

Brandeis University

Maurice and Marilyn Cohen Center for Modern Jewish Studies

The Summer Institute for Israel Studies: 2015

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Executive Summary

The Brandeis University Summer Institute for Israel Studies (SIIS) prepares university faculty members to teach about Israel within the frameworks of their own disciplines. This program is one aspect of the larger goal to make the study of Israel a regular component of the curriculum of higher education. To date, the Institute has educated 12 cohorts (almost 250 college and university faculty members) to teach about Israel.

In the 11th year of its on-going evaluation of SIIS, the Cohen Center for Jewish Studies (CMJS) observed sessions during the two-week program held at Brandeis University, spoke informally with fellows, and conducted a survey with the 2004-14 cohorts. A number of findings emerged—most notably the continued impact of the program on the teaching, scholarship, and activities of the fellows. Individuals from all cohorts continue to report that SIIS had a positive and lasting direct impact on their thinking about Israel and a further indirect impact on their students and larger communities as well.

Among the findings:

- *Current fellows on campus.* Including the 2015 cohort, there are 249 SIIS fellows. They are teaching, or have taught, on the faculty of 161 colleges and universities in the United States, and nine in Canada. Fellows from Europe, South America, and Asia have a presence at 43 leading institutions in their countries. SIIS fellows continue to offer courses about Israel. In 2014-15 at least 99 fellows offered 144 courses reaching at least 4,300 students. In addition, more than 130 courses are planned for 2015-16 and beyond, including many new courses that have never been taught before.
- *Extracurricular involvement – the campus and beyond.* Outside of their classrooms, the fellows directly and indirectly influence programing related to Israel on their campuses including conferences, panel discussions, lectures, film screenings, and guest artist visits. More than 75% of respondents planned or participated in some Israel-related activity on their campus in the 2014-15 academic year. Beyond the campus, fellows were involved in Israel-related activities at synagogues, churches, community centers, schools, and other universities. Fellows presented papers, gave workshops and guest lectures, and expanded the field of Israel studies through scholarly publications and active participation in academic conferences.
- *Professional development.* Fellows reported that they received an invaluable resource for continued learning and professional growth. A total of 80 fellows participated in at least one of the three webinars and one symposium offered in 2014-15. Fellows suggested numerous additional areas for possible future programs/webinars. In addition, almost 80% of the fellows read or contributed to the listserv discussion at least occasionally. Among the benefits derived from the SIIS experience, most fellows highly valued identification of relevant literature and films, preparation of syllabi, the network with other fellows, and effective strategies for dealing with controversies about Israel.

This report also suggests ways to strengthen SIIS in the future. These include:

- New recruitment strategies aimed at identifying those most able to teach about Israel at their institutions
- Course development and marketing to enable fellows to create greater demand for their courses
- Fine-tuning of some of the Brandeis University portion of the Institute to better meet the diversity of fellows' needs
- Offering localized follow-up conferences or seminars so that fellows can engage in Israel studies discourse with other fellows and the larger academic community in their local areas
- Improving access to the resources of the Schusterman Center for Israel Studies

Evaluation data to date demonstrate that fellows are highly appreciative of their SIIS experience and feel that it has made a direct and important contribution to teaching about Israel on campus. The most important recommendation of the report, therefore, is to continue the work of SIIS in order to further expand and improve—for Jewish and non-Jewish students—the discourse about Israel on campus.

Background

The Brandeis University Summer Institute for Israel Studies (SIIS) aims to make the study of Israel a regular component of the curriculum of higher education. To that end, it prepares faculty members from diverse disciplines to teach about Israel within their own areas of expertise. To date, the Institute has educated 12 cohorts of almost 250 college and university faculty members to teach about Israel. All participated in intensive two-week sessions at Brandeis University, prepared syllabi, and almost all completed the study tour of Israel as part of the program. Fellows explored Israeli history, politics, society, literature, art, cinema, and music with well-known scholars and subsequently participated in SIIS continuing professional development in the field.

SIIS, now a project of the Schusterman Center for Israel Studies, was conceived in 2003 to address a perceived lack of informed and competent teaching about Israel on American college campuses. Jehuda Reinharz, president of Brandeis University, suggested the creation of a “cadre of scholars” who could teach about Israel (Reinharz, 2003, p. 6). In December of the same year, in response to concerns about bias and misrepresentation of Israel in the American academy, the American Jewish Committee (AJC) convened a meeting of senior scholars and academic administrators to discuss the situation. The group heard several presentations on the state of American scholarship on Israel and discussed ways to provide more scholarly, nuanced, and balanced approaches to teaching about Israel on American campuses. Recognizing a mutual academic interest, the group welcomed the Reinharz proposal to create the Summer Institute for Israel Studies on the Brandeis campus.

Ilan Troen, the Karl, Harry, and Helen Stoll Family Professor in Israel Studies at Brandeis University, and Sylvia Fuks Fried, the executive director of the Tauber Institute for the Study of European Jewry and the Goodman Institute for the Study of Zionism and Israel, collaborated on the design and implementation of the program. Ilan Troen served as director of the Institute for 12 years and retired from the position in 2015. David Ellenson, the new acting director of the Schusterman Center for Israel Studies, has assumed responsibility for the Institute. Under his leadership, SIIS will continue to convene leading scholars of Israel from North America and Israel to teach during the two-week residential program at Brandeis University; the study tour in Israel will continue to provide participants with the opportunity to experience Israel and to meet Israeli politicians, community leaders, artists, and other intellectuals. The Institute will also continue to nurture a community of learning among its fellows focused on their scholarly and pedagogical needs.

By means of the seminars at Brandeis, the study tour, scholarly material on the SIIS resource page, and on-going dialogue with fellows via the listserv, webinars, and conferences, SIIS seeks to facilitate on campuses throughout the world a better understanding of Israel as a complex, multifaceted society.

Findings

In the 11th year of its on-going evaluation of SIIS, the Cohen Center for Modern Jewish Studies (CMJS) observed sessions during the two weeks the program was located at Brandeis, spoke informally with fellows, and conducted a survey with the 2004-14 cohorts. As in previous years, the survey asked fellows about their activities on campus—extracurricular programs and courses they taught and planned to teach in the future, and courses not specifically about Israel but influenced by SIIS. The survey also asked about their activities off campus, including programs in their local communities and presentations at academic conferences. The most recent cohorts (2013 and 2014) were asked about the contribution of SIIS to their teaching and collaboration with other faculty, and all cohorts were asked how SIIS could further assist them in teaching about Israel. This study reports the findings from the 2015 survey and discusses: 1) the presence of fellows on campus in the classroom and in the public sphere beyond the classroom; 2) their continued contributions in communities off campus and to scholarship in the field; 3) their responses to the Institute's program of follow-up; and (4) their thoughts about SIIS and suggestions for its future.

I. Presence on Campus

The primary mission of SIIS is to create opportunities for college students to learn about Israel in academic settings. Rather than a program of advocacy, SIIS is anchored in scholarship and designed to present multiple narratives and approaches through diverse academic disciplines. It recruits scholars who wish to learn more about Israel so that they can create or enhance courses already taught on their campuses. As a by-product of their SIIS experience, it is hoped that fellows will share their learning with faculty and students in the public sphere of their campuses. This section discusses the institutions that have been affected by SIIS, the fellows who have participated, and the courses and extracurricular activities resulting from the Institute.

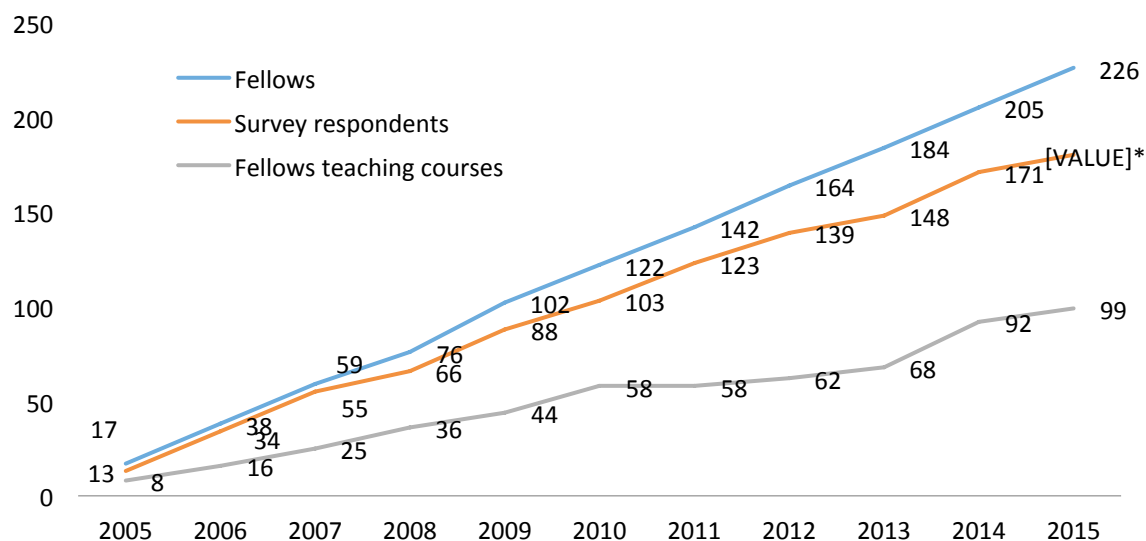
Colleges, Universities, and other Institutions

SIIS fellows are teaching, or have taught, on the faculty of 161 colleges and universities in the United States, and nine in Canada. Fellows from Europe, South America, and Asia have a presence at 43 leading institutions in their countries. The Directory of Israel Studies found that the institutions that had ever employed SIIS fellows between 2005-06 and 2013-14 represented 25% of the 316 schools in the directory, but almost half (46%) of the total Israel-focused courses offered in 2013-14, and fully 50% of the increase in course offerings over the five-year period of the directories (2008-09 through 2013-14). Some of the increase in courses at institutions with SIIS fellows came not from the fellows themselves, but from other faculty who may have been recruited or influenced by fellows to teach about Israel (Koren & Fleisch, 2014).

