

Brandeis University

Maurice and Marilyn Cohen Center for Modern Jewish Studies

The Summer Institute for Israel Studies 2016

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Executive Summary

The Brandeis University Summer Institute for Israel Studies (SIIS), a project of the Schusterman Center for Israel Studies, was conceived in 2003 as one means to address a perceived lack of informed and competent teaching about Israel on American college campuses. The Institute seeks to make the study of Israel an ongoing 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 270 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. Through the seminars at Brandeis, the study tour, scholarly material on the SIIS resource page, and on-going dialogue with Fellows via its listserv, webinars, and conferences, SIIS seeks to facilitate, on campuses throughout the world, a better understanding of Israel as a complex, multifaceted society.

In the 12th 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 2004-15 cohorts. These data indicate the following findings:

- *Current Fellows on campus.* Of the 249 SIIS Fellows who participated in the program through summer 2015, 220 (88%) are still in academic positions; of the remaining 29, some are retired and others have left the academy for positions in other fields. Only three are totally out of contact with SIIS and their current professional status is unknown. Two thirds of all Fellows have tenured or tenure track positions; many have teaching positions in countries outside of the United States where their tenure status is unknown; and others have temporary appointments as adjuncts or lectures. Together, almost 90% have academic positions where they have the potential to impart learning from SIIS to campus communities.
- *Course offerings about Israel.* SIIS Fellows continue to offer courses about Israel. In 2015-16 at least 100 Fellows offered more than 150 courses reaching an estimated 4,500 students. A similar number of 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, Fellows influence students, scholars, and other members of their university communities through programing related to Israel, including conferences, panel discussions, lectures, film screenings, and guest artist visits. Almost 80% of survey respondents planned or participated in some Israel-related activity on their campus in the 2015-16 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.

- *Support from SIIS.* Fellows value the Summer Institute at Brandeis, the study tour in Israel, and the continued learning opportunities and resources provided by the Schusterman Center for Israel Studies. More than 50 Fellows participated in at least one of the five webinars and/or the conference offered in 2014-15. Fellows suggested numerous additional areas for possible future programs/webinars. Almost 80% of the Fellows reported that they read or contribute to the listserv discussion at least occasionally. Among the benefits derived from the SIIS experience, Fellows continue to value highly their exposure to relevant literature and films, preparation of their syllabi, their network with other Fellows, and SIIS teaching strategies for dealing with controversies about Israel.

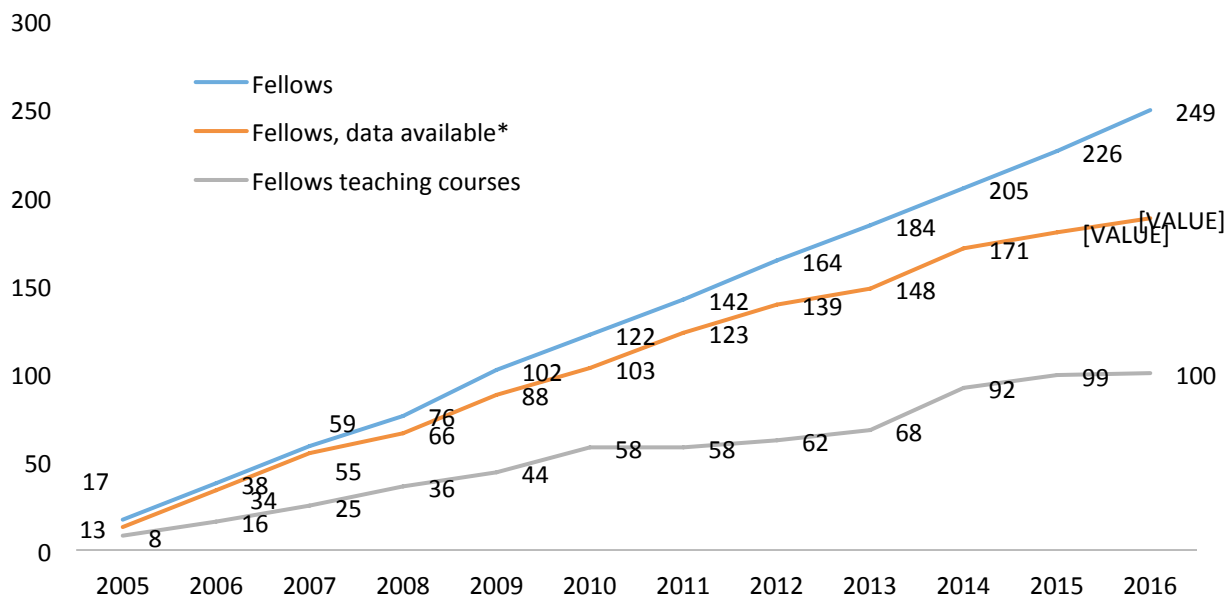
The report that follows is based on a survey of 2004-15 SIIS Fellows administered in March-April 2016. The first section of the report discusses the academic reach of the Institute: the colleges and universities where they teach, the positions of the Fellows, and courses they teach and have planned for the future. Section II discusses the involvement of Fellows in extracurricular activities concerning Israel, both on and off campus. The third section describes their participation in SIIS follow-up opportunities and their use of SIIS resources. A final section describes their views of SIIS and its contributions to their teaching about Israel.

I. The Fellows and Their Courses

Including the latest 2016 cohort, not yet surveyed, there are 269 SIIS Fellows. Of the 249 Fellows in cohorts 2004-15, 225 were surveyed. As the number of SIIS Fellows has grown, the percentage of survey respondents has decreased somewhat (Appendix A). Some Fellows have retired (8), others have left academic careers for consulting jobs or work in other fields (12), and “survey fatigue” has struck our ability to reach others (24). Only 164 Fellows responded in 2016, down from 169 in 2015. As in 2015, the research team reached out to Fellows in various ways and conducted web searches to identify the number of courses taught based on publicly available registrar data. The total number of Fellows who have responded to our survey, or for whom data was publicly available in 2016, is 188. Of those, 100 taught courses about Israel in 2015-16.

Figure 1 compares the growth in the number of Fellows, the number for whom we have data, and those teaching at least one course about Israel.

Figure 1: SIIS Fellows 2004-05 through 2015-16



*188 is the sum of actual full or partial responses (164) plus 24 Fellows with whom we communicated directly or found information on through on-line searches.

