

Brandeis University

Maurice and Marilyn Cohen Center for Modern Jewish Studies

**The Summer Institute for Israel Studies:
The First Decade and Looking Ahead**

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Executive Summary

Summer 2014 marked the beginning of the second decade of the Summer Institute for Israel Studies (SIIS) and its work to educate college students about Israel. It is time, therefore, to reflect on the Institute's first decade. SIIS has prepared faculty members from Canada to Azerbaijan and from China and India to the United States, to design and teach courses about Israel. Informed by a multi-disciplinary perspective and a multiple narratives approach to the subject, fellows have revised existing courses and created new ones to meet the need for serious academic learning about Israel on campus. Summer 2014 also was a time of war with Gaza and increased attention to the conflict, both in the media and on university campuses, sharpening the need for broader and deeper education about Israel. SIIS 2014 fellows, as other cohorts, met with Israeli academics, cultural and political leaders and visited sites of historic, cultural, and political importance. As did earlier cohorts, they had the opportunity for group and individual discussions. But the context of the war provided the 2014 fellows with a unique perspective—an opportunity to see and hear first-hand the diversity of Israeli opinions and responses to the war. This report attempts to capture fellows' experience in 2014 and, following previous studies (Koren & Boxer, 2011; Koren et al., 2012; Koren & Fleisch, 2013), summarizes the first decade of SIIS influence on the academy.

The 2014 Summer Institute for Israel Studies

As in previous years, SIIS 2014 fellows spent 10 days at Brandeis University attending three formal lectures daily, each of which was followed by a discussion section, lectures over lunch, films in the evening, and work on their syllabi. During their 10 days in Israel, they had five to six sessions each day in addition to guided bus trips and walking tours. Fellows engaged in lively discussions with SIIS faculty at Brandeis, Israeli-Palestinian activists in Nablus, a settlement leader in the West Bank, an Israeli MK at the Knesset, and many other presenters. The discussions and the syllabi fellows prepared at Brandeis reflected SIIS content and resources:

- Readings from SIIS presenters
- Materials from multiple disciplines
- Texts with multiple narratives and perspectives

The discussions at Brandeis were referenced in lectures and conversations in Israel. Questions were informed by the Institute's sessions and the events witnessed during their stay. While in Israel, fellows had little time to process the impact of the program; but in notes and interviews since then, fellows discussed their experiences and the SIIS themes they most want to convey to their students.

- Fellows reported that experiencing Israel first-hand enables them to make Israel “more ‘real’ in the classroom setting” and adds to their credibility as scholars and teachers.
- Fellows identified specific moments in Israel and the ways in which they would convey the themes of those moments in their classrooms.
- Fellows said their experience of being in Israel during the war gave them the ability to better understand and discuss Israeli society and its reaction to such events.

- Fellows noted ways in which SIIS could improve and enhance the program but said they were unable to identify any part of the Institute they would be willing to sacrifice in order to add something new.

Some of the fellows had experience teaching about Israel before their participation in SIIS, and some have made significant contributions to Israel studies within their own disciplines. Yet almost all said that the courses they planned to teach would be qualitatively different—deeper and fuller—as a result of SIIS learning.

The First Decade of SIIS Impact

Including summer 2014, the program has prepared 226 fellows from around the world to teach about Israel. Of the 205 fellows in the first decade, 172 have taught a total of more than 600 courses about Israel to at least 18,000 students. Some of these courses would have been taught without the benefit of SIIS, but according to many survey respondents, they would have been taught with reduced nuance and content about Israel's culture and society. The scholarship, pedagogical skills, and experiential learning from SIIS have benefitted students at small Christian colleges and large state universities, all four military academies, elite private colleges and more peripheral state comprehensive schools.

Of the 205 fellows in the 2004-2014 cohorts, 171 responded— an 83% response rate. All outcome measures, therefore, underestimate the full extent of SIIS influence. Fellows who have asked not to be surveyed and those who decline to participate in particular years are not included in our numbers, although some of them are known to be teaching about Israel.

- Of the 171 respondents, 93 taught a total of 148 courses about Israel in 2013-14. As in the past, these courses cover a wide range of subject areas and only 15% are specifically about the conflict.
- The number of courses offered by SIIS fellows increased by 64% from 2012-13 to 2013-14, and the number of students more than doubled from 2500 to 5700. This is due, in part, to the additional cohort (2013) and a slightly higher response rate in 2013-14 compared to 2012-13, but *even without the additional 2013 cohort*, course offerings increased by almost 39% and enrollment increased by 84%.
- Two-thirds of respondents plan to offer Israel courses in the future and a quarter of those have two or more courses planned.

The enrichment of SIIS does not end when a cohort returns from Israel. Fellows remain in contact with Institute staff and faculty and with members of their cohorts. They meet and learn from members of other cohorts through the SIIS listservs, shared syllabi, conferences, and webinars. They develop new courses, revise existing courses, and create new modalities for teaching about Israel.

Although much has been accomplished in the past decade, there are many schools with no courses about Israel. More students than ever have the opportunity to learn about Israel in higher education, but most students do not have that experience. At a time when the discourse about Israel on campus is often uninformed and uncivil, SIIS should continue its work and prepare more scholars on additional campuses to teach about Israel.

Introduction

On Thursday, June 12, 2014, three Israeli teenagers were kidnapped while they were hitchhiking home from their Yeshiva in the Gush Etzion bloc. The following Monday, the 2014 fellows of the Summer Institute for Israeli Studies (SIIS) gathered at Brandeis University to learn about content and methods for teaching about Israel in their home universities. As the ramifications of the kidnapping developed in the second half of June and into the first two weeks of July, fellows were given access to multiple perspectives on Israeli society, culture, economics, and government, and began to understand or appreciate more fully, the complexity of Israel within the context of a war raging in the area. The Institute itself, as cohorts in all years have attested, gave participants the ability to enhance their thinking about Israel and the best ways to teach it at their home institutions. The context of Operation Protective Edge provided 2014 fellows a unique perspective as it allowed them to experience first-hand the diversity opinions among Israelis and the various societal responses to war. This report attempts to capture the experience of the 2014 fellows and the impact of their SIIS experience. It also presents the most recent and cumulative statistics on the fellows from all cohorts, the courses they have introduced since the program's inception, and the students they have taught.

The report is divided into two sections. The first examines the Summer Institute for Israel Studies 2014 at Brandeis and in Israel in detail and tries to convey the essence of the Institute. It reports on the content and format of the two parts of the program and how they are integrated both purposefully by SIIS staff and personally by fellows. The second part of the report summarizes the outcomes of SIIS for the decades following the founding the Institute, academic years 2004-5 through 2013-14.

The 2014 Summer Institute for Israel Studies

As in previous years, the fellows who gathered at Brandeis University in June 2014 came from diverse backgrounds, disciplines, and institutions. They included senior scholars who had studied and lived in Israel and recent PhDs with little or no prior exposure to Israel studies. Fellows came with expertise in literature, political science, history, and film. They represented 21 schools: three private institutions, 17 public universities, and one rabbinical college. They came from the Northeast, Midwest, South, and West of the United States as well as Canada and Europe, from small and large campuses totaling over 400,000 students¹.

Fellows spent 10 days at Brandeis and 10 days in Israel. This section describes the time at Brandeis, the experience in Israel, and the overall influence of SIIS 2014 as reported by the fellows.

¹ See below, pp. 15-19 for a discussion of the diversity of SIIS fellows.

The Summer Institute for Israel Studies at Brandeis University

The 10 days at Brandeis focused primarily on content—a variety of topics in multiple disciplines—with more limited focus on the pedagogy of education in Israel studies. Fellows were expected to integrate aspects of the sessions at Brandeis into courses they would teach when they returned to their institutions. The following sections on sessions, pedagogy, and the resulting syllabi, draw on observations, discussions with 2014 fellows, and an analysis of their preliminary syllabi.

Sessions

The Brandeis schedule included 15 different lecturers teaching 27 sessions (See Appendix B). The sessions focused on history, politics, law, demography, national security, political and cultural Zionism, the relationship of religion and state, constitutional process, the Arab minority, foreign policy, the conflict and peace negotiations, and Israeli art, music, and literature. Presenters were senior scholars of Israel studies. They possessed stature in their fields for their publications and their academic appointments. Many of the presenters had taught for SIIS numerous times. Three had been part of the Institute every year since its inception in 2004, and only three had less than three years' experience teaching for SIIS. In addition to their expertise in their disciplines, presenters brought knowledge of SIIS and commitment to its goals.

Presenters covered specific themes in their fields rather than attempting sweeping surveys. In 2014, for example, Yedidia Stern taught a session on “Religion, State, and Cultural Diversity.” He dealt specifically with how Israel can be both a Jewish and democratic state and the concessions that will be required to make to achieve that vision. As an expert in law and head of the Human Rights and Judaism project at the Israel Democracy Institute, he was able to explore the tension between religious and secular Israeli Jews from the background of the Status Quo Agreement to concerns over divisiveness in contemporary Israel. Likewise, Tuvia Frilling, focused on the theme of “The Yishuv Leadership and Rescue Operations during World War II” presenting evidence of the Yishuv’s covert attempts to rescue Jews from the Nazi killing zone and take them to any possible safe refuge. Questions following his presentation broadened the conversation to present-day Israelis’ perceptions of the Yishuv leadership’s actions during World War II—how the new evidence of the more active role of the Yishuv leadership was reaching the public, but the conversation remained thematically focused. Donna Divine’s presentation, “The People—What They Can and Cannot Do,” covered a wide range of political views including early Labor Zionist ideology, Religious Zionism, Arab minority status, and political implications of the many different strands of Haredi beliefs. Her theme was the diversity of political views not only between secular and religious, but within the religious community as well.

One of my most notable take-aways from SIIS will be this richness in all walks of life from art to philosophy to music as well as religion. It is my desire to eventually create a class on Israel's foreign policy here; for that course, initially I had not necessarily thought that spending time on Zionism and other pre-statehood writings. After SIIS, I think it is one of the essential backgrounds to expand on Israel's foreign policy.
--Fellow 2014

As in the past, fellows were given a “bookshelf” of required and suggested readings from each instructor. The amount of reading they were actually able to accomplish before each session is not known. Observers had no way of knowing whether the knowledge fellows conveyed in their

questions and discussion sessions could be attributed to having done the reading or whether it pre-existed their participation at SIIS, but fellows asked questions informed by background information, and most had fluency to engage in the discussion sections that followed each presentation.

For their sessions with Eugene Sheppard, fellows were expected to read and integrate into their syllabi primary sources from early Zionist writings on the “Jewish question” by Pinsker, Herzl, and Nordau to considerations of the “Arab question” by Simon Rawidowicz. They read about early settlement of the land with Ilan Troen. With Yedidia Stern they discussed the work of Aviezer Ravitzky, and with Donna Divine they discussed Ruth Gavison on “Jewish and Democratic.” Elie Rekhess introduced the fellows to the Arab minority in Israel through his own writings and the writings of Palestinian Israelis—preparing them for the debate he would arrange for them to hear in Israel. Ilana Szobel introduced them to poetry of Hayim Gouri and Nathan Alterman. Josh Jacobson had the fellows listen to Ha Tikva, Shir L’Shalom, and the Sticker Song.

Fellows learned by asking questions. In Gannit Ankori’s session on “Israeli Art: Return of the Repressed,” a fellow asked how to relate Israeli art with Palestinian art. In Steven Bayme’s session on the “Ties and Tensions” between Israel and world Jewry, fellows asked how American Jewish leaders talk to Washington about Israel and the nature of the “special relationship.” Fellows in Asher Susser’s session asked whether the two-state solution was “being destroyed by facts on the ground” or if the two-state solution was already dead. Not all fellows asked questions or participated actively in every session, but usually they were attentive during the presentations, and at least five or six fellows were active during discussions.