Fellows

Including the latest 2015 cohort, not yet surveyed, there are 249 SIIS fellows. As the number of SIIS fellows has grown, the number of survey respondents has increased but at a somewhat slower rate, leading to slightly lower response rates. Growth in the number of fellows teaching courses has slowed as well, as some faculty leave the academy entirely and others move to institutions with less opportunity for offering Israel studies courses. A few senior fellows have become departmental chairs or deans in their institutions, thereby limiting the number of courses they can teach each year. Figure 1 compares the growth in the number of fellows, those responding to the survey, and those teaching at least one course about Israel.

Figure 1: SIIS Fellows 2004-14



*180 is the sum of actual full or partial responses (169) plus 11 fellows with whom we communicated directly or found information on through on-line searches.

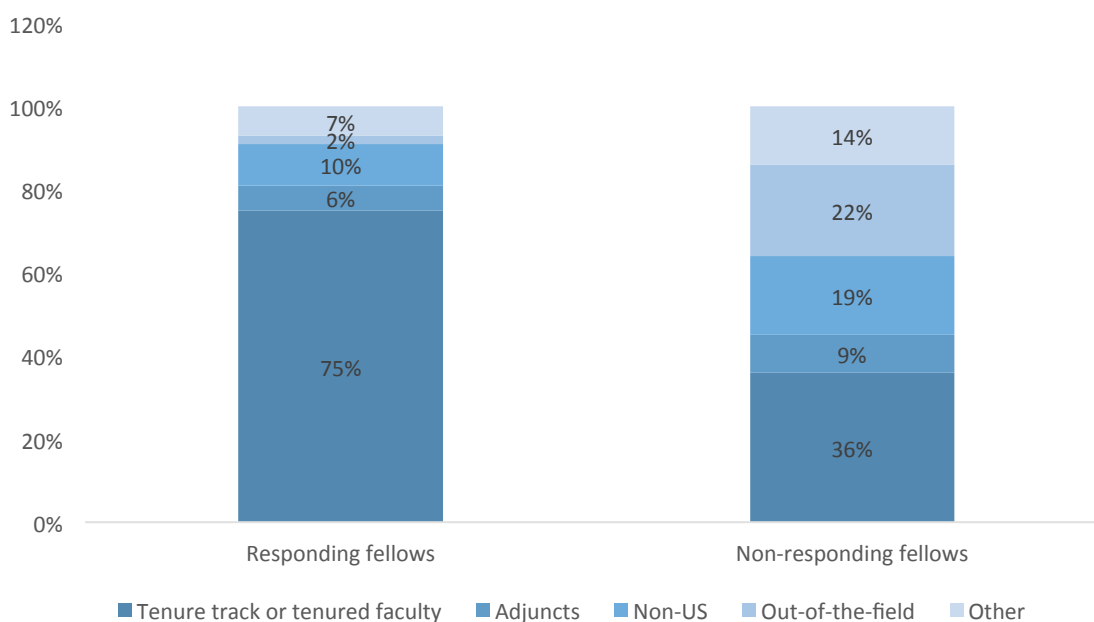
From 2004-15, the average percentage of SIIS survey respondents teaching courses each year is 51%, ranging from 45% in 2013 to a high of 62% in 2004. In 2014-15, 98 fellows, 55% of survey respondents taught courses about Israel.¹ Of the 226 fellows in the 2004-15 cohorts, six have retired and 35 have changed their positions. Thirteen are no longer in higher education. They have taken positions in the rabbinate, independent scholarship, the active military, or careers in business. A few are leading Israel-related programs: One directs the Amcha website which tracks the Boycott, Divest, and Sanction movement on campus; another directs “Israel and International Concerns” at

¹ Fellows who did not respond but were found to have taught courses through web searches are included as respondents to the survey.

her local federation. Another three have jobs in the academy that do not involve teaching. Of these 16 fellows who are currently out of the field, two are from universities outside of the United States where the professional ranking system differs from that in the United States. Eleven of the remaining 14 (more than 75%) were adjuncts, post-docs, lecturers or in other, non-tenure track positions when they entered the program. The remaining 22 fellows who changed their positions (10% of those in the 2004-15 cohorts) have moved from one academic institution to another since their participation in SIIS.

Survey non-respondents differ from respondents. Three-quarters of respondents are in tenured or tenure track positions, although only one third of the non-respondents are in such positions (Figure 2). Those who have left the field are much more likely to have opted out or ignored the survey, and those who are from countries outside the United States are more difficult to reach or convince to respond. Tenured or tenure-track faculty are more apt to teach courses about Israel, and among them, assistant professors are most likely to teach two or more courses.

Figure 2: SIIS Fellows by Professional Position



In the Classroom

SIIS fellows continue to offer courses about Israel, and students continue to enroll in those classes. In 2014-15 at least 99 fellows offered 144 courses reaching at least 4,300 students (Figure 3).² Of the 99 fellows who taught courses in 2014-15, two-thirds (66) taught no more than one; 25 taught

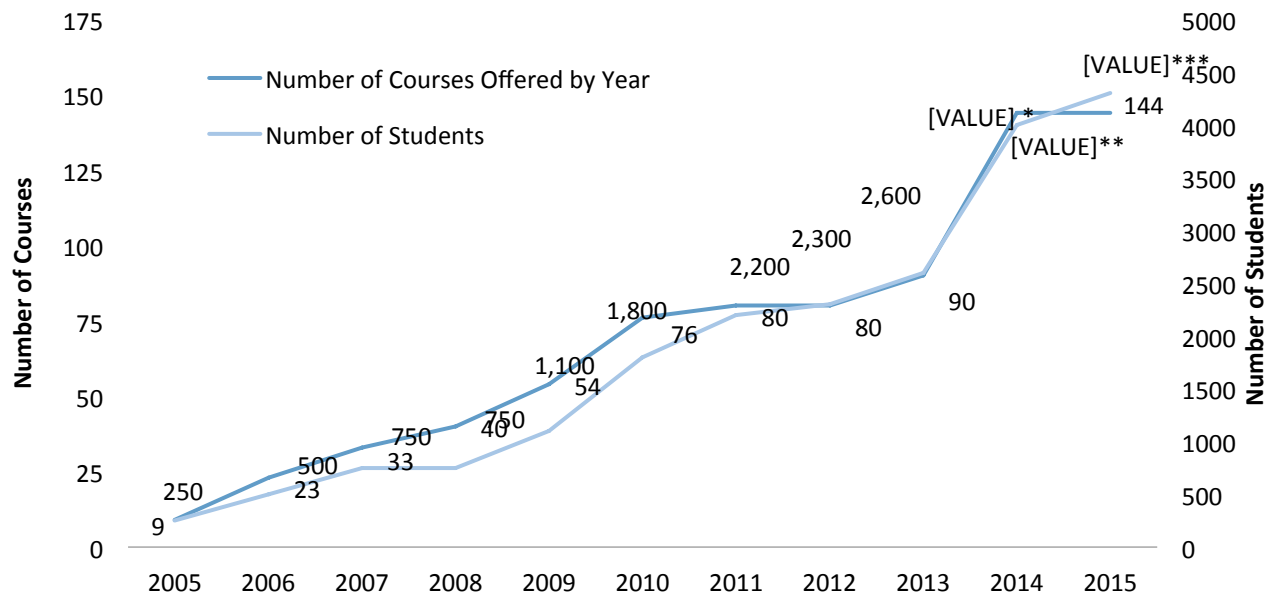
² “At least,” because some fellows do not respond to the survey.

two; and eight taught three or more courses. Enrollment information was available for 124 courses with a minimum of three students to a maximum of 390. Almost 70% of these courses enroll fewer than 30 students. Average enrollment (25) was calculated excluding two outlying courses in Hungary and the United States enrolling 243 and 390 students respectively. The total enrollment for 144 courses assumes enrollment of 25 students for the 20 courses where data was unavailable. Because large classes are not unusual for European and Asian schools, and the class of 390 in the US school was independently verified, the two outliers were added back to the total.

Fellows who taught two or more courses in 2013-14 but none in 2014- 2015 were asked to explain the decrease. Few said anything about university or departmental policy changes. For most, the change was a matter of a sabbatical or leave of absence from the university, off years in a course cycle, or a change in university-related responsibilities (becoming a chair or a dean). CMJS consulted the Directory of Israel Studies for 2014-15 and conducted web searches to find information on courses taught by fellows who did not respond to the survey, and these fellows are included as respondents.

SIIS fellows offered courses on all levels from first- and second-year survey courses to graduate seminars. Most courses (75%) were designed exclusively for undergraduates, but 25% were open to graduates and undergraduates or graduate students only (Table 1).

Figure 3: SIIS Fellows’ Course Offerings and Enrollment 2005-15



*The number of students in 2014 (5,500) was inflated by two courses taught by a Chinese professor who claimed 1500 students in one course and 500 in the other. This year he taught one course with 50 students. The 1500 was removed for this chart. The course with 500 was accepted. The largest courses in 2014-15 had 243 and 390. Those courses are included in these numbers.

**The number of courses in the 2013-14 report indicated 148 courses. This year a fellow who had indicated he had taught four courses in 2013-14 explained that they were not about Israel and should not have been included.

