

האוניברסיטה העברית בירושלים
The Hebrew University of Jerusalem



**The Department of Hebrew Literature
The Hebrew University of Jerusalem:**

Self-Evaluation Report

September 2011

The Department of Hebrew Literature, The Hebrew University of Jerusalem:

Self-Evaluation Report

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Executive Summary

This report reveals the current situation of the Department of Hebrew Literature, and it enables a clearer understanding of its internal dynamics and relations with the University at large. Many of the things revealed by the report can be regarded as satisfying in our opinion: the Department's staff is highly capable and all of its members are actively engaged in intensive and fruitful research, which enjoys recognition both in Israel and abroad. The work relations between the different staff members are good and congenial, which creates a productive work environment, thereby facilitating the accomplishment of joint tasks such as the composition of this report. The differences in research orientation between the staff members and the perspectival and ideological differences do not impede these working relations but rather contribute to a pluralistic and creative atmosphere. Finally, the departmental office also functions efficiently. Yet, the report has also exposed several points of weakness – in the absence of several important fields from both our research and teaching programs, in certain deficiencies in our supervisory apparatus where it is concerned with student feedback, and especially in exposing the serious deficiency of senior teaching staff members.

The Humanities Faculty at the Hebrew university is well aware of the Department's lack of senior members, but as of yet no new positions have been allocated to it. The structure of our teaching apparatus will be thoroughly discussed this year, as a result of this report.

The study template of the Hebrew Literature Department satisfactorily fulfills its teaching goals, and prepares the students for both research and teaching. We believe the Faculty and the Institute for Jewish studies appreciate the Department's quality.

Chapter 1 - The Institution

1.1 A brief summary describing the institution and its development since its establishment, including details of the campus(es) where the institution's teaching activities take place (number and location), names of the faculties /schools/departments in the institution, the overall number of students studying towards academic degrees in the institution according to faculty and degree (first degree, second degree with thesis, second degree without thesis, doctoral degree), the date of recognition by the Council for Higher Education.

The proposal to establish a Jewish institution for higher education was first raised as far back as 1882, yet the cornerstone of the Hebrew University was only laid in Jerusalem in 1918. On April 1, 1925, the University was officially opened on Mount Scopus. The academic life of the University (courses and research) took place on Mount Scopus until 1948, the year of the establishment of the State of Israel. During the War of Independence, the road to Mount Scopus was blocked and the University was forced into exile; it continued its activities thereafter in rented facilities scattered throughout various parts of Jerusalem. In 1955, the government of Israel allocated land in the Givat Ram neighborhood for a new Hebrew University campus. In 1967, the road to Mount Scopus was reopened, and in the early 1970s, academic activities were restored on the Mount Scopus campus.

The University has since continued to grow, with the addition of new buildings, the establishment of new programs, and the recruitment of outstanding scholars, researchers and students, fulfilling its commitment to excellence.

The Hebrew University in Jerusalem was accredited as an institution of higher education by the President of Israel, Mr. Itzhak Ben-Zvi, in accordance with the Law of the Council of Higher Education, 1958, on the 23rd of August 1962.

The Hebrew University operates on five campuses:

1. Mount Scopus campus, site of the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute

for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education.

2. Edmond J. Safra campus in Givat Ram, site of the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Jewish National and University Libraries.

3. Ein Kerem campus, site of the Faculty of Medicine (The Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, and the School of Nursing) and the Faculty of Dental Medicine.

4. Rehovot campus, site of the Robert H. Smith Faculty of Agriculture, Food and Environment (The School of Nutritional Sciences and The Koret School of Veterinary Medicine).

5. An additional site is the Interuniversity Institute for Marine Science in Eilat, operated by the Hebrew University for the benefit of all institutions of higher learning in Israel.

Below is the over-all number of students studying towards academic degrees in the institution according to degree:

Students of the Hebrew University (2009)			
1st degree	2nd degree	Ph.D	Total
11,445	6,820	2,667	23,249

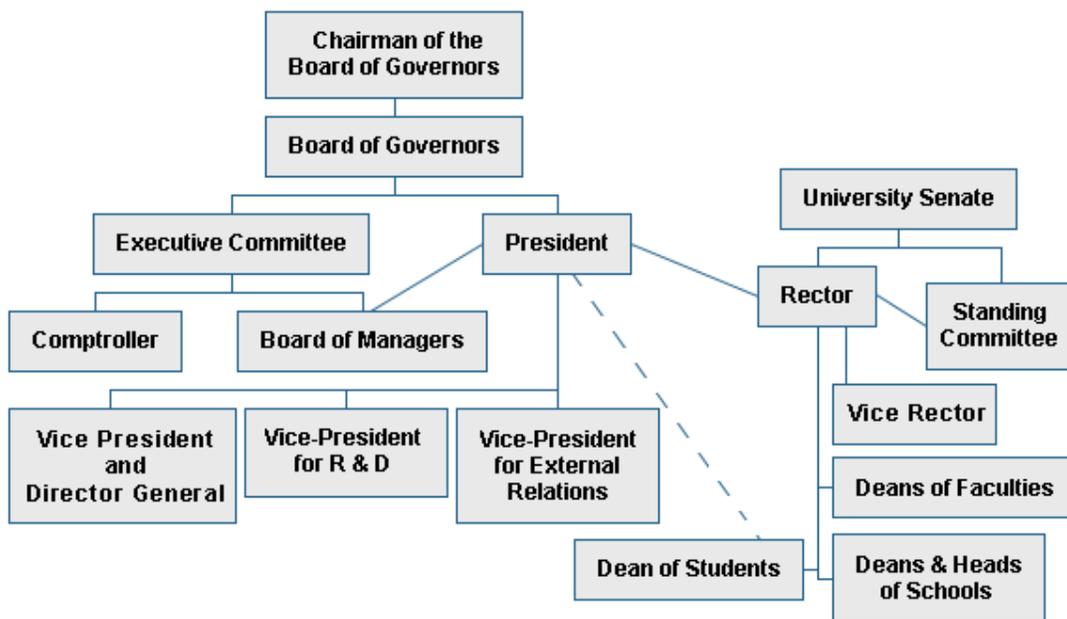
1.2 Mission statement of the institution, its aims and goals

As the first research university in Israel, The Hebrew University's mission is to develop cutting edge research, and to educate the next generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network: we measure ourselves by international standards and we strive to be counted among the best research universities worldwide.

The Hebrew University is a pluralistic institution, where science and knowledge are developed for the benefit of humankind. At the same time, the study of Jewish culture and heritage are a foremost legacy of the Hebrew University, as indicated by both its history and its name.

The goal of the Hebrew University is to be a vibrant academic community, committed to rigorous scientific approach and characterized by its intellectual effervescence. These will both radiate and enlighten the University's surrounding society.

1.3 A description and chart of the institution's organizational structure, and the names of holders of senior academic and administrative positions



Vice-President & Director General

Vice-Rectors

Holders of senior academic and administrative positions:

Chairman of the Board of Governors:	Michael Federmann
President:	Prof. Menahem Ben Sasson
Rector:	Prof. Sarah Stroumsa
Vice-President and Director-General:	Billy Shapira
Vice-President for Research and Development:	Prof. Shai Arkin
Vice-President for External Relations:	Carmi Gillon
Vice-Rector:	Prof. Yaacov Schul
Vice-Rector	Prof. Oded Navon
Comptroller:	Yair Hurwitz

Deans:

Faculty of Humanities:	Prof. Reuven Amitai
Faculty of Social Sciences:	Prof. Avner de Shalit
Faculty of Law:	Prof. Barak Medina
Faculty of Mathematics & Natural Science:	Prof. Gad Marom
Faculty of Agriculture, Food & Environment:	Prof. Aharon Friedman
Faculty of Medicine:	Prof. Eran Leitersdorf
Faculty of Dental Medicine:	Prof. Adam Stabholtz
School of Business Administration:	Prof. Dan Galai
School of Social Work:	Prof. John Gal
Dean of Students:	Prof. Esther Shohami

Chapter 2 - The Parent Unit Operating the Study Programs Under Evaluation

a. The Faculty of Humanities

2.1 The name of the parent unit and a brief summary of its "history", its activities and development in the period of its existence

The Faculty of Humanities was founded in 1928 and originally consisted of three divisions: The Institutes of Jewish Studies, Oriental Studies and General Humanities. For two decades the Faculty conferred only the degrees of master of Arts and Doctor of Philosophy, the earliest M.A. degrees being awarded in 1931 and the first Doctorate in 1936. In 1949, courses leading to the bachelor's degree were introduced and the first of these were awarded in 1953. In 2006 the Gager Committee was appointed to evaluate the structure and the mission of the Faculty. The Gager Report resulted in a number of reforms, which are in the process of being implemented. Enclosed is the executive summary of the report.

Implementation of the recommendation proceeds in three stages, the first dealing with broad introductory courses to be taken by all students of the faculty; the second treating the creation of wider disciplinary units, which transcend the individual departments; and, the last stage addressing research students and special programs to support academic excellence. Two effects on the life of the Faculty were 1) the number of departments was reduced by about a third through consolidation and rationalization; and 2) the primary connection between departments was now disciplinary and not cultural-regional.

The first stage of the reform was ushered in by the decision of the faculty's Teaching Committee (November, 2007) to design a study program in the spirit of the Gager Report, requiring all students to take three introductory courses outside their field as well as one Faculty and one departmental course on basic academic skills. "Gateway Courses" treating a particular subject from a broad interdisciplinary perspective and through different periods were equally envisioned. Implementation of these aspects of the reform started during the academic year 2007-8.

The second stage concerns structural changes of the faculty so as to create larger units and overarching study programs. This stage was discussed by the Development Committee during the academic year 2007-8 and implementation started in 2008-9. The third stage, which involves creation of new programs to support academic excellence for graduate students, is in process: already a new program for outstanding doctoral students has been established, and currently new disciplinary and inter-disciplinary programs for M.A. studies are being designed. With the beginning of the 2011-2012 academic year, the new Mandel School for Advanced Studies in the Humanities has been established to coordinate programs for outstanding graduate students (M.A. and Ph.D.), as well as *ad hoc* research groups and projects.

2.2 Mission statement of the parent unit, its aims and goals.

The Faculty of Humanities at the Hebrew University creates and promotes a vibrant discourse between scholars of different cultures, genres and historic periods. We at the Faculty believe strongly that human civilization is worthy of study and can be drawn on in order to educate people to deal with changes in the present and even in the future. The main goals of the Faculty are to enhance research and to develop critical thinking, creativity and originality among its staff and students.

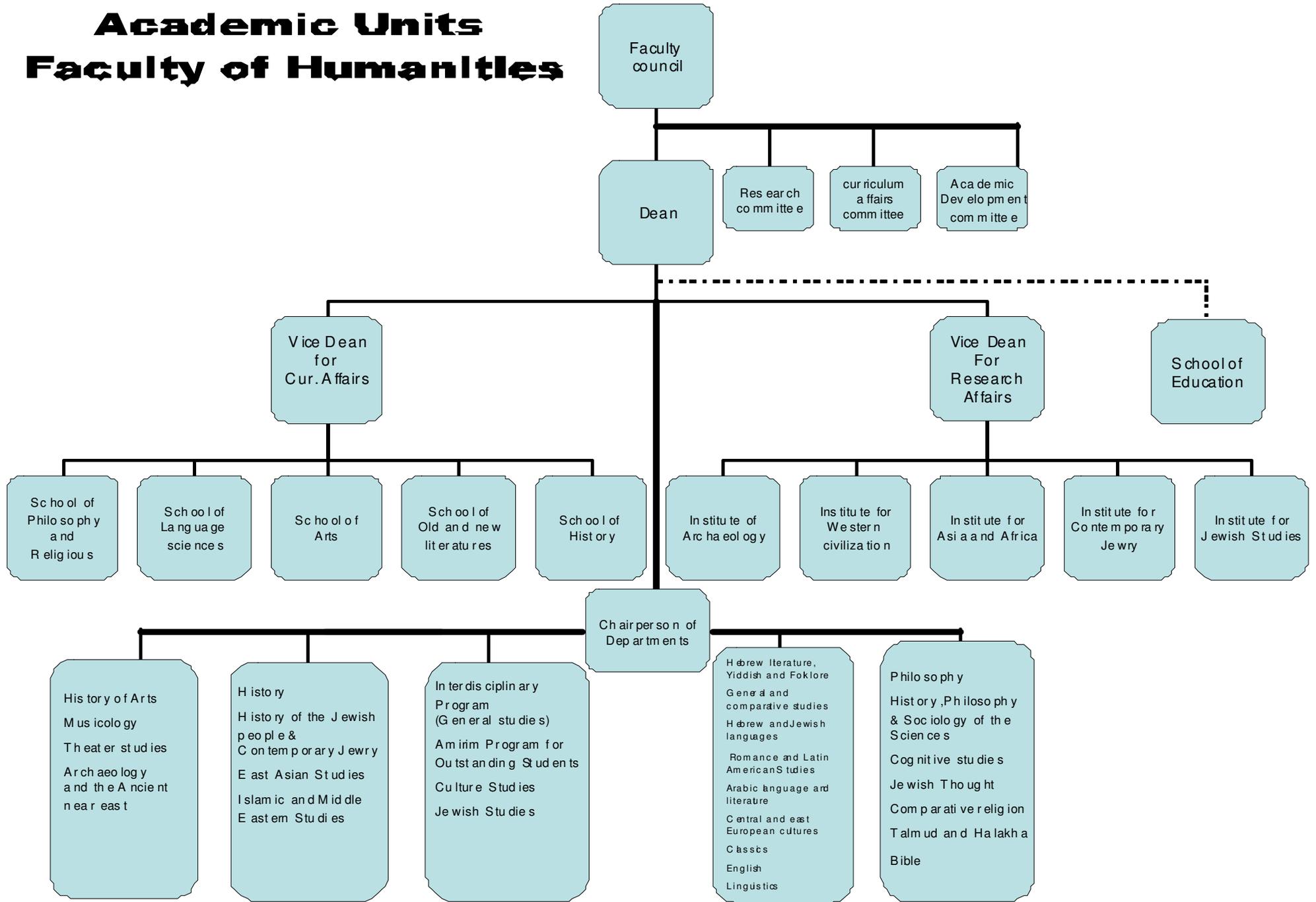
The Faculty of Humanities focuses on the study of virtually the whole scope of human civilization in the past and present, as expressed in language, literature, the visual and performing arts, material culture, folklore, philosophy, religion and history. The scope of this scholarly activity is divided into four broad cultural areas: 1) Jewish civilization from its origins in the ancient Near East, through its manifestations today in Israel and the Diaspora; 2) the peoples and cultures of the Middle East, from the origins of recorded human existence, through the great civilizations in antiquity, the emergence of Islam and to the present day; 3) Western civilization, from the Classical period in the Mediterranean region, through the emergence of modern Europe and its cultural descendents in the Western Hemisphere; and, 4) the cultures in the continent of Asia, primarily the great civilizations of East and South Asia, but also that of the historically important Eurasian Steppe region. The members of the Faculty are involved in studying the

developments of individual cultural traditions, as well as, the ongoing interaction and mutual influence between different peoples and cultures.

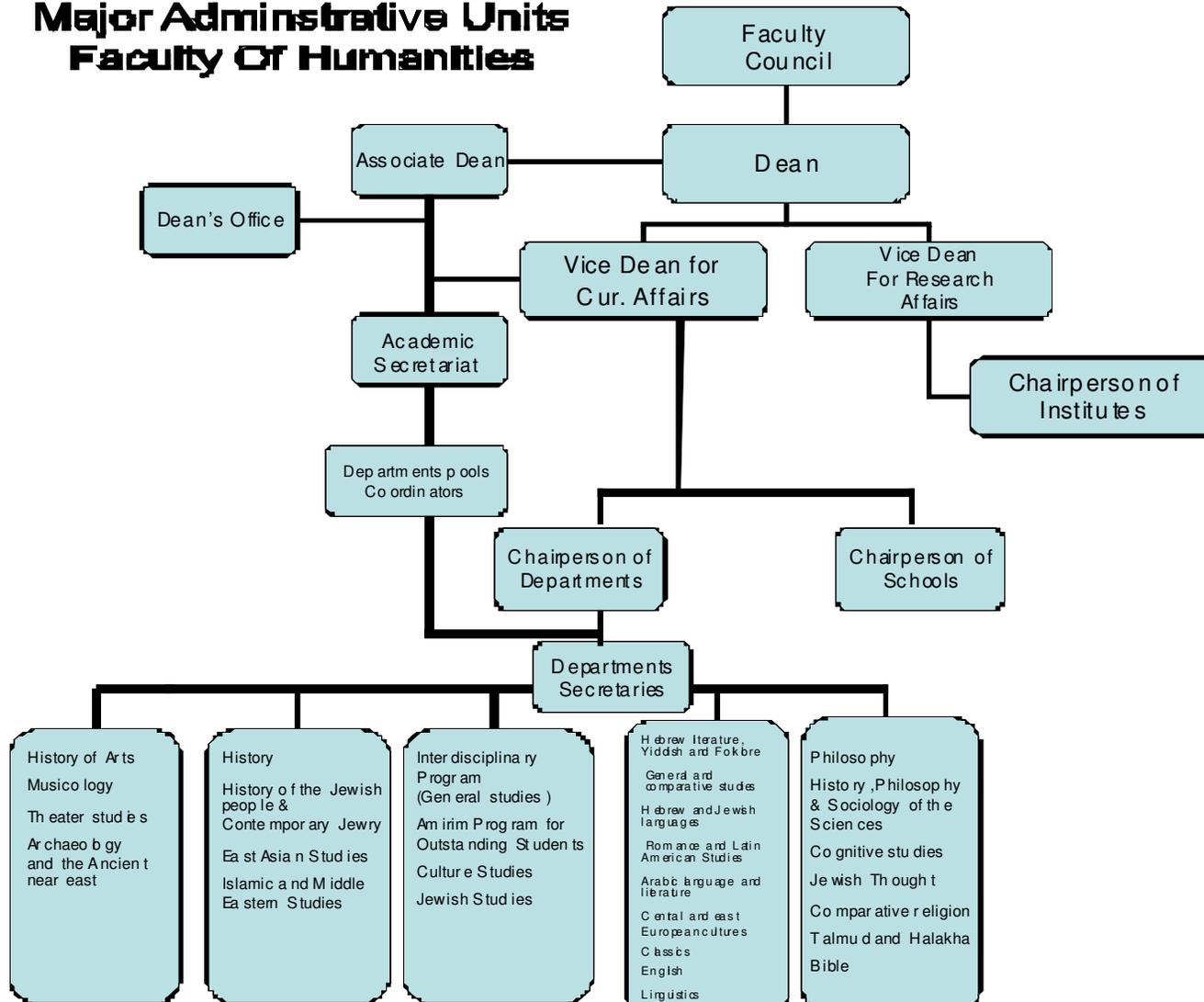
2.3 Description and chart of the unit's academic and administrative organizational structure (including relevant committees), names of holders of senior academic and administrative positions and list of departments/study programs operating in its framework.