Pedagogy

In addition to conveying content, the Institute aims to help fellows develop the ability to present multiple narratives in a multi-disciplinary framework. Fellows are expected to develop or hone the skills necessary to help students consider complicated subject matter within an academically rigorous discussion. No attempt was made in 2014 to focus individual instructors’ sessions on these pedagogical issues. The “big questions” of how to teach the conflict, the disparities of Israeli society, or how to ‘unlearn’ the mythical Israel of Jewish education, were dealt with only in a session on pedagogy led by Rachel Fish, the Institute’s associate director, and in the presentation, “Parallel Narratives,” led by Ilan Troen, the Institute’s director.

Fellows commented that the session on pedagogy spent too much time having them (re) introduce themselves and had little time left over for “feedback on the written assignments.” Some fellows expressed concern that the session seemed to focus on Israel education for Jewish students. Much as in previous years, many of the 2014 fellows (10 of 21) are not Jewish. In this they reflect the likely composition of the classes they will be teaching. Very few will ever teach classes whose students are all Jewish and more than a few will teach classes with no Jewish students. Jewish students may come to classes about Israel with prior “facts” and “concepts” about Israel that may be incorrect, and that is a valid area to discuss but should not be the primary focus of the pedagogy session. As well, the relationship between Israel and Diaspora Jewry is an important subject for academic exploration. Engagement, meaning an emotional attachment to Israel, however, or even the perception of concern about such engagement, is not something SIIS fellows (with the exception of those from Yeshiva University or the Jewish seminaries) can or should be asked to promote.

The syllabi workshop was also an opportunity for pedagogical consideration. It was changed in 2014, separating the fellows into breakout groups based on their subject areas. This allowed for more in-depth critiques of syllabi within the breakout groups and sharing across fields when the groups came together. Questions raised in the syllabi workshop are instructive of the issues that arise in teaching Israel studies:

- Where does the Bible fit in a discussion of Zionism?
- How much of a course needs to be a “history lesson” so that the students understand, for example, the contemporary political issues in Israel or the context of various novels?
- What should fellows try to instill in their students? Is the goal “to make our students liberal academic-minded people” or, as most agreed, “to help students see Israel as a more nuanced and complicated issue” than they might otherwise understand?
- How does one maintain high standards of academic objectivity when others in the university might be doing something else?

As in previous years, fellows were most actively engaged during the syllabi workshop. Although they had little time to work on each other’s syllabi, they evidently appreciated the process and said they found it “tremendously helpful.”

Syllabi

The syllabi they produced, works in progress in almost every case, reflect the learning from the Institute at Brandeis. All but four of the syllabi contain at least one resource by an SIIS presenter, and typically they contain many of the readings that were required or recommended by presenters. The syllabi reflect relatively recent publications (Anita Shapira’s *Israel: A History*) as well as tried and true resources (Arthur Hertzberg’s *The Zionist Idea: A Historical Analysis and Reader*). Reflecting the multidisciplinary goal of the Institute, most of the fellows stretched their syllabi to include material from beyond their fields:

- A course on literature, uses sources from Bayme (“Israel and American Jewry: Oslo and Beyond”) and Rekhess (*The Arab Minority in Israel: An Analysis of the ‘Future Vision’ Documents*) and goes beyond historical background to include history and politics.
- A course on modern Israel approaches the subject from a multidisciplinary perspective including the study of religion, economy, history, international relations, political science, and language.

At least 10 courses attempt to expose readers to both Palestinian and Israeli narratives.

- A course discussing the refugee problem of 1948 includes the Israeli narrative through Efraim Karsh’s “1948, Israel and the Palestinians –True Story” in *Commentary* and the Palestinian narrative: through Walid Khalidi’s “Plan Dalet: Master Plan for the Conquest of Palestine,” in the *Journal of Palestine Studies*. The syllabus also suggests a short reading from Ilan Pappé’s *The Ethnic Cleansing of Palestine*.
- A course on Israeli cinema offers *Kedma*, an Israeli film that tries to portray the perspectives on 1948 War through the monologues of an Arab peasant and a Jewish refugee. The same course offers the Zionist film, “the Land of Promise” and films about Palestinian/Arab identity in Israel: *The Syrian Bride* and *Paradise Now*.

- A third course discusses multiple narratives through Sami Advan, DanBar-On, & Eyal Naveh, *Side by Side: Parallel Histories of Israel-Palestine*.

Almost all of the syllabi cover the central documents in the history of Zionism and Israel such as Pinsker's *Auto-Emancipation*, Herzl's *The Jewish State*, the Israeli Declaration of Independence, and the Oslo Accords. Almost all include sections about the Palestinian-Israeli conflict, but they focus primarily on other aspects of Israel or include sections on Israel's relations with countries other than its immediate neighbors.

The time at Brandeis offered fellows the opportunity to form a community of learners and to develop basic understanding of the issues they would be exploring in Israel. Throughout their time at the Institute, fellows asked respectful questions. Rather than grandstanding their knowledge in their own particular fields or arguing for particular points of view, they focused on contributing when appropriate and learning from each other as well as from the presenters. At the end of the two weeks at Brandeis they moved on to the study tour of Israel.

The SIIS Israel Study Tour

By the time they reached Jerusalem, members of the cohort appeared to know each other quite well. They recognized and appreciated each other's fields of expertise and the benefits that their diverse areas and backgrounds brought to the SIIS experience. As they joined together to begin the study tour, they were already weary from the intensity of the program at Brandeis, but they came with expectations—even the most knowledgeable among them—that they still had much to learn, and they were not disappointed.

The fellows' time in Israel provided a unique educational experience in five areas.

1. The study tour humanized Israel for them. This may have happened more in the interstices between the tour's formal sessions when fellows went for dinners on their own or found time for their own exploration on Shabbat in Jerusalem. It also took place as a result of being with Israelis (Palestinian as well as Jewish) in more formal settings and hearing their personal and academic concerns.
2. They experienced Israel on the ground. Among a myriad of possible examples: they drove the "narrow waist" and crossed from one zone to another in the West Bank, they viewed memorials for terrorist victims, they walked galleries that reveal how Israeli curators chose to select and organize the artwork documenting the development of Israeli culture, and, with the help of

I didn't realize until the trip to Israel how important size is in politics, in special circumstances. Of course, we are accustomed in Europe with short distances. ... However, it seemed to me that, in the specific context of Middle/Near East, [its small size] provides Israeli politics with a sense of emergency or necessity that is hardly understandable [purely] in theoretic terms and that defines the connection between people, land, and politics. I remember very well Ilan Troen telling us, while we were on the platform of the visitors' center in Rawabi, that on a clear day one could see Tel Aviv and the Mediterranean.
--Fellow 2014

Hana Bercofsky, they distinguished the different garb marking the great variety of Haredi sects. They experienced Israeli traffic between Jerusalem and Tel Aviv and ate more Arab dishes than they could count in El Babor Restaurant in Umm alFahm.

3. Fellows were able to process and gain clarification of their learning from Brandeis in the context in which it applied. At the Israeli Supreme Court, a fellow referred to a political theorist at Brandeis explaining that Israel is “not a rights culture but a collective culture with no prior notion of individual sovereignty.” Yitzhak Englard, a former Supreme Court Justice, helped the fellows see that Israeli legal culture is more complex than that. The Supreme Court defends personal freedom, he said. “Yes, the kibbutzim were collectives, but the Supreme Court, from the beginning, enforced individual rights. It’s in the Declaration of Independence.” While helping fellows understand the selection of works in the Israel Museum’s gallery of Israeli art, Gannit Ankori was able to assume knowledge of the artists because she had discussed them already in her sessions at Brandeis, and some of the fellows recognized Sigalit Landau’s, ‘Dead Sea,’ from having seen it at in the Schusterman Center for Israel Studies at Brandeis.
4. Fellows experienced the tension of being in Israel during the beginning of a war. Daniel Reisner, a lawyer and head of the International Law Department in the Israel Defense Forces for two decades, asked fellows: “So what do you want to talk about? You want to talk about the escalation of the current situation? We should know where the shelters are in the hotel. There’s Iron Dome, but there are not enough of them, but it’s better than nothing.” This was only partially amusing. Although Hamas did not announce its intentions to fire on Ben Gurion Airport until the day after the tour ended, fellows were well aware of rockets being intercepted over Tel Aviv before Operation Protective Edge began. They saw the stoicism of Israeli society under attack as well as some of the differences in emotional and political response.
5. The experience was content rich. At least 35 sessions were presented in Israel not including the guide’s remarks or Ilan’s comments on the bus. Many of these sessions provided real-life application of theories discussed more academically at Brandeis. Elie Rekhess discussed the Katzir Precedent in his session at Brandeis, but being in Katzir and seeing its pleasant neighborhoods and glorious views gave more poignancy to the story. The anger of Nabila Espanioly, an Arab feminist and peace activist, at the “stupidity” of the government and police in response to Arab riots gave fellows insight into the life and feelings of Palestinian-Israeli women in a way that an Israeli male likely would not have been able to convey in a Brandeis classroom.

The sessions comprised a variety of venues and formats. Some were formal lectures in hotel conference rooms; others were visits to sites (the Old City, Meggido, Mount Arbel), communities (Ofra, Katzir, Nazareth, and Rawabi), museums (Yad Vashem and the Israel Museum), or even an investment company housed in the Azrieli Towers (KCPS Clarity). Formats included panel discussions, individual lectures, and tours. In Jerusalem some of the fellows attended Friday night religious services at Shira Hadasha where they met with Rabbi Elie Holzer and discussed the principles leading to the formation of that community.

SIIS does not waste time in Israel. Although fellows in the past have complained about the intensity of the programming, there has been no slowing of the pace. For example, the very first day after arrival (July 2) there were five different sessions with bus rides in between. The day began with discussions over breakfast. The murder of the three Israeli youths (two days earlier) and the murder of the Arab boy in response (the day before) were on the minds of everyone. One of the fellows was contacted by the student newspaper of her university to comment on the death of the kidnapped boys and the murder of Abu Khdeir. The sessions that followed revealed much about the underlying issues behind these events:

- Eran Lerman, Deputy Director for Foreign Policy and International Affairs in Israel's National Security Council, arrived late and spoke fast. Although his topic was "Israel and Americans," his subject was the deterioration of the nation state in the Middle East and the implication for Israel's and America's security. He told the group that the Arab Spring would be better named an "earthquake." Three countries in the region—Syria, Iraq, and Libya—were "no longer states." The most dangerous challenges facing Israel were Iran and Sunni Islamist totalitarianism. In the understatement of SIIS, Lerman told fellows that "Israel has its own share of political tension." He also told them that Europe is no longer a safe place for the Jews, and that Israel is moving to build closer relations to India and China but the special relationship with the United States is still central. He stunned fellows by talking about the danger of the new Islamic Caliphate and Abu Bakr. As Lerman left the group, a fellow remarked that he was "speechless" in the face of implications of the Caliphate, but another fellow assured him they "will not have followers."
- After a brief bus ride through Jerusalem traffic, the group arrived at the Taube Center where Dan Ben-David presented a graphic presentation of Israel's economy, society, and the implications of the numbers and trends for future policy. He discussed the inequalities in Israeli society and economy and the effects of Israel's separate educational systems on Haredi and Arab Israelis. This lecture served as background to the internal political tensions referred to by Lerman and was an important introduction to the rest of the tour.
- Danny Tirza, a former colonel in the IDF and consultant on Israel's security infrastructure, took the group on a tour of the separation barrier. He provided the Palestinian and Israeli narratives regarding what happened after Oslo and the second intifada and the reasons for building the barrier. In Gila, he pointed to the hillside where Arab workers from Beit Jalal used to come up to work in Israeli neighborhoods. He spoke of their misfortune to have to pass through security checkpoints to work in Israel and the loss of their jobs to foreign workers, but he also spoke of the occasional suicide bomber that came into Jerusalem neighborhoods with them. He was sympathetic to the Arab populations and their unemployment situation resulting from the barrier, but he nonetheless defended its importance in stopping infiltrations. From Gila, he took the group to Terminal Rachel (Terminal 300), a checkpoint with a high wall. He said that the wall constituted only 5% of the entire barrier and he explained why the wall was constructed in some places and the fence in others. Tirza described the difference between Israeli citizenship that was offered to the Jerusalem Arabs and the "permanent resident" status that most of them chose. Although fellows had many questions, there was time for only a few before getting back on the bus to go to the Knesset.