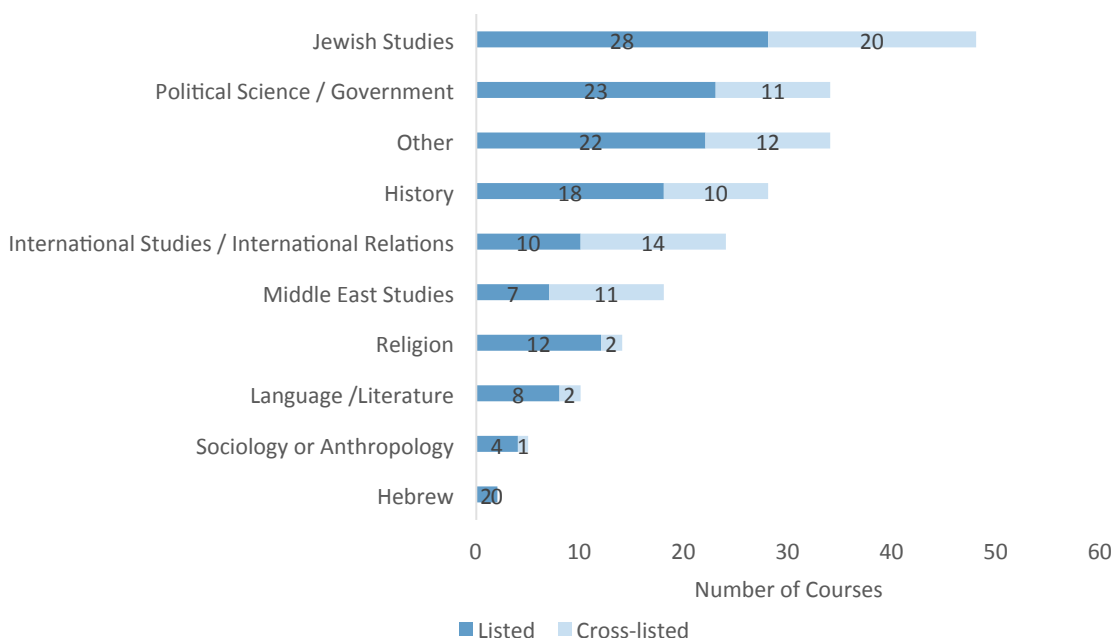
*** Course enrollment data is available for 124 courses. The remaining 20 were estimated at 25 students each, the average value for the 124.

Table 1: Curriculum Requirements Fulfilled By SIIS Fellows' Courses (N=121)

<i>Course Level</i>	<i>Number</i>	<i>Percentage</i>
<i>Undergraduate – first/ second year</i>	22	18%
<i>Undergraduate – third/ fourth year</i>	30	25%
<i>Undergraduate -- mixed upper and lower level students</i>	38	32%
<i>Mixed -- undergraduate and graduate students</i>	19	16%
<i>Graduate students</i>	11	9%
<i>Total</i>	120	100%

Fully a quarter of all courses for which information was available in 2013-14 were being offered for the first time (30 of 120). As in the past, the courses spanned a variety of disciplines and subject areas. Almost two-thirds were cross-listed, and at least 14% of those were cross-listed in more than one department. Figure 4 shows the breakdown by department. A little more than one-third of the courses were listed or cross-listed in Jewish studies, leaving two-thirds of the courses offered exclusively in other departments.

Figure 4: Departments and Cross-Listing Departments of SIIS Fellows' Courses (N=134)

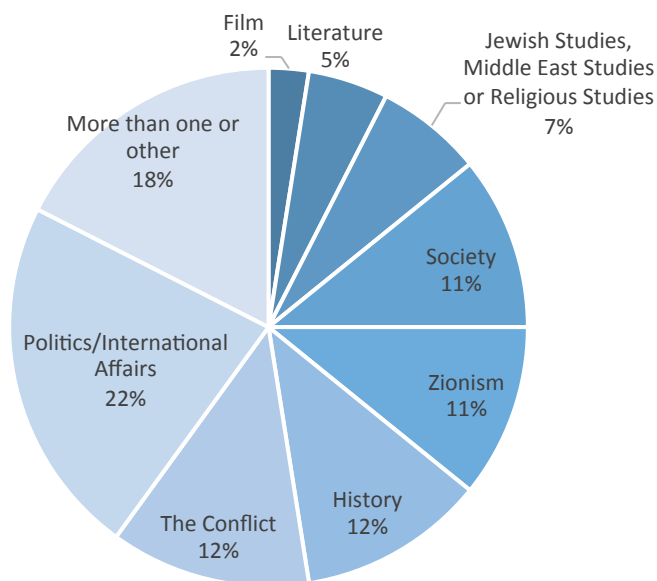


The diversity of subject areas is also evident in the focus areas of courses. Forced to choose, the plurality of fellows selected politics or international relations as the focus of their courses, but others chose multiple topics such as:

- “Holocaust Studies, Jewish Studies, History, Film”
- “Israeli Society, Jewish Studies, Zionism, History and The Conflict”
- “Law, Religion and Politics”
- “Literature, Film, The Conflict, Religious Studies, Politics”
- “Zionism, History, Israeli Society/Politics”
- “Visual art, film, culture, the conflict and more”

Figure 5 shows the distribution of courses by areas of focus. The conflict is the subject of only 12% of the courses. Courses focused on Israel’s domestic politics, culture, or societal issues may appear to be an attempt to avoid addressing tensions between Arabs/Palestinians and Israelis, but given the types of films, literature, music, or art studied in culture courses, and topics covered in sociology or politics classes, the subject of the conflict necessarily arises. Likewise, a course in current US-Israeli relations cannot avoid issues of Israel’s social and political history, the peace process, or its current military strategic considerations.

Figure 5: 2014-15 Courses by Area of Focus



An indication of the importance of Israel courses in university curricula can be seen in the number that fulfill general education or non-Western studies requirements or the major or minor requirements in their fields. For example, a course entitled *Zionism and the Novel*, taught in an English department, fulfilled a general education requirement, as did a political science course, *Introduction to Middle East Politics*. A religion course, *Jerusalem*, fulfilled both the general education and the non-Western studies requirement, as did *Israel and the Middle East*, a courses offered in political science, and *Israel's History and Peoples*, a history course. Thirty-eight percent of courses fulfilled general education requirements; 17% could be applied to non-Western area studies requirements such as

Comparative Civilization, Diversity, Global Citizenship, or Global Studies (Table 2), and 43% fulfilled requirements for either general education, non-Western area studies, or both. Fourteen fellows indicated that they did not know whether their courses fulfilled requirements outside their departments.

Table 2: Curriculum Requirements Fulfilled by SIIS Fellows' Courses (N=121)

<i>Curriculum Requirement</i>	<i>Number</i>	<i>Percentage</i>
<i>General Education</i>	46	38%
<i>Non-Western Subject</i>	21	17%
<i>Major/Minor in Department</i>	78	64%

Courses specifically about Israel are not the only classrooms in which students can learn from the experiences of SIIS fellows. In political science classes, for example, they might learn about the Israeli political system through comparison with the United States or other countries. Fellows were therefore asked about courses which were influenced by SIIS even though they were not focused on Israel. In total, 72 respondents (43%), described 103 other courses that were influenced by SIIS. Twenty-nine fellows who taught no courses about Israel in 2014-15, offered others that had been influenced by SIIS. A few courses influenced by SIIS were fairly far off the topic of Israel, but most had at least a unit about Israel. For example:

- *Diasporas and Homelands*—a sociology course with theoretical orientation informed by Gabi Sheffer's work.
- *Special Topics in Reading and Writing: Exploring Graphic Genres*—an English course in which “students read *Jerusalem* by Guy DeLisle [and] discussed the history of Israel and some of the history of the Palestinian-Israeli conflict.”
- *Women and Politics in the Middle East*—used Israel as a case study
- *Terror and Resistance in Literature and Media*, a philosophy course, incorporated *Khirbet Khizze*, which the fellow had learned about during SIIS.
- *Literature of Exile and Terror* included Israeli poets as speakers because the fellow had learned about them from an SIIS colleague. In a course on *Holocaust Literature*, the same fellow added a unit about survivors in Israel “and their particular challenges.”

Each of these courses was influenced in substantive ways by the program and are representative of the responses received to this question. Other fellows mentioned teaching activities beyond their university. A fellow from the most recent cohort taught a course at the Skirball Institute for Adult Learning in New York. Another fellow was invited to give guest lectures in three courses taught by other faculty: an introduction to the history of Israel, an overview of the history of the Israeli-Palestinian conflict, and the history of Hebrew literature. A fellow from the earliest cohort was on sabbatical during the year and taught a course on Kafka at Ben Gurion University.

Fellows continue to plan new courses for their students. Of respondents who said they taught no courses in 2014-15 almost half had courses in preparation. In total, 99 fellows had 133 courses they planned to teach in 2015-16, 2016-17, 2017-18, or at an undetermined time (Table 3).

Table 3: Courses Planned for the Future

<i>Courses* planned for</i>	<i>Number</i>	<i>Percentage</i>
2015-16	64	65%
2016-17	16	16%
2017-18	4	4%
<i>To be determined or no response</i>	49	15%
<i>Total</i>	133	100%

Almost one-third of these are adaptations of courses previously taught, but most (68%) are entirely new. The following are examples of courses that will be taught for the first time in 2015-16:

- *State Building and Democratic Government in Israel*
- *Government and Politics of Israel*
- *The Modernization of Judaism & the Founding of Israel*
- *Israeliness, Jewishness, and the Holocaust*
- *Why Israel Matters*
- *Introduction to Israel studies*

A fellow from an early cohort who has never had the opportunity to teach a course on Israel at his university will introduce in 2015-16 a new course, The Zionist Idea.