Teaching in the Faculty is organized in some twenty specialized departments that are further concentrated under the aegis of five disciplinary schools: Arts, History, Language Sciences, Literatures, and Philosophy and Religion. Each school has its own special teaching program and other activities that transcend the programs of the specific departments, providing wider disciplinary training for undergraduate and graduate students, and a cooperative framework for faculty members. While much of the research in the Faculty is conducted by individual faculty members, often with support from outside research funds, much important research work is also conducted in and by some thirty research centers and major projects in the Faculty. Research activities, both of the centers and of individual researchers, are coordinated, encouraged and facilitated by five Institutes: Archaeology, Asian and African Studies, Contemporary Jewry, Jewish Studies, and Western Culture. These institutes also provide a forum for interaction between scholars working on similar cultural material, but specializing in different academic disciplines, and therefore complement the Schools mentioned above.

Academic Units Faculty of Humanities



Major Administrative Units Faculty Of Humanities



The Dean – Professor Reuven Amitai	r_amitai@mscc.huji.ac.il
Vice Dean for Research – Professor Nathan Wasserman	mwasser@mscc.huji.ac.il
Vice Dean for Teaching Affairs – Dr. Ilan Sharon	sharon@mscc.huji.ac.il
Associate Dean – Mr. Nahum Regev	nahumr@savion.huji.ac.il
Academic Secretary – Ms. Rita Vidri	ritab@savion.msc.huji.ac.il

List of Departments

Department	B.A.	M.A.	Ph.D.
School of Language Sciences			
Linguistics	X	X	X
Hebrew and Jewish Languages	X	X	X
School of Philology and Religion			
Philosophy	X	X	X
Jewish Studies	X		
Jewish Thought	X	X	X
Talmud and Halakha	X	X	X
Cognitive Studies	X	X	X
Comparative Religion		X	X
Bible	X	X	X
History, Philosophy & Sociology of the Sciences		X	X
School of History			
History	X	X	X
East Asian Studies	X	X	X
History of the Jewish	X	X	X

People and Contemporary Jewry			
Islamic and Middle Eastern Studies	X	X	X
School of Arts			
Theater Studies	X	X	X
Program in Conjunction with the Jerusalem Academy of Music and Dance (B.A. Mus/M.A. Mus)	X	X	
Archaeology and the Ancient Near East	X	X	X
History of Art	X	X	X
Musicology	X	X	X
Folklore and Folk Culture Studies			
School of Old and New Literatures			
Hebrew Literature	X	X	X
Romance and Latin American Studies	X	X	X
Classics	X	X	X
English	X	X	X
General & Comparative Literature	X	X	X
Central and East European Cultures	X	X	X
Arabic Language and Literature	X	X	X

Yiddish		X	X
Combined and Special Programs:			
Interdisciplinary Program (General Studies)	X		
Amirim Program for Outstanding Students	X		
Hebrew Literature and Language	X		
History and History of the Jewish People	X		
Individual Program of Studies		X	
Revivim Program (training teachers for Jewish Studies, B.A.+M.A.)	X	X	

The School of Education, as a semi-independent unit, also has programs on all three levels.

2.4 Please provide in the format of a table, the number of students in each one of the Unit's departments who are studying and have studied in the unit in each of the last five years according the level of degree (first, second with thesis, without thesis, doctoral).

See next clause.

2.5 Please provide in the format of a table, the number of students who have graduated from the unit in each of the last five years according the level of degree (first degree, second degree with thesis, without thesis, doctoral degree).

The number of students and graduates in the Faculty in each of the last five years¹

Year	Degree		Students	Graduates*
2005	B.A.		2535	625
	M.A.	with thesis	522	157
		without thesis	751	244
	Ph.D.		584	72
2006	B.A.		2370	482
	M.A.	with thesis	504	148
		without thesis	679	278
	Ph.D.		598	73
2007	B.A.		2247	532
	M.A.	with thesis	453	155
		without thesis	624	212
	Ph.D.		590	75

¹ Does not include the M.A. graduates from the school of Education.

2008	B.A.		2176	505
	M.A.	with thesis	420	162
		without thesis	544	221
	Ph.D.		533	92
2009	B.A.		2062	413
	M.A.	with thesis	542	94
		without thesis	795	113
	Ph.D.		614	70
2010	B.A.		2164	481
	M.A.	with thesis	563	108
		without thesis	782	103
	Ph.D.		606	85

2.6 Who decides (internal/external bodies) on the rationale, mission and goals of the parent unit and of the study programs? What were the considerations behind these decisions and are they periodically re-examined and, if deemed necessary, changed? What were the changes made (if any)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

The Faculty Board, consisting all of the Professors, Associate Professors, Senior Lecturers and the Lecturers is the major constitutional body of the Faculty that decides on the mission, goals and activities of the Faculty and its departments. The Faculty has three committees: the Development Committee under the chairmanship of the Dean, the Teaching Committee under the chairmanship of the Vice-Dean for Teaching and the Research Committee under the chairmanship of the Vice-Dean for Research. The committees submit their recommendations to the plenum of the Faculty Board. The committees prioritize fields in the departments that need to be strengthened through addition of new academic staff and discuss major changes in the curriculum. Each department as a whole sets its general goals and pursues the means to put these goals into practice. The departments submit their recommendations to the three major Faculty's committees. In addition to the Faculty's committees, the University has a Teaching Regulations Committee, which consists of all the chairpersons of the Curriculum Committees of the different faculties of the University. This committee is in charge of the university regulations concerning teaching and studying. Frequently the President and the Rector of the university decide to convene special committees to evaluate specific faculties or departments. On the Gager Committee, see below.

Appendix: Executive Summary of Gager Report

The Committee for the Future of the Humanities was appointed by former President Menachem Magidor to consider a wide range of issues relating to the future of the Humanities at the Hebrew University. In particular, the Committee was asked to identify fields of strength or weakness within the Faculty of Humanities and to suggest ways to further develop and correct them. We sought to examine both undergraduate and graduate studies and to suggest ways to achieve and maintain high-level, inspiring teaching, and to envisage various structural possibilities that may foster high quality research in the Humanities and encourage cooperation between scholars. On three separate visits to the University, committee members met with many members of the faculty, administration and student body, and the ideas, concerns and suggestions that emerged in these meetings largely shaped the recommendations that follow.

It is the strong belief of the committee that the members of the Faculty of Humanities at the Hebrew University rank among the leading scholars of the world. It is, however, clear that there are specific areas of the Faculty of Humanities that require attention and improvement, particularly in light of the ongoing reduction in the number of faculty positions and the prospect of numerous retirements. We propose significant changes in a number of areas. Only full co-operation on all sides will make this possible, but we believe that the work of our Committee has already sparked new conversations on a wide range of issues.

It is the conclusion of the Committee that the Hebrew University must pay special attention to three general areas as it makes new hires in the faculty: the contemporary world in all geographical areas (without at the same time losing the traditional emphasis on earlier or classical periods); the study of gender in all areas; and Israeli culture and society, including social, ethnic and religious groups of all kinds. The Committee also recommends that the following specific areas currently under threat from impending retirements be strengthened and maintained: Yiddish, American Studies, the teaching of modern Arabic and more teaching of courses in Arabic, Russian language and literature, and folklore, theater and musicology. At the national level, the Committee believes that certain fields of study, such as African studies, Romance languages and literature, and ancient Semitic epigraphy are in

danger of disappearing altogether and their survival depends of the development of serious cooperation among Israeli universities at the national level. The Committee holds the view that at this crucial stage in the development of the Faculty, there must be a strategic plan that will serve as the basis for making new appointments. It is our view that the set of priorities listed above might serve as the basis for such a strategic plan.

The Committee has given careful consideration to what we take to be weaknesses in the current B.A. curriculum. Specifically, we have attempted to address the widely held perception that many students arrive at the University with deficiencies in writing modern Hebrew and the equally prevalent opinion that many students lack a solid grasp on reading and writing in English. We have also sought to provide students with the currently lacking foundation in basic academic disciplines, while keeping in mind that most students arrive at the University after military and other forms of service and have consequently been separated from the classroom and from the culture of academic and intellectual skills. With these factors in mind, the Committee has proposed changes in the B.A. curriculum, beginning with required courses for first year students in English reading and writing AND in Hebrew writing. We also recommend that students will no longer be required to choose two majors fields of study in order to qualify for the B.A.. In effect, students will major in (1) a Department or in (2) a Department and a Program or in (3) two Departments.

The Committee has approached the delicate issue of how the existing structure of academic departments might be modified and simplified. It is the view of the Committee that the current structure of departments and programs is no longer appropriate to the proper functioning of a major university, and some departments are too small to maintain an adequate level of academic and intellectual strength. In its own deliberations, the Committee has approached the issue of reorganization from the perspective of the B.A. curriculum. We propose the creation of four divisions within the Faculty of Humanities: Languages and Literatures, History, Arts and Expressive Culture, and Modes of Thought, with specific departments each being part of one of these Divisions (see report). In addition to the departments, students may also concentrate in one of several Programs, which will be interdisciplinary in character and as complementary to the Departments, though working in close cooperation with them. Each of the four major divisions will be required to develop one or more team-

taught gateway courses for first-year students. The teaching of the new B.A. first year will require a cultural change in much of the over-specialized approach to teaching among the faculty who will need to implement it, but it is the belief of the committee that a principal goal of the Hebrew University is the education of citizens, not merely specialists. More than in the past, many first-year students will be exploring their options rather than plunging into a 'major' at the very beginning. Thus, advising by faculty members will be essential in this new model and the administration of the University will need to provide resources so that faculty members will be well trained and willing to undertake this important task.

The Committee has dedicated much thought to the graduate programs of the Faculty. We have found that the M.A. programs were of unequal quality, and serious attention needs to be directed at elevating their quality and articulating their goals. We have also recommended that **all** M.A. programs offer a first-semester methodological seminar every year. With regard to both M.A. and Ph.D. programs, the Committee strongly recommends that admissions standards and procedures should be a matter of Departmental concern and authority. In more general terms, graduate students should be seen as working in a department, not just with a single member of the Faculty. The Committee also strongly supports a program whereby outstanding B.A. students can be identified and granted generous stipends at the M.A. level. The Committee is also concerned about the low level of funding for all graduate programs.

We have also made some recommendations for improving the physical plant of the Faculty, including renovating offices to make them more inhabitable for faculty members, and updating classrooms into "mart classrooms." We have also proposed that every department and program prepare an up-to-date website in English and Hebrew. Finally, we have addressed some concerns about the library and future role of the library and its staff as an instructional unit of the University. Personnel must have first-hand experience with the processes of research and writing in order to properly guide students in these areas.

b. The Mandel Institute of Jewish Studies

THE MANDEL INSTITUTE OF JEWISH STUDIES

Chairperson: Prof. Shlomo Naeh

E-mail: jstudies@mssc.huji.ac.il carrief@savion.huji.ac.il

URL: <http://jewish.huji.ac.il/>

The Mandel Institute of Jewish Studies is the academic and administrative home for the research of Judaism, its literature and culture at the Hebrew University. It incorporates several departments and disciplines - Bible, Talmud, Hebrew Language, Hebrew and Yiddish Literature, Jewish and Comparative Folklore, the History of the Jewish People and Jewish Thought. In addition, the Institute maintains a close relationship with other Jewish related research programs and projects within the Faculty of Humanities.

Over twenty research centers and projects are organized within the institute, which constitutes the largest research center in Jewish studies in the world. Numerous specialized research projects, covering all aspects of Jewish studies from biblical times to the modern period, are currently in progress. Methods range from traditional philological and historical, to contemporary hermeneutic and semiotic approaches, as well as state of the art digitalized databases of textual, oral-vocal, and visual materials.

The research centers house important collections of books and documents. Among them the Bible Project that researches the textual tradition of the Hebrew Bible, the Orion Center for the Study of Second Temple Jewish literature and the Dead Sea Scrolls, the Ben-Zion Dinur Research Institute for Jewish History, with which are associated centers for the study of Dutch Jewry, Germania Judaica (the Jews of Germany), the Jews of Poland and Russia and their culture, the Jews of Hungary, and the Jews of Romania. The Wolfson Center for Talmud Studies is the nucleus of various projects on Talmudic and rabbinic literature, some of which are

carried out in cooperation with the Jewish National and University Library. The archives of the Folklore Research Center include among others a rare collection of thousands of Judaica postcards (the Joseph Hoffmann collection), a collection of Israeli humor, and the Jewish proverb index. Yiddish research projects include the survey of Yiddish periodicals, and an extensive recording project supported by the Spielberg Foundation, as well as the study of Yiddish proverbs. The Language Traditions Project studies Hebrew traditions of various Jewish communities, and the Jewish Languages Project, other Jewish languages. The Misgav Yerushalayim Institute for the Research of Sephardi and Oriental Jewish Heritage, The Center for Jewish Music, and The Center for Jewish Art, are also associated with the Mandel Institute for Jewish Studies. All of the centers are in the midst of digitizing their collections which will be available for the research community on the internet.

The Mandel Institute of Jewish Studies especially promotes and supports graduate and post-doctoral research in all fields of Jewish Studies. The Institute offers prestigious scholarships, grants and prizes to its outstanding students, based both on need and excellence, among them the Moritz and Charlotte Warburg Prize and the Mandel Institute Fellowship. Scholion is a center for advanced studies, which aims to encourage interdisciplinary research by two main projects: three research groups dealing with a general topic of Jewish studies, each comprises four senior scholars and four doctoral students, and the Mandel Scholars program that offers two three-year post-doctoral positions per annum to young, outstanding scholars in all fields of Jewish Studies.

The Revivim Honors Program combines high level Jewish Studies, with an emphasis on Biblical Studies, with a special pedagogic program leading to a teaching certificate. Every year, approximately 24 graduates of the program go on to teach Jewish Studies in Israeli high schools. The Center for Jewish Studies in Russian is in charge of academic programs and publications in Jewish Studies in Russia and Israel in the Russian language. The International Center for University Teaching of Jewish Civilization coordinates activities in Israel for academic teachers from overseas.

Publications

The Mandel Institute of Jewish Studies publishes a wide range of scholarly publications in Jewish studies, among them the following series:

Tarbiz: a Quarterly for Jewish Studies (the leading veteran quarterly of general Jewish studies in Hebrew);

Jerusalem Studies in Hebrew Literature (an annual of Hebrew literature studies);

Jerusalem Studies in Jewish Thought (an annual of Jewish philosophy, Jewish mysticism and the history of Jewish thought);

Jerusalem Studies in Jewish Folklore (an annual for the scholarly investigation of Eastern and Western Jewish folklore and folk-literature);

Textus: Studies of the Hebrew University Bible Project (an annual for the study of the text and textual tradition of the Hebrew Bible);

Annual for Biblical and Ancient Near Eastern Studies:

Language Studies (a series of studies in Hebrew language);

Massorot: Studies in Language Traditions (an annual for the study of oral traditions of Hebrew and Jewish languages);

Edah VeLashon: Publications of Hebrew University Jewish Oral Traditions Research Center;

Italia: Periodical for Research in the History, Culture and Literature of the Jews of Italy;

Hispania Judaica Bulletin: Articles, Reviews, Bibliography and Manuscripts on Sefarad;

Vestnik (an academic journal in Jewish studies in Russian).

Jerusalem Studies in Modern Judaism (a new English journal launched this year [2010], which will explore Jewish philosophy, intellectual culture and values).

Other series include publication of graduate theses in Jewish Studies and present the results of various research projects of the institute. Among them is the *Kuntresim* series of the Ben-Zion Dinur Research Institute for Jewish History, which publishes several texts and studies every year.

Chapter 3 - The Evaluated Study Program

3.1 The Goals and Structure of the Study Program

3.1.1 The name of the study program, a brief summary describing its development since its establishment.

A History of the Department of Hebrew Literature at the Hebrew University

“Is it even possible to imagine the Hebrew University without a Chair in Hebrew Literature? – for without it, there would be no Hebrew University, and in fact no Hebrew renaissance at all.”

Joseph Klausner

I

The history of the Department of Hebrew Literature at the Hebrew University, and of the academic study of Hebrew literature itself, is inextricably connected to the figure of Prof. Joseph Klausner (1874-1956). When the Institute for Jewish Studies was founded in 1925, it was for the study of “Judaism and the Orient” and was not divided into the departments that today make up its structure: Bible, History of the Jewish People, Jewish Thought, Hebrew Language, and Hebrew Literature. Klausner lectured on Hebrew literature at the Institute from 1925, adding this field to the repertoire of Talmud and geography as topics of study. However, his lectures were not as yet part of an academic program. His call to integrate basic academic and pedagogical skills into the Institute's program to prepare future teachers and scholars was at first a lone voice that emanated from his broader vision to expand the humanities beyond the boundaries of Judaism, according to the principle of integrating “Judaism and humanity.”

Klausner was one of the most active participants at the University Conference that convened in Basel during the summer of 1928. Together with Y. N. Epstein and David Yellin, he worked to achieve recognition of the academic level of the study of Hebrew literature at the Institute and the authority to give exams and bestow academic degrees upon their graduates. It was during this summer of 1928 that the Institute of Jewish Studies was incorporated into the Faculty of Humanities and Klausner's desire to bring

together "Judaism and humanity" was finally realized, as he celebrated in an emotional article entitled "A Change of Values at the Hebrew University."

The Department of Hebrew Literature, as an academic framework, was founded in that summer of 1928. The first qualifying exams were held in January 1932, as eight of the thirteen graduating students of the Institute of Jewish Studies completed their studies in modern Hebrew literature (what was later called "Literature of the Enlightenment," Klausner's own field).

Klausner, who saw himself primarily as an historian of the Second Temple period, only reluctantly accepted his teaching appointment in the field of Hebrew literature (as no appointment in history was forthcoming). His acquiescence, as he later remarked, was influenced by Ahad Ha'am's opinion that there was no one better qualified for the position, and in view of the critical importance of Hebrew literature for the University. As Klausner later wrote, "Is it even possible to imagine the Hebrew University without a chair in Hebrew Literature? – for without it, there would be no Hebrew University, and in fact no Hebrew renaissance at all."²

During the 1930's, Klausner's classes on the Enlightenment were joined by those in medieval Hebrew poetry taught by David Yellin (1864-1941) and Simha Assaf (1889-1953), who lectured on Geonic and medieval Rabbinic literature. Klausner was acquainted with Assaf from the yeshiva in Odessa, where Bialik also taught. The academic endeavors of these three scholars became the foundation of the Department and its tripartite structuring principle until this day. Assaf's classes became the precursor of the departmental section of "Midrash and Folk Literature," Yellin's classes developed into the section of "Medieval Literature and Liturgical Poetry," and Klausner's classes became the foundation for "Modern Hebrew Literature." In time (from the 1950's until the 1970's) a fourth field was added; "Ethical Thought and Literature" under the direction of Prof. Isaiah Tishby (1908-1992). However, this section was closed with Tishby's retirement since the impetus for its formation came not from the internal disciplinary needs of the Department but rather from the external, personal tensions between various teachers in the Department of Jewish Thought.