- At the Knesset, the group met with MK Dov Lipman who represents Yesh Atid. Lipman made aliyah from Maryland in 2005. He is an excellent, relaxed speaker with a good deal of personal charisma. In keeping with his party, he spoke about domestic concerns: the importance of integrating the Haredim into Israeli society in education, the economy, and through service in the military. This discussion followed well from Ben-David's presentation. Fellows asked questions about the danger of being in a centrist party ("Don't all centrist parties fail?"), how it was to be regarded as an American (Lipman spoke movingly about the pain of surrendering his American citizenship) in the Knesset, and whether Israel could be Jewish and democratic given rabbinical control of marriage and divorce. In response to the last question, he told the fellows, "Yesh Atid advocates 2 tracks—marriage and civil union. The latter would have all the same benefits but not have the same name." Some fellows were surprised by his insistence of Haredi integration and his stance on marital policies given the black *kippa* he was wearing. This observation underscored Divine's lecture on the diversity of political views among religious Israelis.
- The final stop of the first day took place as it was already getting dark. The group got off the bus at the Ma'aleh School of Television, Film and the Arts, where both religious and secular Jews study and produce films together. Einat Kapach, a graduate of the school and a film director herself, introduced and showed two films: The first, *Barriers*, presented the difficulty of decision-making by young Israeli soldiers when confronted with a possible bomb. The film explored the tension between duty to one's country, one's family, and humanitarian feelings. Some of the fellows were eager to use the film in their classes. At just over 20 minutes, it could introduce many themes: the contemporary mood in Israel, ethnic differences (of the three guards at the checkpoint, one is Russian, a second is Sephardic, and the third "an Ashkenazi sabra"), or Israeli security issues. The second film, *Cohen's Wife*, was about the issue of rape in the Haredi community, a completely different subject but also potentially useful to fellows in teaching about the Haredi community in Israel.

I am teaching a course now ...on the topic of Arab Israeli conflict through film. Certainly, learning about the Ma'ale Film school changed that syllabus from that which I had already made.
 --Fellow

Although the talks were content-based rather than focused on how to present information, Ben-David and Kapach emphasized their willingness to share materials and information for fellows' classes. Ben-David particularly hoped that fellows would "spread the word" of the Taub Center's findings. He provided glossy books of graphs to illustrate the economic and social concerns he discussed and took names and emails in order to forward materials in the future. Kapach encouraged fellows to sign-up for mailings and suggested that Ma'aleh filmmakers from the school might be available to visit campuses when in North America.

This one day was typical of the 10 days in Israel—full of information, probing questions, and learning.

SIIS and Its Influence on the Fellows

After the fall 2014 term began, the research team posed four questions to the fellows who had been at Brandeis and in Israel. These asked about 1) the themes discussed at Brandeis and in Israel that would have greatest impact on their syllabi, 2) the “aha” moments experienced by fellows while they were in Israel, 3) the effect that being in Israel during the Gaza war would have on their teaching, and 4) ideas for improving SIIS in future years.

Because the fellows came from different fields and different backgrounds and had vastly different experience of Israel prior to SIIS, they responded to these questions very differently, but several themes emerged.

Though SIIS did a wonderful job in educating me about Israel beyond the Arab-Israeli conflict (the cacophony, as Ilan put it), it also reinforced ... that the conflict is inescapable when teaching about Israel.
 --Fellow 2014

- In speaking or writing about the influences on their syllabi, several fellows talked about **use of material from other fields as background for their own subject areas**, for example: Zionist theory for a course on foreign policy; the diversity of Israeli society, Israeli culture, history, and politics for a course on Israeli film; and background on Zionism, the State, and the conflict in a course about Christians and Israel.
- Almost half the fellows discussed the importance of the **diversity of Israel and Israeli society**, both as an influence on the courses they will teach and their thinking about Israel. Fellows with little prior knowledge of Israel identified that diversity as a major “aha” moment. Describing Palestinians and Israelis, one fellow wrote, “The society on both sides is much, much broader than anyone ever imagines. There is much more diversity within each bloc of people—[it’s] so diverse on both sides,” and that diversity contributes to the general complexity of the conflict and all aspects of Israel.
- Fellows also noted the **tensions in Israel** that would have to be addressed in their classes: echoing the theme of diversity, a political scientist wrote about the “impressive commitment to the state of Israel contrasting with the no less impressive pluralism of Israeli society (religious, ethical, ethnic, linguistic etc.)” In a similar vein, a literature professor wrote about the tensions of the Jewish homeland and the multi-cultural character of Israeli society as well as the tension between the “collective past and the individual present.” Despite recognizing the inherent challenges of teaching about these tensions, fellows were emphatic that they would include complicated issues in their syllabi and appreciated the exposure to them at Brandeis and in Israel.

Fellows also mentioned particular sessions at Brandeis and experiences in Israel that they would bring back to their teaching. Their choices were idiosyncratic depending, seemingly, on their fields of expertise or theoretical framework. For two fellows, it was Troen’s session on “Parallel Narratives.” Others cited the sessions on security. A political scientist said his “aha” moment occurred when Rabbi Avi Geisser, “admitted that he would accept a government decision to withdraw from the territories, even if he disagreed with it, since he is loyal to the state above all.” A teacher of religion

said his “aha” moment was the impact of Yad Vashem, and a fellow teaching international relations wrote about the pedagogical benefit of debates held in Israel:

It was helpful to have some of the debates about the conflict modeled for us in various contexts: once in Tel Aviv with members of the media, once between [Ra’if Zureik and Alex Yakobson] while we were on the road with Elie Rekhess in Israel. Another debate modeling took place in Nazareth [Nazier Magally, Nabila Espanioly, and Avivit Hai] as Rekhess asked about whether there was another intifada coming and the various panelists discussed it. Those are moments from the Institute that I return to the most when I am moderating my students' discussions.

An historian, however, felt that SIIS was not about “aha” moments. He wrote:

Again and again, it was the complexity of Israeli life and history that stood out to me—the fact that you cannot reduce understanding Israel to a moment where, all of a sudden, everything becomes clear. Embrace the fog.

The fellows were asked about the impact of being in Israel during the time leading up to Operation Protective Edge. They spoke about the importance of having experienced the security concerns that Israelis live with and how they will try to convey that to their students. Several talked about being hurried from the hotel’s breakfast room to a shelter, seeing the interception of a rocket by Iron Dome, or hearing that Ben Gurion airport had to shut down shortly after the flight home took off. These were moments that would be part of their teaching.

It's not as simple to teach as I thought it might be.
--Fellow

The events of this past summer coincided with our visit to Israel and gave us only a hint of what is a daily experience to Israeli society. During our first walk out in Tel Aviv with other SIIS fellows, sirens sounded and we took shelter at a random house. Similar experiences at other times were illustrations of the security concerns for Israel. These will inevitably be part of my class discussions.

Six of the fellows noted that they had been greatly influenced by the reactions of Israelis to the rockets. They described it as “grace under pressure,” or the “tenacity and the instinct to overcome.” One wrote that he had been “inspired by the example of Israelis who went about their daily lives, aware and conscious of the dangers but unwilling to be defined by them.”

Attitudes toward Israel among the group varied, but no one was totally uncritical, and no one was without some sympathy for Israel in the challenges it faces. Even the most critical found themselves “more sensitive to the suffering of Israelis” as a result of being in Israel during the Gaza War, and one of the least critical wanted to know more about West Bank and Gaza Palestinians and was “trying to work through the ethical issues obtaining in asymmetrical war much more carefully.”

We can't expect people to have solutions—or for us to find solutions ourselves, but we do have to find ways to act to personally make change.
--Fellow

Regardless of their views on the conflict or on individual sessions or speakers, all respondents were highly positive about the SIIS experience as a whole and believed it would make a significant difference in their courses. Some said that there was nothing that could have been done to improve the program. Others offered suggestions:

- **More opportunity to process the experience in Israel.** Following a dinner at Nof Ginosar, the group shared wine and thoughts about their intellectual encounters in Israel thus far. Troen began the discussion by asking the group about the debate between Ra'if Zureik and Alex Yakobson, "Is Israel Jewish and Democratic?" Had it changed anyone's mind at all? No one's mind had been changed, and although Troen and Rekhess tried to keep the focus of the discussion on whether Israel is both Jewish and democratic, the fellows could not stay away from the events of the day. They needed to discuss the issue of Adu Khdeir's murder, whether or how it could have been prevented, and the implications of the fissures in Israel's polity exposed by that event. Fellows appreciated the discussion at the kibbutz but agreed that there could not have been many opportunities for such "digestive" time without making the trip considerably longer.

The evening when we stayed at Kibbutz Ginosar near the Kineret we had an impromptu discussion with Ilan on the lawn. It gave us a chance to process our experiences and exchange views with all our fellow participants. I think that it would have been beneficial had we had a session like that about once a week during the program, perhaps three in all.
--Fellow

There was nothing in the program that shouldn't have been there, but there is plenty that could have been added. That would make it longer and would be a resource question and make it difficult for participants to attend.
--Fellow

- **More exposure to a wider range of Palestinian views and particularly from Palestinians in the West Bank.** A session on "The Mood in the Palestinian Street" in Ramallah with Khalil Shikaki and a visit to the Abu Ubayda Central Mosque in Umm al-Fahm had to be cancelled at the last minute because of rioting and ongoing tensions in those areas. One fellow opined that the missed sessions may have provided the needed exposure to the thoughts of Palestinians, but he and four other fellows suggested that the program could have been improved by more exposure to "the Palestinian voice." Other fellows were satisfied with the debates in Katzir and in Nazareth and would have preferred more exposure to a range of Haredi points of view.
- **Maps and timelines.** Basic knowledge of the timeline of Israeli history and the geography of Israel was assumed, and it might have been embarrassing to ask questions given that assumption and some of their colleagues' considerable familiarity with Israel. Occasionally, it was frustrating not to be able to put places or events in their context. Only one fellow suggested the need for handouts to help fellows situate themselves in Israeli time and space, but several fellows were observed trying to track locations on their GPS systems.
- **BDS.** As one fellow noted, the Boycott, Divestment, and Sanction movement (BDS) is unique in the academy to Israel studies. The fellow suggested that there should have been

some discussion of the movement and its implications for teaching. Further, being aware of the risks of “being targeted, blacklisted, or treated like a pariah” for teaching Israel studies, s/he would have liked more information on the movement.