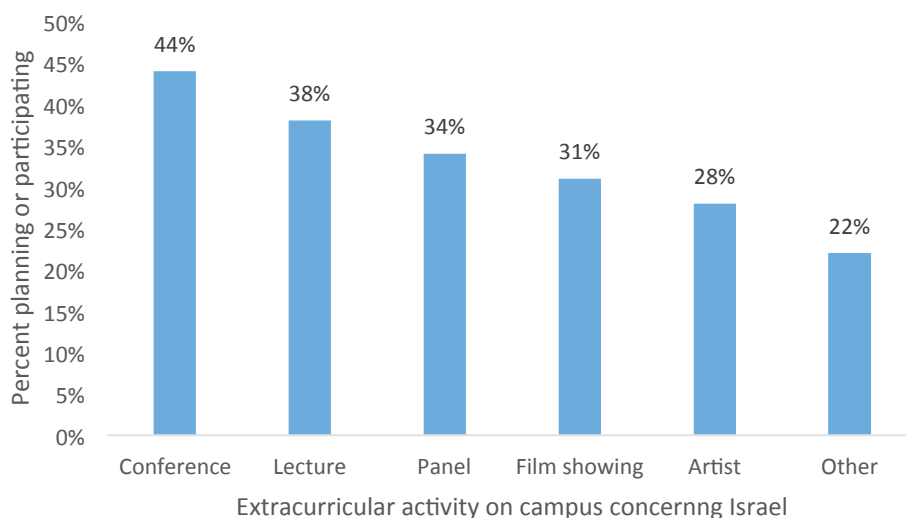
The departments and subjects areas of the planned courses are similar to those of the courses currently being taught, and, like those, future courses will meet major or minor requirements in their fields (69%), general education requirements (37%), and/or, non-Western studies requirements (22%). The breakdown of courses by level is also similar to that for courses taught in 2014-15 with 11% open only to graduate students, 72% open to undergraduates, and 17% to both.

Of the fellows who responded to the survey (168) or whose teaching information was obtained through on-line searches or direct communications (12), 80% were involved in some way with courses about Israel in 2014-15. Some offered courses but had nothing particular planned for the future and had no other courses listed (8%), others had courses in preparation (9%) but were not currently teaching anything influenced by SIIS, the remaining 63% (148 fellows) had some combination of all three.

Extracurricular Involvement

In addition to teaching course, most fellows contribute to the discourse about Israel on campus more broadly. In 2014-15, fellows were asked, “Over the past year (2014-15) have you planned or participated in any of the following activities related to Israel outside the classroom on your campus?” More than 75% of respondents planned or participated in some form of extracurricular activity related to Israel on their campuses: conferences, panel discussions, lectures, films screenings, guest artist visits, or “other” (Figure 6).

Figure 6: SIIS Fellows' Extracurricular Involvement



SIIS fellows hosted conferences (the Association for Israel Studies was hosted by a fellow at Concordia University in Montreal) and seminars (a Martin Luther King Day program about “building bridges” between Israelis and Palestinians at a Detroit area school) at their institutions. In doing so, they provided access to a wide range of scholarship for undergraduates and graduate students who might otherwise not have had the opportunities to learn about Israel from scholarship reflecting multiple points of view. Others invited individual speakers or moderated panel discussions on their campuses. Examples of the intellectual, cultural, and political leaders brought to their campuses by SIIS fellows in 2014-15 include:

- Scholars: Mohammad Wattad, Israeli Arab legal scholar; Ephraim Inbar, political scientist at the Begin Sadat Center for Strategic Studies; anthropologist Maoz Azarayhu and sociologist Sammy Smooha from the University of Haifa; Michael Brenner from American University; and Ilan Troen from Brandeis University
- Politician: Anat Maor (former Deputy Speaker of the Knesset)
- Artist: Ruth Weisberg
- Filmmakers: Anat Zuria, Eran Riklis, and Yossi Somer.
- Authors: Sayed Kashua, Etgar Keret, and Assaf Gavron
- Educator: Jeremy Maissel, Israel educator from Kibbutz Alumim

SIIS fellows also shared information about Israel from their own areas of expertise. These ranged from lectures and panel discussions on general topics such as Zionism, Israeli film, or the Israeli-Palestinian relations, to more specific topics such as the Boycott, Divest and Sanction movement, the Holocaust writing of second generation Israeli Sephardic authors and musicians, the 2014 war in Gaza, and the Beta Israel.

SIIS fellows organized screenings and led discussions of Israeli films including:

- *Ushpizim*
- *The Footnote*
- *Kadosh*
- *Fill the Void*
- *The Dove Flyer*

Occasionally fellows were asked by students or other faculty members to speak on campus. Hillel leadership, in one instance, asked a fellow to lecture on the 2014 war with Gaza. On another campus, Students for Justice in Palestine invited a fellow to speak about Zionism. In most cases, however, fellows initiated, planned, and implemented these kinds of programs themselves. For example: a fellow from Manchester University in England convened a Research Seminar Programme around Israeli topics. Nine sessions were offered, including one with Rebecca Steinfeld (a political scientist from Stanford University discussing abortion policies in Israel) and another with Shimon Redlich (discussing the third volume of his autobiography, 'A New Life in Kibbutz Merhavia').

Most fellows are involved in more than one activity. A fellow from a military academy had a role in all Israel programming on his campus. Elsewhere, a scholar of modern and contemporary art facilitated a discussion following a film screening organized in the university's Jewish Studies and Social Justice Program and presented her research on Israeli and Palestinian art. A director of a Jewish Studies program organized a panel discussion about BDS, brought in a speaker to discuss Martin Luther King and the State of Israel, and organized a panel of five Israeli poets to read their poetry on campus.

Among the "other" activities on campus, fellows gave interviews to campus papers, organized a visit by the Israeli Ambassador, and had "unofficial meetings with students about Israeli politics." Some facilitated the development of Israel studies courses taught by other faculty; for example, a director of a Jewish and Israel studies program who rarely has the opportunity to teach his own classes about Israel expanded the Israel studies component of his program through "strategic hiring" and encouraging affiliated faculty to attend SIIS. He has also "given lectures on Israel-related topics, hosted an Israeli artist, hosted Israel speakers on campus, and planned events dealing with Israel."

Almost two-thirds (63%) of the fellows who did not teach about Israel in 2014-15 and 77% of those who taught such courses planned, supported, or otherwise participated in Israel-related activities on campus outside the classroom. The number of fellows involved in these extracurricular activities exceeds the number who taught courses. It may be that many of these fellows would have been active in campus Israel activities even without their SIIS experience, but previous research has documented that, as a result of their participation, they are more confident and better educated in the nuances and narratives of Israel (Koren & Boxer, 2011). The importance of the influence of SIIS in creating a knowledge base about Israel on campus, a resources for other faculty as well as students, inside and outside the classroom, should not be underestimated.

II. Beyond the Campus

Off campus in their local communities and in their academic networks, fellows are also active. They disseminate their knowledge of Israel in many ways (lectures, discussion groups, film festivals) to many different audiences (professional association members, Jewish communities, popular media, and scholarly publications). This section will explore how the learning from SIIS is shared off-campus.

Off-Campus Educational Activities

In answers to open-ended questions, fellows provided many examples of Israel-related activities off campus. These include:

- a workshop on the Israeli constitution during a synagogue retreat
- a guest lecture on the Israeli elections in the local community
- a book launch of a fellow's latest publication on Israeli literature hosted by the Israeli Consulate in Chicago

A number of fellows are actively involved in their synagogues or churches developing adult education programs about Israel. A fellow from one of the earliest cohorts continues to give lectures and classes at synagogues, churches, and in the community. Beyond these more typical venues are examples such as inviting an Israeli artist to present an exhibition at a local museum or serving as an academic liaison to SIGNAL (Sino-Israeli Global Network and Leadership) in China.

SIIS spends at least two sessions every summer discussing Israeli films and generating enthusiasm for them with students, but fellows share their interest in films beyond the confines of campus. In the Czech Republic, a fellow initiated screening of Israeli films as part of a Jewish culture week. A fellow in the United States, who has regularly run a Jewish film program at his synagogue, has now planned an annual Israeli film festival there. Another organized a presentation of the Israeli/German co-production, *The Flat*, for a Jewish Community Center in her area.

Even in their retirement from the academy or after leaving academia to pursue other types of work, fellows continue to participate in the larger conversation about Israel. A professor emerita has given lectures about Israel in her community. Another fellow left the academy to advise the United States army on the “political, military, economic, social, information[al], [and] infrastructure implications of activities related to Israel.” Another fellow offered a “direct example” of how his participation in SIIS had contributed to Israel-related activities in his community:

I developed a syllabus for a course called ‘Christians and Israel’ at SIIS. I taught a condensed version of the course for [our] continuing education program...The teaching elder at a local Presbyterian church loved the class and hired me to teach a

general introduction to Israel and the Arab-Israeli conflict at his church. None of this would have happened without SIIS.

Professional Associations and Conferences

As academics, the fellows' most frequent venues for sharing and expanding their knowledge are professional associations and conferences. Fellows presented papers at conferences in Berlin, Paris, and Budapest, Haifa and Tel Aviv Universities, as well as at association conferences of the Middle East Studies Association (MESA), the Association for Jewish Studies (AJS), and the Association for Israel Studies (AIS). At the AIS conference at Concordia University (hosted by an SIIS fellow), SIIS was particularly well represented. Twenty-six fellows indicated that they had attended the conference, and all but two had given papers and/or chaired panels or served as discussants. Table 4 shows the roles that SIIS fellows played in the three major associations pertaining to Israel studies. These roles often overlap, so, for example, among the 21 fellows who gave papers at the AIS conference, four also served as discussants, two as chairs, and four did both.

Table 4: Professional Association Participation

	<i>AIS</i>	<i>AJS</i>	<i>MESA</i>
<i>Member</i>	51	66	14
<i>Attended the Conference</i>	26	37	8
<i>Gave Paper</i>	21	24	3
<i>Chaired Panel</i>	9	11	0
<i>Discussant</i>	8	6	0

Fully 60% of survey respondents (100) reported having memberships in at least one of the three associations in Table 4, and one third of them had membership in two or all three. In addition, 82 SIIS fellows (about half of all respondents) are members and active participants in other professional associations. Of those, 23, more than a quarter, were officers or board members. Table 5 lists some of those other professional associations.