² S. Werses, "Joseph Klausner and the Beginning of Teaching and Research in Hebrew Literature."

II

The War of Independence was a turning point for the history of the department as it was for the University as a whole. Klausner, who was supposed to retire in 1948 (at the age of 74) continued to teach at the behest of the University until his replacement in 1949 by Shimon Halkin. However, the end of the “Age of Klausner” had far-reaching consequences beyond the move of the University itself from Mount Scopus to the Terra Sancta building in Rehavia. The new post-Independence War students, many of whom had fought in the war, were soon to become some of the most influential writers and scholars of their generation: people like Benjamin Hrushovski, Gershon Shaked, Haim Guri and Yehuda Amichai.

Shimon Halkin (1899-1987) was invited by Gershom Scholem to emigrate from the United States in order to assume a position in the Department. This was an academic fiat. Neither Klausner’s students nor those who saw themselves as his natural successors, like Baruch Kurtzweil, were invited to take the place of their teacher. Halkin instigated a certain transformation in the structure of the Department: he severed it from the Talmud Department (leaving to them as compensation the preparatory Talmud classes to be given by their teachers) and created, at Scholem's insistence, the section of “Ethical Thought and Literature.” Samuel Werses (1915-2010), who was Klausner’s distinguished student, first taught in this section and continued, throughout his career, to teach the literature of the Enlightenment in the Modern Hebrew Literature section.

The field of medieval Hebrew poetry did not undergo any drastic changes during this period. In 1942, upon David Yellin’s demise, Haim Schirmann was invited to teach medieval poetry, and continued to do so until his retirement in 1968. During this period the section developed and flourished. His students – Aaron Mirsky (1914-2001), Dan Pagis (1930-1986), and Ezra Fleischer (1928-2006) continued his work and tradition of academic excellence.

Simha Assaf’s initial affiliation with the Talmud Department created the necessary bridge to the study of Rabbinic literature, which generated the first generation of literary scholarship in the field: Joseph Heinemann (1915-1978), Jonah Fraenkel (b. 1928), and Jacob Elbaum (b. 1939). Assaf’s student Dov Noy (b. 1920), who had been

sent in 1949 to the USA to complete a doctoral degree in folklore, rejoined this section in 1954, and with him the study of folk literature, ancient and modern, was added to the Department's repertoire. Since then, this section has had two tracks; one focuses on Rabbinic midrash from late antiquity and the other on Jewish – especially Hebrew – folk literature throughout the ages. Rabbinic midrash was also taught by Noy until Elbaum and Fraenkel, who started to teach in the Sixties, replaced him in that area.

It was during this period of the 1950's that the academic identity of the Department as a whole took shape. The tripartite structure of ancient, medieval and modern periods encourages our students to view any given period and its literary artifacts within a web of synchronic and diachronic relations. While we may not have the resources to fill in all of the points on this cultural-historical map, we endeavor to make our students aware of the continuous dialogue between periods and cultures.

The departmental section of “Ethical Thought and Literature” was always, by its very nature, an “adopted child” of the Department, its natural affiliation being to the fields of Jewish thought and Jewish mysticism. Nevertheless, Tishby's charismatic personality and academic standing made him one of the most influential people in the Department during the 60's. Joseph Dan (b. 1935), Tishby's disciple, who also taught within this departmental section, adopted a more literary approach. After the section was closed, Dan moved to the Department of Jewish Thought.

Shimon Halkin, who was one of the most influential personalities in the Department at the time, instigated a clear shift in its intellectual world. The Halkin era brought about an alignment with the dominant school in Anglo-American literary theory in the mid 20th century, New Criticism. This shift – from the historical positivism of the nineteenth century to the forefront of modern literary criticism of the time – had a profound influence, directly and indirectly, on the study of Hebrew literature in Israel and even on the writing of that literature itself. This "New-Critical" direction was the dominant approach of the Department as a whole, and through Halkin's students (Hrushovski-Harshav, Haefrati, and Perry), became the cornerstone of the Department of Poetics at Tel Aviv University, which saw itself at the forefront of literary criticism in Israel. This orientation had a profound effect on literary criticism written during the

fifties and sixties, and no less on the literary texts themselves. It is not possible, for example, to describe the intellectual world of the “Likrat” movement – which was heavily influenced by the Department – without this critical direction. It is by no means accidental that Nathan Zach’s famous essay, “Time and Rhythm in Bergson and Modernist Poetry,” was originally written as an assignment at the Department.

Halkin himself was more of an intellectual conduit than literary historian. His basic approach was a kind of sociological-existentialism but the theoretical repertoire of his seminars did not include more than a few basic articles. However, his intellectual presence was influential in other ways. He came from urban America yet had not forgotten his Eastern European origins. He was a significant and accomplished writer and poet in his own right, whose work exemplified a complex interaction between Jewish experience and contemporary Western civilization. Mention should also be made of his translation activities that widened the scope of Hebrew literature to include important American and European works. He was an inspiring teacher, and succeeded in preserving and strengthening the status of the Department of Hebrew Literature as the cultural capital of Hebrew literature during a period of transformation from Klausner’s more nationalistic approach to a more abstract and individualist one that emphasized a text-based reading experience.

Halkin brought an additional important element to the Department. He was a writer and poet, and these qualities were not absent from his teaching. He was intimately acquainted with the “real life” of Hebrew literature both as a scholar and as a writer. Subsequently, many of the teachers of the department (Mirsky, Pagis, Fleischer, Miron, Hasan-Rokem, and Hirschfeld) have been creative writers, and their research often carries a certain poetic force and style. Some of the current younger teachers in the Department are also poets.

Perhaps more influential than Halkin during this period was the presence of Benjamin Hrushovski (Harshav, b. 1928) who had been teaching in the Department since 1954. His teaching and research created the intellectual horizon and precision that still characterize the obligatory classes of first-year students. His influence was deeply felt not

only in the teaching and study of modern poetry but was also instrumental in the critical endeavors of Pagis and Fleischer and their students who taught medieval Hebrew poetry.

In the field of Rabbinic literature, the combined efforts of Heinemann, Fraenkel, and Elbaum actually brought about the emergence of a new discipline. For previous scholars, this corpus was the sole domain of the historical and philological approaches. The modern literary study of midrashic literature became an independent discipline with its own agenda, methodologies, questions, and protocols thanks largely to the scholarly efforts of what can be called the 'Jerusalem School,' encompassing both the folkloristic approach of Dov Noy and the literary-historical approaches of Heinemann, Fraenkel, and Elbaum.

In the field of medieval poetry, Dan Pagis created a theoretical foundation for modern descriptive poetics of the Spanish and Italian secular corpus. Alongside the study of the classical secular poetry of Spain, Mirsky and Fleisher built a foundation for the study of earlier liturgical poetry (*Piyyut*). Fleisher's contribution to the periodization of *Piyyut* and his classical characterization of its different schools are indispensable to every scholar in the field to this day. It was during this period, towards the end of the 60's, that Fleischer established the Geniza Research Institute for Hebrew Poetry affiliated with the Israel Academy of Sciences and Humanities. In the 1970's Yoseph Yahalom (b. 1941) joined this section of the Department.

These years were both formative and transformative for the Department as a whole. The older literatures from Late Antiquity and the Middle Ages came into their own as academic disciplines and enabled the Department to present its students with not only a tripartite study of Hebrew literature from the post-biblical period to the modern era but also a grand vision of Hebrew literature throughout the ages.

From the end of the 60's, the dominant figure in the section of Modern Hebrew Literature was Gershon Shaked (1929-2006) whose intellectual energy enlivened the entire department. His historical classes, that were in a way a continuation of Halkin's sociological approach, were imbued with a new energy and passion. Shaked, who fled Vienna as a child and immigrated to Palestine in 1939, created an "Israeli" historiography of modern Hebrew literature as a complex dialectic. These classes became the basis for

his monumental study *Hebrew Literature: 1880-1980*. He promoted areas of specialization in individual authors, like Mendele and Agnon, and was also responsible for expanding the academic perspective of the department to include other Jewish literatures that were not written in Hebrew or Yiddish. At the end of the 1960's Ruth Kartun-Blum began to teach modern Hebrew literature, and in the early 1970's Joseph Even joined the same subfield.

Shaked was instrumental in enabling the return of Dan Miron (b. 1934) in 1975, who was a student in the Department during the fifties. Miron's classes in the history of modern Hebrew poetry formed a strong counterpoint to the classes of Shaked – over against the latter's social history of prose, Miron created a complex network of poetic relationships and influences constructing a field of cultural criticism through a literary critical discourse.

Towards the end of the 1970's, Judith Bar-El (1947-1996) joined the ranks of the section for modern Hebrew literature adding to the teaching of poetry. In 1983 Menahem Brinker (b. 1935) arrived as a joint appointment with the Philosophy Department, enriching the curriculum with the study of literary criticism. The early 80's saw all three departmental sections at one of its peaks. The Midrash and Folklore section rested firmly on the shoulders of three veteran teachers – Noy, Fraenkel, and Elbaum – while their students became mature and influential scholars: Avigdor Shinan (b. 1946), a student of Heinemann, and Galit Hasan-Rokem (b. 1945), a student of Noy. Medieval Literature and Liturgical Poetry was led by Mirsky, Pagis, Fleischer and Yahalom and their students – Matti Huss (b. 1954) and Shulamit Elizur (b. 1955). In the Modern Hebrew Literature section – Shaked, Miron, Werses, Kartun-Blum and Bar-El taught alongside their students: Hannan Hever (b. 1953), Ariel Hirschfeld (b. 1953), and Yigal Schwartz (b. 1954). The Department as a whole in these years was infused with a sense of continuity and creativity, as each section was informed by the memory of three generations of scholarship. It was during these years that a record number of students flocked to the Department, whose influence grew commensurately. In the beginning of the new millennium, Esther Chazon (b. 1953) joined the department as a scholar of the Dead Sea Scrolls, Second Temple literature, and Jewish liturgy. She has served as the director of

the Orion Center for the Study of the Dead Sea Scrolls, which coordinates international research on the Scrolls.

III

The retirement of the older generation (and the unfortunate loss of Dan Pagis in 1986 and Judith Bar-El in 1996) marked the beginning of the present era of the Department. Teaching in the section of midrashic literature are Avigdor Shinan and Galit Hasan-Rokem (who are soon about to retire) together with Jonah Fraenkel's student Joshua Levinson (b. 1953), who assumed a tenure track position in the late 90's. Medieval and Liturgical literature is taught by Shulamit Elizur and Matti Huss, while Yehoshua Granat (b. 1975) will assume a tenure-track position in 2012. Modern Hebrew literature is now taught by Hannan Hever and Ariel Hirschfeld who were joined by Tamar Hess (b. 1966) in 2006. In addition, in 2001 Aminadav Dykman (b. 1958) received a joint appointment with the Department of Comparative Literature to teach translation studies.

Four years ago the name and administrative framework of the department was changed to include the previously independent departments of both Yiddish and Jewish and Comparative Folklore. This was among the modifications introduced by the administration in the wake of the Gager Report on the Faculty of the Humanities (2006). The official name became the "Department of Hebrew Literature, Yiddish, and Jewish and Comparative Folklore." This combination had no academic implications and was limited only to administrative changes since the academic programs remained as separate as they had been earlier. Overall this merger had adverse effects: the numbers of students in the fields of Yiddish and folklore dangerously shrunk, and the distinct identity of Hebrew Literature was obscured as many prospective students were deterred because of the amorphous name. It should be stressed that although the Gager Report itself recommended the administrative merger of small departments, it explicitly advised that Yiddish and Folklore be strengthened as independent academic units. In light of the aforementioned negative consequences, it was recently decided to reestablish Folklore

Studies outside the Department and that the name of the Department should revert to "Hebrew Literature."

The Department is dynamic and energetic in its atmosphere of research and study: classes are full and the teachers are dedicated to their own research projects. The theoretical and critical accord that reigned during the Department's "New Critical" era has given way to a broad range of critical approaches that includes classical philology, hermeneutics, cultural criticism in the spirit of post-structuralism and post-colonialism, as well as gender and queer studies. The research carried out under the auspices of the Department is of the highest level of academic excellence, at the forefront of the field, and of a high international profile. The number of graduate students, especially at the PhD level, is exceedingly high per teacher, ensuring the continuity of research according to the ideas and standards developed at the Department. Besides the regular curriculum, there are also departmental seminars where both older and younger staff and students as well as guest lecturers present their research. Another popular venue is the non-academic "Literature Here and Now" lecture series of contemporary authors that is open to the general public and celebrates the publication of new works of prose and poetry.

In spite of these varied activities and directions, the Department is in dire straits as the retirement of the previous generation of scholars has left a vacuum that has yet to be filled. The various departmental sections are understaffed and only with difficulty are they able to offer a full program of study or add the variety of classes necessary to attract students and enrich their studies. Today, Modern Hebrew Literature is staffed by three tenured teachers. Midrash and Folk Literature is facing an especially acute situation as Shinan and Hasan-Rokem are retiring this year and the vacant positions have yet to be filled. By next year this section will have only one tenured staff member! These difficulties have been accompanied by a sharp decline in the number of registered students over the last ten years. This decrease is certainly related to larger cultural developments concerning the situation of the Humanities in general and the situation of Jerusalem in particular, and is undoubtedly connected to the declining prestige of Hebrew literature as a subject taught in high-schools. The latter is attested by the fact that departments of Comparative Literature have suffered less of a decline. An additional factor contributing to the decline, as mentioned above, was the appellation of the

Department during the last four years (“Hebrew Literature and Yiddish and Jewish and Comparative Folklore”). This failed experiment has recently been rectified, and we are hopeful that student registration will improve. Nevertheless, it is obvious that the critical lack of tenured staff seriously hampers the Department’s efforts to offer a rich and variegated program of study while forcing it to limit its offerings to the bare essentials. The limited repertoire of class offerings has adverse effects on both the registration of new students as well as on our obligation to prepare and train future generations of scholars. The Department, while struggling to maintain a high level of research, teaching, and prestige, is in serious danger of academic suffocation if sufficient positions and means are not allocated to it.

3.1.2 Mission statement of the study program, its aims and goals

Letter of intent; the Department’s goals and aims

The Department offers curricula for three degrees: BA, MA, and PhD.

The goal of the studies is to provide students with deep knowledge of the main *corpora* of Hebrew Literature: Talmudic Legend (*Aggadah*), popular tale, ancient sacred poetry, secular medieval poetry, the literature of the Enlightenment period (*haskalah*), and contemporary Hebrew literature. This body of knowledge is delivered to the students from the perspectives of history, history of ideas and poetics.

The Department also offers a cluster of cultural studies, focusing on literature as culture. The curriculum of this cluster is designed so as to acquaint students with theories of culture criticism, and to train them in culture research.

In addition, the Department offers historical introductory courses in its three sections alongside with introductory courses in reading proficiency and interpretation theories. Later on, the Department offers advanced studies in the form of seminars.

The Department’s mission is being realized in several dimensions. First is the Department’s pedagogical aim: the curriculum of the BA program is designed so as to provide a solid basis for interpretative research work on behalf of the students, and to

offer a valid professional foundation for those students who intend to pursue a career of teachers of literature in high schools, as well as for those students whose intention is to achieve an MA degree. The curriculum of the MA program is designed so as to involve the students in a genuine process of scholarly research – both as a vital component of the continual research work done by the Department’s teachers, and as a beginning of an independent research. Advisory work in PhD theses is mainly focused on the continual encouragement of doctoral candidates to develop an independent scholarly stance.

The second dimension of the Department’s mission has to do with the conservation and farther development of scholarly research in the field of Hebrew Literature of all periods. The Department’s entire learning process is aimed at rendering the understanding of Hebrew literature deeper, broader and more exact, both from the perspective of the definition of the field of research, and the theories used for its description.

The third dimension of the Department’s mission concerns the effort to cultivate scholarly excellence. The aim of this effort is to conserve the traditional high level of scholarly work done in the Department of Hebrew Literature at HU, which always was the cutting edge of the profession as a whole. This effort relays on the understanding that this particular department is the only such academic body in the world whose entire scholarly identity is focused on research in the field of Hebrew Literature of all periods.

In the past four years the Department had two additional clusters: Yiddish, and Jewish Comparative Folklore. Yiddish studies aimed at mastering the Yiddish language, and studying both Yiddish literature (from the 14th century to modern times), and popular Yiddish literature. The aim of Folklore studies was to equip students with research methods and interpretative theories relevant to the field of Folklore studies.

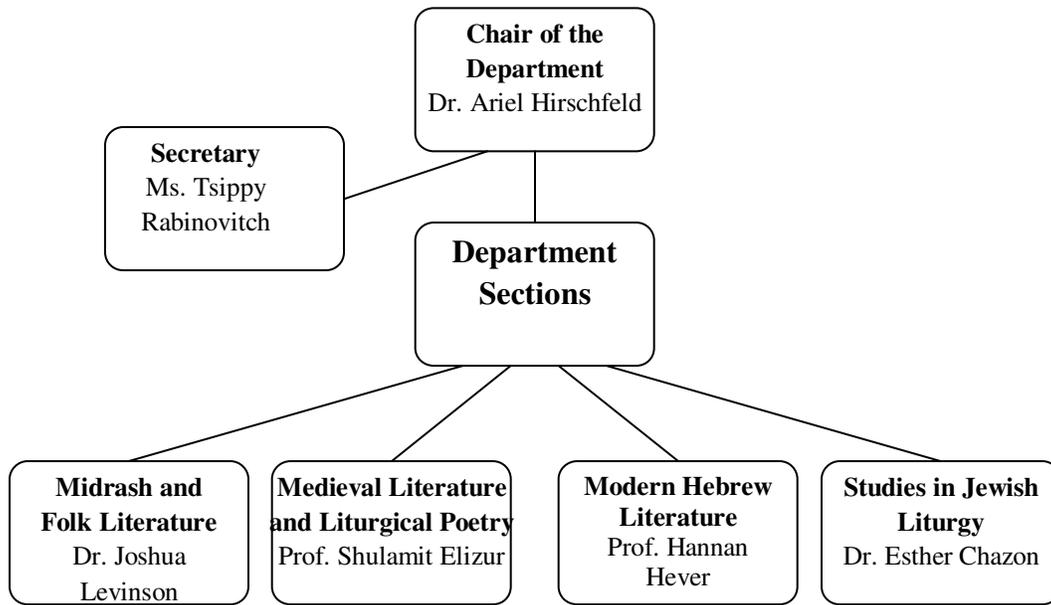
Up to the year 2009 the Department also had a cluster of Creative Writing courses that offered students training in the writing of prose, poetry, and literary essays.