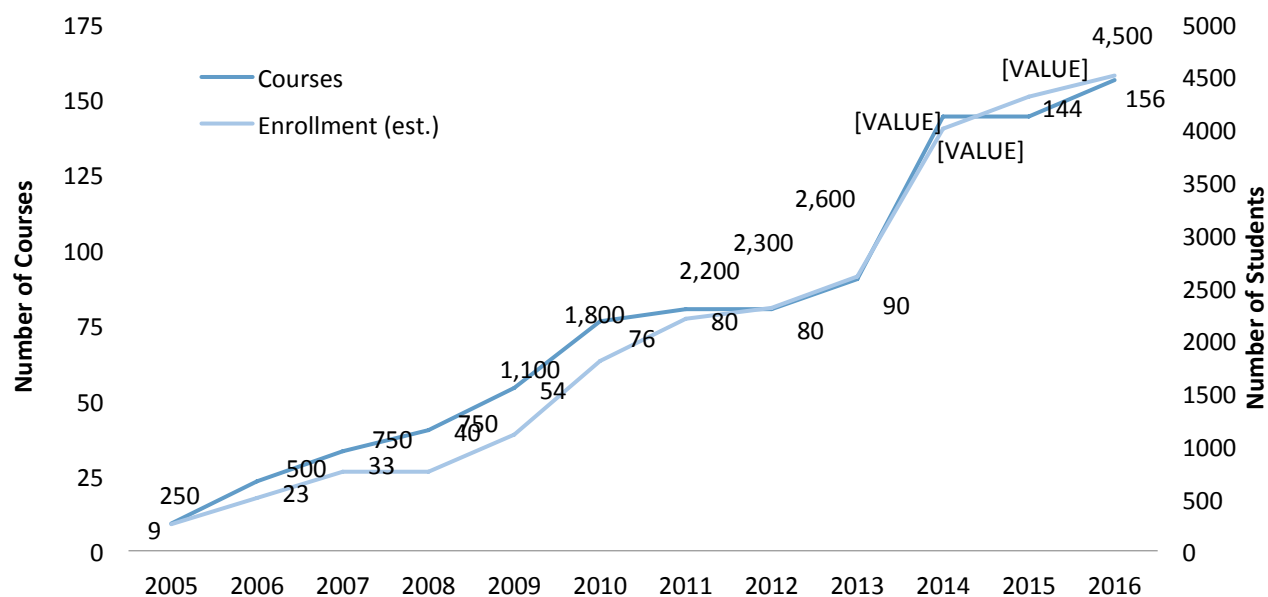
SIIS Fellows are currently teaching on the faculty of 169 colleges and universities around the world: 125 in the United States, 8 in Canada, and 36 in Europe, South America, or Asia. These include top-tier universities, such as Cambridge, Yale, Princeton, Harvard, Chicago and Stanford; large public universities, such as Wisconsin, Illinois, Indiana, and Texas A&M; Christian and Jewish institutions, such as Pepperdine and St. Louis universities and William Jewell College as well as Hebrew Union

College and the Jewish Theological Seminary; and smaller public and private non-sectarian colleges and universities (see Appendix B for a complete list of colleges and universities where SIIS Fellows have taught since their participation in the Institute). Although in recent years, financial support for international participants has been more limited, SIIS continues to draw diverse cohorts of Fellows from around the world.

SIIS Fellows continue to offer courses about Israel, and students continue to enroll in those classes. The majority (88) of the 164 survey respondents reported teaching a total of 134 courses about Israel, most teaching only one. The research team documented an additional 22 courses based on personal contact and web searches. In total, at least 100 Fellows offered at least 156 courses about Israel, reaching an estimated 4,500 students (Figure 2). Of the Fellows who taught courses in 2015-16, 60% taught no more than one, 30 percent taught two, and the remainder taught more than two.

Enrollment information was available for 122 courses with a minimum of three students to a maximum of 385. Approximately 70% of these courses enrolled fewer than 30 students. The total enrollment for the 156 courses is calculated by multiplying the average enrollment for the 122 schools with enrollment (30 students) by the number of schools without enrollment and adding that to the known total. The estimated total (4,500 students) is probably a low estimate, since there remain 24 individuals for whom we have no data.

Figure 2: SIIS Fellows’ Course Offerings and Enrollment 2005-15



SIIS Fellows offered courses on all levels from first- and second-year survey courses to graduate seminars. As in previous years, most courses (75%) were designed exclusively for undergraduates;

others were open to graduates and undergraduates or graduate students only (Table 1). This finding is consistent with results from previous years.

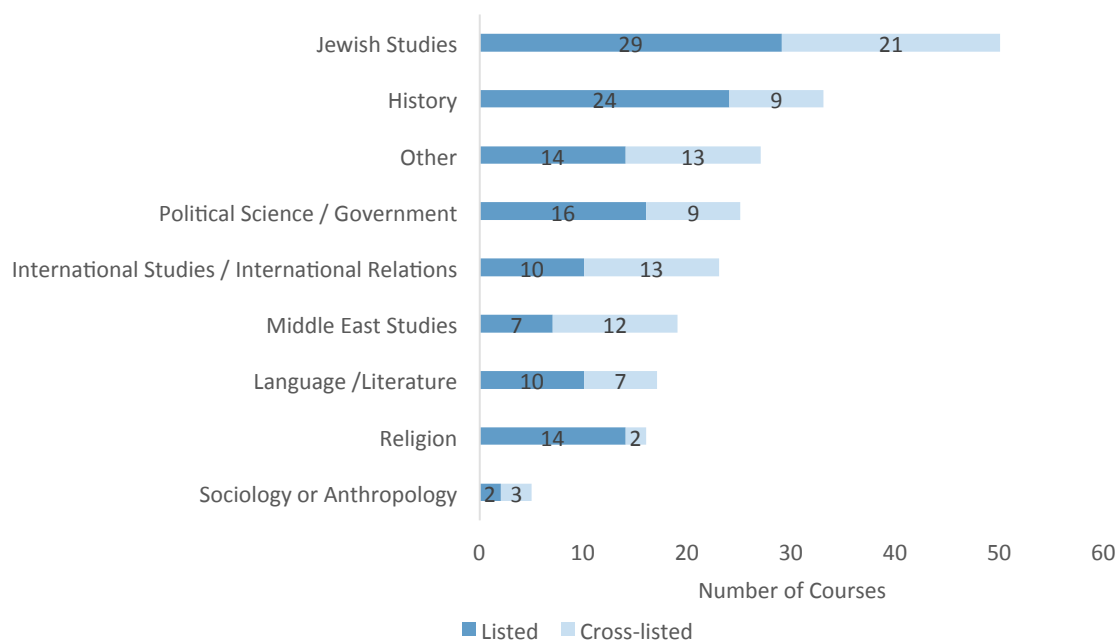
Table 1: Curriculum Requirements Fulfilled By SIIS Fellows' Courses (N=121)

<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%

Of the Fellows who responded to the question about teaching courses for the first time, slightly more than one quarter were teaching at least one course about Israel for the first time in 2015-16.