- **Other topics.** In addition to the topics covered, fellows would have liked to learn more about the education system (only briefly touched on by Dan Ben-David at the Taub Center), Mizrahi Jews, and gender issues. An historian suggested the need for more on the 1970s and 1980s. SIIS as a whole, the fellow wrote, tends to teach the foundation of the state and the most contemporary period. There would be a great deal to learn from the events and trends of the 1970s and 1980s (“Americanization, decline of Labor, rise of individualism, and the impacts of the Lebanon Wars”).

Again, no fellow suggested that any of the sessions were superfluous. With only one exception, fellows did not criticize the presentations at Brandeis. Occasionally there was dissatisfaction with a particular presenter, but no one suggested that any session in Israel or at Brandeis was unnecessary. Most agreed that the program was richly beneficial to their future teaching and looked forward to bringing their SIIS learning to their students.

The First Decade of SIIS Impact

Because the 2013 cohort was added to the survey in 2014, that survey evidenced the greatest impact of the program to date. Of the 171 SIIS fellows who responded to the survey, 86% (148) had either taught a course about Israel in 2013-14, had a future course planned, taught a course not specifically about Israel but influenced by the content of SIIS, or some combination of the three. Of the 93 fellows who offered courses about Israel in 2013-14, 60% (56) offered one course about Israel, 29% (27) offered two courses, and 11% (10) offered three or more. Of the 78 responding fellows who taught no courses about Israel in 2013-14, 50% (39) had at least one course in preparation for 2014-15 or 2015-16. Of the remaining 39 fellows, 41% (16) indicated that at least one of their courses offered in the previous year was influenced by SIIS even though it was not specifically about Israel. Survey respondents reported teaching a record-high of 148 courses on Israel in the 2013-14 academic year—a 64% increase over the previous year (See Table 1).

TABLE 1: SIIS STATISTICAL SUMMARY

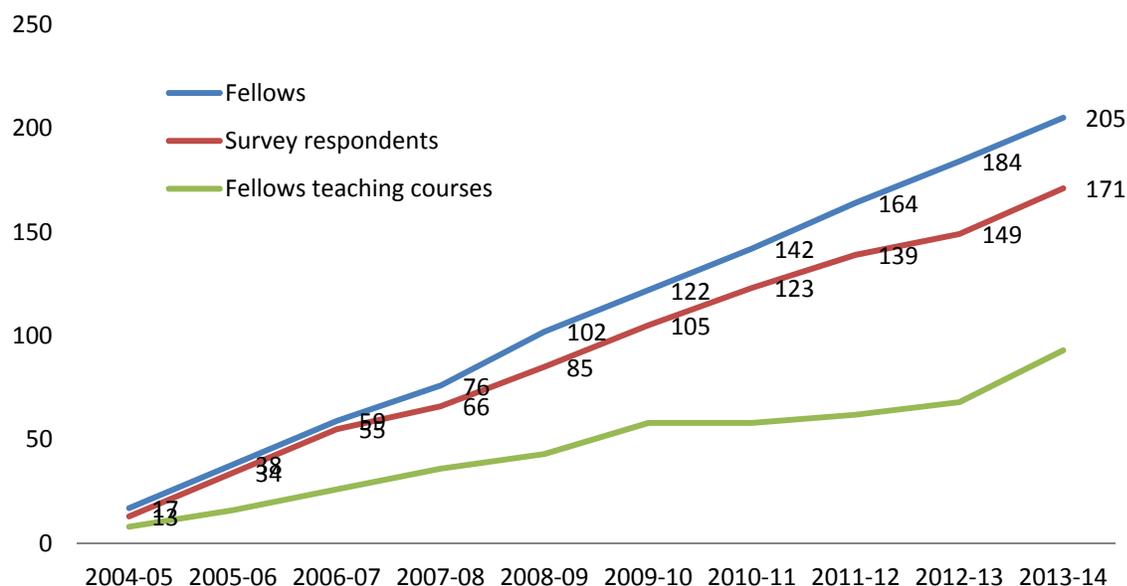
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14		2004-13
Fellows	17	21	21	17	26	20	20	22	20	21	21	226
Fellows teaching courses	8	16	26	36	43	58	58	62	68	93		171
Courses offered	9	23	33	39	54	76	81	80	90	148		630
Number of students	250	500	750	750	1,100	1,800	2,200	2,300	2,600	5,700		18,000

Fellows and their Campuses

As the number of fellows has increased each year; the number of fellows teaching about Israel has grown as well but is typically 40-49% of the total number of fellows (45-55% of respondents). The 2011-12 and 2012-13 academic years had the lowest percentage of fellows teaching courses about Israel (38% and 37%, respectively), but in 2013-14, 45% of all fellows (and 54% of respondents) taught about Israel (see figure 1). The numbers collected about fellows teaching courses and the number of students learning from them are invariably underestimates since there are fellows that do not respond to surveys. Fellows cannot always offer courses about Israel every year. They have other teaching and administrative responsibilities, and their institutions may not have an adequate number of students to offer courses about Israel more than once every four or even six terms. *However, 84% of all fellows (172) have taught about Israel at some time during the years following their participation in SIIS.*

The number of fellows teaching about Israel increased by 37% from 2012-13 to 2013-14, and even excluding the additional fellows from cohort 2013, the number of fellows teaching increased by almost 20%. There is no readily apparent reason for this increase. The response rate for 2013-14 was slightly higher than 2012-13 but not enough to account for this difference. The most recent three cohorts for whom we have survey data (2011, 2012, and 2013) have been particularly productive, offering more than 20 courses each in 2013-14. As the program has progressed, recruiting and selection have been refined and that may account for some of the greater success of more recent cohorts.

FIGURE 1: SIIS FELLOWS 2004-05 THROUGH 2013-14



Of the 171 respondents to the 2014 survey, 142 (83%) had positions in colleges or universities in the United States or Canada. The majority were tenured faculty. Almost two-thirds were professors or associate professors, and 13% were assistant professors. Almost 75%, then, were in tenure track positions. It is probable that fellows with tenure are in a better position to introduce a new course. Of the remaining fellows, 13% had positions as adjunct lecturers or post-docs; others included Professor Emeritus, Scholar in Residence, or Visiting Faculty at their institutions. Of 2014 respondents, 17% of those from the United States and Canada were chairs of their departments. See Table 2 for all titles and leadership positions.

TABLE 2: ACADEMIC POSITIONS OF SIIS FELLOWS IN 2013-14

Fellows in US and Canada (n=142)		
Titles as of 2014	Number	Percentage
Full Professor	43	30%
Associate Professor	44	31%
Assistant Professor	19	13%
Lecturer/adjunct/post doc	19	13%
Visiting faculty or Scholar in Residence	6	4%
Professor Emeritus	4	3%
Other	7	5%
Leadership Positions		
Chair	24	17%
Dean or other Administrator	4	3%
Director or Associate Director	2	1%
Librarian	1	1%

Because fellows are surveyed every year after their participation in SIIS, the research team sees them move into higher positions in their institutions, take on additional responsibilities, and change positions:

- Of the 2014 respondents in the United States and Canada (n=106), 32% have had academic promotions since their involvement with the Institute
- Of all respondents (n=171), 22% have taught at more than one institution since they were fellows
- Six percent of all of the respondents have left the field since their time as fellows, choosing to pursue positions such as curator of a Jewish arts festival, education director of a Holocaust museum, congregational rabbi, and military leadership at the Pentagon
- Two fellows now serve in leadership positions of Israel-related programs; one is promoting Israel literacy, and another is working to improve the climate for Israel on campus

The 2014 cohort differed from fellows in cohorts 2004-13 in having fewer associate professors and more adjunct lecturers. Of the adjunct lecturers, two are unlikely to be able to introduce a course on Israel soon.

SIIS continues to draw predominantly from the United States and Canada despite real successes in penetrating the market in Europe and Asia. Of the 226 fellows from 2004 to 2014:

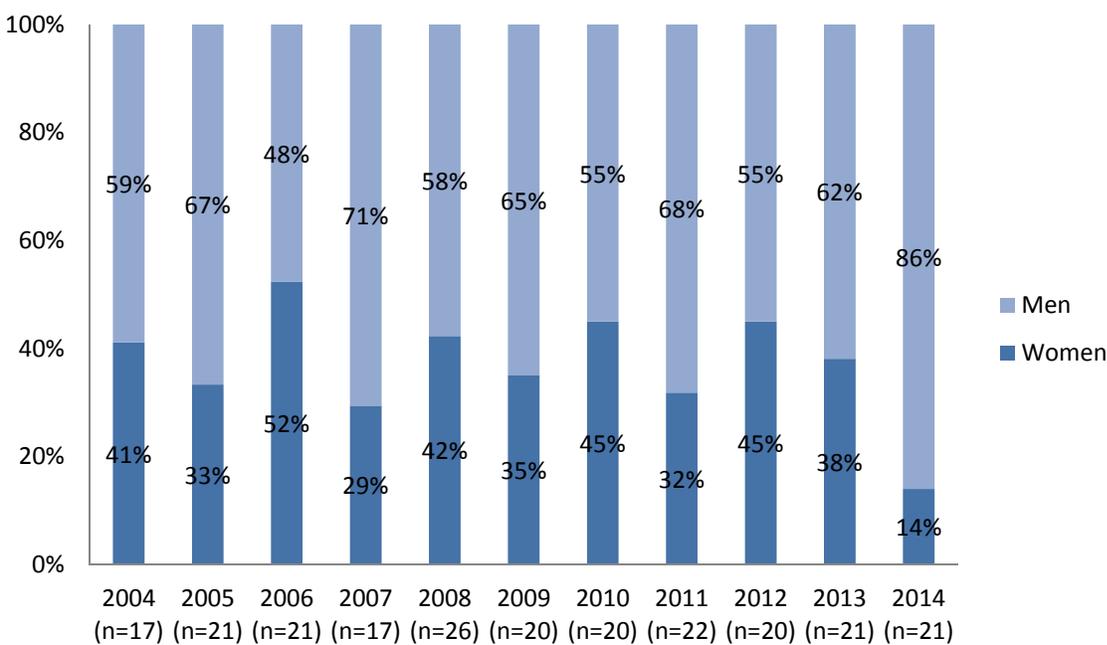
- 83% come from North America
- 11% from Europe,
- 5% from Asia and
- 1% from South America and Australia

This underestimates SIIS successes in Asia, in particular, where classes are much larger than North America. It also underestimates the success SIIS has had in seeding programs in China to prepare faculty to teach about Israel. For the 2014 cohort, SIIS had less funding available to bring fellows

from abroad to Brandeis University; nonetheless, three fellows came from Canadian schools and three from European institutions (in Romania, Czech Republic, and Great Britain). As in the past, the group had an international flavor, and discussions of the different cultures and teaching environments were also part of the intellectual enrichment of the program.

The 2014 cohort also differed from earlier cohorts in the number of women attending. Of the 21 cohort members, only 3 (14%) were women, and those three, as well as several of the men, expressed concern about the gender balance. In colleges and universities in the United States in 2005-06, women constituted 39% of full-time faculty (West and Curtis, 2006), and this has been more typical of the gender distribution in SIIS over the years. In all cohorts 2004-14, 37% (84 of 226) were women. Excluding the 2014 anomalous cohort, women represented 40% (81) of the 205 fellows. The pattern over the years has varied—the 2006 cohort had more women than men—but has never been as extreme as in 2014.

FIGURE 2: GENDER BY COHORT 2004-05 THROUGH 2013-14



Women also apply in smaller numbers than men. SIIS provided application data for cohorts 2010, 2011, 2013, and 2014 only (n=176); 41% were female and 41% of them were accepted. In the same years (in total) 54% of male applicants were accepted as fellows. In addition, applicant participation after acceptance is dependent on availability to spend almost a month away from family and home responsibilities.