3.1.3 Description and chart of the academic and administrative organizational structure of the study program (including relevant committees)

Ever since it was founded, the Department of Hebrew Literature constitutes a part of The Institute of Jewish Studies, which in its turn is part of The Faculty of Humanities. The Department is subordinate to both structures. The Department's council elects the Head of the Department for a term of three years, with a possibility of extending his/her term for one additional year, pending the council's endorsement. The different sections have elect Heads (chosen every few years by the members of the given section); their function is to prepare the annual curriculum for their section.

The Department's Head is responsible for the following tasks:

1. The preparation, together with the Heads of Sections and Clusters, of the annual curriculum of the Department, according to the Department's general aims, using regular staff and "soft money for instruction" (which is provided by the Dean's office on a yearly basis), and the obtaining of additional money for "soft instruction" from various University funds.
2. Management the Department's day-to-day life academically and in what concerns all administrative matters. One major task that falls within the responsibilities of the Department's Head is to respond to student's queries, either through personal meetings, or by e-mail.
3. The production of various academic initiatives (such as conferences and seminars), and monitoring of the Department's non-academic activities (such as readings, various ceremonies). It is also the Department Head's responsibility to examine any academic initiatives of staff members, and to facilitate the interface with the University's various institutions. The Department's Head runs all staff meetings, which are convened at least once a semester.
4. The Head represents the Department in different events and *fora*, e.g. Development Committees, Institute Staff Meetings, Faculty Meetings, Senate Meetings, and ceremonies.
5. The Department has one secretary, who is responsible for the administrative affairs of the entire Department (including all Sections and Clusters), and for the administrative affairs of The School of Literatures.



3.1.3 Names of holders of senior academic and administrative positions.

Senior academic staff

Dr. Esther Chazon

Dr. Aminadav Dykman

Prof. Shulamit Elizur

Prof. Galit Hasan-rokem

Dr. Tamar Hess

Prof. Hannan Hever

Dr. Ariel Hirschfeld

Dr. Matti Huss

Dr. Joshua Levinson

Prof. Avigdor Shinan

Mr. Hanan Borodin

Administrative staff

Ms. Tsippy Rabinovitch

3.1.5 Please provide in the format of a table, the number of students enrolled in the program in each of the last five years according to level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree)³

Degree	Year				
	2007	2008	2009	2010	2011
BA	99	112	93	82	58
MA (with thesis)	12	22	21	22	23
MA (without thesis)	41	37	34	21	17
MA (on probation)	8	6	4	3	5
PhD	44	37	43	40	39

3.1.6 Please provide in the format of a table, the number of graduates from the program in each of the last five years according the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree).⁴

Degree	Year				
	2007	2008	2009	2010	2011*
BA	28	25	19	28	28
MA (with thesis)	3	1	6	9	5
MA (without thesis)	2	3	2	4	4
MA (translation)	0	6	2	0	0
PhD	7	6	5	5	2

³ The number of students include Hebrew Literature student only. The number does not include Yiddish studies and Folklore students.

⁴ The number of students include Hebrew Literature student only. The number does not include Yiddish studies and Folklore students.

3.2 The Study Program – Contents, Structure and Scope

3.2.1 The name of the study program, specializations/tracks within the program, the campus where it is taught (if the institution operates on a number of campuses). If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?

The Department of Hebrew Literature currently has three sections and one cluster:

1. Midrash and Folk Literature Section. This section is dedicated to the study of *Aggada* and *Midrash*, early and later sermons, the artistic tale in *aggadic* literature, various genres and periods of popular story-telling, ancient tales, medieval and hassidic stories.
2. Medieval Literature and Liturgical Poetry Section (to the 18th century). This section is dedicated to the study of sacred poetry and secular medieval poetry, rhymed prose and plays.
3. Modern Hebrew Literature Section (from the 19th century to the present). This section is dedicated to the study of poetry, prose, fiction, plays, literary essays, and critical and political literary compositions.
4. Culture Studies Cluster. This section is dedicated to the study of literature as culture, with a focus on structures and mechanisms that underlie various phenomena in Jewish culture of different periods.

As of 2007, the Department of Hebrew Literature at HU also offered the following:

1. Sub-section in Yiddish Studies – offering Yiddish language courses, the study of Yiddish literature (from the 14th century on), and of popular Yiddish literature.
2. Sub-section in Jewish and Comparative Folklore – offering basic knowledge in the fields of creation and communication of popular culture in its historical context and from a comparative perspective.

Until 2009, the department offered a cluster of courses in the field of Creative Writing. The students were trained in the writing of a poem, a short story or an essay, and were guided in the analysis of canonical literary texts as well as of their own compositions.

In addition to the curriculum described above, the department offers various courses and seminars in the following areas:

1. Masterpieces of World Literature
2. History of Literary Theory and Aesthetics (an historical survey of theories of literature and discussion of major texts)
3. Core studies (Introduction to Cultural Studies)
4. Auxiliary courses (bibliographic guidance, introductory talmudic studies).

3.2.2 The structure of the study program its content, and scope, and distribution of the studies throughout the academic year.

3.2.2 The study Program – Table no. 1

The Department of Hebrew Literature, Academic Year of Evaluation – 2010/2011

BA Study Program – Obligatory Courses

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
1	1	17182	Bibliographical tutorial	Obligatory	2		1	8	Ms. Moran Benit	Teaching assistant
		10510	Masterpieces of world literature I	Obligatory	2		1	230	Prof. Cyril Aslanov	Full professor
	2	10515	Masterpieces of world literature II	Obligatory	2		1	243	Dr. Gur Zak	Senior lecturer
2	1	10615	Landmarks of criticism: from Plato to Nietzsche	Obligatory	2		1	122	Dr. Rony Klein	Adjunct lecturer
		17216	Topics in poetics and aesthetics: tutorial	Exercise	2	Studied with 10615	1	18	Mr. Ariel Zinder	Teaching assistant
	2	10610	20 th century literatures: basic topics	Obligatory	2		1	126	Dr. Yoav Rinon	Senior lecturer
		17215	Topics in poetics and aesthetics: tutorial	Exercise	2	Studied with 10610	1	22	Mr. Oren Pri-Har	Teaching assistant
1-3	2	17146	Introduction to cultural studies: the Israeli culture	Obligatory	2		1	202	Prof. Hannan Hever	Full professor
		17145	The ancient Jewish library	Exercise	2		1	27	Prof. Avigdor Shinan	Full professor
Total					18		9			

BA Study Program – Midrash and Folk Literature Section

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
1-2	1	17109	Introduction to aggadic literature: the book and its tales	Obligatory	2		1	70	Dr. Joshua Levinson	Senior lecturer
	2	17110	Introduction to folk literature: family and community	Obligatory	2		1	93	Dr. Anat Shapira	Adjunct lecturer
	1+2	17111	Folklore in rabbinic literature	Exercise	4		2	19	Dr. Tali Artman-Pertok	Teaching Fellow
		17221	The cultural poetics and politics of the midrash	Exercise	4		2	14	Dr. Joshua Levinson	Senior lecturer
2-3	1	17288	Women and water in the literature of the Sages	Seminar	2	17109, 17110, 17111 or 17221	1	9	Dr. Gila Vachman	Teaching fellow
	2	17335	Borders of identity in rabbinic literature	Seminar	2	17109, 17110, 17111 or 17221	1	15	Dr. Joshua Levinson	Senior lecturer
		17287	Disguises and shifting of identities in medieval Hebrew narratives	Seminar	2	17109, 17110, 17111 or 17221	1	6	Dr. Anat Shapira	Adjunct lecturer
		17396	Story as history, history as a	Seminar	2	17109, 17110,	1	6	Prof. Galit Hasan-	Full professor

			story			17111 or 17221			rokem	
	1+2	17328	Scrolls literary forms in the midrashim	Seminar	4	17109, 17110, 17111 or 17221	2	12	Prof. Avigdor Shinan	Full professor
Total					24		12			

BA Study Program – Medieval Literature and Liturgical Poetry Section

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
1-2	1	17224	Introduction to medieval Hebrew poetry – part I	Obligatory	2		1	37	Prof. Shulamit Elizur	Full professor
	2	17225	Introduction to medieval Hebrew poetry – part II	Obligatory	2		1	21	Prof. Shulamit Elizur	Full professor
	1+2	17217	Selected poems of S. Hanagid and S. Ibn-Gabirol	Exercise	4		2	8	Mr. Ariel Zinder	Teaching assistant
		17124	Spanish poetry in Ibn Ezra's work	Exercise	4		2	9	Dr. Yehoshua Granat	Teaching fellow
1-3	1	17238	On nature in early Hebrew poetry	Elective/ Seminar	2	17224, 17225	1	9	Dr. Yehoshua Granat	Teaching fellow
2-3	2	17235	Judah Alaharizi's <i>tahkemoni</i>	Seminar	4	17224, 17225, 17124 or 17217	2	11	Dr. Matti Huss	Senior lecturer
		17319	The exodus and <i>matan torah</i> in the <i>piyyutim</i>	Seminar	2	17224, 17225, 17124 or 17217	1	7	Prof. Shulamit Elizur	Full professor
Total					20		10			

A Study Program – Modern Hebrew Literature Section

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
1-2	1	17172	New modern Hebrew poetry: history and poetics	Obligatory	2		1	139	Prof. Hannan Hever	Full professor
	2	17222	Hebrew prose fiction of the 20 th century	Obligatory	2		1	66	Dr. Ariel Hirschfeld	Senior lecturer
		17549	Elements of poetry	Exercise	4		2	23	Mr. Roy Greenvald	Teaching assistant
		17214	Elements of prose	Obligatory	4		2	23	Ms. Naama Tsal	Teaching assistant
	1+2	17579	God and humanity in Amichai's poetry	Seminar	4	17172, 17549	2	17	Dr. Ariel Hirschfeld	Senior lecturer
1-3	1	17158	S.Y Agnon – Tradition and modernism	Elective	2		1	40	Dr. Ariel Hirschfeld	Senior lecturer
		17162	Hebrew poetry in the 18 th and the 19 th centuries	Elective	2		1	12	Dr. Aminadav Dykman	Senior lecturer
		17305	Dahlia Ravikovitch's	Elective	2	17172, 17549	1	27	Dr. Tamar Hess	Lecturer

			poetry							
		17326	Representing Jewish migration from east Europe	Elective	2		1	3	Dr. Rafi Tsirkin-Sadan	Teaching fellow
	2	17020	Modern Jewish literatures – moments of contact	Elective	2		1	23	Prof. Emeritus Dan Miron	Volunteer
2-3	1	17258	Space and cities and modern Hebrew literature	Seminar	2	17222, 17214	1	11	Dr. Dror Burstein	Adjunct lecturer
		17315	Theology and nationalism in modern Hebrew literature	Seminar	2	17222, 17214	1	13	Prof. Hannan Hever	Full professor
	2	17236	Israel in the literature of 1967-1973	Seminar	2	17222, 17214	1	13	Dr. Shimrit Peled	Teaching fellow
		17237	Hebrew literary works as personal narratives	Seminar	2	17222, 17214	1	16	Dr. Michal Held	Teaching fellow
		17329	The female body in modern Hebrew fiction	Seminar	4	17222, 17214	2	12	Dr. Tamar Hess	Lecturer
Total					38		19			

BA Study Program – Yiddish-studies

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
1	2	17010	Introduction to Yiddish studies	Obligatory	4		2	25	Dr. Dalit Assouline	Teaching fellow
		17001	Yiddish course (beginners)	Obligatory	8		4	11	Mr. Hanan Borodin	Language teacher
1-2	2	17011	Yiddish literature: Jewish culture	Exercise	4		2	25	Dr. Natan Cohen	Adjunct lecturer
1-3	1	17013	Introduction to old-Yiddish literature	Elective	2		1	3	Dr. Claudia Rosenzweig	Teaching fellow
2-3	2	17050	Advanced Yiddish	Obligatory	4	17001	2	7	Mr. Hanan Borodin	Language teacher
Total					22		11			

BA Study Program- Studies in Jewish Liturgy

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
1	1	17260	Introduction to Jewish liturgy – part I	Obligatory	2		1	114	Prof. Avigdor Shinan	Full professor
1		17262	The development of the Jewish prayers	Exercise	2		1	4	Dr. Esther Chazon	Senior lecturer
1	2	17261	Introduction to Jewish liturgy – part II	Obligatory	2	17260	1	72	Prof. Avigdor Shinan	Full professor
2	2	17267	Women's prayers in texts of the 2 nd commonwealth	Elective	2		1	3	Dr. Esther Chazon	Senior lecturer
2-3		17268	Prayer at Qumran	Seminar	2	17260, 17261, 17262	1	2	Dr. Esther Chazon	Senior lecturer
Total					10		5			

MA Study Program – Obligatory courses

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	No. of Students	Teaching Staff	
									Name of staff member	Employment Degree
1-2	1+2	10700	Theory and critique of literature and culture	Obligatory	4		2	40	Dr. Gur Zak	Senior lecturer
Total					4		2			

MA Study Program - Midrash and Folk Literature Section

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Weekly Teaching Hours	No. of Students	Teaching Staff	
								Name of staff member	Employment Degree
1-2	1	17934	The midrashic literature on the Book of Deuteronomy	Seminar	2	1	12	Prof. Avigdor Shinan	Full professor
		17969	Critical inquiry of tradition: structure, performing	Seminar	2	1	11	Prof. Galit Hasan-Rokem	Full professor
	1+2	17831	Mysteries revealed and apocalyptic literature	Seminar	4	2	4	Dr. Esther Chazon	Senior lecturer
		17836	Tales of the Sages: methods and hermeneutics	Seminar	4	2	10	Dr. Joshua Levinson	Senior lecturer
Total					12	6			

MA Study Program - Medieval Literature and Liturgical Poetry Section

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Weekly Teaching Hours	No. of Students	Teaching Staff	
								Name of staff member	Employment Degree
1-2	1	17898	Tutorial – poetry section	Exercise	2	1	1	Prof. Shulamit Elizur	Full professor
	2	17806	From poetry to narrative	Seminar	2	1	3	Dr. Matti Huss	Senior lecturer
	1+2	17955	Interpretation of secular Hebrew poetry in Spain	Seminar	4	2	4	Prof. Shulamit Elizur	Full professor
Total					8	4			

MA Study Program – Modern Hebrew Literature Section

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Weekly Teaching Hours	No. of Students	Teaching Staff	
								Name of staff member	Employment Degree
1-2	1	17959	The novels of Abraham Mapu: The beginning of Jewish secularism	Seminar	2	1	6	Dr. Ariel Hirschfeld	Senior lecturer
		17933	Reading "Great Horror & A Moon" by U.Z. Greenberg	Seminar	2	1	8	Dr. Dror Burstein	Adjunct lecturer
	2	17986	Shaul Tchernichowsky – poet and translator	Seminar	2	1	17	Dr. Aminadav Dykman	Senior lecturer
		17824	Lea Goldberg: poet, novelist and essayist	Seminar	2	1	19	Dr. Tamar Hess	Lecturer
		17862	Cultural history: theory and practice	Seminar	2	1	9	Prof. Hannan Hever	Full professor
	1+2	17977	Music and poetry	Seminar	4	2	11	Dr. Ariel Hirschfeld	Senior lecturer
		17917	Autobiography and the revolving door question	Seminar	4	2	15	Dr. Tamar Hess	Lecturer
Total					18	9			

Courses provided to other units: Gateway and Cornerstone courses

Gateway courses are elective courses open to students from the Humanities faculty.

Cornerstone courses are elective courses open to all the students in the university, unless otherwise specified.

Year in Program	Semester	Course No.	Course Title	Course Type	No. of Credits	Weekly Teaching Hours	No. of Students	Teaching Staff	
								Name of staff member	Employment Degree
1-3	1	17109	Introduction to aggadic literature: the book and its tales	Gateway	2	1	70	Dr. Joshua Levinson	Senior lecturer
		17224	Introduction to medieval Hebrew poetry – part I	Gateway	2	1	37	Prof. Shulamit Elizur	Full professor
		17172	New modern Hebrew poetry: history and poetics	Gateway	2	1	139	Prof. Hannan Hever	Full professor
		17260	Introduction to Jewish liturgy – part I	Gateway	2	1	114	Prof. Avigdor Shinan	Full professor
	2	17222	Hebrew prose fiction of the 20 th century	Gateway	2	1	66	Dr. Ariel Hirschfeld	Senior lecturer
		17225	Introduction to medieval Hebrew poetry – part II	Gateway	2	1	21	Prof. Shulamit Elizur	Full professor
		17110	Introduction to folk literature: family and community	Gateway	2	1	93	Dr. Anat Shapira	Adjunct lecturer

		17146	Introduction to cultural studies: the Israeli culture	Gateway + Cornerstone	2	1	202	Prof. Hannan Hever	Full professor
		17020	Modern Jewish literatures – moments of contact	Cornerstone	2	1	23	Prof. Emeritus Dan Miron	Volunteer
		17006	The woman in the aggadic literature	Cornerstone for natural sciences	2	1	27	Prof. Avigdor Shinan	Full professor
		17015	Elements of poetry	Cornerstone for medical sciences	2	1	n/a	Dr. Ariel Hirschfeld	Senior lecturer
	1+2	17010	Introduction to Yiddish studies	Gateway	4	2	25	Dr. Dalit Assouline	Teaching fellow
		17011	Yiddish literature: Jewish culture	Gateway	4	2	25	Dr. Natan Cohen	Adjunct lecturer
Total					30	15			

3.2.3 Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how do they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.

The main features of the BA program described here were established in the 1960's. With the exception of some changes, mainly shortening and curtailing, the program still retains its original character and basic principles. However, the content of the courses has radically changed in view of the evolution in the field. Thus, for instance, the core courses in poetics of prose and poetry that were initially designed to teach absolute principles of poetics, independent of specific historic and cultural contexts, are today taught with reference to the specific historical contexts. Another radical change in the structure of the curriculum was the addition of cultural studies (2001), which augmented the regular array of courses offered by the Department with the systematic teaching of modern theories in the field of culture critique. This addition reflects not only an alignment with the current global agenda of literary studies but also a more systematic implementation of an orientation that governed the Department since its early days when all its members approached Hebrew literature as emanating from Jewish culture in a specific historic context.

With the opening of the School of Literatures, several additional changes occurred: the Department's curriculum (as the curricula of other departments) was supplemented by a regular course dedicated to World Masterpieces, while the Department's traditional course entitled "Major Problems of Literary Theory" (taught yearly since the 1960') was annexed to the School's curriculum, so as to serve other departments of literature in the School of Humanities.

The Department's curriculum was designed according to basic principles typical of the historically oriented thought of the 19th century, which tended to divide the history of Western culture into three epochs namely, Ancient, Medieval, and Modern. This tripartite division provided a useful foundation for a more flexible modular structure that added more periods and some themes completely independent of that historical division. The Department preserves this large historic and thematic spectrum while constantly refining and developing it.