As in the past, the courses spanned a variety of disciplines and subject areas. Almost three quarters were cross-listed, and some were cross-listed in more than one department. Figure 4 shows the breakdown by department. Almost 40% of the courses were listed or cross-listed in Jewish studies, but the majority were offered exclusively in other departments.

Figure 3: 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 (Table 5).

Table 2: Courses by Area of Focus 2015-16

<i>Area of Focus</i>	<i>Percent of Courses</i>	<i>Percent of Enrollment</i>
<i>Other</i>	20%	26%
<i>The Conflict</i>	17%	21%
<i>History</i>	14%	12%
<i>Jewish, Middle East, or Religious Studies</i>	14%	7%
<i>Politics/International affairs</i>	11%	16%
<i>Literature</i>	7%	5%
<i>Zionism</i>	7%	6%
<i>Society</i>	6%	4%
<i>Film</i>	3%	2%
<i>Total</i>		100%

A slight plurality, listed as “other,” had multiple foci or focused on something other than the categories offered by the survey and listed in Table 5. Examples of responses to a question on what Fellows meant by “other” included mostly multiple foci such as:

- *History, geography, demography, government, education, the conflict, & cultures*
- *Mideast overview, includes Israel*
- *Zionism, Israel and the Holocaust, early conflict*
- *History, society, politics*
- *History, religion, literature, YouTube, film, visual culture*
- *All of the above to some degree*

Two thirds of courses meet the major or minor requirements for the departments in which they were offered. They enrolled no more students, on average, than courses that did not meet such requirements. Courses about Israel that fulfill core curriculum/general studies or non-Western/ethnic studies requirements, however, typically enroll more students than those that do not (Table 3). Courses fulfilling non-Western subject requirements enroll on average almost twice the number of students (49) as those that do not meet such requirements.

Table 3: Comparison of Average Enrollment in Courses Fulfilling Curriculum Requirements

<i>Curriculum Requirement</i>	<i>Average Course Enrollment</i>	
	<i>Yes</i>	<i>No/NA/Don't Know</i>
<i>General education</i>	39	22
<i>Non-Western subject</i>	49	25

Students have the opportunity to learn about Israel from SIIS Fellows in courses not specifically about Israel. In total, 74 respondents (45%), described 100 other courses that were influenced by SIIS. Almost one half of the Fellows who offered no courses specifically about Israel offered courses that were otherwise influenced by what they had learned in SIIS. Their courses focused on

topics such as Jewish thought (a course which discussed Buber Leibowitz, Hartman, and their relationship with Zionism), Jewish history (*History of the Jews in Canada*), or religion in general (*Comparative Religions*). Some were in political science (*Introduction to Comparative Politics*), international relations (*Geopolitics*); secular history (a Western Civilization survey course), or culture (*Comparative literature*, a course on Kafka, or a course on Jewish music). All of these courses offer examples of how the reach of SIIS expands beyond Israel-focused courses.

In addition, Fellows continue to plan new courses for their students. Of respondents who said they taught no courses in 2015-16, more than half had courses in preparation. In total, 115 Fellows had more than 150 courses they planned to teach in 2016-17, 2017-18, or at an undetermined time (Table 4).

Table 4: Courses Planned for the Future

<i>Courses* planned for</i>	<i>Number</i>	<i>Percentage</i>
<i>2016-17</i>	83	62%
<i>2017-18</i>	28	21%
<i>To be determined or no response</i>	23	17%
<i>Total</i>	134	100%

Most of these courses (68%) are adaptations of courses previously taught at the university, but the remainder will be entirely new. Many of the new courses are being planned by Fellows who attended SIIS in earlier years. Some are teaching about Israel for the first time, but most are adding to the repertoire of courses they can offer in their universities. The following are examples of courses that will be taught for the first time in 2016-17 or later; each is planned by SIIS Fellows who attended SIIS before 2013.

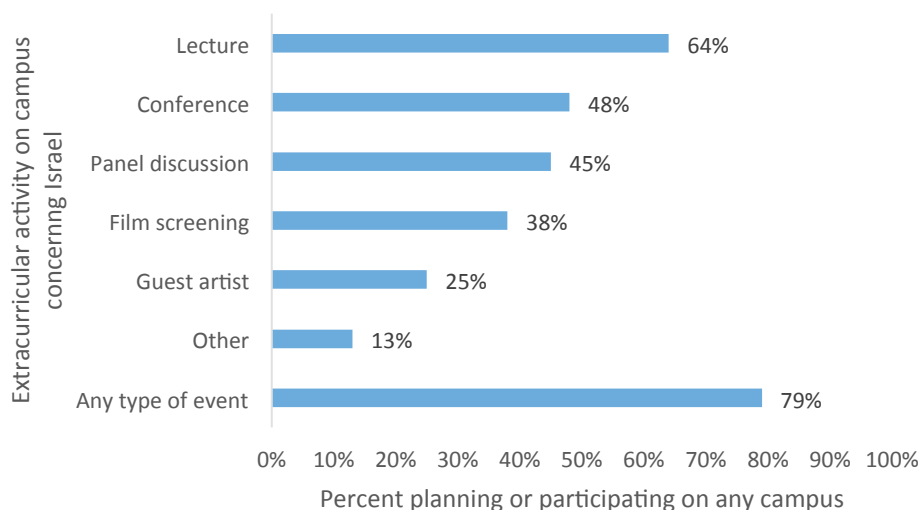
- *The History of Zionism*
- *BDS and Its Influence*
- *Religion & State in the Jewish State*
- *Jewishness, Israeliness, and the Holocaust*
- *Modern Israeli Fiction and Film*
- *Zionism and Its Critics*

Of the Fellows who responded to the survey (164) or whose teaching information was obtained through on-line searches or direct communications (24), 150 Fellows (80%) offered courses specifically about Israel in 2015-16, had courses planned for the future, or had taught courses influenced by SIIS.

II. Involvement outside the Classroom

In addition to teaching courses, most Fellows contribute to the discourse about Israel on campus more broadly. In 2015-16, Fellows were asked about their participation in extracurricular activities concerning Israel in that year. As in previous years, the majority had planned or contributed in some way to such activities. Four-out-of-five responding Fellows planned or participated in some form of extracurricular activity related to Israel on their own campus or elsewhere (Figure 4), and most of them were involved in three or more such activities.