Table 5: Other Professional Association Memberships

	<i>Professional Association</i>	<i>SIIS fellow members</i>
<i>Area Studies</i>	ASMEA (Association for the Study of Middle East and Africa)	7
	African-related studies (e.g., Sudan Studies, African Studies)	2
	Asian-related studies (e.g., South Asian and Middle Eastern Studies)	6
	European-related studies (e.g., German Studies Association)	9
	Other Middle East studies organizations (ex.)	3
<i>Culture & Language</i>	NAPH (National Association of Professors of Hebrew)	3
	Other liberal arts/culture organizations (ex.)	5
	MLA (Modern Language Association)	9
<i>Jewish & Israel studies</i>	EAIS (European Association for Israeli Studies)	6
	NRJE (Network for Research in Jewish Education)	3
	Other Jewish studies organizations	13

	<i>Professional Association</i>	<i>SIIS fellow members</i>
<i>Political Science</i>	APSA (American Political Science Association)	5
	IPSA (International Political Science Organization)	1
	ISA (International Studies Organization)	3
<i>Religion</i>	AAR (American Academy of Religion)	6
	Society of Biblical Literature	5
	Other religious organizations (e.g., Intern'l Qur'anic Studies Assoc.)	5
<i>Social Science</i>	Other social science organizations (e.g., Nat'l Social Science Assoc.)	18

*Other Jewish Studies associations include the Jewish Law Association, the Association for the Social Scientific Study of Judaism, regional Jewish Studies associations (Western, Midwestern, Southern, British), and the World Union for Jewish Studies).

Fellows belong to multiple organizations:

- An associate professor in Middle East Studies is a member of MESA, the American Political Science Association, the International Studies Association, the Association for the Study of Africa and the Middle East, and the Social Science History Association.
- A sociologist is a member of the American Sociological Association, the European Sociological Association and the International Sociological Association (ISA), and is a member of the board of the ISA Research Committee on Sociology of Migration, RC31.
- An associate professor of Art History and Arts Management who also serves as Director of Museum Studies is a member of the Art Association, the American Alliance of Museums, the Western Museum Association, the California Association of Museums, the Modernist Studies Association, the AIS and the AJS.
- A member of the AIS who had a paper accepted at the Conference in Montreal did a seminar for faculty at the US Holocaust Memorial Museum instead. She is a member of the Modern Language Association, a “sometimes” member of AJS, AAALS (American Association for Australian Studies), and J AHL (the Jewish American & Holocaust Literature Symposium).

Publications

In 2015, for the first time, the survey asked fellows to list their 2014-15 publications related to Israel or Israel studies. Given that many fellows are new to the study of Israel and lack Hebrew language skills, it should not be surprising that most indicated that they did not have such publications in the past year. Nonetheless, almost one-third (52) of respondents reported they did have such publications, and together, they listed more than 80 articles and books. Most of these dealt with Israeli culture, society, history, or the conflict, for example:

- Ranen Omer-Sherman's book, *Imagining the Kibbutz: Visions of Utopia in Literature and Film*, from Penn State University Press

- Robin Harper’s article with Hani Zubida in *Diversities*, “How Does the Construction of New Families Impact Remittances?” (based on interviews and survey data from Israel)
- Csaba Nikolényi forthcoming article with Shaul Shenhav, “The Constitutionalization of Party Unity: The Origins of the Anti-Defection Laws in India and Israel” in the *Journal of Legislative Studies*
- Brent Talbot’s forthcoming chapter in *Security Issues in the Greater Middle East* from Praeger entitled “Israel, Iran, and the Arms Control Paradox of the Middle East,” ed. by Karl Yambert
- Rachel Harris’ latest book, *An Ideological Death: Suicide in Israeli Literature*, from Northwestern University Press

Others had op-eds or news analyses in the public media. Peter Lintl, for example, had an article discussing Netanyahu’s election on a German university news site³ (and a forthcoming article on the same topic in *Orient*, a journal of the German Near and Middle East Studies); Joseph Spoerl had an article, “Palestinians, Arabs, and the Holocaust,” appearing on the Jerusalem Center for Public Affairs website⁴ on the *New English Review*, and Ariel Ahram had a post, “The Strange Death of Liberal Zionism,” on the *Duck of Minerva* blog.⁵ Two fellows (Bethamie Horowitz and Lisa Grant) published articles on Israel education in the March 2015 issue of the *Journal of Jewish Education*. These publications are vehicles for disseminating the Institute’s approach to Israel studies—a study of Israel that encompasses complexity and nuance.

III. SIIS Follow-up

SIIS fellows continue to learn about Israel through their research efforts, professional conferences, and subsequent visits to Israel. Fellows also benefit from follow-up efforts of SIIS and the Schusterman Center for Israel Studies (SCIS). Most remain eager to continue their development of knowledge about Israel. The Center and the Institute together provide access to resources, webinars, conferences, and an on-going conversations with the community of fellows.

On-Going Professional Development through SIIS

In 2014-15, SIIS offered two webinars. In the first, Professor Anita Shapira discussed her text, *Israel: A History*, and how it could best be used in the classroom. The second was a conversation with Ambassador Dennis Ross on the relationship between Israel and the United States, possibilities for negotiating peace between Israelis and Palestinians, and whether an agreement could be reached to prevent Iran from developing nuclear weapons. Twenty-three fellows participated in the discussion with Shapira and 16 with Dennis Ross. Both webinars were deemed very useful by almost all their

³ <https://www.fau.de/2015/03/18/news/nachgefragt/netanyahu-polarisiert-und-gewinnt/>

⁴ <http://jcpa.org/article/palestinians-arabs-and-the-holocaust/>

⁵ <http://www.whiteoliphant.com/duckofminerva/2014/10/the-strange-death-of-liberal-zionism.html>

participants, and the BDS Symposium received similarly high marks from most of its attendees (Table 6).

Table 6: Usefulness of SIIS Webinars And Symposium

<i>To what extent did you find useful...</i>	<i>Webinar with Anita Shapira (n=23)</i>	<i>Webinar with Ambassador Dennis Ross (n=15)</i>	<i>BDS Symposium (n=42)</i>
<i>Very much</i>	57%	93%	79%
<i>Somewhat</i>	35%	7%	17%
<i>A little</i>	4%	0%	5%
<i>Not at all</i>	4%	0%	0%
<i>Total</i>	100%	100%	100%

Survey respondents offered a total of 100 suggestions for future webinars and symposiums. About two-thirds of the suggestions were for domestic cultural (arts, film, literature), societal (gender, religion, and ethnic minorities), political, or environmental issues. For example:

Arts and literature

- *Memory and landscape in Israel; Americanization of Israel*
- *More webinars with visiting artists, filmmakers, novelists, more arts coverage in general.*
- *Continuities and discontinuities in the development of modern Hebrew literature, the languages of Israel: language in policy and educational policy in particular*
- *Using cinema in pedagogical ways, exploring documentaries and newer Israeli films*

Society

- *The Beta Israel*
- *African Refugees (Non-Jewish) and Israel*
- *Minorities and social justice in Israel*
- *How foreign diasporas integrate in the society*
- *The Ultra-Orthodox in Israeli politics and social life*
- *Israeli society in the 1980s*
- *Feminist topics such as religious feminism within Orthodoxy, or topics around the role of women in the military, politics, etc.*

Politics

- *Political reform and political parties, the Knesset*
- *Citizenship*
- *Security and politics*

The environment

- *Israel's "future geographies" .i.e., effects of near-certain radical drying of climate due to global warming; impacts (e.g., water) of reduced territory associated with 2-state future; etc.*

The remaining one third were about the conflict or international relations. Seven fellows mentioned the desire to learn more about the conflict, for example:

- *Prospects for resolution of the Israeli-Palestinian conflict*
- *Discussion of two-state solution versus a Greater Israel*
- *The One state-Two state debate*

Beyond the conflict, fellows suggested:

- *America's relationship with Israel*
- *American Jewish identity and Israel*
- *Israeli relations with countries outside the Middle East*
- *Relations between Israel and "emerging" international powers: India, Brazil, etc.*
- *Impact of globalization on Israelis*

Nine fellows suggested sessions on pedagogy.

Fellows' responses were to an open-ended question, but the results can be used to create closed ranking questions in the 2016 survey and inform webinar and symposium planning for the future.

The Listserv

As in the past, SIIS fellows continue to follow and contribute to the conversations on the SIIS listserv. Almost 80% of the fellows follow the listserv at least occasionally, although only 25% respond to questions or posts (Table 7).

Table 7: SIIS Listserv Participation

<i>How often have you...?</i>	<i>Followed the Listserv (n=161)</i>	<i>Responded to the Listserv (n=158)</i>
<i>Never</i>	8%	43%
<i>Rarely</i>	13%	31%
<i>Occasionally</i>	37%	23%
<i>Frequently</i>	42%	2%
<i>Total</i>	100%	100%

Most often the listserv is used to ask about and share resources. Some of the conversations are very brief; for example, a fellow from Massachusetts showing the films *Bethlehem* and *Omar* asked if anyone had an article for her students that would provide background information on relationships between Shin Bet handlers and Palestinian informers. A fellow from the University of Wisconsin disseminated an article that he found useful when showing *Bethlehem*. Occasionally the conversations involved suggestions from a number of fellows on a particular topic:

Question: I'm looking for Palestinian nationalist poetry and folk music/nationalist music (the latter ideally on youtube with subtitles or translation available somewhere) for my Israeli-Palestinian conflict course. Appreciation in advance for any help.

Response 1: Mahmoud Darwish wrote in 1988 "Passers Between the Passing Words." There was a huge controversy that followed and several debates on the translation of it.

Response 2: Here is a link to a translation of [that poem]:
<http://www.merip.org/mer/mer154/those-who-pass-between-fleeting-words>

Response 3: I recommend Samah Al-Qasim (Sadder than Water, New and Selected Poems in an Ibis edition) and Taha Mohammed Ali.

Response 4: Also less known but fascinating (female) poets: Suheir Hammad's "Breaking Poems" and Adania Shibli's "Touch."

Response 5: One of the best books of and about Palestinian poetry up to 1980-ish is Khaled Sulaiman, *Palestine and Modern Arab Poetry*, London: Zed Books, 1984. I don't have it handy, but if I remember correctly it begins pre-Mandate. I know that it discusses the Mandatory period, the 1936-1939 Arab revolt, and afterward. I also have a series of short articles published in *al-Muharrir* (Beirut, edited by Ghassan Khanafani) between 1965 and 1967, but they are in Arabic.