The Creative Writing program, which was added to the Department's curriculum in the 1990's, suffered greatly from budgetary cuts imposed by the University's authorities, and was finally shut down, following an academic assessment and decision by the Department's council. It is the Department's intension to restore this program in the coming academic year with a more solid financial infrastructure.

3.2.4 Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

The coordination of the curriculum and its monitoring are done within the Department by the Department Head. He/she examines the course proposals submitted by the section heads, taking into account the overall aims of the entire Department and the structure of the curricula in past years. Other factors include the number of students registered for the class and the evaluation given various courses by the students. At times changes or additions of proposed courses are required. The curriculum is then presented to the Departmental council, and all staff members are invited to make comments. Their critique is factored into the considerations when finalizing the curriculum.

3.2.5 Are additional non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between the Business School and the Manufacturers' Association or Industrial Factories)?

There is no monitoring mechanism within the department for the content of the courses. The Department has complete trust in the qualifications and abilities of its senior staff. However, the classes taught by junior faculty are occasionally monitored by senior staff members. In rare cases when students bring to the Department Head's attention grievances concerning the content of courses, their general level or the style of teaching, he/she visits the class in question himself/herself, assesses the situation, and proposes ways to set the matter right.

3.2.6 What are the future development plans of the evaluated study program, and how were they decided upon?

Future plans: the department intends to resume the program of Creative Writing in a new format, making it a full three year academic BA program. The program will be a section of the Department and will be integrated into the overall structure of the curriculum towards the degree. The body that decided the matter of opening an additional course of study (i.e., creative writing) is the Department's forum of senior staff members. The program has already been endorsed by the Academic Teaching Committee of the Faculty of Humanities.

3.2.7 In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

To date, the department is fulfilling its traditional goals with far more than a satisfactory degree of success. However, there are several areas of expertise – in particular, Hebrew Poetry in Italy, the Literature of Jewish Enlightenment, and *Hassidic* fiction – which we regretfully lack and are in dire lack of acquiring, especially in view of our broad pedagogical and intellectual concept.

3.3 Teaching and Learning Outcomes

3.3.1 What steps are taken in order to evaluate teaching and improving teaching? How are the results of these activities used, specifically, the negative findings about staff members' teaching? Does the unit act in order to locate and encourage excellent teachers? Does the unit or the institution offer the teaching staff regular and systematic activity, including courses/in-service training/instruction and guidance programs in order to improve the quality of teaching? Do new staff members receive special support?

The entire department's teaching staff is evaluated in the framework of the Faculty's teaching evaluation system. The students are asked to fill out a detailed questionnaire at the end of every course. Their answers are digitally analyzed and sent to each of the teachers as well as to the heads of departments. The feedback relates to different aspects of each course (How informative and well organized was the course? What was the availability of the teacher to the students? etc.), a general evaluation of the teacher and the course, the students' estimation of the fairness of their grades, the amount of required reading, and the pace of the course; it also leaves room for the students to add their own comments. The teachers who score the highest marks in all their courses (especially in the "general evaluation" section) are included in the roster of faculty excelling in teaching, which is published annually and distributed around the University. They also receive a congratulatory letter from the Rector of the University. The comparative scores of teachers and courses in the department are made available only to the faculty.

Teachers who receive low grades are expected to make an effort to improve their teaching. In this regard there is a clear distinction between tenured senior faculty and untenured junior faculty. For senior faculty, there is no on-going external supervision of teaching, and pedagogical improvement is left up to the teacher him/herself except when a promotion procedure is begun. At that point, the relevant grades and questionnaires are attached to the teacher's file. If the candidate's teaching assessments are particularly poor, the Appointments Committee may decide to postpone the promotion. For untenured instructors, however, the yearly teaching evaluation is always quite significant. The lower an instructor's score, the less are his/her chances for tenure. An untenured instructor whose teaching evaluation is poor will subsequently be replaced by another instructor.

It should be noted that, although the teaching questionnaire is valuable, there are concerns about its validity as a measure of the quality of an instructor's teaching. In some cases good teachers obtain low grades because of the low level of the students in the class or, because individual students who do poorly in the course use the questionnaire to 'take revenge' on the teacher, thereby drastically lowering the average score. The Faculty committees are aware of these limitations, and only take into account teaching evaluations accumulated from a large number of courses.

An additional mechanism for assessing the quality of teaching of untenured faculty members is the yearly visit to at least one class of each junior instructor by a senior, experienced teacher. The practice in the Institute of Jewish studies is that the classes of the department's junior teachers are visited by senior teachers of that department and by senior teachers from other departments in alternate years. The senior teacher is asked to summarize his or her impressions in a detailed report, and also to meet privately with the junior teacher for individual guidance in improving his/her teaching. The reports of these personal visits, added to the teachers' personal files, provide an important point of reference when admittance to competitive tenure track positions or promotions to tenure are considered.

In the past, arranging class visits was the responsibility of the Faculty's institutes. Since the responsibility for teaching was moved from the institutes to the Faculty's various schools it seems that this mechanism has fallen by the wayside: senior teachers are no longer regularly summoned to visit classes, and reports of class visits have not been included in recent files of candidates for teaching positions. We believe that the Faculty should re-establish this highly important supervision mechanism.

Initiatives for improving the quality of teaching are not common in the Faculty. Some years ago a didactic seminar was organized for young teachers but this was not continued. The Faculty should be encouraged to renew this important project.

In addition to all the formal evaluations on the Faculty level, the Head of department, as well as the heads of departmental sections, are attentive to the students' oral remarks and are thus able to keep constant tabs on teachers who are praised, on the one hand, and those who are the subject of students' complaints, on the other. As mentioned above, the students' opinions are taken into serious account in the case of junior faculty. Popular, successful teachers are promoted and kept within the department

for as long as possible whereas junior staff members who prove to be incompetent teachers find their way out. It is noteworthy that no student complaints of incompetent teaching have been lodged against the current faculty members of the Department of Hebrew literature. The few faculty members who were considered to be incompetent teachers in the past have now retired, and the permanent staff today consists only of teachers regarded as good and even excellent.

3.3.2 Please provide in the format of Table 3 (page 18) as an appendix to the report, the rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years (those of faculty members and those of adjuncts). Please divide the information by obligatory courses, elective courses, seminars, and labs/workshops.

3.3.2 (Table 2) - Average Score of Teaching Surveys in the Last 5 Years⁵
The Department of Hebrew Literature

Range of scores: 1-22.25

Academic Year 2007		
	1st semester	2nd semester
Mean	16.39	17.12
N. of courses	16	36

Academic Year 2009		
	1st semester	2nd semester
Mean	15.69	16.5
N. of courses	15	44

⁵ Staff strikes in the year 2008 prevented the department from completing the annual teaching survey. Data about different types of courses (required/ electives/ seminars) was only available for the year 2011.

Academic Year 2010		
	1 st semester	2 nd semester
Mean	17.07	16.39
N. of courses	18	34

Academic Year 2011						
1 st semester				2 nd semester		
	Required	Electives	Seminars	Required	Electives	Seminars
Mean	18.54	17.8	19.74	16.43	17.07	16.18
N. of courses	4	3	2	8	4	7

3.3.3 Describe the use of information technology in teaching and learning: methods, scope, types of course etc.

The program's courses are of four types: lectures (שיעורים), exercises (תרגילים), seminars (סמינריונים), and guidance courses (קורסי הדרכה).

The lectures – most of which are for B.A. students – are general, basic courses, taught to a large audience, which are aimed at delivering comprehensive information, historical or theoretical. The teacher is not meant to develop a discussion in lectures but rather to present the material and provide clarifications as needed. These courses provide a bird's eye view of subjects such as the literary history of a certain period, literary theories and their development, and so forth. The lectures are accompanied by extensive reading requirements. The teachers build on the reading and present broad surveys as well as additional dimensions of the relevant issues.

The exercises complement the lectures from a textual-literary angle. They are taught to small groups and encourage lively discussions of a selection of texts, literary or theoretical, which are examined and analyzed in depth. Besides creating deep knowledge of the specific texts taught in them, the exercises are mainly aimed at providing the

students with tools for their own independent reading of theoretical texts or analysis of literary works of various periods and genres.

The seminars are courses for advanced students: a precondition for taking part in a seminar is participating and successfully completing both lecture and exercise courses in the relevant departmental section. During the B.A. program, a student is required to take at least two seminars. Most of the M.A. studies are carried out in seminar courses. Like the exercises, the seminars are taught in small groups and the teacher encourages discussions between the students of the material. Each seminar is devoted to a central topic, which is explored throughout the course from various academic viewpoints, including the discussion of relevant literary and theoretical texts. Sometimes the teachers choose to devote the later half of the seminar course to presentations prepared by the participating students.

The guidance courses are limited in number. They are for small groups and aim at providing students with the ability to use basic study tools (the "bibliographical guidance" course for B.A. students) or to critically analyze research studies of the student's field of specification (the "personal guidance" course for M.A. students).

In keeping with the literary nature of the subject matter, the teaching (mainly in exercises and seminars) is mainly conducted by means of intellectual stimulation. Teachers present texts and raise questions about them, which induce further thinking and discussion; they encourage the students to raise their own questions, and create a dynamic discussion in which as many as possible of the students in the class take part. Occasionally, particularly in the departmental sections of ancient literature, images (sometimes digital images) of manuscripts are brought to class, thereby enabling the teachers to illustrate methods of deciphering handwritten texts. In the lecture courses, and occasionally in the other types of courses as well, digital slideshows may be used to present schematic models of structures or processes discussed or other relevant items.

3.3.4 Learning Outcomes

3.3.4.1 What are the program's intended Learning Outcomes (LO)? How were they set?

By the time a student has completed his/her studies in the program, he/she should have acquired the tools and level of knowledge in the field needed to undertake independent academic work in that area. A student who has attended all the lecture courses of the three departmental sections should have a broad knowledge of Hebrew literature and its history, and should also be acquainted with the basic trends and schools of literary theory. Following the intensive close reading sessions in the exercises and seminars, the student should also be able to deal independently with new literary or theoretical texts and to analyze them aptly on his/her own without guidance. These "Learning Outcomes" are fully agreed upon and have been well-established in the department's tradition for many years.

Occasionally, changes or new trends in the field of study call for updating a particular aspect of the curriculum. These updates are decided by the department's council, a forum in which all the members of staff, senior and junior, sit together to discuss the current agenda and eventually reach a decision by majority vote. The junior staff members who do not hold permanent positions have only one, common vote on which they have to come to agreement among themselves. However, each one of them may have a significant influence on the final outcome by presenting his or her views on the matter during the time discussion before the vote.

3.3.4.2 Describe the methods applied to measure Learning Outcomes according to the following:

3.3.4.2.1 Examinations

- a. Describe the method of examinations and their character, the relative weight of each type of examination in the final grade (written/oral/open/multiple-choice etc.).**

Examinations are normally given in the mandatory courses: lectures and exercises. The type of the examination is determined by the nature of the course. In the lecture courses, the examination is aimed at demonstrating the student's level of knowledge and understanding of the subject as presented and discussed both in class and in the reading material. Hence, students are usually required to write about broad topics in these

examinations. Occasionally, alongside these general questions, the students are also asked to define selected relevant terms or to briefly describe works or authors.

In the exercise courses, which are focused on textual work, the major part of the examination is an "unseen", i.e. a text which was not studied in the course, but which is comparable in its nature to the studied texts (a segment of midrah, a medieval poem, a modern short story and the like). If needed, the text is annotated in the examination questionnaire. The students are asked to analyze the unseen text independently, sometimes with respect to key questions. The examinations in exercise courses may also ask for definitions of terms or summaries of bibliographical items.

Students who are about to complete their M.A. studies are required to take M.A. final examinations. The contents of this examination are discussed and agreed upon between the student and a teacher or two from his or her area of specialization; normally two different topics are chosen for example, one relating to prose and the other to poetry. The student's academic advisors ensure that the topics are major ones but are also manageable. The student is then asked to prepare a reading list, which must be approved by the advisors. In the examination itself, the student is asked to write about two subjects from the list of chosen topics. The examination is then evaluated by two teachers in the section of specialization; its mark comprises 15% of the final M.A. grade.

All of the examinations in the program are written, and the student is expected to be able to create a sufficiently proficient Hebrew text under the exam conditions in addition to demonstrating his or her knowledge and understanding of the material. Multiple-choice exams are not used in the program since they do not make it possible to demonstrate the students' abilities of literary analysis and independent presentation of themes and processes.

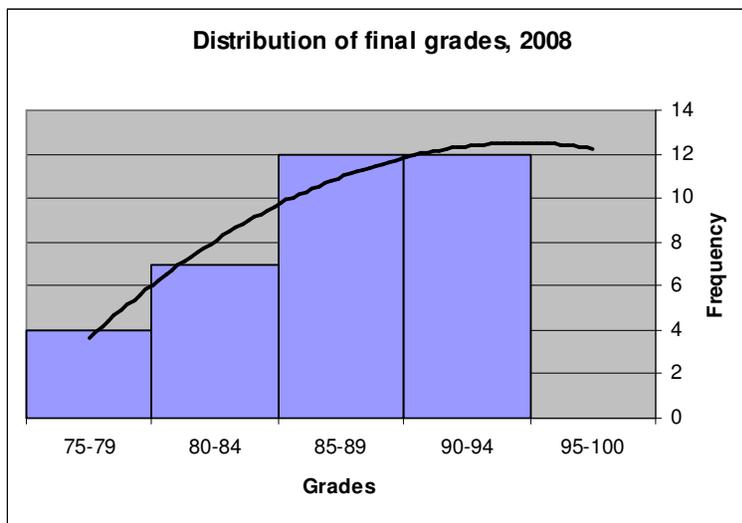
The relative weight of each examination in a student's final grade is determined by the number of credits awarded for each course. In general, irrespective of the type of course, two credits are given for each semester course, and four points for each annual course. The weight of the exam in the final grade of a course depends on the type of course. In lecture courses, the exam grade is usually the final grade given for that course; in exercise courses, the students are obliged to submit written assignments during the semester, which are counted toward the final grade. Generally, the examination will count for eighty percent of the grade and the assignments will count for twenty per cent.

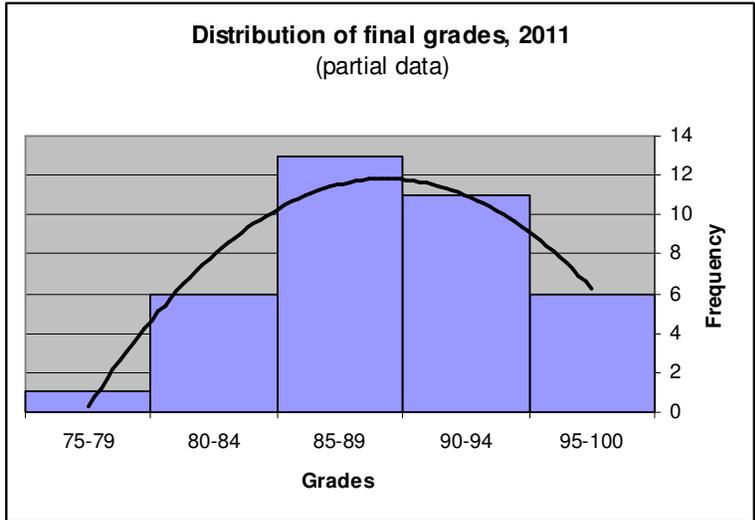
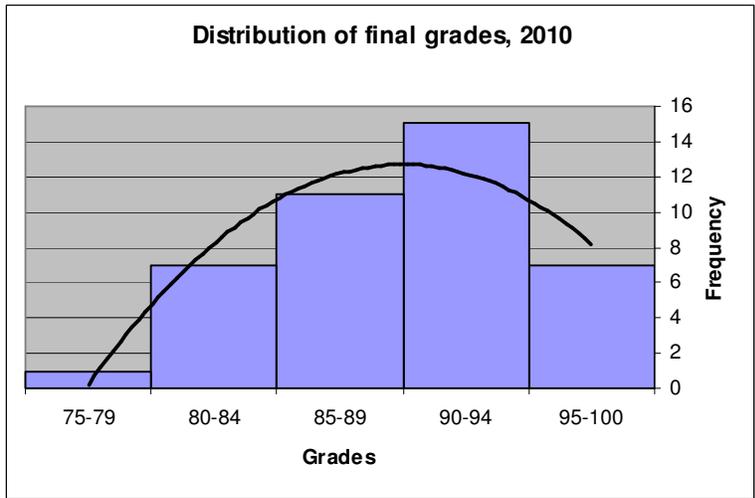
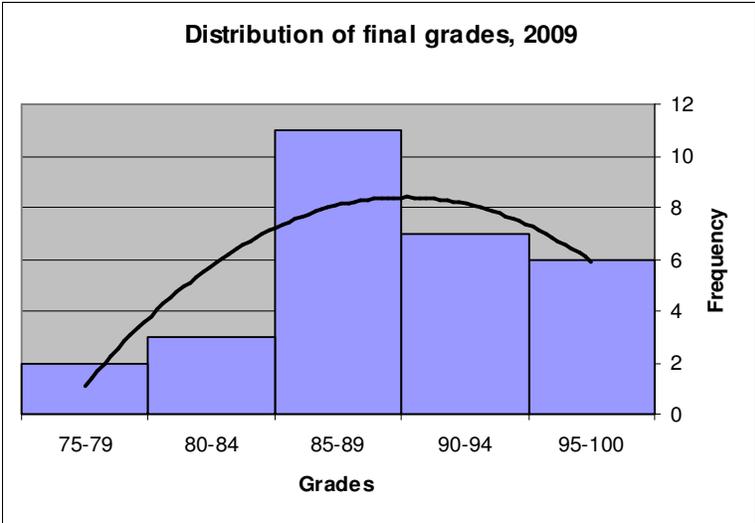
b. Who constructs the examinations and how is the validity of the examinations assessed?

The examination papers are prepared by the teachers of the course and in general they also mark the exams. In the case of courses which are attended by over fifty students, the lecturers are authorized to receive assistance in marking the exams from teaching assistants. Some of the lecturers do not make use of this facility and choose to mark the papers themselves.