Figure 4: SIIS Fellows' Extracurricular Involvement



SIIS Fellows contributed to the conversation about Israel on campus in other ways as well. One edited a special journal issue about the 2014 war on Gaza; another gave interviews for the European regional television and radio channels on the issues of Israeli-Palestinian conflict; and a third individual conducted professional development with teachers who were required by state law to teach about Israel.

Fellows also hold memberships in a variety of associations in which they are able to contribute to scholarly discourse on Israel. These include the Association for Jewish Studies (AJS), the Association for Israel Studies (AIS), and the Middle East Studies Association (MESA). In 2015-16, most respondents were members of either AJS (41), AIS (22), or both (29). Fourteen had memberships in MESA, and nine of these overlapped with either AIS, or AJS, or both. As in previous years, Fellows attended conferences, gave papers, chaired sessions, and served as responders (Table 5).

Table 5: Professional Association Participation

	<i>AIS</i>	<i>AJS</i>	<i>MESA</i>
<i>Member</i>	51	70	14
<i>Attended conference</i>	27	35	8
<i>Gave paper</i>	18	19	1
<i>Chaired panel</i>	5	6	0
<i>Discussant</i>	0	7	1

In addition, almost half of all respondents reported being members of other professional associations, most in more than one. Eleven respondents were members of the Modern Language Association (MLA), five were members of the American Historical Association (AHA), and five were members of the Association for the Study of the Middle East and (ASMEA), but other professional associations—many of them regional associations—were represented by no more than two or three Fellows at most. This speaks to the diversity of disciplines addressed by SIIS and to the potential of using Fellows’ contacts in associations to help recruit for SIIS in the future.

In 2016, for the first time, the survey asked Fellows to list their 2015-16 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, one in four of all respondents reported they did have such publications, and together, they listed more than 50 articles or books. Most of these dealt with Israeli culture, society, history, or the conflict. A complete list of publications may be found in Appendix C. Others published op-eds or news analyses in the public media. All of their publications may be viewed as vehicles for disseminating the Institute’s approach to Israel studies.

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 further develop their knowledge of Israel. The Center and the Institute together provide access to resources, webinars, conferences, and on-going conversation within the community of Fellows.

In 2015-16, SIIS offered five webinars and a conference, *Israel and the Media*. More than 50 Fellows reported that they attended at least one of the webinars and/or the conference. Based on survey responses, the webinars with Professors Calvin Goldscheider and David Ellenson attracted the most attendees.¹ As in previous years, the majority of Fellows who attended these programs found them useful (Table 6).

¹ It is possible that the Webinars also were attended by Fellows who did not respond to the survey.

Table 6: Participation in Webinars and Conference

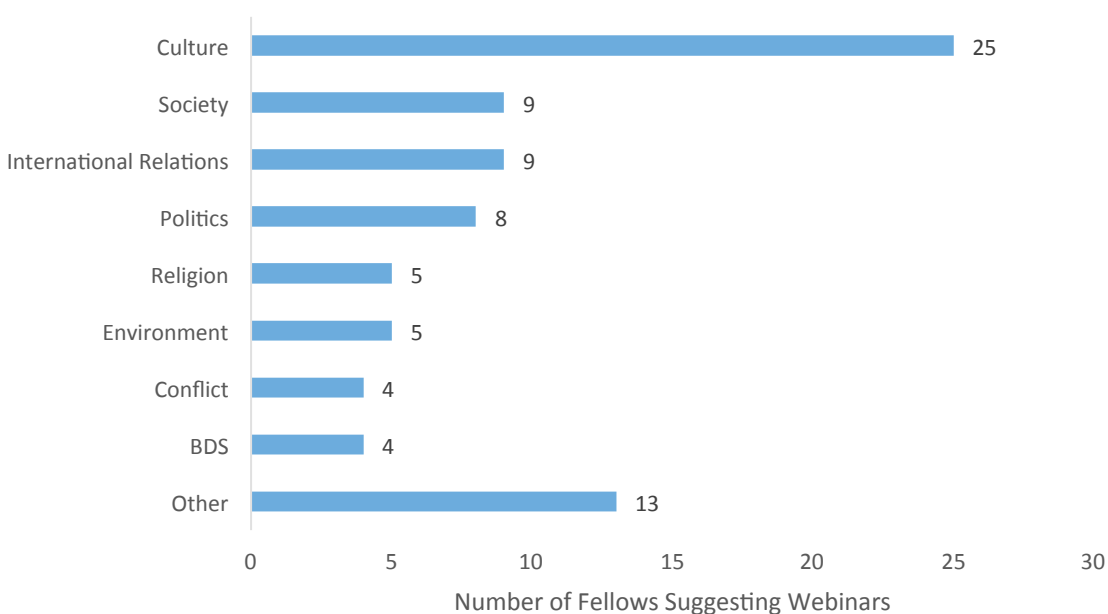
Event	Attendees	Somewhat or Very Much Useful
<i>Calvin Goldscheider, Israeli Society in the 21st Century, September 17, 2015</i>	15	12
<i>David Ellenson, Jewish Religious Pluralism in Israel, October 14, 2015</i>	15	13
<i>Liora Norwich, Civil Society and NGOs in Israel, November 17, 2015</i>	4	3
<i>Hillel Cohen, Year Zero of the Arab-Israeli Conflict 1929, January 19, 2016</i>	11	9
<i>Daniel Gordis, From the Underground to the Nobel Stage: Menachem Begin's Legacy and Why he has No Political Heirs, March 29, 2016</i>	10	9
<i>Conference: Israel and the Media, April 34, 2016</i>	44	31

*This number includes all SIIS alumni who actually attended the conference. Of those, 35 responded to the survey of whom 89% (31) reported that the conference was “somewhat” or “very much” useful to them.

The conference on Israel and the Media drew many participants from the larger Boston community in addition to those from SIIS and Brandeis University.

Survey respondents offered many suggestions for future webinars and symposiums as well (see Figure 5).

Figure 5: Suggested Topics for Future Webinars or Conferences



Cultural topics include literature, language, and visual arts. Suggestions of topics on ethnic and class divisions are categorized in figure 5 as society. Fellows were also interested in exploring Israel’s relations with the United States, Europe, and around the world. This year, Fellows also expressed interest in learning more about Israel’s environmental concerns.

As in the past, SIIS Fellows continue to follow and contribute to the conversations on the SIIS listserv. Almost 90% of respondents indicated that they follow the listserv at least occasionally, although fewer than one in four said they responded to questions or posts (Table 6).