Response 6: See also another source: An excellent new documentary about Mahmoud Darwish, including sound track by Mira Awad, consisting of her songs, which are Darwish's poems put to music: "Write Down, I'm An Arab" 2014, Hebrew, Arabic, 73 minutes. Director: Ibtisam Mara'ana Menuhin...

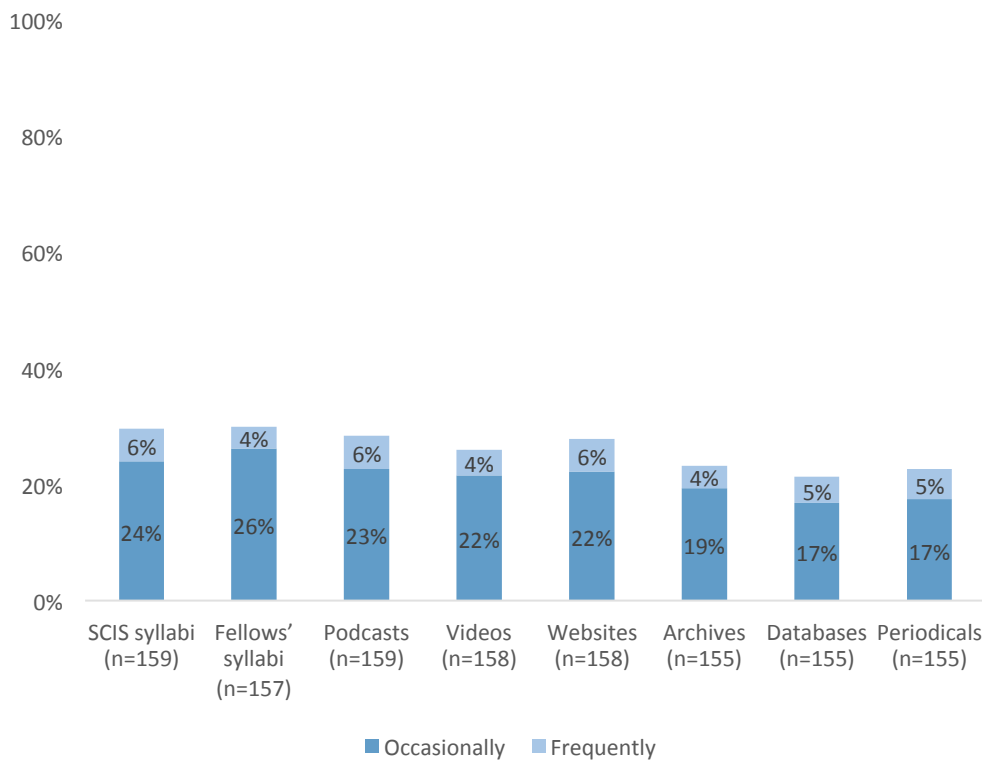
This exchange enabled someone with no knowledge of Arabic and little knowledge of Palestinian culture to enlarge his/her understanding of Palestinian nationalist poetry and provide a number of related resources to his/her students.

Occasionally fellows raise political issues. In response to the discomfort some of the fellows have expressed about politicized use of the original listserv, SIIS created a second to host such discussions. Even in that forum, however, most of the topics center on requesting or sharing resources, allowing fellows to continue to profit from the community of SIIS scholars.

Other SIIS Resources

The survey also asked fellows about their use of other resources that SIIS makes available through its website: Schusterman Center syllabi, fellows' syllabi, podcasts, videos, website links, archives, databases, and periodicals. Approximately half of the fellows rarely or never use these SIIS resources; the other half uses at least one resource occasionally or more often, and 20% are the "heavy users" who use between five to eight resources occasionally or more often. Figure 7 shows the extent to which the individual resources are used. Syllabi, from SCIS and fellows, get used more often than archives, databases, or periodicals.

Figure 7: Use of Resources

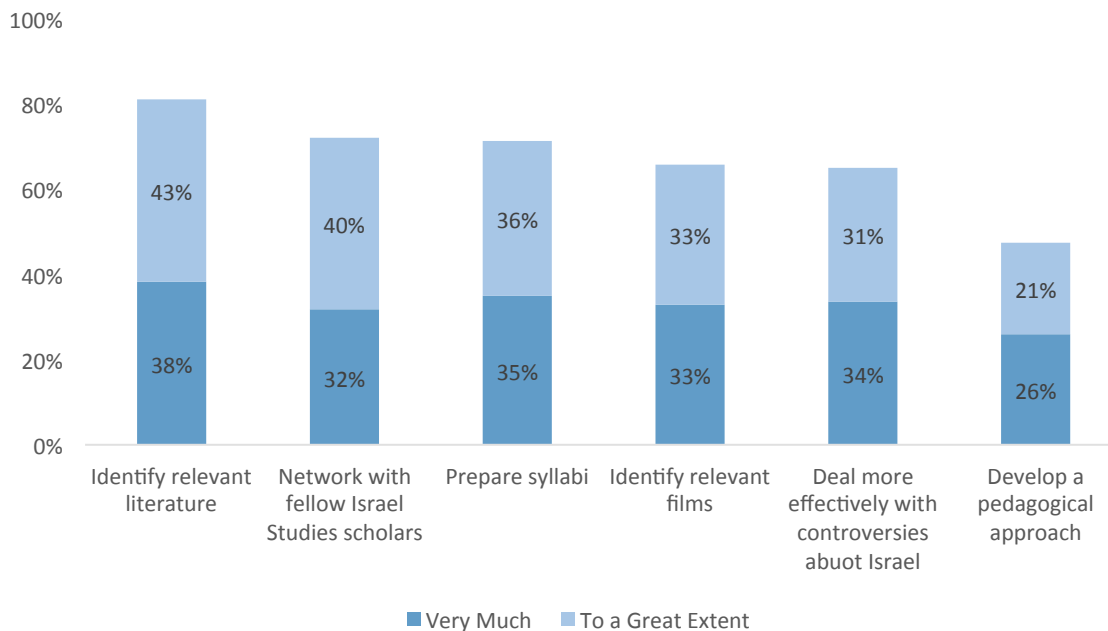


IV. Fellows' Thoughts on SIIS

Fellows were asked about the extent to which SIIS has been helpful in developing their courses about Israel. Only the two most recent cohorts were asked to complete this section of the survey, since others had answered the same questions many times. Nonetheless, many respondents from the earlier cohorts chose to answer these questions as well, and they continue to identify the same areas of impact as in previous years.

SIIS has consistently been considered very much or to a great extent helpful to 70-80% of respondents in identifying relevant literature, developing a network of fellows, and preparing syllabi for their courses. Most fellows considered SIIS as “very much” or “to a great extent” helpful to them in identifying relevant films and dealing more effectively with controversies about Israel. As in the past, however, less than half of respondents thought that SIIS had helped them to that extent in developing pedagogical approaches (Figure 8).

Figure 8: SIIS Value to Fellows



Summing up the extent to which SIIS had helped her, a fellow wrote:

SIIS has been absolutely fundamental, from ideas around framing, additional resources to recommend, and ways of approaching controversial or emotive topics. Everything I teach about Israel, whether on a designated module or as parts of other courses, has been influenced to some extent by my participation in SIIS: It might be in terms of knowledge, or pedagogy, or analysis, or framing, or content (etc.), but the influence is always there.

Fellows were also asked if there were other ways in which the Institute could assist them in teaching about Israel. The plurality of those who answered the question, encouraged SIIS to “continue what it has been doing.” They suggested that SIIS should continue to:

- bring fellows together with annual symposia
- hold webinars, workshops, and conferences on important topics/issues
- keep fellows up-to-date on events and provide access to public resource tools
- provide sample syllabi [and] allow access to Brandeis online materials

Most of the comments referred to improving existing resources. Fellows would like:

- a library of video lectures: “When I taught a class on Arab-Israeli relations, I assigned a few of the good podcast talks. The students enjoyed them and I knew I could trust their quality. I think this is a great teaching supplement.”

- an open forum for dialogue among SIIS participants on the ongoing concerns about anti-Israel sentiments and BDS on American college campuses.

Fellows also suggest new resources such as:

- listings of available and recommended speakers on various topics related to Israel
- listings of sources of funding for students (non-Jews and well as Jews) to visit Israel and pursue Israel studies
- an “intense” Hebrew language course
- “pragmatic and successful strategies” for teaching the “complexity” of Israel
- access to streaming videos of “important Israeli films if possible” [and] more resources on the visual arts

The primary message from the suggestions is to continue what has been offered but provide even more: “Keep doing what you’re doing; you all do a terrific job keeping us informed!”

Each year, fellows are also asked if there is anything they would like to add. Because the survey is anonymous, they know that they can be as critical as they like and are under no pressure to respond. Several fellows used the space to explain why they are not teaching or wrote about the success of their Israel-related courses. One was proud to have received a “distinguished teaching award” for a course on Culture and Society in Contemporary Israel.” The majority (63%) responded enthusiastically with appreciative and highly positive comments.

Conclusions and Recommendations

At this time of transition for SIIS, fellows continue to express their appreciation for their studies at Brandeis University, their experience in Israel, and the followup support. Fellows describe the major contribution that SIIS has made to their personal knowledge of Israel and their confidence to teach about Israel or to teach about it in a more sophisticated, nuanced way.

This is an amazing program. I could not, for a multitude of reasons, take advantage of the center's offerings this year. I will likely do more next year. It has changed how I frame questions about Israel and introduced me to a wonderful group of people. Fellows have commented on my papers and helped me find resources and been resources when I have questions about how to deal with certain issues. I have made friends through working as colleagues. I will have another course about Israel soon. There is no question that my work was furthered by this experience, and I am very grateful.