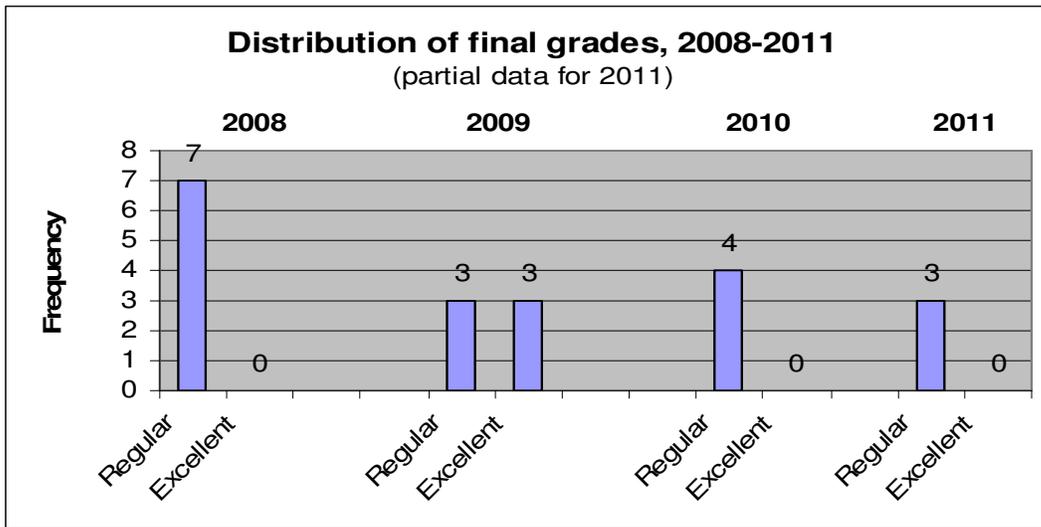
c. Please provide in the format of a histogram how the final grades are distributed in all study programs and all degree levels in the last 3 years.

Distribution of final grades for undergraduates and graduates, by year

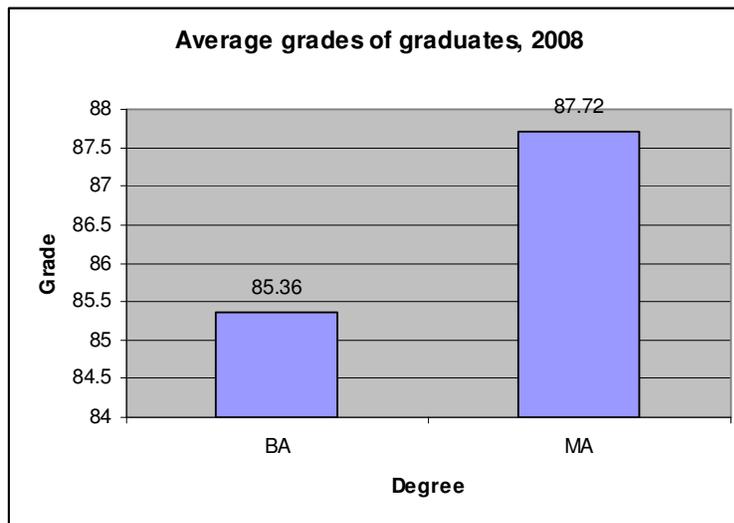




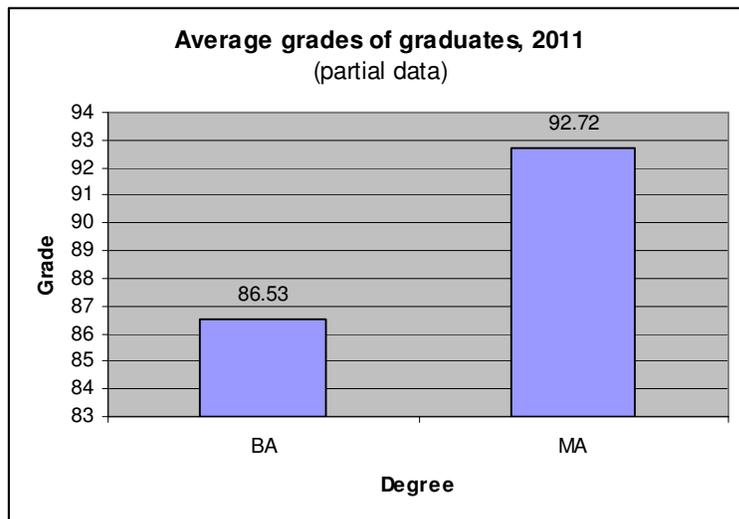
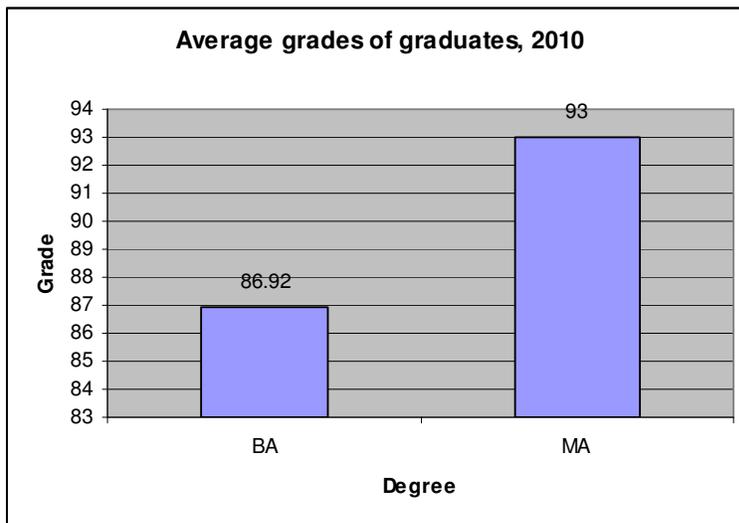
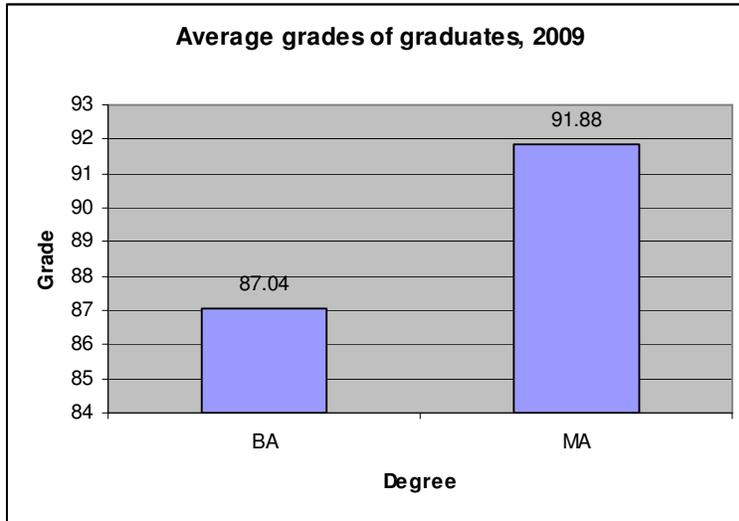
Distribution of final grades for doctorate (PhD), by year⁶



d. If the relevant information is available, please present (in the format of histogram) the distribution of the overall average grade of the graduates (not including the grade of the thesis for the second degree) for each of the last three years.



⁶ Final grades for the PhD degree are non-numerical; they are either "Regular" or "Excellent".



3.3.4.2.2. Written assignments (projects, thesis, dissertations)

a. Describe the types of written assignments and other projects required in the program, their contents and scope (seminar papers, degree papers, thesis, training period, practical training etc).

Students of the program are required to prepare written assignments of several types during their course of studies.

1. In the exercise courses the students are required to submit several short papers. These papers are aimed at teaching the students to implement the methods taught in the classes on texts which were not studied in class.

2. In some of the various elective courses for advanced students (advanced exercise courses, elective lecture courses, and seminars), final papers are submitted and are the basis for the course grade.

3. During the studies for each degree the student is required to submit a certain number of seminar papers (the exact number depends on the student's track). The seminar papers are submitted to the teachers of seminar courses. The seminar papers, especially in the M.A. studies, are research oriented. The student is expected to present a research problem and to deal with it while discussing literary sources and relying upon previous research and literary theory. The teacher guides the student in the writing process and may meet him or her several times for that purpose. The seminar paper is separately counted as an annual course (four credits).

4. In the course of M.A. studies, the students are required to submit a certain number of shorter papers, comparable in character to the seminar papers.

5. M.A. students in the research track are required to submit, at the end of their studies, an MA thesis, which is an extended, research-oriented seminar paper. The thesis must have a clear research character and be of a much greater length than an ordinary seminar paper. The student is guided in its preparation by a teacher from his departmental section of specialization. The thesis is graded by two teachers: the advisor and another teacher from the same field, who is appointed by the Faculty's Committee for Advanced Studies. The second reader is sometimes from outside the Hebrew University. The thesis' final grade is the average of the two marks, and it comprises 35% of the final M.A. grade.

b. Who constructs the assignments and how is the validity of the assignments assessed?

The topics of B.A. assignments are decided by the course teachers. The topics of final papers are also decided by the teachers in some cases, but in other cases they are suggested by the students and approved by the teachers. In seminars, the teachers provide lists of suggested topics, and here again students can propose their own topics for the teacher to approve. The subject of the thesis is agreed upon in mutual consultation between the student and the faculty advisor.

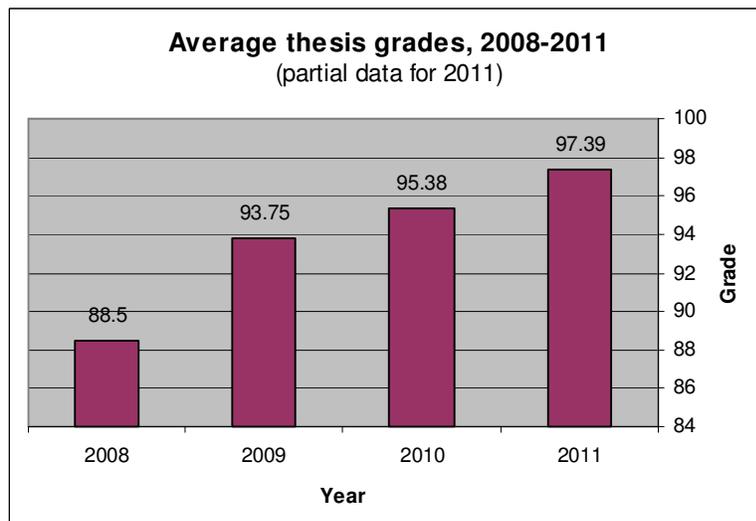
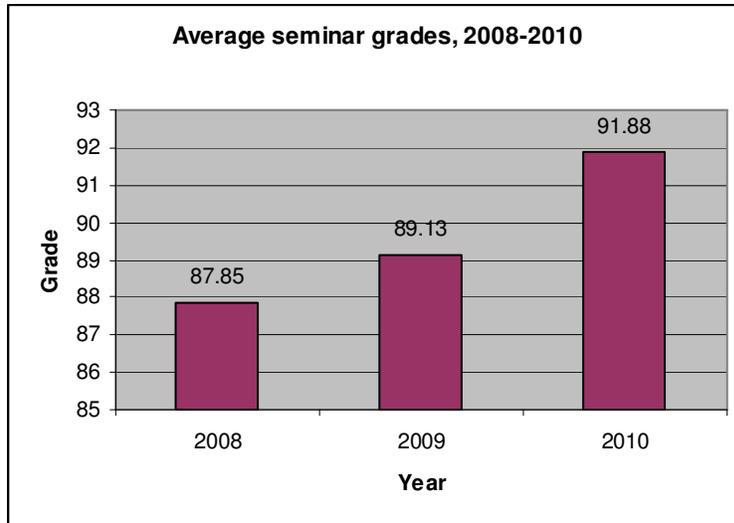
c. What are the methods applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students in relation to these assignments and projects?

The evaluation of papers is a complex task. First and foremost, it focuses on the student's treatment of the research question addressed in the paper, but it also takes into account additional, significant parameters: the sensible use of literary theory; literary sensitivity and the capacity for in-depth analysis; originality and creativity; quality of style.

In every assignment, the student receives detailed, written feedback, apart from the final grade. This feedback includes, as needed, the correction of errors in contents and style, methodological comments, bibliographical references, and praise where deserved. In seminar papers and theses the teacher gives his or her feedback comments on preliminary drafts, thus enabling the student to attain an improved final version.

d. What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.⁷

⁷ There is no available data for seminar grades in the year 2011.



3.3.4.3 Please specify the number of graduates who graduated with honors.⁸

Degree	Year				
	2007	2008	2009	2010	2011
BA: high honors	0	0	1	1	0
BA: honors	8	2	2	4	2
MA: high honors	0	0	0	2	1
MA: honors	2	0	6	3	4

⁸ The number of students include Hebrew Literature students only. The number does not include Yiddish studies and Folklore students.

3.3.4.4 Other - any other methods applied to measure the achievements of the students used by the institution.

In courses in which the students take active part (exercises, seminars), the final grade is sometimes based on the student's oral contribution to class discussion in addition to the written assignments. Thus, for example, if a student's participation were significant throughout the course, it would improve the final grade even if his or her achievement in the final exam was not as high as expected. An oral presentation in a seminar course is also taken into account in calculating the final grade.

3.3.5 In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LO were achieved by the students?

The evaluation methods in the program seem to achieve their goals, as illustrated by the noteworthy agreement between the evaluations by different teachers. Usually, a student who receives excellent grades in one course receives comparable grades in course taught by other teachers, and vice versa. This demonstrates the reliability of the evaluation procedures developed in the department over the years.

As to the achievement of the intended "Learning Outcomes," it is necessary to distinguish between individual students since not all of the program's students have the same abilities. However, the fact that in almost every course some students receive excellent grades shows that in almost every case the program's teachers do their jobs well. The best proof of achieving the intended "Learning Outcomes" is the high percentage of students who go on to pursue advanced degrees, and in due course become scholars of the first rank. In some cases we have the privilege of viewing our students' academic publications in highly esteemed journals already during their M.A. studies or towards the end of their B.A. program. Young scholars who earned their Ph.D. in the department are sought after and often gain university positions in Israel and abroad. These excellent students testify to the quality of teaching in the program and the fine research skills which it imparts to its students.

3.4 Students

3.4.1 Please provide in the form of a table the number of students enrolled in the program (on all levels) over the past 5 years.⁹

Degree	Year				
	2007	2008	2009	2010	2011
B.A.	99	112	93	82	58
M.A. (with thesis)	12	22	21	22	23
M.A. (without thesis)	41	37	34	21	17
M.A. (on probation)	8	6	4	3	5
PhD	44	37	43	40	39

3.4.2 What are the entry requirements/criteria for the program and the actual admission data (first degree and advanced degrees), including the "on probation" status?

The basic entry requirements are university and faculty-wide, based on a matriculation certificate, a psychometric exam, and knowledge of Hebrew and English. It should be emphasized that the basic entry knowledge in Hebrew that is required of candidates to our department is higher than that required by other departments at the university.

Candidates above a certain weighted score (the exact score is set every year by the University, with little or no consultation with the department) are automatically accepted to the department. It should be emphasized that no limit has been set for the number of students that could be admitted to the department.

The basic entry requirements are modified to take into account pre-academic program achievements, high matriculation or high psychometric scores, overseas and new immigrant students' pre-academic program grades, affirmative action and special needs set by the selection and evaluation department of the students authority. In the academic year 2010-2011, 25 students out of the candidates have been accepted to the Hebrew Literature department, and 19 actually began their studies.

⁹ The numbers includes only students of Hebrew Literature, and does not represent those of Yiddish studies and Folklore studies.

Another venue for students seeking admission to the department is “direct admission” - admission that does not involve combined calculation of both components (psychometric examination and matriculation grades). Candidates who have high matriculation grades may be admitted to the department without being required to take the psychometric examination. Thus, for instance, in the 2011 academic year, 6 students were admitted to the department through direct admission because they possessed a matriculation grade average that was higher than 9.75.

Admission requirements for the M.A. program: the requirements for the M.A. program are based on the Faculty of Humanities general admission requirements: [1.] a B.A. degree with a weighted average of at least 80 allows admission to the M.A. program in the non-research track; and [2.] a B.A. degree with a weighted average of at least 85 allows admission to the M.A. program in the research track.

In certain cases, students can be accepted to the department while "dragging" some B.A. courses (up to a maximum of 4 weekly hours). The status of these students is of “a provisional student in the program for an M.A. degree”, and they are required to complete all of their B.A. requirements by the end of the first year of their M.A. studies.

Candidates seeking admission to the M.A. program with a B.A. degree from another department are required to take a minimum of 12 weekly hours (24 credits) of complementary studies and submit a seminary paper, prior to their acceptance to the M.A. program.

Each candidate decides on his/her curriculum of complementary studies together with an advisor that is appointed by the department to this end, and while fitting it to the specific branch the candidate intends to specialize in.

In cases where a candidate has taken base-courses offered by the department (or similar courses offered by other departments) as part of his/her B.A. studies, he/she may be admitted to complementary studies in a more limited framework – a minimum of 4 weekly hours (8 credits) – and in certain cases, will also be permitted to pursue studies towards an M.A. degree while still engaged in complementary studies.

Candidates holding a B.A. degree from any of the colleges approved by the Hebrew University are required to take 16 weekly hours of complementary studies (32 credits), to write a seminar paper, and to acquire a passing grade in an English proficiency exam.

All candidates admitted to complementary studies are required to attain a final score of at least 80 prior to being allowed to continue as regular M.A. students.

Requirements for PhD: until the 2010 academic year, admissions to the department's PhD program were processed by the Hebrew University's Research Authority. The requirements were as follows: a thesis grade of at least 90, a final exam grade of at least 85, and a course grade average of 85 in the M.A. program. In addition, the candidate was required to complete studies of a second foreign language (other than English) at an advanced level, and present a letter from one of the staff members stating that he/she is willing to serve as the candidate's PhD thesis advisor.

As of the 2010 academic year, the decision concerning the admission of research students to the department is under the purview of a doctoral committee formed by the members of the School of Literatures. While retaining the minimum requirements stated above, the committee now examines the candidate's scientific background relative to the proposed research subject/theme, checks the candidate's research capabilities, and carefully considers his/hers recommendation letters. Thus, admission to the PhD program has become markedly more selective.

Please submit data concerning the number of applicants, admitted students, and enrolled students in the program in the last five years (divided by degree) as follows:

a. The number of candidates that applied to the program, the number of admitted students, the number of students that began their studies, and the number of students that completed their studies, including those admitted "on probation".¹⁰

Degree	Group	Year				
		2007	2008	2009	2010	2011
B.A.	Candidates	131	158	85	62	48
	Accepted	68	78	49	44	25
	Studied	32	37	22	27	20
M.A. (on probation)	Studied	8	6	4	3	5

¹⁰ The numbers includes only students of Hebrew Literature, and does not represent those of Yiddish studies and Folklore studies.

M.A.	Candidates	43	29	29	22	27
	Accepted	22	18	17	12	15
	Studied	16	14	17	10	14

The conspicuous item in this table is the number of students who chose to realize their admission to the department, and enrolled. In the 2007-2010 academic years, more than half of the candidates that were admitted to the department did not enroll. In this 2011 saw a substantial improvement: 80% of the admitted candidates did enroll. Yet, the overall number of candidates showed continual decline. Consequently, during the past five years the gap between the number of candidates and the number of those who actually enrolled shrunk.