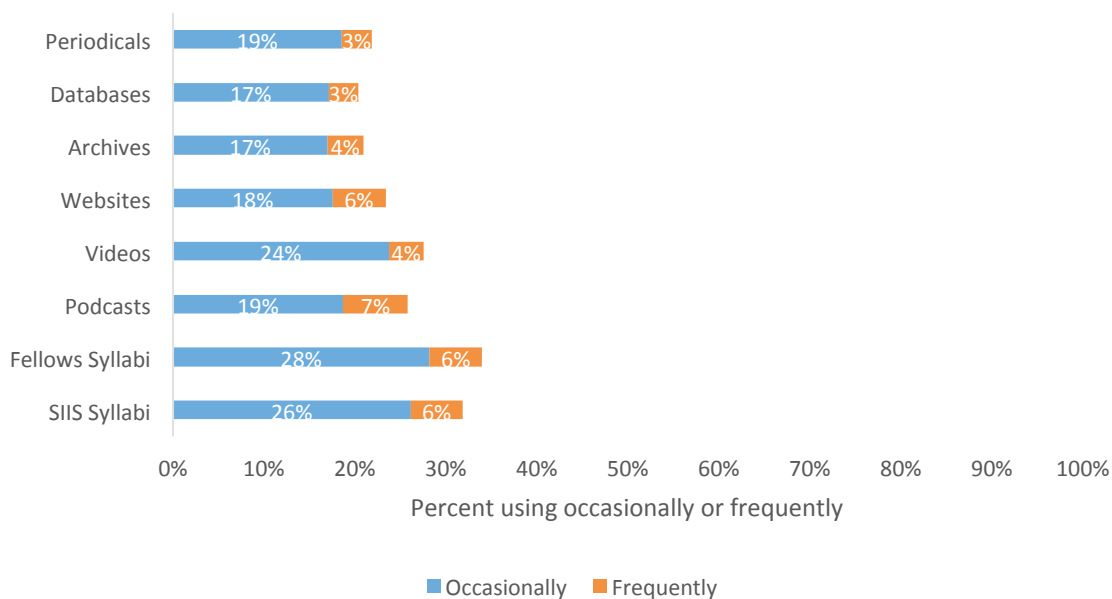
Table 7: SIIS Listserv Participation

<i>How often have you...?</i>	<i>Followed the Listserv (n=124)</i>	<i>Responded to the Listserv (n=125)</i>
<i>Frequently</i>	54%	4%
<i>Occasionally</i>	33%	20%
<i>Rarely</i>	6%	35%
<i>Never</i>	7%	41%
<i>Total</i>	100%	100%

Most often the listserv is used to ask about and share resources. Occasionally Fellows raise political issues, although they are encouraged to use a separate listserv for that purpose.

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 6 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 6: Use of Resources

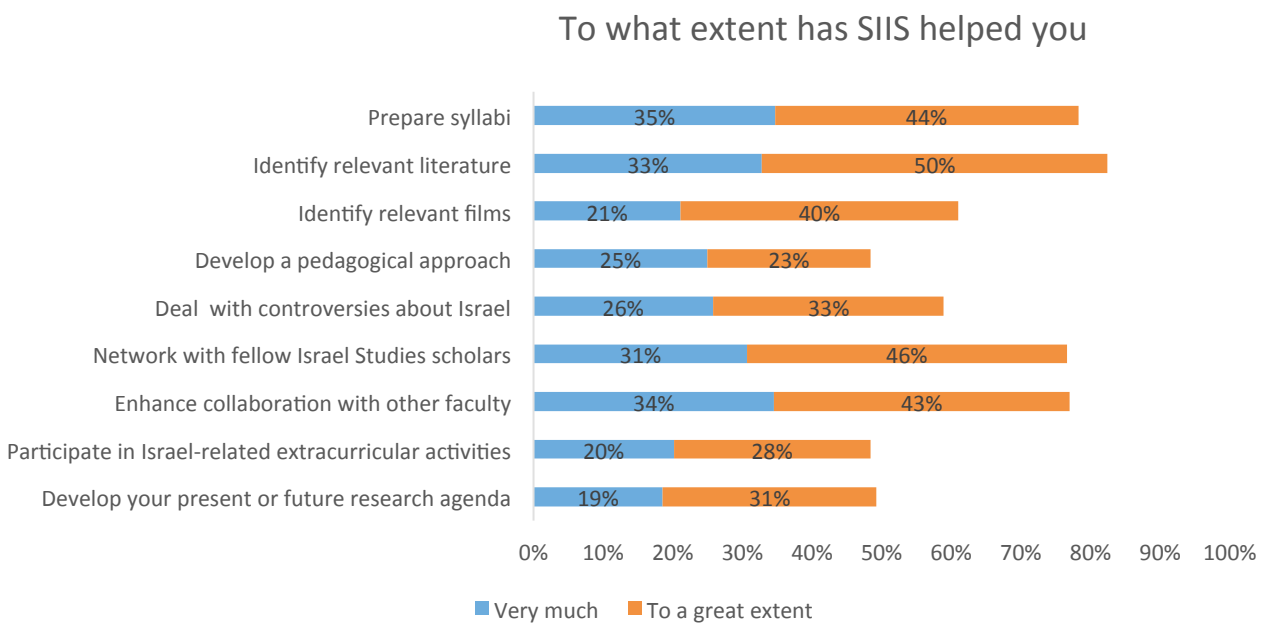


IV. Fellows' Thoughts on SIIS

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 also chose to answer these questions, and they continued 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 7).

Figure 7: SIIS Value to Fellows



In 2015-16, Fellows were asked about the impact of SIIS on Israel studies on their campus. Most of those who responded wrote of the impact on curriculum: new courses, new faculty positions, and new activities on campus.

Now there are two SIIS graduates at our faculty, three in [our country]—and we all offer courses related to Israel, or incorporate Israel and Zionism in various courses we teach. The topic of Israel is thus becoming more and more central.

Some said they feel more confident in their abilities to teach their courses and deal with the controversies surrounding the topic.

I will teach more courses on Israel. I also feel that I am better informed to participate in debates and discussions about Israel both inside and outside the classroom.

One Fellow was able to have his course on Israel “cross-listed and meeting the breadth requirement for the major” in his department—something he was unable to do before his participation in SIIS. Another credited SIIS with sparking an entirely new program in Israel studies at her university.

On other campuses, alumni who said they felt personally enriched by SIIS wrote of their frustration with the climate at their universities (“My campus is hostile to Israel studies”), their inability to influence the direction of their departments, or the lack of colleagues who can teach the subject and help expand the field. Nonetheless, most respondents claimed that they have been able to add courses about Israel and support extra-curricular activities on the subject to the enrichment of their campuses, and the data they provided in the survey confirms that this is indeed the case.

