Institution
2007-08; 2008-09	Emory University	Doron Shultziner	Political Science	
2007-08	Brandeis University	Motti Inbari	Religion	
2007-08; 2008-09	UCLA	Nahshon Perez	Political Science	
2008-09	NYU	Guy Laron	International Relations	
2008-09	University of Texas	Eran Zadise		

Table A3: AICE Supported Postdoctoral Fellows 2007-09

Year	Student	PhD Institution	Field of Study
2007-08; 2008-09	Doron Shultziner	Emory University	Politics and International Relations
2006-07; 2007-08	Motti Inbari	University of Florida Brandeis University	Israeli Modern Religious Move- ments
2007-08; 2008-09	Yarden Fanta- Vagenshtein	Harvard	Ethiopian Jewish Immigrants
2007-08; 2008-09	Uriel Abulof	NYU	International Relations
2007-08; 2008-09	Nahshon Perez	UCLA	Multiculturalism
2008-09	Guy Laron	NYU	International Relations
2008-09	Eran Zadise	University of Texas	Public Policy

Table A4: Schusterman Israel Scholar Award Recipients 2005-08

Year	Student	Institution	Area of Study	Graduate Stage as of 6/2007
2005-06	Ariel Beery	Columbia	Jewish Philosophy	Completed MA
2005-06	Aaron Bernay	Harvard	Middle Eastern Studies	?
2005-06 2007-08 2008-09	Ofer Sharone	UC Berkeley	Sociology	Writing dissertation, on job market
2005-06	Stephanie Gerber Wilson	Brandeis	Middle East/Israel Studies	PhD completed
2006-07 2007-08 2008-09	Eric Fleisch	Brandeis	Near Eastern and Judaic Studies	Comps completed
2006-07 2007-08; 2008-09	Joshua Gleis	Fletcher School at Tufts	Near East Studies	Writing dissertation
2006-07	Sophia Meskin	Tel Aviv U	Middle East history	MA candidate
2006-07 2007-08; 2008-09	Liora Halperin	UCLA	History	Prospectus accepted. Conducting research in Israel
2006-07 2007-08	Alejandro Paz	U of Chicago	Anthropology	Writing dissertation
2006-07 2007-08	Guy Ziv	U of Maryland	Government	Defended in June 08 (?)
2007-08	Lauren Apter	U of Texas at Austin	History	Defending dissertation 8/08
2007-08; 2008-09	Rachel Beery	NYU	Israel Studies	
2007-08; 2008-09	Rachel Fish	Brandeis	Near Eastern and Judaic Studies	Preliminary research for dissertation
2007-08; 2008-09	Jonathan Gribetz	Columbia	History	Prospectus passed, beginning dissertation research
2007-08; 2008-09	Joseph Ringel	Brandeis University	Near Eastern and Judaic Studies	Beginning dissertation
2008-09	Naomi Baldinger	UCLA	Comparative Literature	3 <sup>rd</sup> year
2008-09	Randall Geller	Brandeis	Israel Studies/ Middle Eastern History	3 <sup>rd</sup> year
2008-09	Hillel Gruenberg	NYU	Hebrew & Judaic Studies	
2008-09	Dsara Hirschorn	Chicago	History	3 <sup>rd</sup> year
2008-09	Hannah Pressman	NYU	Modern Hebrew Literature	

Table A5: Universities with AICE Visiting Israeli Professors, Postdoctoral Graduate Fellows, 2005-2008

University	Location	Years	Enrollment Undergraduate/Graduate
UC Berkeley	California	2005-06; 2006-07; 2007-08	23,860/9,000
UCLA	California	2005-06; 2007-08	25,430/10,900
Harvard	Massachusetts	2005-06	6,715/10,000
Brandeis	Massachusetts	2005-06; 2006-07; 2007-08	3,300/2,000
Columbia	New York	2005-06; 2007-08	7,465/15,245
American	Washington, DC	2005-06; 2007-08	5,960/3,740
Arizona	Arizona	2006-07; 2007-08	28,440/7,100
Stanford	California	2006-07; 2007-08	6,420/10,280
Florida	Florida	2006-07; 2007-08	35,110/11,440
Chicago	Illinois	2006-07; 2007-08	4,800/5,830
Maryland	Maryland	2006-07; 2007-08	25,100/9,830
Fletcher School, Tufts	Massachusetts	2006-07; 2007-08	0/350
Boston University	Massachusetts	2006-07; 2007-08	18,520/10,970
Kennedy School, Harvard	Massachusetts	2006-07; 2007-08	0/1200
Washington University in St. Louis	Missouri	2006-07; 2007-08	7,380/4,715
Rutgers	New Jersey	2006-07; 2007-08	26,690/7,250
Syracuse	New York	2006-07; 2007-08	11,540/5,260
Texas, Austin	Texas	2006-07; 2007-08	37,040/11,100
San Francisco State	California	2007-08	23,840/5,785
UC Irvine	California	2007-08	20,720/4,100
Colorado	Colorado	2007-08	26,165/4,730
Emory	Georgia	2007-08	6,645/4,080
Indiana	Indiana	2007-08	29,830/7,480
Tulane	Louisiana	2007-08	6,530/2,300
Minnesota	Minnesota	2007-08	32,110/14,630
New York University	New York	2007-08	20,965/16,480
Oklahoma	Oklahoma	2007-08	20,580/6,700
North Texas	Texas	2007-08	26,600/6,845
Middlebury College	Vermont	2007-08	2,400/0
James Madison	Virginia	2007-08	16,000/1,380
George Washington	Washington, DC	2007-08	10,810/5,240

## NOTES

1. VIPs refers to both the Visiting Israeli Professors and the postdoctoral teaching fellows.
2. One of the postdoctoral fellows resigned her position during the first semester. Her contract was terminated and neither she nor her course is included in the numbers in this report.
3. Post-doctoral Schusterman fellows are expected to teach two courses rather than four.
4. A postdoctoral fellow (see footnote 2) at another university quit her teaching position as a result of student complaints. While the situation was painful for the fellow, the university and AICE appeared to handle it adeptly. A situation that could have resulted in bad publicity for the program was picked up by only a few blogs and no national media. During the same time period another Visiting Israeli Professor taught at the same university, and the department chair expressed satisfaction with his contribution. Another AICE VIP will be teaching at the university in 2008-09.
5. Interviews with graduate students and postdoctoral fellows were conducted prior to the May conference. AICE introduced two sessions at that time which gave the fellows the opportunity to present papers and receive critiques and suggestions from VIPs and U.S. senior scholars in the field.

The Maurice and Marilyn Cohen Center for Modern Jewish Studies at Brandeis University is a multi-disciplinary research institute dedicated to the study of American Jewry and the development of religious and cultural identity.

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