Statistics on graduation, by degree and year¹¹

Degree	Year				
	2007	2008	2009	2010	2011
B.A.	28	25	19	28	28
M.A.	5	10	10	13	10
PhD	7	6	5	5	2

b. What are the de facto admission criteria for the program? If there is a discrepancy between the admission criteria and the de facto admission data please specify.

The de facto admission requirements to the department meet the criteria for admission as set by the Hebrew University's Student Admission Office. Any candidate who meets the university's base requirements may begin his/hers studies at the department.

¹¹ The numbers includes only students of Hebrew Literature, and does not represent those of Yiddish studies and Folklore studies.

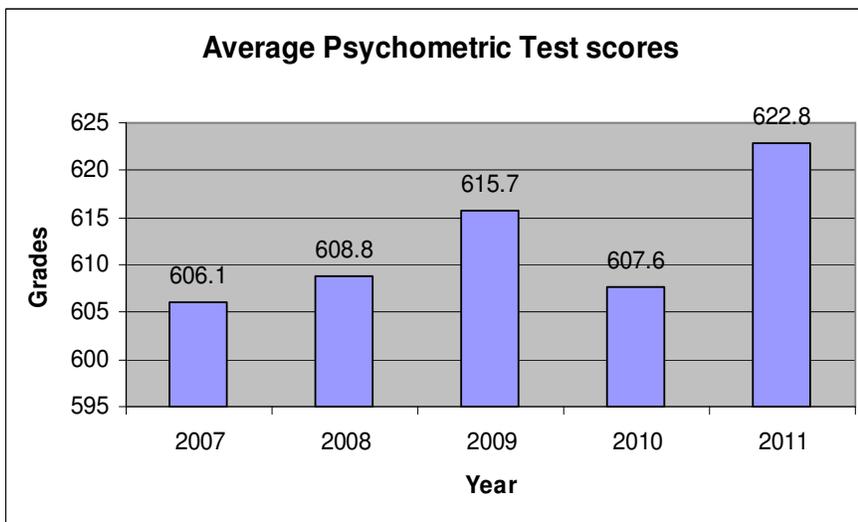
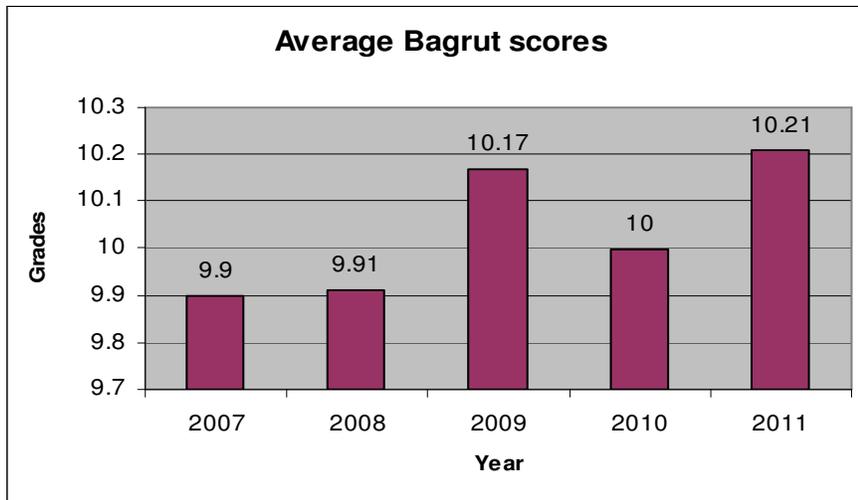
c. In the format of a histogram, please present the range of psychometric test scores or the equivalent as well as the range of matriculation averages of the students that were admitted to the program in the last five years.

Data	Statistics	Year				
		2007	2008	2009	2010	2011
Bagrut	Mean	9.90	9.91	10.17	10.00	10.21
	SD	0.68	0.68	0.54	0.64	0.72
	n	29	34	18	27	20
Psychometric	Mean	606.1	608.8	615.7	607.6	622.8
	SD	68.6	72.3	71.6	67.9	75.3
	n	30	32	18	24	14

Notes:

1. We do not have all the data for every student. The student's grade average from the preparatory unit, or a previous academic degree, may be substituted for a Bagrut (matriculation) grade average in the adjusted calculation when combined with the Psychometric Test. New immigrants who do not hold an Israeli matriculation certificate may be accepted based on their Psychometric test score or that of a comparable test (for instance, the U.S GRE).

2. The grades in the Psychometric test range from 200 to 800, with a mean average of 560 and a standard deviation of 90. The maximum Bagrut grade can be greater than 10 because students can get bonus points if they are enrolled in advanced classes.



As shown in the above table and graphs, there was a steady incline in the Bagrut and psychometric exam grades of admitted students in the past 5 years. The data might not be significant because of the small sample group, and there is thus a need for further examination of the subject.

d. Data regarding the alumni of the programs (in all levels): E.g., the number of students who continued on to advanced studies, employment data.

The following data represents the past five academic years (2007-2011): 25 students who graduated from the department with a B.A. degree enrolled at the department's M.A. program; 4 students continued their studies towards the M.A. degree in Hebrew literature at other universities in Israel and abroad; 8 students continued their studies in the second department where they pursued their B.A. studies: Psychology,

Communication, Sociology and Theatre; 9 students who graduated with an M.A. degree continued their studies at the department towards a PhD; 3 students continued their studies towards a PhD degree at other universities; about 10 students who received a PhD degree from the department are teaching at universities and academic institutions, 4 of whom are holding junior teaching positions at the department.

A considerable number of students or alumni with a B.A. and M.A. degrees from the department are working as literature teachers in high schools and secondary schools.

3.4.3 Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) for the program?

First year B.A. students are admitted through the admission process described clause 3.4.2.

Apart from the regular admission process, there is, as of 2002, an additional admission venue of Affirmative Action Admission in all departments, including the department of Hebrew Literature. Candidates who are recognized as worthy of promotion based on the criteria formulated by the Association for the Promotion of Learning may be admitted even if their weighed grades are somewhat lower than the minimal required grades, according to the quota allotted for this population. In addition, every year the department admits a number of candidates with special needs: candidates with disabilities (sight deficiency, hearing impediments, learning disabilities [dyslexia]) are allowed to take an adapted form of the psychometric test. In case these candidates fail to meet the requirements for admission, they can appeal to the ombudsman at the Student Administration Office. A list of the specific exemptions is available to students on the Hebrew University's home page at the following address: <http://studean.huji.ac.il/>.

The only special requirement for studies at the department is a higher minimum level of Hebrew proficiency than is required by other departments. All other admission requirements are similar to the University's general requirement for admission to the Humanities faculty. The minimal threshold for admission is decided by the university,

and not the department. We do not possess the minimal admission score (psychometric test scores + matriculation), since we have not receive the grades from the Student Affairs Division's Selection and Evaluation department. Nor have we received any data concerning the minimal grade in Hebrew proficiency required for admission to the department.

Requirements for continuation of studies: A B.A. student will be allowed to pass from the first to the second year in the primary studies track if he/she meets the following requirements: a grade of at least 60 in the course “Bibliographic Guidance”; a grade of at least 60 in all other courses taken in the first year. Additionally, students are required to take two compulsory courses in two of the department's subsections; if authorized to do so by the department's B.A. advisor, the students may complete their compulsory studies at the section in which they intend to specialize, as well as their studies in other subsections, to an extent of no less than 20 credits. In addition, first year students require an exemption grade of at least 70 in English language proficiency if they wish to continue to the second year, as required of all first year students at the Hebrew University's Faculty of Humanities. Before being admitted to third year studies, students are required to complete course work in two subsections, and take 20 weekly hours of courses (40 academic credits). Additionally, they are required to attend one seminar, and submit one seminary paper.

Students at the secondary studies track are allowed to pass from the first to the second year if they have taken courses worth a minimum of 20 academic credits, and retained a minimum average of at least 60 in all courses taken during the first year of studies. Students in this track are required to complete all compulsory courses in at least one subsection, in addition to compulsory courses in two other subsections.

Students are allowed to pass from the second to the third year, after having completed their course work in at least three of the department's subsections. Students become eligible for a B.A. degree having completed their obligatory course work relative to the track chosen (primary or secondary). In the 2010 academic year, a student in the primary track was required to complete course work worth 64 credits, present 2 seminary papers, take 4 to 8 credits of Corner Stone courses from other departments/faculties, and 4 credits of Gateway courses at other schools of the Faculty of Humanities.

Students who are studying in the department in the secondary track become eligible for a B.A. degree having acquired a minimum of 32 credits, our of which 24 credits should be basic courses of the department's subsections (in the subsection of

Modern Hebrew Literature those students are required to attend only one of the tutorial courses), 4 credits of Gateway courses offered by the School of Literatures ("Theory of Literature and Aesthetics"; "From Plato to Nietzsche"; "Literary Theories of the 20th Century"), 4 credits of tutorial courses that accompany courses offered by the School of Literatures, and elective courses offered by the department – adding to a sum total of 120 credits combined with the course work done in the second department in which the student studies.

3.4.4 What are the de facto criteria for advancing to the next year in the program as well as the criteria for completion of the degree, including the graduation requirements?

The de facto criteria for advancing to the next year in the program are: completion of the obligatory classes with an average score of 60 at least, as required by the faculty of Humanities, and a passing grade in English proficiency. For those who take the primary studies track there is an additional requirement to complete the “Bibliographic Guidance” course.

It should be noted that the department allows for a degree of flexibility in the way students distribute the courses they take in their B.A. studies (nominally a three years period). Thus a student can take less than 20 credits of departmental studies in the first year, and postpone the obligatory courses he/she did not take to the second year. The requirement from a student in the primary studies track, who finishes the first year of B.A. studies, is a completion of obligatory courses in at least the departmental subsection he/she intends to take a seminar in the second year; the obligatory courses of the other sections may be postponed to the second year.

Eligibility for a B.A. degree in the department is contingent on completion of the required courses in accordance with a student's studies track. In 2011, a primary studies track student was required to complete course work to the extent of 64 academic credits in the department. A secondary studies track student was required to complete course work to the extent of at least 32 academic credits in the department. The specifications of the department's requirements for the primary and secondary studies tracks are available online at: <http://shnaton.huji.ac.il/programs.htm>.

The requirements for completing an M.A. degree are: in the research track, the students are required to complete 28 academic credits worth of course work; the Talmud introductory course, or 4 credits of alternate courses offered by the institute for Jewish

Studies; submit one seminary paper; submit a thesis paper; and, at the end of the studies, pass two final exams – one covering a specific subject and the other covering a theoretical one.

In the non-research track, the students are required to complete 44 academic credits worth of course work; the Talmud introductory course, or 4 credits of alternate courses offered by the institute for Jewish Studies; submit two seminary paper; and, at the end of the studies, pass two final exams – one covering a specific subject and the other covering a theoretical one.

3.4.5 What is the yearly dropout rate of students from the program over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the dropout rate? If not, what steps does the unit take in order to prevent, reduce or increase dropout?

Dropout rates (%) for the B.A. in the Hebrew Literature program

Drop-out rate	Year			
	2007	2008	2009	2010
After first year	36.1	12.8	32.2	26.9
After second year	7.1	13.6	9.4	20

The dropout rate was calculated manually using the 2007-11 student lists. Dropout students are those who studied but did not graduate. Students that took a year or more off but eventually graduated were not included in the calculation.

In order to find out the causes of dropout of students from the program, a telephone survey was conducted. The causes which were reported are as follow:

Academic reasons

1. Dissatisfaction with the study material
2. Dissatisfaction with the three sections structure of the study program (especially in the secondary track of study)
3. Dissatisfaction with some of the teaching staff
4. Lack of elective courses

5. Lack of creative and more practical courses, such as creative writing

Personal reasons

1. Dropout of the university
2. Move to a different field or school
3. Difficulties due to Hebrew not being a mother tongue
4. Religious reasons (Jewish content taught from a secular perspective)

The department is not satisfied with the dropout rate. We are considering ways to prevent the dropout of promising students who might dropout due to non-academic reasons, e.g. financial problems. Therefore, in 2011 financial support was provided for an outstanding female student who was on the verge of quitting her studies because of a difficult financial situation. Due to the fellowship this student received with our assistance, she continues her studies in the program. From 2012 onwards we intend to offer each first year student in the program the guidance of an advanced student.

3.4.6 To what extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

The program's students, particularly the M.A. and PhD students, are involved to a significant extent in the staff members' research projects: about half of the senior staff members employed students in research projects pursued during the past five years. Usually it is the M.A. and PhD students who are thus employed, but outstanding third year B.A. students were also employed as research assistants in this period. Some research projects in which the program's students took part are: Hebrew Autobiography in the 20th Century (still active), Theology and Politics in the Modern Hebrew Literature, the Hassidic Tale in the 19th Century, as well as four projects in the sphere of Aggada: a commentary on Pirkei Avot; a renewed edition of Sefer Ha-Aggada; a copying of Midrash Exodus Rabbah manuscripts; a Hebrew translation of Rabbi I.D. Soloveitchik's writings.

Senior staff members encourage outstanding students to pursue independent research projects. Thus an outstanding student was offered a job as a researcher at the Academy of Hebrew Language while still in his B.A. studies, which led to his publication of an academic article in the Academy's review Leshonenu, and, in collaboration with a senior researcher, a future book that is about to be published by a prestigious press on the

poetry of Shmu'el Ha-Nagid.

The program's M.A. and PhD students take part in various academic research conferences. In 2011 two outstanding PhD students organized an inter-university conference of postgraduate students in the field of Hebrew literature, and 4 of the program's M.A. and PhD students took part in the centennial inter-university conference for the study of Leah Goldberg's work.

3.4.7 Counselling systems:

3.4.7.1 Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum). Do students with special needs receive special support? If so, please specify.

Academic counselling for students regarding their choice of courses takes place before the beginning of the academic year, following the online registration. The department organizes intensive counselling days, offering separate dates for B.A. and M.A. students.

The counselling for B.A. students is provided by the program's secretary as well as by the program's B.A. counsellors – most of whom are PhD research students at the program. When needed, and if and when exception authorizations are required, the head of program is involved. Students who join the program after studying at another academic institution are referred to the head of the program, who examines the possibility of exempting them from certain requirements.

The counselling provides the B.A. students with information regarding the program's requirements for earning their degree according to their chosen track of studies (primary or secondary), and also aims at assisting the students (especially the first year ones) to organize their curricula and solve the myriad difficulties that may arise between the requirements of the Hebrew Literature department (obligatory courses for instance) and their other programs of study. If needed, the student may be authorized to postpone some obligatory courses for the second year.

The counselling for second year students focuses on examining the requirements for passage from the first year of the program to the second one, according to the student's track, and on reviewing what academic duties need to be fulfilled. The counselling for third year students focuses on what is required of the student for the completion of his/her B.A. degree.

The counselling for M.A. students is provided by senior staff members who are appointed as M.A. counsellors. In the first year it focuses on explaining the M.A. requirements according to the track chosen by the student (research or non-research) and the subsection in which he/she would like to specialize. In the second year it focuses on what is required of the student for earning his/her M.A. degree.

It should be noted that counselling for both B.A. and M.A. students is provided by the counsellors not only during the official period of registration before every semester, but also during the whole academic year – taking place at each counsellor's office (in the assigned reception hours) and/or through e-mail correspondence.

Students with special needs

There are a number of facilities available for Hebrew University students with special needs. A detailed list of these facilities follows. This description is available for students at the Dean of Students homepage at: <http://studean.huji.ac.il/>.

1. Students with physical disabilities: In 2003 the Hebrew University began implementing a long-range plan to render all campuses accessible to students with physical disabilities. Currently, construction has been completed at the Mt. Scopus campus, where appropriate pathways and elevators were added to accommodate wheelchairs and enable handicapped students access to public facilities, lecture halls, seminar rooms, laboratories, computer facilities, libraries, toilet facilities, cafeterias etc. The plan will be extended to other campuses when funds become available.
2. Students with learning disabilities: Professional personnel provide individual and group counselling and tutoring for students with various types of learning disabilities. The University provides a unique learning environment, which is aimed at helping learning-disabled students maximize their academic achievements.
3. Blind students and students with impaired vision: The Hebrew University houses a unique study centre for blind students and students with impaired vision. The centre provides sophisticated instrumentation, including an audio library and specially designed computers which are available both at the centre and on long-term loans for home and classroom use. All computer facilities are equipped with special software programs. Private tutoring is available both for academic needs and orientation around the campus.
4. Students with hearing disabilities: Special audio equipment is available for long-term loan. If needed, tutors, photocopies of study material and other aids are provided. Several lecture halls on Mt. Scopus are equipped with special hearing aids.

5. Psychological counselling: Counselling by experienced personnel is available on all campuses for Hebrew University students requiring help with personal crises.
6. The Computer Centres on the Mount Scopus campus are accessible to physically handicapped people. The main computer centre is equipped with a stair lift, and there is a direct passage between the main computer centre and the centre for the blind. In the second computer centre, which is situated all on one floor, there is a ramp which leads from the entrance to the computer area. Also, there is direct access to the centre from a parking lot. All the computers at both of the Mount Scopus computer centres are equipped with special software to assist students with disabilities. Zoom Text is a program to assist vision-impaired students. Please Read enables the computer to read the text aloud. A Word tool called Dyslexia contains special editing features for dyslexic students.
7. In the Central Library of the Mount Scopus campus, all areas are accessible to the handicapped by ramps and elevators. A new worksite for people with disabilities is located in the reference department.
8. Students in reserve duty: Students called up for reserve military service during the academic year are provided with assistance to bridge the gap of missed class hours (flexibility regarding deadlines, authorization for additional dates for examinations, and coupons for photocopying class notes).

3.4.7.2 Are counselling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

The counselling and assistance provided to students during their B.A. and M.A. studies at the program does not include counselling on the student's future professional career. B.A. and M.A. counsellors are not able to assist the program's alumni in finding jobs outside the university, because the field is academic by nature. The program's alumni who are interested in working as teachers in secondary schools usually turn to the School of Education for acquiring teaching certificate. Outstanding students who are interested in and potentially capable of teaching at the program are referred to the head of program who examines the possibility of employing them as teaching assistants, and thus incorporate them into the program's curriculum. Aside from these, the office of the Dean of Students assists alumni in this respect by organizing job fairs.

3.4.8 What are the mechanisms that deal with student complaints?

Student complaints are dealt with according to normal university procedures. Most of the complaints regard examination grades. These complaints are addressed by the appeal procedure, in which the student fills the appeal form, later delivered by the program's secretary to the teacher. The teacher then reviews the appeal and responds through the secretariat: if the grade is changed, the secretariat reports the updated grade, if it isn't changed, the reviewing teacher specifies on the form the reasons for deciding so. Other student complaints are addressed to by the head of program during his/her office hours.

Students can complain about any topic in the office of the Dean of Students. The Dean investigates the matter and/or interacts with the academic units to resolve the complaint. Any student who has been sexually harassed can contact the Ombudsman for Cases of Sexual Harassment at the office of the Dean of Students.