Fellows were also asked if there were other ways in which the Institute could assist them in teaching about Israel. As in the past, many encouraged SIIS to “continue what it has been doing.”

Please just keep being there for us. SIIS keeps me going and enthused year to year. It’s probably the only reason I haven’t quit academia, in fact. I wish I had even one twentieth of the support and inspiration from my own institution.

Faculty who have difficulty introducing courses about Israel on their campus may feel they need more help with advocating for Israel studies on their campuses. One such Fellow asked that SIIS “reiterate the necessity of teaching courses on Israel to the college administration. I would appreciate any support in this area.” Another suggested a recommendation letter to the new administration of her campus suggesting she be allowed to teach about Israel again.

Many respond to this question with requests for more materials: annotated bibliographies, film clips, other current cultural resources for non-Hebrew speakers, or more conferences. Fellows would appreciate help staying current with the literature. Several Fellows asked for new instructions for using “Jellyfish” and accessing the website’s resources. Some reiterated the need to systematize the collection of suggestions from SIIS and its Fellows: a database of colleagues’ “reviews” of books and articles for teaching purposes, or a collation of the advice they give each other on the listserv regarding readings and other resources.

I like hearing about new publications, op-eds, and resources such as films. I get a lot on the list-serve—but it would be nice to have a “drop-box” blog to hear about what people are doing in their classes and on campus. BDS is not a problem [on my campus], but I think it’s a problem elsewhere and it’s good to follow what others are doing to organize against it.

Primary sources for the classroom—especially audio/visual but also printed sources—are always welcome. If they are framed with discussion suggestions, so much the better.

Two Fellows solicited help organizing a study tour of Israel for their students, a request that has been made before. Another request from previous years resurfaced—a refresher study tour for Fellows “to re-energize and provide new material for teaching and researching,” with the understanding that it would not have to be wholly subsidized by the Schusterman Center.)

Fellows took advantage of a final open-ended question to express their appreciation and to ask for more resources:

Without SIIS I’m not sure I would be able to teach about Israel on our campus. Just having the materials available and the support for teaching about Israel is a big help.

SIIS has done so much to help me learn more about the scholarship on the history of Israel. Again, the main obstacle for me at present is the critical reaction I encounter to Israeli studies as a significant area of study. I would welcome more information on how to combat the BDS movement.

The program was life-changing. My course was made possible through the program, and it turned out to be a great course that the students were very excited by. I am teaching it again next spring. Thank you to the amazing program, the wonderful resources, the knowledgeable scholars, and to all those who made this possible. Thank you!!

SIIS was an extremely valuable experience both for my past teaching and current research. It helped me to hire an Israel Studies specialist on my campus. And this summer my campus will be sending yet another scholar to SIIS. So even though I’m not in a position to teach Israel Studies right now, the program continues to have ‘ripple’ effects around me.

V. Conclusions and Recommendations

The survey suggests that SIIS leadership can indeed be proud of its accomplishments: the number of Fellows prepared to teach about Israel, the proliferation of courses about Israel, and the opportunities to learn about Israel outside the classroom—both on campus and off campus. But SIIS is about more than numbers. Fellows have knowledge they use in conversations with students and colleagues. In their research and academic presentations, many Fellows have become active contributors to the field of Israel Studies, and those who were previously involved in the field have deepened and broadened their areas of expertise.

Survey responses point toward ways to extend the penetration of Israel courses on campus. They suggest that SIIS can help Fellows navigate some of the academic politics around offering courses on Israel, extending cross-listing, and designating courses to satisfy non-Western area studies or general education requirements. As well, they suggest locally hosted and led conferences to help expand interest in academic discourse about Israel and help SIIS recruit Fellows for future cohorts.

In the survey, participation in the listserv, and attendance in webinars and conferences, Fellows demonstrate an interest in continued professional development. SIIS is addressing this, in part, by adding webinars and expanding its annual conference. SIIS is also updating and expanding the resources it provides for its alumni. The reconstructed resource site (israelresources.brandeis.edu) features easier search functionality and access to materials. Its curated content is assembled to highlight historical moments of interest and expose Fellows to the most current scholarship in the field of Israel Studies.

Taken together, the 12 years of research on SIIS make clear its success in stimulating courses and further learning about Israel. The SIIS cohorts could now be the focus of other kinds of research to answer questions such as:

- How do their syllabi evolve over time? They could be asked to annotate the original syllabi they submitted in their cohorts.
- What are the specific challenges they face related to materials, teaching strategies, working within their departments or with the university administration?
- What do students learn about Israel? Research could be conducted comparing samples of student work.
- What are the best resources for teaching specific topics based on the experience of the Fellows to date? A survey could be constructed to ask SIIS faculty about specific resources for teaching about Israel, how such resources are used, and how effective they are with students on a range of factors such as: promoting discussion, suggestions for student research topics, or presenting a fair and immersive picture while being engaging. Development of a digest of suggestions from listserv conversations, as suggested by one Fellow, could also contribute to a study of resources—those needed, suggested, complained of, in process of being developed.

SIIS is now established as a successful strategy for incorporating Israel in the curriculum of higher education. It has stimulated demand among its fellows for more resources and more learning and continues to create capacity for teaching Israel in colleges and universities around the world.

Appendix A: Response Rates

The 2016 SIIS survey was sent to 225 Fellows from the 2004-16 cohorts by e-mail. Responses were submitted by 164 Fellows for a response rate of 73%. As in 2015, course data was supplemented by emails and on-line searches. Total course data is therefore given for 188 Fellows.

Appendix B: Institutions with SIIS Fellows 2004-16

This list includes all institutions where SIIS Fellows have served since their participation in the Institute. Some Fellows are double-counted in the numbers below because they have taught at more than one institution.