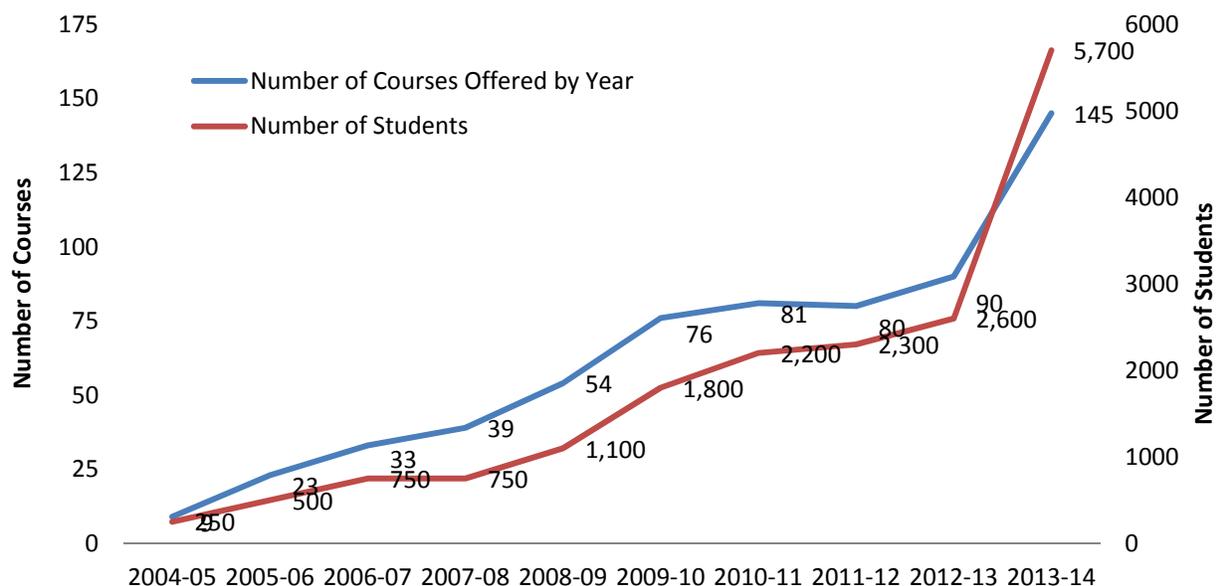
The gender balance of presenters at Brandeis and in Israel has reflected the same tilt to male leaders. At Brandeis 43% of speakers were women in 2014, in Israel 31%. Their lectures primarily focused on culture (art, literature, and cinema), gender studies, and pedagogy. In 2014, for the first time, a woman (Donna Divine) taught Israeli politics. Achieving gender balance is difficult both in the number of participants and faculty. As the field grows and more women apply to the Institute and

achieve adequate seniority in their fields to be considered as presenters, this may become less of a challenge for SIIS.

Courses and Students

The number of fellows teaching courses about Israel has grown, and so too has the total number of courses taught and the number of students affected. The 2013-14 academic year witnessed a steep increase in both these numbers (see Figure 1).

FIGURE 3: ISRAEL COURSES TAUGHT BY SIIS FELLOWS 2004-05 THROUGH 2013-14



In 2011-12, CMJS began to ask fellows whether their Israel studies courses could fulfill a major or minor requirement in their departments or whether the course fulfilled a core curriculum or general education requirement. Not surprisingly, many more fellows responded that their courses fulfilled requirements for the major or minor in their departments (72-81%), as opposed to fulfilling a requirement for core curriculum or general education. But it is surprising that between a third and half each year said their courses fulfilled the requirement for core curriculum or general education (Table 3).

TABLE 3: FULFILLING REQUIREMENTS 2011-12 TO 2013-14

Course meets requirement for...	2011-12	2012-13	2013-14	2011-12 through 2013-14
Department major or minor	81%	72%	81%	78%
Core or general studies	45%	37%	52%	45%

Over the first decade of SIIS influenced courses, 74% were prepared for undergraduates, and most of these were either for third and fourth year undergraduates or mixed upper and lower-level undergraduates. Many courses are small colloquia or seminars and are more appropriate for students who have had introductory courses in their disciplines. Only 11% of courses offered in 2004-5 through 2013-14 were targeted specifically for first or second-year students (Figure 4).

FIGURE 4: ISRAEL COURSES BY TARGET POPULATION 2004-05 THROUGH 2013-14

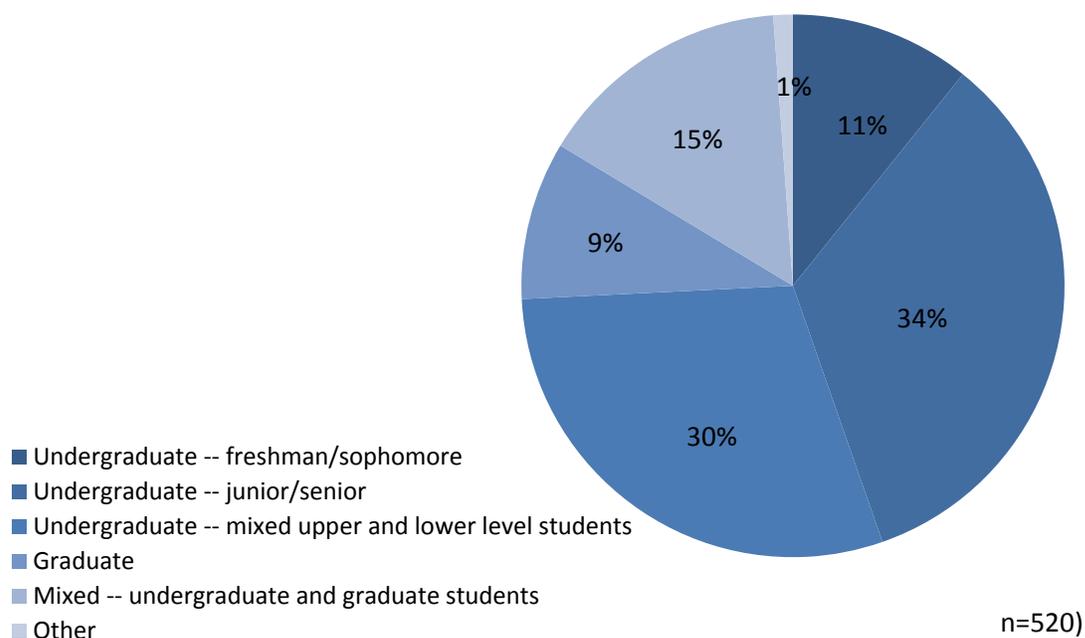
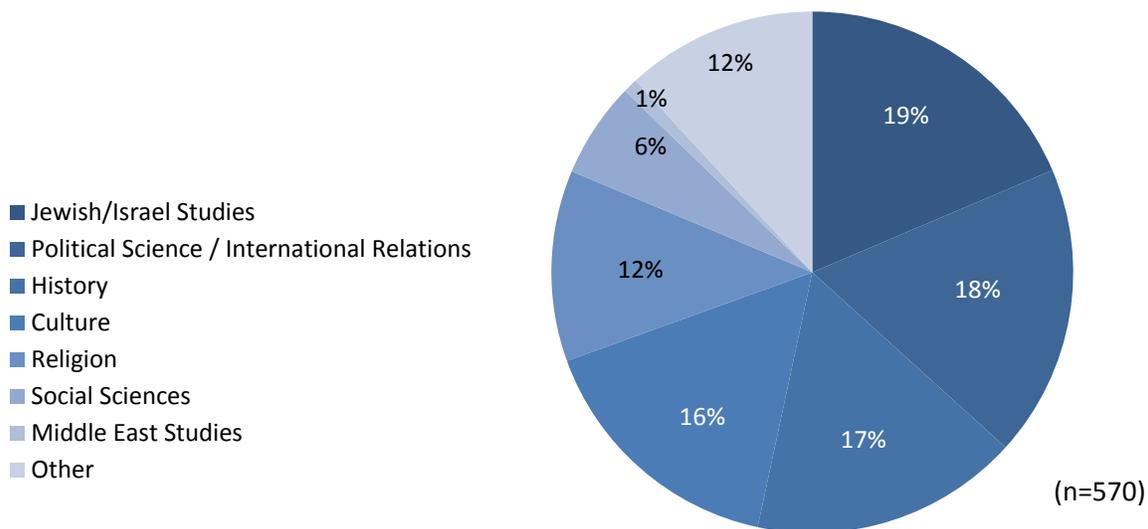


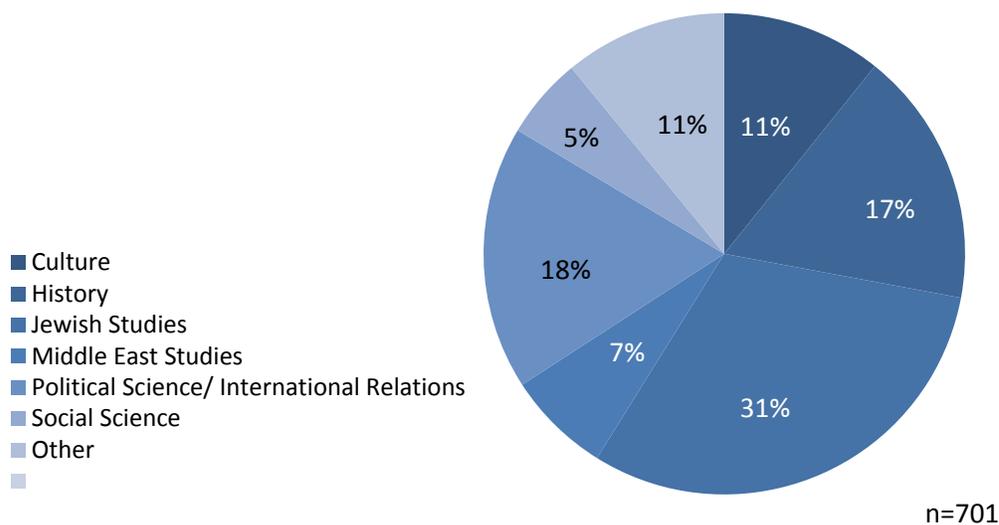
Figure 5 shows the aggregate 2005-14 distribution of SIIS fellows' courses by department. Jewish studies (19%) and political science/international relations (19%) represent similarly large proportions of the total number of courses. History and culture (Hebrew—language and literature, film, theater, music and fine arts) represent marginally less. Religion, which may represent Jewish studies concentrations within religion departments, is next highest with 11%; social sciences (anthropology, sociology, and communications) represent only 6% in total; and Middle East studies departments or programs only 1%. Two-thirds of the political science/international relations courses are listed as political science; the remaining are listed in international relations or international studies. Of the culture courses, three-quarters are offered by language and literature departments, including Hebrew. Other culture courses include music, film, visual arts, and theater. Courses originating in “other” departments represent 10% of all courses. “Other” includes: core curriculum, adult learning, Asian or Oriental studies, business, a graduate program in public and healthcare administration, law, education, and courses whose professors chose to categorize the course department as “other.” Courses whose instructors failed to provide information beyond the course name are not included in the analysis of courses by departments.