SIIS leadership can indeed be proud of the number of fellows the Institute has prepared to teach about Israel, the number who have contributed to learning about Israel outside the classroom both on campus and off campus, and the number of students the fellows have reached collectively. But SIIS is about more than numbers. Fellows now have knowledge about Israel that crosses multiple disciplines. The Institute has given them access to a broad ranging and deep understanding of Israel, and fellows express enthusiasm and commitment to teaching, on-going scholarship, and the community of scholars they have formed.

The 2015 survey results provide insight into the factors that fellows believe have made the Institute a success:

- The multidisciplinary approach of the Institute
- The quality and scholarly rigor of presentations at Brandeis University and in Israel
- The investment in post-Institute follow-up programming and resources
- The ongoing commitment to supporting the fellows' network as it grows

As well, fellows comment on the "the high degree of professionalism [of] all SIIS staff" such as one who wrote:

"I am deeply appreciative of all staff and academic members in the Schusterman Centre for Israel Studies. I look forward to many more years of interaction."

At the same time, SIIS faces challenges and areas for further exploration. At this time of transition, the Institute's leadership may want to consider:

Recruitment strategies—to find the right participants at the appropriate point in their careers with a commitment to putting time and effort into teaching Israel studies. In the academic world today, “many of those who fulfill an institution’s teaching responsibility now hold part-time, adjunct, and non-tenure-track term appointments” (Gumport, 2015, p. 20). Including these appointments in future SIIS cohorts may result in more courses about Israel. Unfortunately, however, adjuncts and other temporary faculty are also the first to be cut during budget crises, and most of the SIIS fellows who have left academic teaching were in non-tenure-track positions when they participated (see above, page 6). Some may be teaching in other capacities (as rabbis or consultants), but they are no longer contributing to the development of Israel studies. In addition, finding younger scholars in tenure track positions (i.e., assistant professors, those most likely to teach more courses) who can afford to take three weeks away from their families in the summer has proved challenging.

SIIS has consulted the Directory of Israel Studies in hopes of finding schools that do not teach courses about Israel. In an effort to provide greater diversity, SIIS has also tried to reach as many schools as possible in any given year. Although the focus has been on recruitment of faculty from different schools, there may also be value to attracting teams of faculty members from the same institutions so that they can contribute to each other’s teaching after their SIIS participation. Ideally, this would lead to courses about Israel in more diverse subject areas including international relations, government, history, and literature. Perhaps incentives could be provided to promote such team participation.

Course development and marketing. The interest of fellows in the teaching and scholarship of their peers continues. They ask each other about syllabi and resource materials. They may also be interested in ways to attract students to their courses. As noted above (page 12), two-thirds of SIIS informed courses are cross-listed in other departments, and many fulfill requirements in general education (43%) or non-Western area studies (page 139). These are ways of expanding enrollment, and it would be helpful for fellows to learn how their peers do this; for example, how has a course on Israeli music become part of the general education curriculum of a large state university?

Pedagogy. The survey suggests that the vast majority of fellows are interested in content, but they are less interested in pedagogy (Figure 8, page 26). Many assume they know how to teach and manage controversies in the classroom. In informal conversations, fellows point out that Israel is not the only subject that has multiple narratives and complexity. On the other hand, the pedagogy session for the 2015 cohort engaged all fellows, and their participation demonstrated interest in the topic and the way it was being approached.

Some fellows enter the program with considerable knowledge of Israel, and existing courses and publications on the subject. Others want to learn about Israel for the first time to broaden their teaching areas. Bridging the differences in teaching requirements for these two groups is a challenge that SIIS leadership must continue to explore and find new ways to address.

Localized follow-up. Again in the 2015 survey, fellows mentioned the value of follow-up, but those further from Brandeis University also complained of the time and expense of getting to the

university for symposia or conferences. The webinars help with this, but timing is still a factor, and the medium is less than ideal. A suggestion that came up in this year's survey has been raised in previous surveys as well: to enable fellows to organize local symposia or mini-conferences. In certain regions of North America and in Europe, a critical mass of fellows now exists to run their own programs during the academic year. This could be opened to other faculty from their institutions as a means of recruiting more SIIS fellows and encouraging more Israel-focused course offerings. CSIS could guide the curriculum and staffing of such programs and leave the hosting and logistics to local fellows.

Current resources. Fellows are particularly appreciative of the resources that CSIS makes available. Every effort should be made to continue to support publications in the field as well as on-line postings of podcasts, videos, and other resources. Access could be improved and use could be more aggressively promoted, but SIIS is not a library and will have to establish reasonable limitations on expectations.

Jewish and non-Jewish students. The power of SIIS is its ability to make Israel a focal point of serious academic inquiry, but it can also have a role in making the atmosphere on campus more comfortable for Jewish students by increasing knowledge and understanding of the country for all students—non-Jews as well as Jews. The success of the Institute in this area may be undervalued. One fellow's comment to this end deserves highlighting:

I think that SIIS does superb work. I value my relationship with it. I have used the education that I received in the SIIS to add the teaching of Israeli politics to the curriculum of my college. I have taught my Israeli politics class regularly ever since. Three students from my college, who took the class, have gone to Israel to do their study abroad programs, and one of these did an internship with the Israel Democracy Institute in Jerusalem. None of these students is Jewish! I am very pleased that non-Jewish students have been inspired enough after taking my class to begin to develop their own intellectual relationship with Israel.

SIIS has been crucial to the expansion of Israel studies. Schools with fellows teach disproportionately more Israel-focused courses than schools without fellows (see above, page 4). Both the fellows and their students are enriched by the Institute regardless of the individual fellow's previous experience teaching about Israel. As one such fellow from an elite liberal arts college reported:

My participation in SIIS transformed how I teach about Israel in any context, particularly by expanding my own expertise beyond my "home territory," history of ideas. My seminar "The Debate on Zionism," though small in size, is, according to the student evaluation, profound in its effect on students' thinking.

Clearly, the impact of SIIS continues to deepen and expand as it develops new cohorts while providing on-going opportunities for shared learning to all fellows.

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Appendix A: Institutions with SIIS Fellows 2004-15

Institutions	Location	Cohort(s)
United States		
Northeast		
<i>Central Connecticut State University</i>	Connecticut	2007
<i>Connecticut College</i>	Connecticut	2010
<i>Eastern Connecticut State University</i>	Connecticut	2013
<i>Southern Connecticut State</i>	Connecticut	2009
<i>Trinity College (2)</i>	Connecticut	2011, 2012
<i>University of Hartford</i>	Connecticut	2009
<i>Yale University</i>	Connecticut	2012
<i>Colby College (2)</i>	Maine	2008, 2015
<i>Bentley College</i>	Massachusetts	2007
<i>Boston College</i>	Massachusetts	2015
<i>Boston College (2)</i>	Massachusetts	2004, 2011
<i>Boston University</i>	Massachusetts	2006
<i>Brandeis University (2)</i>	Massachusetts	2009, 2010
<i>Hampshire College</i>	Massachusetts	2013
<i>Harvard University (2)</i>	Massachusetts	2013, 2015
<i>Hebrew College</i>	Massachusetts	2005
<i>King's College</i>	Massachusetts	2015
<i>Northeastern University</i>	Massachusetts	2013
<i>Salem State College</i>	Massachusetts	2008
<i>Smith College</i>	Massachusetts	2015
<i>Smith College (2)</i>	Massachusetts	2006, 2015
<i>Stonehill College</i>	Massachusetts	2006
<i>Tzion</i>	Massachusetts	2005
<i>U Mass Amherst (3)</i>	Massachusetts	2005, 2006
<i>UMass Dartmouth (2)</i>	Massachusetts	2012, 2015
<i>Wellesley College</i>	Massachusetts	2006
<i>Saint Anselm College (2)</i>	New Hampshire	2010, 2013
<i>Fairleigh Dickenson University</i>	New Jersey	2014
<i>Montclair State University</i>	New Jersey	2008
<i>Princeton University</i>	New Jersey	2013
<i>Seton Hall University</i>	New Jersey	2005
<i>Binghamton University (3)</i>	New York	2004, 2013, 2014
<i>Brooklyn College</i>	New York	2005
<i>CUNY-Graduate Center</i>	New York	2013
<i>CUNY-Lehman College</i>	New York	2007
<i>CUNY-Queensborough</i>	New York	2006
<i>Hebrew Union College, NY</i>	New York	2005

<i>Institutions</i>	<i>Location</i>	<i>Cohort(s)</i>
<i>Hofstra University (2)</i>	New York	2008, 2012
<i>Jewish Theological Seminary (2)</i>	New York	2004, 2006
<i>New York University (3)</i>	New York	2005, 2012, 2013
<i>Stern College for Women</i>	New York	2004
<i>SUNY College at Buffalo</i>	New York	2007
<i>Touro College</i>	New York	2004
<i>United States Military Academy (3)</i>	New York	2007, 2013
<i>Yeshiva University (2)</i>	New York	2006, 2007
<i>York College</i>	New York	2012
<i>Bucknell University</i>	Pennsylvania	2004
<i>Dickinson College</i>	Pennsylvania	2008
<i>Franklin and Marshall College</i>	Pennsylvania	2010
<i>Gannon University</i>	Pennsylvania	2008
<i>Gratz College</i>	Pennsylvania	2006
<i>Lehigh University</i>	Pennsylvania	2013
<i>Pennsylvania State University (2)</i>	Pennsylvania	2004, 2013
<i>Pennsylvania State, Slippery Rock</i>	Pennsylvania	2006
<i>Susquehanna University</i>	Pennsylvania	2014
<i>Temple University</i>	Pennsylvania	2004
<i>University of Pennsylvania</i>	Pennsylvania	2013
<i>Brown University (2)</i>	Rhode Island	2005, 2007
<i>Middlebury College (2)</i>	Vermont	2005, 2009
<i>University of Vermont</i>	Vermont	2011
<i>Midwest</i>		
<i>DePaul University (2)</i>	Illinois	2005, 2009
<i>Northwestern University</i>	Illinois	2015
<i>University of Chicago</i>	Illinois	2012
<i>University of Illinois at Chicago (2)</i>	Illinois	2007, 2010
<i>University of Illinois at Urbana-Champaign (3)</i>	Illinois	2010, 2011, 2014
<i>Indiana University</i>	Indiana	2011
<i>Drake University</i>	Iowa	2008
<i>University of Kansas</i>	Kansas	2007
<i>Central Michigan University</i>	Michigan	2014
<i>Eastern Michigan University (3)</i>	Michigan	2006, 2011, 2014
<i>Michigan State University</i>	Michigan	2005
<i>Northern Michigan University</i>	Michigan	2008
<i>Oakland University</i>	Michigan	2008
<i>University of Michigan</i>	Michigan	2006
<i>Concordia College Moorhead</i>	Minnesota	2013
<i>University of Minnesota, Duluth</i>	Minnesota	2010