<i>Institutions</i>	<i>Location</i>	<i>Cohort(s)</i>
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 (2)</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 (4)</i>	Massachusetts	2004, 2011, 2015, 2016
<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 (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 (2)</i>	New York	2005, 2016
<i>CUNY-Graduate Center</i>	New York	2013

<i>Institutions</i>	<i>Location</i>	<i>Cohort(s)</i>
<i>CUNY-Lehman College (2)</i>	New York	2007, 2016
<i>CUNY-Queensborough</i>	New York	2006
<i>Hebrew Union College, NY</i>	New York	2005
<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>Kalamazoo College</i>	Michigan	2016
<i>Michigan State University</i>	Michigan	2005
<i>Northern Michigan University</i>	Michigan	2008

<i>Institutions</i>	<i>Location</i>	<i>Cohort(s)</i>
<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>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 (2)</i>	Wisconsin	2007, 2016
<i>University of Wisconsin, Milwaukee</i>	Wisconsin	2007
<i>South</i>		
<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 (2)</i>	Kentucky	2015, 2016
<i>Tulane University (2)</i>	Louisiana	2007, 2009
<i>Goucher College</i>	Maryland	2010
<i>Towson University</i>	Maryland	2009
<i>United States Naval Academy</i>	Maryland	2014
<i>Duke University</i>	North Carolina	2016
<i>High Point University</i>	North Carolina	2010

<i>Institutions</i>	<i>Location</i>	<i>Cohort(s)</i>
<i>North Carolina Central University</i>	North Carolina	2015
<i>University of North Carolina, Chapel Hill</i>	North Carolina	2009
<i>Wake Forest University</i>	North Carolina	2016
<i>University of Central Oklahoma (2)</i>	Oklahoma	2007, 2008
<i>University of Oklahoma (4)</i>	Oklahoma	2010, 2014, 2015
<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>Southern Methodist University</i>	Texas	2016
<i>Texas A & M University--Kingsville</i>	Texas	2006
<i>Texas A&M University (2)</i>	Texas	2014, 2015
<i>Texas Christian University</i>	Texas	2016
<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>American Jewish University (3)</i>	California	2008, 2010, 2016
<i>California State University, Long Beach (2)</i>	California	2010, 2016
<i>California State University, Northridge (3)</i>	California	2008, 2011, 2016
<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 (2)</i>	California	2005, 2009
<i>San Jose State University</i>	California	2012
<i>Sonoma State University</i>	California	2014

Institutions	Location	Cohort(s)
<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 San Francisco (4)</i>	California	2010, 2016
<i>United States Air Force Academy (6)</i>	Colorado	2006, 2007, 2011, 2015, 2016
<i>University of Denver</i>	Colorado	2005
<i>Portland State University (2)</i>	Oregon	2009, 2012
<i>Reed University</i>	Oregon	2016
<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>Grant MacEwan University</i>	Alberta	2012
<i>McMaster University</i>	Ontario	2004
<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 (3)</i>	Ontario	2004, 2011, 2016
<i>Concordia University (3)</i>	Quebec	2012, 2013, 2014
<i>McGill University</i>	Quebec	2014
South America		
<i>University of Buenos Aires</i>	Argentina	2007
<i>Faculdades Rio Branco</i>	Brazil	2015
<i>Fundação Getúlio Vargas</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>Institut National des Langues et Civilisations Orientales (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

Institutions	Location	Cohort(s)
<i>University of Potsdam</i>	Germany	2012
<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
<i>Komoroczy Eotvos Lorand University (ELTE) (3)</i>	Hungary	2009, 2011, 2015
<i>Jewish University</i>	Hungary	2011
<i>Szeged University</i>	Hungary	2011
<i>University of Bucharest (4)</i>	Romania	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 (2)</i>	India	2012, 2016
<i>Hebrew University (2)</i>	Israel	2007, 2012
<i>University of Haifa</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

Appendix C: Publications by SIIS Fellows in 2015-16

Jacob Abadi:

- September 2015. Jordan's King Hussein Peace Initiative and the Treaty with Israel: Overcoming Domestic and Foreign Pressures. *International Relations and Diplomacy* 3(9): 642-659.

Madelaine Adelman:

- 2016. *Battering States: The Politics of Domestic Violence in Israel*. Nashville: Vanderbilt University.

Allen Arkush:

- Spring 2016. Review of Hillel Cohen's *1929*, in *Jewish Review of Books*.
- Fall 2015. Review of Michael Oren's *Ally*, in *Jewish Review of Books*.

Robert Barnidge:

- Forthcoming, 2016. Palestinian Engagement with the International Criminal Court: From Preliminary Examination to Investigation. *Journal of the Middle East and Africa*.
- February 17, 2016. The Hypocrisy of an Arab Peace Bid. *Times of Israel* (republished in *St. Louis Jewish Light* 02/24/16).
- 2016. *Self-Determination, Statehood, and the Law of Negotiation: The Case of Palestine*. Oxford: Hart Publishing.

Russel Berman:

- 2016. Representing the Trial: Judith Butler Reads Hannah Arendt Reading Adolf Eichmann. *Fathom Journal*. (Web).

Asher Bieman:

- 2016. *Michelangelo und die Jüdische Moderne*, University of Vienna Press.

Paula Birnaum:

- March 2016. Chana Orloff: A Modern Jewish Woman Sculptor of the School of Paris. *Modern Jewish Studies* 15(1) (Juried article).

Guilherme Casaroes:

- January 2016. Brasil-Israel, a fabricação de uma crise. *Núcleo de Estudos e Análises Internacionais* (Web).

Rina Cohen Muller:

- l'Historiographie Israélienne. Recherche historique et mémoire nationale. In *Historiographies d'ailleurs, Karthala*, Nathalie Kouamé (dir.).

Maria Diemling:

- 2016. *Boundaries, Identity and Belonging in Modern Judaism*. Routledge Jewish Studies Series. London: Routledge.
- 2015. The Politics of Food: Kashrut, Food Choices and Social Justice (tikkun olam). *Jewish Culture & History* 16(2): 1-18.

Farideh Goldin:

- 2016. *Leaving Iran: Between Migration and Exile*. Vancouver: UBC Press.

Jonathan Goldstein:

- 2016. *China and Israel: From Discord to Concord*. Jerusalem: Magnes Press. [in Hebrew].
- 2015. *Jewish Identities in East and Southeast Asia: Singapore, Manila, Taipei, Harbin, Shanghai, Rangoon, and Surabaya*. Berlin and Boston: De Gruyter.

Chapters in Books:

- Forthcoming 2016. China in Oxford Bibliographies. In *Jewish Studies*, ed. N. Seidman. New York: Oxford University Press.