FIGURE 5: ISRAEL COURSES BY DEPARTMENT 2004-05 THROUGH 2013-14 (N=570)



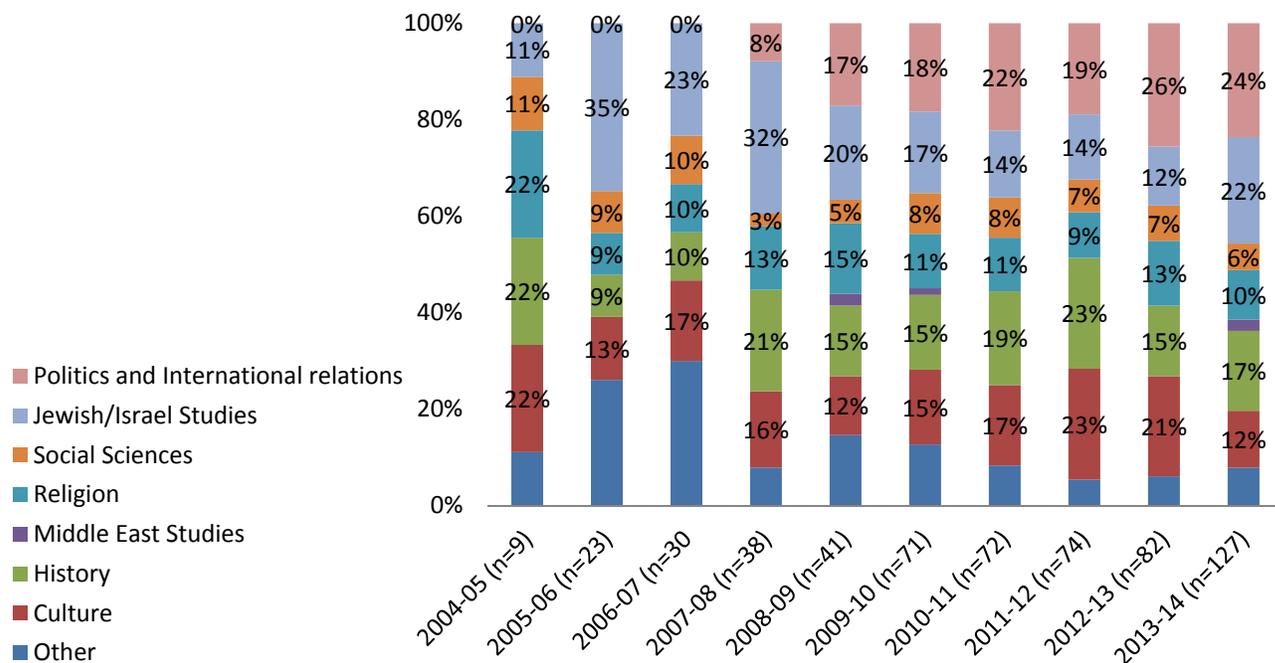
The distribution of Israel courses looks much like the overall distribution of Israel-focused courses at colleges and universities in the United States (Table 6). Of the Israel-focused courses offered by 316 colleges and universities across the United States in 2012-13, (Koren and Fleisch, 2014) almost one-quarter (24%) originated in Hebrew language programs. Excluding the Hebrew language courses, because SIIS does not usually recruit Hebrew instructors for the program, and considering that the Jewish studies category includes religion in Figure 6, the remaining Israel-focused courses bear a striking resemblance in distribution by department. The only exception is the directory’s much larger—but still small—percentage of Israel-focused courses offered by Middle East studies.

FIGURE 6: ISRAEL STUDIES DIRECTORY: DISTRIBUTION OF ISRAEL-FOCUSED COURSES BY DEPARTMENT 2012-13



The distribution of SIIS influenced courses by department has fluctuated over time. Jewish studies, which comprised 35%, 23% and 32% of courses offered in 2005-06, 2006-07, and 2007-08, respectively, offered a low of only 14% of all courses in 2010-11 and 2011-12 and 12% in 2012-13. In 2014, the percentage of courses in Jewish and Israel studies rose to 22% (Figure 7), but the percentage of Jewish and Israel studies courses overall for the nine years of data is only 19% (Figure 7).

FIGURE 7: FLUCTUATION IN COURSES BY DEPARTMENTS SINCE 2004-05*



*Only courses that were listed with their departments are included.

Of the 148 courses offered in 2013-14, 60% (89) were cross-listed in other departments, reflecting the multi-disciplinary approach of SIIS. Of these, 35% were cross-listed in Jewish studies, 27% in history, 20% on Middle East Studies, 17% each in political science and international relations, and 9% in sociology or anthropology.

The focus of SIIS courses demonstrates the effectiveness with which SIIS has been able to nurture multidisciplinary and wide-ranging courses. Fellows describe their courses with more than one focus, for example:

- *The Literature of Israel and Palestine* is a course in comparative literature cross-listed in Peace Studies and Jewish Studies. It has been taught a number of times and described variously as focusing on “literature and culture (film and fiction),” “cultural history and literature,” and a “history of Zionism, literature and film.”
- *Tradition and Modernity in Judaism* focuses on “European Jews in Israel, Israelis in Europe, cultural interactions, inter-ethnicity, acculturation, assimilation, and transformation.” The course focus is coded as culture, society, and religion.

- *Literature of the Palestinian-Israeli Conflict* is taught at a large public metropolitan university. According to the fellow who teaches it, the course focuses on “history, [and the] literature of Israel and [the] conflict.” It is therefore about the conflict, Israeli history and Israeli literature.
- A course entitled *Israel: History, Politics & Society* merges political science and sociological concepts with a history of the modern State of Israel.

Of the courses whose fellows described their focus, 22% were about history, 21% about society, and 18% and 19% respectively about the conflict and culture. Table 4 lists the breakdown of courses as a percent of those that have focus indicated. “Other” includes gender, immigration, business, geography, and study tours in Israel. The list totals well over 100% because so many of the courses focus on multiple topics. Of the 573 courses, 63% (363) have two or more foci listed.

TABLE 4: FOCUS OF ISRAEL COURSES 2004-05 THROUGH 2013-14

Focus	All courses with focus provided 2004-2014 (n=573)	
	Number	Percentage
History	126	22%
Society	118	21%
Culture	111	19%
Conflict	101	18%
Politics	88	15%
Religion	76	13%
Literature	56	10%
Zionism	51	9%
Film	32	6%
International Relations	26	5%
Jerusalem	13	2%
Education	11	2%
Identity	8	1%
Music	8	1%
Law	7	1%
Communications	6	1%
Other	38	7%

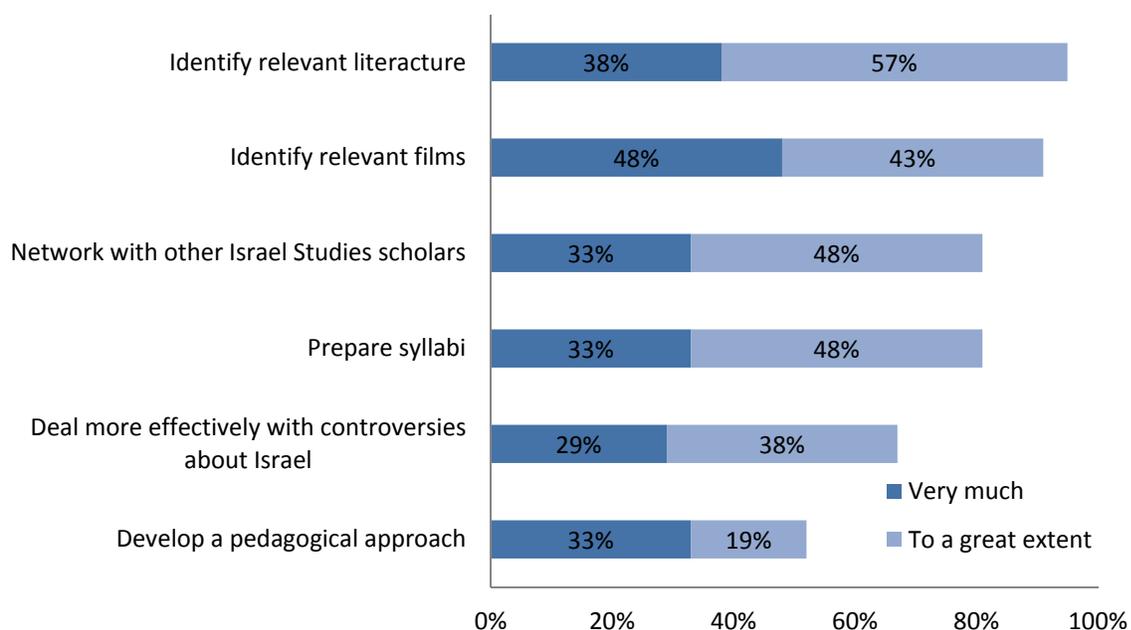
Almost 70% of 2014 respondents were planning courses for 2014-15 or 2015-16 in 2013-14. Most of those were planning only one additional course, but 17% of all respondents had two or more courses in preparation.

Impact on Teaching and Learning

The impact of SIIS on the way fellows teach their courses goes far beyond the time spent in Israel and at Brandeis. It includes webinars and conferences during the school year as well as ongoing and active listservs through which fellows share resources and suggest ideas for teaching. Further, SIIS has continued to provide fellows with access to resources, syllabi, reading lists, electronic access to publications, and recordings of webinars, conferences, and special events of relevance to teaching about Israel.

Fellows from the 2013 cohort rated the extent to which SIIS influenced their teaching about Israel in various categories (Figure 8). Their responses reflect the answers obtained in qualitative research with the 2014 participants. In keeping with SIIS privileging content over pedagogy, more people rated identification of resources (literature and films) most highly. There was similar response regarding the SIIS' contribution to helping fellows network with other Israel studies scholars. The Institute's help was considered very influential to fewer in the area of pedagogy and ability to deal effectively with controversies about Israel. This may be because fellows are less willing to consider themselves in need of help with pedagogy or managing controversial subjects in the classroom.

FIGURE 8: INFLUENCE OF 2013



In four years, specific sessions were dedicated to pedagogy (Ken Stein in 2006, Mitchell Bard in 2007, and Rachel Fish in 2013 and 2014). In addition, in sessions on parallel narratives Ilan Troen consistently has led discussions about how best to help students understand multiple interpretations and different perspectives. In individual sessions at Brandeis in the past, he often raised the issue of how the content of other faculty lectures could be presented most effectively, but the primary focus of the Institute, at Brandeis and in Israel, is to convey content.

Respondents reflected on how their participation in SIIS contributed to their overall teaching and course development. Because many fellows have answered these questions many times since their participation in the Institute, they were told that these questions were optional. It is a tribute to the ongoing interest in and appreciation of SIIS that 75% of respondents responded and discussed SIIS' contribution to their teaching. Of those who answered the question:

- 30% commented on the importance of background and exposure or access to better resources through SIIS: *"I think I could never have been able to get enough knowledge to teach nor access to enough reliable academic resources regarding Israel without SIIS help."*
- 22% reported that they had gained confidence leading some to add new courses to their repertoire: *"I developed a course that I was pondering...participating gave me a better leg to stand on in terms of the breadth of my own thinking."*
- 21% were able to make curricular improvements as a result of their study in SIIS: *"The series of lectures and field investigation arranged by [SIIS] allowed me to organize my teaching in a comprehensive framework, linking history to politics, law, security issues, culture and art, society, and civil organization in modern Israel."*
- 10% mentioned peer support: *"SIIS gave me a network of people who help me think through developing new courses, find resources, and work on creating positive class experiences for my students."*

Fellows mentioned feeling "empowered," receiving a "solid basis of knowledge," an ability "to teach about Israel without simply focusing on the conflict." Others were more general, "I am now prepared to teach a course on Israel Studies." or "I can't imagine teaching these subjects without my participation in SIIS."