<i>Institutions</i>	<i>Location</i>	<i>Cohort(s)</i>
<i>Saint Louis University</i>	Missouri	2006
<i>Webster University</i>	Missouri	2012
<i>William Jewell College</i>	Missouri	2007
<i>University of Nebraska, Kearney</i>	Nebraska	2010
<i>Case Western Reserve</i>	Ohio	2006
<i>HUC-JIR/Cincinnati</i>	Ohio	2006
<i>Kenyon College</i>	Ohio	2012
<i>Ohio State University</i>	Ohio	2013
<i>University of Wisconsin, Madison</i>	Wisconsin	2007
<i>University of Wisconsin, Milwaukee</i>	Wisconsin	2007
South		
<i>Jacksonville State University</i>	Alabama	2008
<i>Tuskegee University</i>	Alabama	2015
<i>University of Alabama</i>	Alabama	2006
<i>University of Arkansas</i>	Arkansas	2010
<i>University of Delaware (2)</i>	Delaware	2006, 2010
<i>Broward College</i>	Florida	2005
<i>Florida Atlantic University</i>	Florida	2005
<i>Florida International University</i>	Florida	2006
<i>Florida-Israel Institute</i>	Florida	2005
<i>Saint Leo University</i>	Florida	2008
<i>University of Central Florida (2)</i>	Florida	2006, 2014
<i>University of Miami (3)</i>	Florida	2004, 2005, 2008
<i>Augusta State University</i>	Georgia	2008
<i>Georgia Institute of Technology</i>	Georgia	2009
<i>Georgia Regents University</i>	Georgia	2008
<i>Georgia State University</i>	Georgia	2006
<i>University of West Georgia</i>	Georgia	2004
<i>University of Kentucky (2)</i>	Kentucky	2008, 2013
<i>University of Louisville</i>	Kentucky	2015
<i>Tulane University (2)</i>	Louisiana	2007, 2009
<i>Tulane University</i>	Louisiana	2007
<i>Goucher College</i>	Maryland	2010
<i>Towson University</i>	Maryland	2009
<i>United States Naval Academy</i>	Maryland	2014
<i>High Point University</i>	North Carolina	2010
<i>North Carolina Central University</i>	North Carolina	2015
<i>University of North Carolina, Chapel Hill</i>	North Carolina	2009
<i>University of Central Oklahoma (2)</i>	Oklahoma	2007, 2008
<i>University of Oklahoma (4)</i>	Oklahoma	2010, 2014, 2015

<i>Institutions</i>	<i>Location</i>	<i>Cohort(s)</i>
<i>Clemson University</i>	South Carolina	2014
<i>College of Charleston</i>	South Carolina	2011
<i>University of Memphis</i>	Tennessee	2008
<i>University of Tennessee</i>	Tennessee	2010
<i>Dallas Holocaust Museum</i>	Texas	2008
<i>Texas A & M University--Kingsville</i>	Texas	2006
<i>Texas A&M University (2)</i>	Texas	2014, 2015
<i>University of North Texas (4)</i>	Texas	2005, 2008, 2009, 2014
<i>University of Texas at Arlington</i>	Texas	2008
<i>University of Texas, Austin</i>	Texas	2006
<i>Old Dominion University</i>	Virginia	2013
<i>Regent University (2)</i>	Virginia	2010, 2011
<i>Sweet Briar College</i>	Virginia	2005
<i>University of Virginia (2)</i>	Virginia	2008, 2012
<i>University of Virginia</i>	Virginia	2012
<i>Virginia Tech University</i>	Virginia	2010
<i>American University (2)</i>	Washington DC	2009, 2011
<i>College of International Security Affairs at National Defense University</i>	Washington DC	2010
West		
<i>Arizona State</i>	Arizona	2004
<i>Northern Arizona University</i>	Arizona	2014
<i>Academy of Jewish Religion</i>	California	2014
<i>California State University, Long Beach</i>	California	2010
<i>California State University, Northridge (2)</i>	California	2008, 2011
<i>Claremont Graduate University</i>	California	2004
<i>Claremont McKenna College</i>	California	2009
<i>Hebrew Union College, Los Angeles (4)</i>	California	2006, 2009, 2011, 2012
<i>Loyola Marymount University</i>	California	2011
<i>Pepperdine University</i>	California	2010
<i>San Francisco State University</i>	California	2009
<i>San Francisco State University (2)</i>	California	2005, 2009
<i>San Jose State University</i>	California	2012
<i>Sonoma State University</i>	California	2014
<i>Stanford University</i>	California	2014
<i>University of California, Berkeley</i>	California	2015
<i>University of California, Irvine</i>	California	2015
<i>University of California, Los Angeles (4)</i>	California	2005, 2006, 2011, 2015
<i>University of California, Santa Cruz (3)</i>	California	2006, 2010, 2015
<i>University of Judaism</i>	California	2008
<i>University of San Francisco</i>	California	2010

<i>Institutions</i>	<i>Location</i>	<i>Cohort(s)</i>
<i>United States Air Force Academy (5)</i>	Colorado	2006, 2007, 2011, 2015
<i>University of Denver</i>	Colorado	2005
<i>Portland State University (2)</i>	Oregon	2009, 2012
<i>University of Oregon (2)</i>	Oregon	2006, 2011
<i>University of Utah (2)</i>	Utah	2008, 2009
<i>Eastern Washington University</i>	Washington	2009
<i>University of Wyoming</i>	Wyoming	2008
Canada		
<i>Concordia University</i>	Quebec	2014
<i>Concordia University (3)</i>	Quebec	2012, 2013, 2014
<i>Grant MacEwan University</i>	Alberta	2012
<i>McGill University</i>	Quebec	2014
<i>Trent University (2)</i>	Ontario	2014, 2015
<i>University of Ottawa</i>	Ontario	2015
<i>Wilfrid Laurier University</i>	Ontario	2012
<i>York University, Toronto (2)</i>	Ontario	2004, 2011
<i>McMaster University</i>	Ontario	2004
South America		
<i>University of Buenos Aires</i>	Argentina	2007
<i>Faculdades Rio Branco</i>	Brazil	2015
<i>Sao Paolo University</i>	Brazil	2004
Europe		
<i>University of Graz/Austria</i>	Austria	2015
<i>Charles University (2)</i>	Czech Republic	2015
<i>Palacky University, Olomouc, Czech Republic</i>	Czech Republic	2012
<i>University of West Bohemia (Pilsen)</i>	Czech Republic	2014
<i>University of Copenhagen</i>	Denmark	2009
<i>INALCO</i>	France	2013
<i>Sciences Po Paris and Institute of Political Studies, Lille</i>	France	2013
<i>Friedrich Alexander University Erlangen</i>	Germany	2012
<i>Ludwig Maximilian University Munich</i>	Germany	2011
<i>Canterbury Christ Church University</i>	Great Britain	2006
<i>Trinity College Dublin</i>	Great Britain	2006
<i>University of Bath</i>	Great Britain	2010
<i>University of Cambridge</i>	Great Britain	2007
<i>University of Leeds</i>	Great Britain	2010
<i>University of London</i>	Great Britain	2013
<i>University of Manchester</i>	Great Britain	2004
<i>University of Reading (3)</i>	Great Britain	2005, 2012, 2014

Institutions	Location	Cohort(s)
<i>ELTE University Hungary (2)</i>	Hungary	2009, 2011
<i>Jewish University</i>	Hungary	2011
<i>Komoroczy Eotvos Lorand University (ELTE)</i>	Hungary	2015
<i>Szeged University</i>	Hungary	2011
<i>University of Bucharest (4)</i>	Hungary	2011, 2013, 2014
<i>Lomonosov Moscow State University (2)</i>	Russia	2008, 2011
<i>National University Klevo-Mogilyanska, Kiev</i>	Ukraine	2006
<i>Odessa National University, Ukraine</i>	Ukraine	2008
Asia		
<i>Yerevan State University</i>	Armenia	2008
<i>Azerbaijan University of Languages</i>	Azerbaijan	2008
<i>NATO International School of Azerbaijan</i>	Azerbaijan	2008
<i>Nanjing University</i>	China	2012
<i>Peking University</i>	China	2009
<i>Shanghai International Studies University</i>	China	2011, 2013
<i>Sichuan International Studies University</i>	China	2011
<i>Cheema Jamia Millia Islamia</i>	India	2015
<i>College of Vocational Studies of Delhi University</i>	India	2009
<i>O.P. Jindal Global University</i>	India	2012
<i>Hebrew University</i>	Israel	2007
<i>Bilkent University</i>	Turkey	2004
<i>Middle East Technical University</i>	Turkey	2008
Australia		
<i>Deakin University, Melbourne</i>	Australia	2005
<i>Victoria University, Melbourne</i>	Australia	2005

The Cohen Center for Modern Jewish Studies at Brandeis University is a multi-disciplinary research institute dedicated to the study of American Jewry and issues related to contemporary Jewish life.

The Steinhardt Social Research Institute (SSRI), hosted at CMJS, uses innovative research methods to collect and analyze socio-demographic data on the Jewish community.

Brandeis University



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