Encyclopedia Articles:

- 2016. The Mountain Jews or Bnei Menashe of Northwest India, Myanmar/Burma, and Bangladesh In *Encyclopedia of Indian Religions*, ed. A. Sharma. Dordrecht, Netherlands: Springer.
- 2016. Jews of Burma [Myanmar] in Arvind Sharma, ed., *Encyclopedia of Indian Religions* (Dordrecht, Netherlands: Springer, 2016).
- Forthcoming 2016. Twenty seven articles on General Edmund Allenby, Arab-Israeli Conflict, Arab Revolt 1936 through 1939, Arthur James Balfour, Balfour Declaration, Menachem Begin, David Ben-Gurion, Black September Organization, Camp David One 1978, Camp David Two 2000, Moshe Dayan, Deir Yassin, Haganah, Hebron Massacre 1929, Histadrut, Irgun Tzevai Leumi, Vladimir Jabotinsky, Jewish Agency, Likud, Mapai, Golda Meir, Oslo Accords, Peel Commission, Shimon Peres, Yitzhak Rabin, Yitzhak Shamir, and Chaim Weizmann. In *The Cambridge Dictionary of Modern World History*, eds. Cook and Stevenson. Cambridge, UK: Cambridge University Press.
- 2012. Pre-publication review of Meron Medzini's *Under the Shadow of the Rising Sun: Japan and the Jews During the Holocaust Era, A Jewish Perspective* (a translation of Meron Medzini, Betsel Ha-shemesh Ha-ola: Yapan Vehayehudim Bitkufat Hashoa (Hebrew=In the Shadow of the Rising Sun: Japan and the Jews during the Holocaust Years) (Ben Shemen, Israel: Modan: Academic Studies Press.

Rachel Harris:

- 2015. Guest Editor. *Hebrew Literature Now: Israeli Writers of the 21st Century Shofar* 33(4) (Introduction pp. 1-14).

Louise Hecht:

- Forthcoming. The Servant of Two Masters: Jewish Agency for Austrian Culture in the Orient Before the Era of Emancipation. *Austrian Studies*.

Philip Hollander:

- 2015. Rereading Decadent Palestinian Hebrew Literature: The Intersection of Masculinity, Sexuality, and Zionism in Aharon Reuveni's *Ad Yerushalayim*. *AJS Review* 39.1: 3-26.

Ian McGonigle:

- 2016. Review of *Toward an Anthropology of Nation Building and Unbuilding in Israel*, eds. F. Markowitz, S. Sharot, and M. Shokeid, *Journal of the Royal Anthropological Institute* 22(3):731-732.
- 2015. Jewish Genetics and the Nature of Israeli Citizenship. *Transversal: Journal for Jewish Studies* 13(2): 90-102.
- 2015. Genetic Citizenship: DNA Testing and the Israeli Law of Return. *The Journal of Law and the Biosciences* 2(2): 469-478.

Husam Mohamad:

- 2015. President George W. Bush's Legacy on the Israeli-Palestinian Peace Process. *Journal of International and Area Study*, 22(1): 79-92.

Csaba Nikolenyi:

- 2016. The Adoption of Anti-Defection Laws in Parliamentary Democracies. *Election Law Journal* 15(1): 96-108.
- 2015. The Constitutionalization of Party Unity: The Origins of the Anti-Defection Laws in India and Israel. *Journal of Legislative Studies* 21(3): 390-4107.

Ranen Omar-Sherman:

- 2016. The European Immigrant and the Rupture with the Past in Early Kibbutz Fiction. In *European Jewish Utopias, Yearbook for European Jewish Literature Studies*, ed. C. Battegay, 223-247. Boston: De Gruyter.
- Forthcoming. Review of Matti Friedman's *Pumpkin Flowers: A Soldier's Story*. *Jewish Renaissance*.

Haim Rechnitzer:

- February 2016. When Joseph Met Zuleika, The Theo-Political Underpinning of 'Joseph' in Avraham Shlonsky's Ba-galgal and its Critique of the Alutz Ethos. *Journal of Modern Jewish Studies*: 1-16.
- 2015. *Shibbolet (Vortex)* Jerusalem: Carmel Publishing House.

Norrin Ripsman:

- 2016. *Peacemaking from Above, Peace from Below: States, Societies, and Peacemaking Between Regional Rivals*. Ithaca: Cornell Studies in Security, Cornell University Press.
- 2016. *The Political Economy of Regional Peacemaking*. Ann Arbor: University of Michigan Press.

Walker Robins:

- 2016. American Cyrus? Harry Truman, the Bible, and the Palestine Question. *Journal of Church and State*.

Dina Roginsky:

- 2015. Rottenberg, H. & Roginsky, D. eds. *Sara Levi-Tanai: A Life of Creation*. Tel Aviv: Resling Press (Hebrew).

Brent Sasley:

- 2016. *Politics in Israel: Governing a Complex Society*. New York: Oxford University Press; various pieces in online publications such as *Foreign Affairs*; book reviews of books on Israel.

Theodore Sasson:

- 2016. The Politics of Israel in the American Jewish Community. In *Contemporary Israel: New Insights and Scholarship*, ed. F. Greenspahn. New York: New York University Press.

Robert Schine:

- 2015. Hebräische Sprache und Wissenschaft des Judentums: Chaim Nahman Bialiks Brief an die Herausgeber der Zeitschrift Dvir. In *Die Wissenschaft des Judentums: Eine Bestandsaufnahme*, eds. T. Meyer, A. Kilcher, 139-157. München Paderborn: Wilhelm Fink. (In German).

Jon Simons:

- 2016. Fields and Facebook: Taayush's Grassroots Activism and Archiving the Peace that Will Have Come in Israel/Palestine. *Media and Communication* 4(1): 27-38. (Special issue on Peacebuilding in the Age of New Media).

Larry Simpson:

- 2015. Cold War, Hot Summer: Superpower Involvement in the War of Attrition in 1970. *Journal of the Middle East and Africa* 6(2): 103-123.

Lihong Song:

- Ross, J. & Song, L., eds. *The Image of Jews in Contemporary China*. Boston: Academic Studies Press. [I invited three scholars to contribute to this volume three papers addressing the images of Israel in China's most important official newspaper, the Sino-Israeli diplomatic relationship, and the reception of modern Hebrew literature in China respectively].

Joe Spoerl:

- 2016. Whitewashing Palestine to Eliminate Israel: The Case of the One-State Advocates. *Jewish Political Studies Review* 26:3-4.

Zbynek Tarant:

- 2015. *When Reality Becomes Worse Than Rumours, Early Responses of the Zionist Press in the Yishuv to the First Rumours and Reports on the Nazi "Final Solution."* Prague: Academia. (In Czech).

Harold Waller:

- 2016. Sasley, B.E. & Waller, H.M. *Politics in Israel: Governing a Complex Society*. New York: Oxford University Press.

Janet Ward:

- 2015. Beyond Yad Vashem: Exploring a Neglected Holocaust Memory Site in Jerusalem. Newsletter of the Schusterman Center for Judaic & Israel Studies, University of Oklahoma, 12: 5, 7.

Ruvi Ziegler:

- 2015. No Asylum for Infiltrators: The Legal Predicament of Eritrean and Sudanese Nationals in Israel. *Journal of Immigration, Asylum and Nationality Law* 29(2): 172-191.

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.

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