It continues to be vital. I will never forget everything I learned there.

Fellow, 2005

[SIIS] opened my eyes to new resources; books, articles, film, lectures, and colleagues in the field.

Fellow, 2011

The knowledge gained from participation in SIIS moved my teaching experience toward a higher scholarly level. It helped me ... in redesigning the academic courses which I currently teach by introducing new literary sources and implementing new methods. In addition to this, readings and materials gained from SIIS are now actively used by students of my department. I would also like to stress the growing interests of my students in Israeli Studies. Five degree papers and 11 course papers in Israeli Studies under my supervision were defended at my department in 2013.

Fellow, 2013

The number, diversity, and depth of courses, however, are not the only measure of the success of SIIS. Throughout the program some fellows have used the knowledge they gained from the program for other purposes: to work with students outside the classroom on academic work and extracurricular activities, to promote the study of Israel in the academy, and to hire and prepare others to teach. SIIS fellows can serve as knowledgeable resources for students on campus who are curious about Israel, confused about the conflict, or drawn to extend the geographical bounds of their discipline. A 2008 fellow wrote in the survey:

I would like to stress the point that even if some of us do not currently offer Israel related courses, or engage in Israel related resources, the tools and knowledge SIIS has provided through its initiatives continue to be very relevant, as is the network SIIS has established.

Almost 44% of respondents talked about how SIIS had influenced their participation in extracurricular programming about Israel on their campuses. They described:

- Increased participation: *“It has imparted an additional sense of responsibility to participate in related activities. Israel-oriented students come to me for advice: the SIIS brand, and ability to invoke my recent Brandeis experience in Israel, enhances my mentorship role.”*
- Increased knowledge: *“Prepared me better to give public talks on Israel and to speak more knowledgably on campus, in the Jewish community, at various meetings, and with Israeli scholars, university administrators, and others.”*
- Increased sense of commitment: *“I feel more responsible for participating in them. I want to be a part of the process—more than before.”*
- Created program: *“It helped prepare me to lead a very successful trip to Israel in the past spring. The trip was so well received that my university is planning for me to do another with exclusively honors and merit scholar students and this will be part of our campus recruitment.”*

Almost 100 fellows wrote about the influence of SIIS on Israel studies at their institutions. In most cases, this involved adding or changing an existing course or feeling better prepared to teach. Several mentioned more faculty becoming involved with the effort or more of a network for support for Israel studies. Several wrote that they were or still are the only ones on their campus teaching about Israel. As a 2005 fellow wrote, “Very clearly - without my participation in SIIS in 2010, there would be no Israel Studies on campus.” Others have built entire programs of Israel studies.

*SIIS contributed mightily to my hosting speakers from Israel, to cajoling faculty to teach courses on Israel, and to convince the university administration to permit the change of the program name from Jewish Studies to Jewish and Israel Studies Program.
Fellow, 2010*

Other than complaints about not being able to access Jellyfish, most of the responses to questions about what else SIIS can do to assist the fellows emphasize “more of the same.” Some are looking for funds for their own programs, study tours, research in Israel, or help getting their research published. Others offer original ideas such as:

- Europe-based activities for alumni based outside the United States
- Conferences or programs on specific topics: minority populations in Israel, Israeli films, how Israel is taught outside North America, Israel, and Europe
- Lists of speakers and programs that can be brought to their campuses inexpensively
- Lists of programs other universities are planning
- Publication of an anthology of Israeli literature

- Pedagogy workshops with “active learning frameworks for the discussion of Israel-related topics”

Five of the 18 fellows in 2014 mentioned the need for more Palestinian voices, but of 171 respondents to the 2004-13 survey, only one suggested that SIIS should “offer more perspective about the contested aspects of Israeli society—the ‘new historians,’ the role of loyalty, criticism in Israeli-diaspora relations.” Notably, this fellow and two others suggested more emphasis on youth and education in Israel. There are, the fellow wrote, “11 different school systems within the country.”

Most survey respondents, however, in their final survey comments, focus on their appreciation of the program—their gratitude for the experience they were given and desire for the opportunity to continue to be in contact through the listservs and conferences. In the last open-ended question on the survey, fellows were asked for any further comments. More than 40 took the opportunity to write words of thanks.

The SIIS program was phenomenal in every respect. It is hard to believe that within two weeks I was able to come forth with a college-level syllabus for a semester course in my discipline. It was rigorous and definitely exhausting, but completely worth it...A real eye-opener regarding the Israeli-Palestinian conflict and the perspective on the ground in the country.
Fellow, 2013

Conclusions and Recommendations

Particularly now, in the 21st century, with so much attention directed at Israel and its relationships with its neighbors, college and university students need access to high-quality courses about Israel. This has been the work of SIIS—to prepare fellows to educate students through honest, open, and academically sound exploration of the subject.

The contribution of SIIS has been broad and deep: broad in the sense of having been widely distributed across continents, multiple disciplines, and to all sizes and types of institutions; deep in the sense of expanding the content and scope of those courses. SIIS has helped create or enhance more than 600 courses reaching more than 18,000 students, but it has also helped to make these courses more multi-disciplinary and inclusive of many narratives beyond the binary view of Israeli versus Palestinian. Fellows who were previously able to teach about Israel within their disciplines can now add resources and thematic material from other disciplines creating courses of ‘Israel studies’ even if still located within traditional departments. Some fellows have been instrumental in creating Israel studies positions or programs or transforming Jewish studies into Jewish and Israel studies programs. Through sessions at Brandeis and the Israel experience, fellows have gained the capacity to add content. They have also had on-the-ground experience in Israel, gaining authenticity as teachers of the subject. Their experience in Israel has given them a richer, more nuanced picture of Israel. In addition, post-Institute programming (conferences, webinars, the listserv, and their networks with each other) has helped fellows continue to process their SIIS learning experience in the years since their participation.

In these respects, SIIS has had a successful first decade. At this beginning of the second decade, the time may be propitious to consider the sources of the program’s accomplishments and explore opportunities for experimentation and growth.

Content

In surveys and interviews, fellows have consistently praised the comprehensiveness of the Institute. They appreciate the distinction of the faculty at Brandeis and the presenters in Israel, and they are rarely willing to sacrifice any of the thematic content of either part of SIIS to expand into other areas. Even when they do suggest other topics, none suggest substituting new subject matter for the old. But that is not to say that the subject matter cannot be adapted to include new areas of expertise, and fellows have suggested more on Israel’s education system, the status and role of women in Israeli and Palestinian society, and minority communities. Fellows are grateful for having been exposed to the multiple narratives of Israel and the diversity of views within the Israeli and Palestinian polity. Some may want to hear more from West Bank Palestinian voices and perhaps from more extreme voices on both ends of the spectrum.

Expertise

Fellows have offered very little criticism of the SIIS faculty and presenters. Some who have been unsuccessful have not been invited to return, but most have been effective in conveying content and addressing the fellows’ questions. The Institute may want to shift focus to other specific areas within

the social sciences, different periods of Israeli history, or different thematic approaches to sessions on culture or politics. It may be time to think about bringing in younger scholars and those with new fields of interest—Shay Rabineau’s talk on hiking the trails of Israel was extremely popular with the 2014 fellows—but the core SIIS faculty have been greatly esteemed and should be changed only with great care and planning.

Recruitment and Selection of Fellows

The greatest area of potential development of SIIS is in the area of recruitment and selection of fellows. Factors of university type and size, field of expertise, gender, faculty position, and geography are all important areas to plan for strategically. SIIS has included fellows from the military academies, large state schools, small private liberal arts colleges, and Christian sectarian institutions as well as Jewish seminaries. Many of the fellows have come from smaller, more peripheral institutions—schools with minimal entry requirements. Fields are also extremely important. To normalize Israel in the curriculum, SIIS has tried to attract people in literature, art, and cinema, and music as well. SIIS also attracts historians and political scientists who teach about the conflict, but it is important that those courses can be taught more expansively as well. The variety of disciplines helps assure an intellectually generative cohort. To expand its impact, SIIS will have to decide which kinds of institutions and fields of study to prioritize and how to most effectively attract their faculty to apply.

SIIS has developed a community of fellows who serve as excellent advertisements for the Institute. They have used these fellows and their contacts to attract new recruits in previous years, but are there other strategies that have not been employed? Key to the success of SIIS is that fellows are able, and their institutions are willing, to offer courses on Israel. At least two members of the 2014 cohort will not be offering courses in the next few terms. How can SIIS be more confident that fellows will teach courses in the future? What else might they be doing to diffuse knowledge of Israel? What other metrics might there be of SIIS success—promoting Israel studies through academic administration, faculty hiring, or encouraging colleagues to attend SIIS in the future? This is an area for further exploration.

Pedagogy

Another area for growth is developing a strategic approach to pedagogy. Should pedagogy be a topic apart from the content of the program or a framework for discussing every topic? Fellows’ requests for time to process what they have learned could be addressed outside the confines of the month of the Institute. SIIS could help fellows organize their own small webinars or create geographically based or content-specific study groups to discuss content and pedagogical issues after their return to their own institutions. SIIS could provide protocols for such discussions in on-line forums with carefully crafted questions and opportunities for moderated response. Facilitation for such discussions could be provided by trained facilitators, SIIS staff, and/or senior fellows with experience teaching about Israel in their institutions.

The beginning of the second decade of SIIS is time to look back at the successes and challenges of the first decade and to consider future development. SIIS 2014 fellows and their predecessors are back on campus now faced with renewed and intensified campus debate about Israel outside the classroom. Their preparation at SIIS has helped hone their ability to provide civil discourse and well-rounded, academic scholarship about Israel. Their syllabi and survey responses indicate that most

now feel comfortable teaching about Israel in a manner that will rise above the hostility and slogans outside the classroom. In no small part, this is due to the work of the Institute. As it moves into its second decade, SIIS will need to continue that work and explore new paths.

Please just keep up the excellent work. Not only has SIIS changed my life, it changes my students' lives—those who had never really thought about Israel before are now pursuing graduate study in Israel Studies, and overwhelmingly (despite the fact I deliberately do not promote a partisan agenda) students feel more positively towards Israel than they did prior to undertaking these modules.

Fellow, 2010

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Appendix A: Methods

This report is based on four sources of information. The first was an online survey distributed in the Spring of 2013 to SIIS fellows from the 2004-2013 cohorts. Seven fellows did not receive the survey. These included fellows who either retired, left academia, or who had not responded to our surveys for the last several years. In all, 198 of fellows were sent the survey. Of those, 83 % filled it out. The high response rate provides rich data for analysis; it is, in itself, evidence of the continuing strong engagement of SIIS fellows to the Institute. Reponse by cohort is given in Table 5.

The second source was observations of the 2014 SIIS sessions at Brandeis, and informal conversations with fellows following the sessions. Most of the presenters (10 of 16) were observed at least once. Each of the six not observed in summer 2014, were observed during summer 2013.

For the first time, the entire Israel portion of the Institute was observed by CMJS. This included formal sessions, tours, and informal conversations with the fellows in Israel.

Finally, an email survey was distributed in October 2014 to fellows who attended the Israel component of the Institute this year. Sixteen of the 17 fellows who participated in the Israel program responded either by email or in phone interviews.

TABLE 5: RESPONSE RATE BY COHORT

Cohort	Number in Cohort	Responses	Percent Responses
2004	17	14	82%
2005	21	16	76%
2006	21	14	67%
2007	17	15	88%
2008	26	22	85%
2009	20	16	80%
2010	20	18	90%
2011	22	18	82%
2012	20	18	90%
2013	21	21	100%
Total	205	172	84%

Appendix B: The SIIS Schedules at Brandeis and in Israel

Brandeis Schedule

MONDAY, JUNE 16, 2014 -- WELCOME

5:00pm Registration and Orientation
6:00pm Opening Dinner

TUESDAY, JUNE 17, 2014

9:30am-noon Feldman: Israel's National Security Dilemmas
1:30pm-3:45pm Sheppard: Political Zionism and its Legacy
7:00pm-9:00pm Troen: Zionist Settlement: Colonialism or Colonization?

WEDNESDAY, JUNE 18, 2014

9:30am-noon Sheppard: Cultural/Spiritual Zionism Debated
1:30pm-3:45pm Stern: Religion, State, and Cultural Duality
7:00pm-9:00pm Divine: The Political System: The State

THURSDAY, JUNE 19, 2014

9:30am-noon Stern: The Constitutional Process in Israel
Noon-1:30pm Lunch session on Literacy
1:30pm-3:45pm Divine: The Political System: The People
7:00pm-9:00pm Rekhess: Arabs in a Jewish State

FRIDAY, JUNE 20, 2014

9:30am-noon Bayme: Israel and World Jewry: Ties and Tensions
1:00pm-3:00pm Rekhess: Political Islam: The Case of Hamas

SATURDAY, JUNE 21, 2014

SUNDAY, JUNE 22, 2014

2:00pm-4:00pm Szobel: Hebrew Literature: Narrating the Nation
4:30pm-6:30pm Bialer: Israel's Foreign Policy: Aims
6:30pm BBQ Dinner

MONDAY, JUNE 23, 2014

9:30am-noon Bialer: Israel's Foreign Policy: Processes
1:30pm-3:45pm Ankori: Israeli Art: The Master Narrative
7:00pm-9:00pm Talmon: Israeli History: The Cinematic Chronicles

TUESDAY, JUNE 24, 2014

9:30am-noon Ankori: Israeli Art: Return of the Repressed
1:30pm-3:45pm Susser: Islam and the State
7:00pm-9:00pm Talmon: Israeli Society: Cinematic Portraits

WEDNESDAY, JUNE 25, 2014

9:30am-noon Susser: Israel and the Middle East
1:30pm-3:45pm Pollock: Pulse of Israeli and Palestinian Streets
7:00pm-9:00pm Szobel: Modern Hebrew Literature: Writing the Holocaust

THURSDAY, JUNE 26, 2014

9:30am-noon Pollock: The US and Peace Negotiations
1:30pm-3:45pm Troen: Parallel Narratives
7:00pm-9:00pm Fish: Pedagogy

FRIDAY, JUNE 27, 2014

9:30am-noon Jacobson: Popular Songs of the Land of Israel
1:00pm-3:00pm Friling: The Yishuv Leadership and Rescue Operations during WWII

SATURDAY, JUNE 28, 2014

SUNDAY, JUNE 29, 2014

11:30am Brunch
12:00-6:00pm Draft Syllabi Worksho[
6:30pm BBQ Dinner

MONDAY, JUNE 30TH, 2014

7:00pm Depart JFK on El Al Flight #2

Schedule in Israel

TUESDAY, JULY 1ST, 2014 - WELCOME

- 12:25pm Arrival at Ben Gurion International Airport - Guide meets the group
Lunch at Muza Bahar restaurant, at the village of Soresh
Transfer to Jerusalem, check-in at hotel
- Overnight: Mount Zion Hotel, Jerusalem
- 7:30pm Dinner and orientation, at the hotel

WEDNESDAY, JULY 2ND, 2014 – DAY 1

- 8:30-10:00am Israel & Americans, meet with Eran Lerman, at the hotel
- 10:30-12:30pm The Social Fabric of Israeli Society, discussion with Dan Ben- David, Executive Director of the Taub Center for Social Policy Studies in Israel, at the Taub Center
- 1:00-1:45pm Light lunch at the "Tachana"
- 2:00-4:00pm Tour of the Fence with Dr. Danny Tirza
- 4:45-5:45pm Visit the Knesset and meet with MK Rabbi Dov Lipman– Yesh Atid party
- 7:00-8:00pm Visit Ma'aleh Television, Film and Art School and meet with Einat Kapach, a graduate of Ma'aleh and an independent director, scriptwriter and lecturer
- Overnight: Hotel Mount Zion, Jerusalem

THURSDAY, JULY 3RD, 2014 – DAY 2

- 8:30-9:30am Visit the Supreme Court of Justice and meet Justice Yitzhak Englard, Former justice of the Supreme Court of Israel
- 11:00-12:00pm AJC Jerusalem: Khaled Abu Toameh, Arab Israeli journalist, lecturer and documentary filmmaker
- 12:30-1:30pm Proceed to Ramallah in Area A (Palestinian Authority), accompanied by Anan Ghaith, Palestinian tour guide
- 1:30-2:45pm Visit Rawabi, the first planned city in the Palestinian Authority, and meet with Bashar Masri, the CEO of Massar International
- 3:00-3:30pm Drive to Ofra
- 3:30-4:30pm Understanding the Settlements Issue, visit Ofra settlement in the West Bank, and meet with Rabbi Avi Geisser
Return to Jerusalem, dinner on own
- 9:00pm Tour of the Western Wall Tunnels
- Overnight: Mount Zion Hotel, Jerusalem

FRIDAY, JULY 4TH, 2014 – DAY 3

- 9:00-11:00am Visit Yad Vashem Holocaust Museum
- 11:45 -1:15pm Visit Israel Museum, with Professor Gannit Ankori
- 1:15-2:00pm Lunch at the Museum
- 2:15-3:30pm Reading Between the Lines of Ultra-Orthodox Society with Dr. Yoel Finkelman
- 6:30pm OPTIONAL: Meeting with Dr. Elie Holzer, followed by Shabbat Services with Shira Hadasha congregation
- 8:30pm Shabbat Dinner, at the hotel
- Overnight: Mount Zion Hotel, Jerusalem

SATURDAY, JULY 5TH, 2014 – DAY 4

- 7:00am Morning options:
 Depart hotel, proceed to the Dead Sea and Masada Synagogue
- 1:00-2:00pm Optional lunch in the main dining room of the hotel
- 4:00-7:30pm Walking Tour of the Old City, with Hana Bendcowsky, Programs Director at the Jerusalem Center for Jewish-Christian Relations
- Overnight: Mount Zion Hotel, Jerusalem

SUNDAY, JULY 6TH, 2014 – DAY 5 - LED BY PROFESSOR ELIE REKHESS

- The Arab Minority in Israel: Field trip guided by Prof. Elie Rekhess, The Crown Visiting Professor for Middle East Studies, Northwestern University, Senior Researcher, The Moshe Dayan Center for Middle East Studies, Tel Aviv University
- 7:30am Depart hotel; Travel to the Netanya Junction
- 9:00-9:30am Proceed eastwards, explain the “Narrow Waist” pre 1967 border; pass by the Beit Lid junction stop at the Beit Lid 1995 Terror attack memorial; proceed to the check point of Tul Karm
- 9:30-10:00am Travel to Baqa al-Gharbiyya
- 10:00-10:30am Visit the Security Fence
- 10:30-11:30am Travel to and visit Katzir Observation Point, View “Via Maris” and Wadi Ara; Discuss: “The Katzir Precedent” Prof. Elie Rekhess and Dr. Shay Rabineau
- 12:00-1:30pm Katzir, Panel discussion: Israel as a ‘Jewish and Democratic’ State – Jewish and Arab Perspectives"
 Moderator: Prof. Elie Rekhess
 Participants:
- Prof. Alex Yakobson, The Hebrew University
 - Adv. Ra'if Zureik
- 2:00-3:00 pm Lunch at Al-Babour Restaurant, Umm al-Fahm Junction
- Overnight: Nof Ginosar Hotel

MONDAY, JULY 7TH, 2014 – DAY 6

- The Arab Minority in Israel: Field trip guided by Prof. Elie Rekhess (cont'd)
- 8:30-9:30am Mount Arbel: Tour a segment of Israel trail with Dr. Shay Rabineau
- 10:30-12:00pm Panel discussion, Hotel Hama'ayan - Rimonim, Nazareth
 Arab Society in Israel – Development, Ethnicity and Gender
 Moderator: Prof. Elie Rekhess
 Participants:
- Nazier Magally, former editor-in-chief of Al-Ittihad
 - Nabila Espanioly, Feminist and Peace Activist
 - Avivit Hai, Program Director in Israel, Inter Agency Task Force on Israeli Arab issues
- 12:00-1:00pm Tour Church of Annunciation and Suk
- 1:00-2:00pm Lunch in Tishreen Restaurant, Nazareth
 Travel to Tel-Aviv via the Carmel DRUZE VILLAGE
- Overnight: Carlton Hotel, Tel Aviv

TUESDAY, JULY 8TH, 2014 – DAY 7

- 8:00 -9:15am The Legal System in Israel, meeting with Justice Aharon Barak, former President of the Supreme Court of Israel, at the hotel
- 9:30-10:30am Civil Rights Issues in Israel, discussion with executive director of the Association for Civil Rights in Israel (ACRI), Attorney Sharon Abraham-Weiss, at the hotel
- 11:15-12:15pm Arab-Jewish Coexistence & Youth Leadership, visit the Arab-Jewish Community Center in Jaffa and meet with Director Ibrahim Abu Shindi, and with participants in the Center's leadership development program
- 12:30-2:00pm Tour of Jaffa, including lunch at Shakshuka restaurant
- 3:00-4:00pm International Law & Israeli Conflicts, discussion with Adv. Daniel Reisner, Head of the Public International Law, Defense and Homeland Security Division at Herzog, Fox and Neeman, at his office
- 5:00 -6:00pm Dr. Einat Wilf
- Overnight: Carlton Hotel, Tel Aviv

WEDNESDAY, JULY 9TH, 2014 – DAY 8

- 8:30 -9:30am Recent Developments in the Middle East, meet with Prof. Uzi Rabi, Director of the Dayan Center of Middle Eastern and African History at Tel Aviv University, at the hotel
- 9:45 -10:45am Integration of Minorities, discussion with Tali Semani, Panim el Panim
- 11:30-12:00pm Segway Tour on Tel Aviv Promenade in Tel Aviv
- 12:30-1:30pm Light lunch at Kakau restaurant
- 2:00 -3:00pm Israel's Economy, Success and challenges, meet with Sam Chester, project manager and China analyst for KCPS & Company, at his office in the Azrieli Tower
- 3:30-4:30pm Meet with Netaly Ophir-Flint, CEO of the Reut Institute
- 4:45 -5:45pm Haredi Life in Israel, discussion with Yehuda Meshi Zahav, at the hotel
- Overnight: Carlton Hotel, Tel Aviv

THURSDAY, JULY 10TH, 2014 – DAY 9

- 8:30 -10:00am Meet with bestselling author Etgar Keret, at the hotel
- 10:15-11:45 Media Coverage in the Middle East, panel discussion with Haim Yavin, Moderator, and Akiva Eldar, Israeli journalist, author and political columnist
- 12:00-1:00pm Foreign Media Coverage of Israel, meet with Lt. Col. (res.) Avital Leibovich, Director of AJC Jerusalem
- 1:00 -2:00pm Lunch at the hotel
- 2:00-3:00pm Meet with Ari Shavit?
- 3:00-4:00pm Wrap-up session with Prof. Ilan Troen, at hotel
- 9:00pm Hotel departure to airport for those returning on 1:00 am El Al flight #1

FRIDAY, JULY 11TH, 2014

- 1:00 am Depart Israel on El Al flight #1

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 religious and cultural identity.

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

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