3.4.9 What financial assistance is provided to students with financial problems and to outstanding students? What other types of financial support is available to students?

Outstanding students are detected by university and faculty-wide quantitative measures based on grades, and are also informally identified by staff-members. First year students with high admission scores are eligible for tuition scholarships from both the department, and the faculty of Humanities. The department also offers every year several prizes and scholarships:

1. Israel Efrat (Efros) prize for an excelling B.A. student;
2. Baharab prize for a Hebrew Literature student in the field of Aggada;
3. Burla Prize for Hebrew Literature student that specializes in "mizrachi" Literature;
4. Pesach Ginzburg prize for a B.A./M.A. student in Contemporary Hebrew Literature;
5. Hebergraf Fund for an excelling PhD student in Hebrew Literature/Language;
6. Hurwitz Fund for an excelling M.A. student;
7. Heinemann Fund for Hebrew Literature student in the field of Aggada;
8. Rina Grabelski prize for an excelling B.A. student;
9. Reuben Wallenrod Prize for an excelling student that wrote a paper on Contemporary Hebrew Literature;
10. Abraham I. Katsh Prize for a Graduate Student;

11. Sharlotta Shleider fund for an excelling student that wrote paper on Contemporary Hebrew Literature;
12. The Shvifert Prize for a young author who is also a student at the department of Hebrew literature.

In the 2011 academic year, 47 of the program's students (from all degrees), received financial support at the total sum of 1,369,890 NIS as specified below¹²:

Type of support	Degree	number of Recipients	Total sum in NIS
Excellence Scholarships of the faculty	B.A.	5	27,612
Scholarships of the university's funds	B.A.	3	22,000
Scholarships of the dean's funds	M.A.	2	3,750
Scholarships via the dean's office	All	1	2,329
Sustenance stipends	M.A., PhD	28	1,106,295
Excellence prizes of the faculty/institute/department	All	10	60,986
Scholarships of the faculty/institute	All	6	64,040
Tuition fee paid as an excellence prize	M.A. PhD	10	47,600
Payment orders for students	All	9	3,454
Subsidized loans out of the university's funds	All	2	824

From the 2012 academic year onward, new B.A. and M.A. students are offered a scholarship named after the late Zvia and Yerachmiel Berlinsky. This scholarship can be won by a B.A. student on the fulfillment of one of two conditions: (1) high admission grades (Bagrut and Psychometric); (2) a combination of high admission grades and economic need. M.A. students can win it on grounds of excellence in their B.A. studies.

In addition, every student of the Hebrew University is entitled to apply for financial aid. The Student Financial Aid department (SFAD) grants financial aid based on

¹² A student can receive, depending on circumstance, more than one type of support.

financial status, academic achievement, and/or other criteria related to specific funds. Beginning students are evaluated according to their university admissions data. Students who are borderline candidates for scholarships are offered a loan at preferential terms. Information on all of the above can be found on the university's website, including deadlines for the submission of applications. The information is also prominently published on bulletin boards. Application forms are available from the schools' academic secretaries, and at the SFAD office and website.

3.4.10 does the institution and/or the parent unit maintains contact with their alumni, employers, and with employment market. Please specify the measure of integration of alumni into the labour market (especially relevant when the study program a "professional" one): where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify area of study and degree level).

Contact with the program's alumni who earned PhD degrees is maintained through academic channels, usually research conferences organized by various universities. Those of the PhD alumni who achieve a high academic level are recruited by various academic institutions – both universities and colleges, in which a few of them hold a permanent position, and others are included in the associate teaching staff.

The B.A. and M.A. alumni who are interested in teaching careers turn to work at the education system (high schools and secondary schools), normally after an additional year of studies for a teaching certificate. Another venue for employment that is available for those alumni who have good writing skills is the literary market – newspapers and publishing houses – in which they may become editors, writers and/or critics.

Information regarding the numbers of students who continue their studies towards advanced degrees in the program, in other fields at the Hebrew University, and in other university, is presented in section 3.4.2.d.

3.4.11 in summary, what are the strengths and weakness of the issues specified above?

The program's strengths are the high academic level of its alumni, mainly the M.A. and PhD alumni, as well as the high number of the program's PhD students. In 2011 the program had 39 PhD students, a figure which earns it the first score in terms of PhD

students' number in the faculty of Humanities (alongside another program). This fact testifies to the research orientation of the department, which, in comparison to all other academic institution in Israel, educates the best researchers and teachers of Hebrew Literature. Thus the department's orientation is up to par with the Hebrew University's general orientation for excellence. The program's alumni of all degrees possess a wide knowledge of the various historical strata of Hebrew literature, as reflected in the unique tri-sectional structure of our curriculum. We are aware of the fact that the adherence to this structure has its price in the dropping-out of some of the secondary track B.A. students, but nonetheless consider it to be of crucial importance.

As to the B.A. students in general, although there is a decrease in the number of students registered to the program, it should be noted that those who do register are of higher academic potential, as reflected in the Psychometric and Bagrut grades of the first year students – arguably, than, while the quantity decreases, the quality increases. Another positive point is the shrinking of the gap between the number of those who are admitted to the program, and the number of those who actualize their registration and become students. We believe this demonstrates that most of our students choose our department specifically – interested in studying Hebrew Literature, rather than some other field.

Nevertheless, the decrease in the number of our B.A. students is a conspicuous weakness of the program, although in the last 3 years there is a relative stability in this regard. While the closing of the creative writing track has contributed to this decrease in registration, we believe that in general, this decrease reflects recent socio-cultural tendencies in Israeli society, and is especially related to the situation in the Israeli job market, which influences the inclination of young men and women to study at more practical programs that offer their students the acquisition of a specific profession. However, we do put much thought into the regrettable statistics of low registration for B.A. studies, and hope to find ways of changing this.

3.5 Human Resources

3.5.1 Teaching Staff

3.5.1.1 Describe the profile of the program's teaching staff in the format of the tables 2A through 2D (pages 15-17).

Teaching Staff – Tables no. 2A-2D
Academic Year of Evaluation – 2010/2011

Table 2A
Senior Academic Staff Employed

Name of Staff Member			Employment Status	Part of Full time Position in the Institution		Part of Full Time Position in the Program		Additional Employment (outside the institution)		Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Students Receiving Guidance (*)	
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position		Name of Course	Weekly Hours	Total Weekly Hours for Staff member		second Degree	third Degree
First	Family	Title (Dr, Ms, Mr)														
Hanan	Borodin	Mr.	Language Teacher							Yiddish Language, Linguistics, Dialects and culture	Intro to Yiddish Linguistics	2	14			
											Yiddish for Beginners (two groups)	8				
											Advanced Yiddish	4				

Esther	Chazon	Dr.			100%		100%				Dead Sea Scrolls, Literature of the Second Temple and Early Rabbinic/Christian periods, History of Jewish Liturgy, Early Biblical Interpretation	The Development of the Jewish Prayers	1	6	Head of the Academic Committee of Orion Centre for the Study of Dead Sea Scrolls			
			Senior Lecturer								Women's Prayers in texts of the second Commonwealth	1						
											Prayer at Qumeran	4						
											Mysteries Revealed and Apocalyptic Literature	4						
Aminadav	Dykman	Dr	Senior Lecturer		100%		50%				History of literary translation (Hebrew, Russian, English), translation theory, history of Hebrew poetry (18 th to 20 th century), Prosody (Hebrew, Russian).	1. Hebrew Poetry in the 18 th and 19 th Centuries	1	4	Head of the Program in Translation Studies	1	4	
											2. Shaul Tchernichowsky - Poet & Translator	1						
											3. Theory and History of Translation	2						
Shulamit	Elizur	Prof.	Full professor		100%		100%				Hebrew Liturgical Poetry from Late Antiquity and Middle Ages	1. Intro to medieval Hebrew Poetry pt. I	1	6	Head of the Section of Medieval Poetry; Member of Research committee in the Mandel	2	1	
											2. Intro to medieval Hebrew Poetry pt. II	1						

										Hebrew Poetry in Muslim Spain	3. Tutorial – Poetry Section	1		Institute of Jewish Studies; Member of hiring committees		
										Hebrew Liturgy, Prayers and Customs	4. The Exodus and Matan Torah in the Piyyutim	1				
											5. Interpretation of Secular Hebrew Poetry in Spain	2				
Galit	Hasan-rokem	Prof .	Full professor		100 %		100 %			Hermeneutic, structural and critical perspectives of literary, folk-literary and cultural studies	1. Critic Inquiry Of Tradition: Strict., performing	1	3	Member of Senior Promotion Committee; Member of Plenary Committee of the Authority of Research	1	10
										Ethnographic, folk literary and feminist	Story As History, History As A Story	2				

										<p>perspectives of late antique Rabbinic (talmudic-midrashic) literature</p> <p>Paremiology (study of proverbs), theoretical and methodological aspects; data base and internet archiving</p> <p>The cultural interpretation of the Wandering Jew as a figure of mobility in European, Jewish and European-Jewish cultures</p>				<p>Students;</p> <p>Director of the Folklore Research Center at the Mandel Institute of Jewish Studies; co-editor of <i>Jerusalem Studies in Jewish Folklore</i> published annually by the Mandel Institute of Jewish Studies; Member of two ad hoc tenure and promotion committees, chairing both of them</p>		
Tamar	Hess	Dr.	Lecturer		100 %	100 %				Modern Hebrew literature, poetry and prose; Autobiography	<p>1. The Female Body In Modern Hebrew Fiction</p> <p>2. Lea Goldberg: Poet, Novelist & And Essayist</p> <p>3. Dahlia Ravikovitch's Poetry</p>	2	6	<p>M.A. advisor (with Dr. Huss), Rep. of the Hebrew University at the Goldberg Estate committee</p>	7	0

											4. Autobiography and the revolving Door Question	2		in Kakal; Member in the scholarship committee of the Mandel Institute of Jewish Studies.		
Hannan	Hever	Prof .	Full professor		100 %	100 %	Van Leer Institute in Jerusalem; Ha-Kibbutz Ha-Meuchad Publisher		16/1	History of Modern Hebrew Poetry in Eretz Israel, Political Theology in Modern Hebrew Literature, The Politics of Trauma and Witnessing in Modern Hebrew Literature, The Politics of the Hasidic Tale in the 19 th c.	1. New Modern Hebrew Poetry: History and Poetics	1	4	Head of the School of Literatures; Head of Modern Hebrew Literature Section; Member of the faculty hiring and promotion committee, Member of the faculty academic teaching committee; Co-Editor of <i>Jerusalem Studies in Hebrew Literature</i> .	5	17
											2. Theology and Nationalism in Modern Hebrew Lit	1				
											3. Intro to Cultural Studies: Israeli Culture	1				
											4. Cultural History: Theory and Practice	1				
Ariel	Hirschfeld	Dr.	Senior lecturer		100 %	100 %	Tel Aviv University	2	50%	History of Modern Hebrew Literature. Poetics of Emotions in Modern Hebrew Poetry. The	1. S.Y. Agnon-Tradition & Modernism	1	8	Chair of the department of Hebrew Literature, Yiddish and Folklore; Co-Editor	10	6
											2. Elements of Poetry	1				
											3. Music & Poetry	2				

										Tragic Genre in Modern Hebrew Literature. Music and Poetry	4. The Novels of Abraham Mapu: The Beginning of Jewish Secularism	1		of Jerusalem Studies in Hebrew Literature; Member of the academic committee of Scholion Center	
											5. God & Human in Amichai's Poetry	2			
											5. Hebrew Prose Fiction Of The 20th Century	1			
Matti	Huss	Dr.	Senior lecturer		100 %		100 %			Poetry and rhymed narratives of the Spanish and Italian Schools between the 10 th and the 15 th centuries: the poetics of allegory, fictionality, gender studies, aspects of genre and narratology.	1. Juda Alharizi's <i>Tahkemoni</i>	1	3	Head of the Faculty Writing and Reading Proficiency Program; Coordinator and Advisor to M.A. program (with Dr. Hess)	3
											2. From Poetry to Narrative	2	(on Sabbatical on the Fall semester)		
Joshua	Levinson	Dr.	Senior lecturer		100 %		100 %			Modern critical theory, and the study of rabbinic midrash and aggadah from late antiquity.	1. Intro to Aggadic Lit: The Book and its Tales	1	6	Head of Agaddah and Folk Literature section; Academic Advisor to M.A. program in Religious	4
											2. The Cultural Poetics and Politics of the Midrash	2			
											3. Borders of Identity in Rabbinic Literature	1			2

											4. Tales of the Sages: Methods and Hermeneutics	2		Studies & Jewish Studies at the Rothberg School; Co-editor of <i>Jerusalem Studies in Hebrew Literature</i> ;		
Avigdor	Shinan	Prof	Full professor	100	100	Avi Chai Foundation	6	30%	Literary approach to ancient post-biblical and Rabbinic literatures, the Aramaic Translations of the Bible and the Jewish Prayer book	The Woman in the Aggadic Literature	1	7		5	9	
										Introduction to Jewish Liturgy – Pt. I	1					
										Introduction to Jewish Liturgy – Pt. II	1					
										The Ancient Jewish Library	1					
										The Midrashic Lit On the Book of Deuteronomy	1					
										Scrolls Literary Forms in the Midrashim	2					

Table 2B - Junior Academic Staff Employed

Name of staff member			Employment Status	Part of Full Time Position in the Institution		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Weekly Hours	Per Cent		Name of Course	Weekly Hours	Total Weekly Hours for Staff member	
First	Family	Title													
Dalit	Assouline	Dr.	Teaching Fellow								Yiddish language and culture; The role of Yiddish as a Jewish language in various communities, its sociological and cultural functions and attributes, and its interrelations with Hebrew, spanning several centuries.	Introduction to Yiddish Studies	2	2	Scholion Fellow
Moran	Benit	Ms.	Teaching Assistant	1		1					representation of the body and the question of	1. Bibliographic Tutorial	1	1	Teaching assistant to 2 Undergraduate Introductory

											trauma in Modern Hebrew Literature.				courses
Yehoshua	Granat	Dr.	Teaching Fellow ¹³	3	100%	1	?				Hebrew poetry of the Late Antiquity and Middle Ages, liturgical as well as secular, from philological, thematic, poetic and comparative perspectives.	1.Spanish Poetry in Ibn Ezra's Work	2	3	
												2. On Nature in Early Hebrew Poetry	1		
Roy	Greenvald	Mr.	Teaching Assistant	2		2					Modern Hebrew Poetry, Yiddish modernism	1. Elements of Poetry	2	2	
Oren	Pri-Har	Mr.	Teaching Assistant	1		1					Agnon; Theories of Writing; Literature and Psychoanalysis	1. Topics in Poetics and Aesthetics: Tutorial		2	Member in Hershon Literary Prize Committee, B.A. students' Advisor
Naama	Tsal	Ms.	Teaching Assistant	2		2					Philosophy and Literature; Hebrew Literature and	1. Elements of Prose	2	2	

¹³ Dr. Granat is a Post-Doc Buber Fellow, in fall 2012 he will join the senior staff of the department.

										Modern Jewish thought; Migration and Exile in Modern Hebrew and Israeli Lit.; Jewish Ethics; Mizrahi literature; Israeli Literature of the 80's;	3.			
Ariel	Zinder	Mr.	Teaching assistant	3		3				Itzhak Ibn-Giyat; The Spanish school of Hebrew Liturgical Poetry; Literary theory; Performance theory; Rhetoric ancient and modern; Deconstruction	1. Topics in Poetics and Aesthetics: Tutorial	1	3	
											2. Selected Poems of S. Hanagid and S. Ibn-Gabirol	2		
											2.			
											3.			

Table 2C - Adjunct Teaching Staff – Senior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Tali	Artman-Pertok	Dr.	Teaching Fellow	4	Rabbinic literature, interrelations between Rabbinic literature and the Hellenistic and Christian world. Also studies Midrash from gender perspective	Folklore in Rabbinic Literature	Member in Hershon Literary Prize Committee, B.A. students' Advisor
Dror	Burstein	Dr.	Adjunct Lecturer	4	Hebrew Literature at the turn of the 20th century; Space and Literature; Literature and Painting.	Reading "Great Horror & A Moon" By U.Z. Greenberg; Space & Cities in Modern Hebrew Literature	
Natan	Cohen	Dr.	Adjunct Lecturer	2	Yiddish; Eastern European Jewish history and culture	Yiddish Literature: Jewish Culture	
Michal	Held	Dr.	Teaching Fellow	2	Hebrew Literary Works as Personal Narratives	Ladino literature and culture; the Holocaust of the Sephardim; Jewish Folklore; the Personal Narrative; Hebrew literary works by authors writing about themselves.	Teaching Fellow in the department of Hebrew Language and the Unit of Jewish Languages
Dan	Miron	Prof. Emeritus	Volunteer	2	The History of Modern Hebrew Literature, from the 19 th century until today.	Modern Jewish Literatures: Moments of Contact	
Shimrit	Peled	Dr.	Teaching Fellow	2	Israel in the Literature of 1967-1973	Eretz-Israeli Literature and Culture in Historical Context (1929-1942); Israeli Literature in the 1960' and 1970'; Jewish Literature in the 20 th Century; Nationalism, Gender and Ethnic Identity in Hebrew and Israeli Literature.	Member in Hershon Literary Prize Committee
Claudia	Rosenzweig	Dr.	Teaching Fellow	1	Introduction to Old Yiddish Literature	Old Yiddish Literature in Italy during the Renaissance.	

Anat	Shapira	Dr.	Adjunct Lecturer	4	Intro. To Folk Literature: Family and Community; Disguises and Shifting Identities in Medieval Hebrew Narratives	Subjects of research: Rabbinic literature - especially literary genres in the Aggada; Jewish folklore; Folk literature; Medieval Hebrew narratives; Medieval Midrash.	
Rafi	Tsirkin-Sadan	Dr.	Teaching Fellow	2	Representing Jewish Migration from East Europe	Literary and cultural history of East-European Jewry, the Jewish Left, Russian literature and intellectual history, literature and history	academic coordinator, project on Jewish migration from Russia and Eastern Europe
Gila	Vachman	Dr.	Teaching Fellow	2	Women and Water in the Literature of the Sages	The Midrashic works known as the Tanhuma-Yelamdenu literature, as well as related Aggadic works, their language, structure and ideology.	

Table 2D - Adjunct Teaching Staff – Junior: There is no junior adjunct teaching staff.

3.5.1.2 How are the staff members divided into areas of specialty in the discipline and to what extent does the faculty profile allow flexibility within the study program.

The academic staff of the Hebrew Literature, Yiddish and Folklore department consisted in 2010-11 of the following categories:

1. 10 senior scholars (tenured and tenured-track faculty members).
2. 1 tenured language teacher (Yiddish)
3. 8 adjunct teachers, and 1 retired faculty member who taught voluntarily.
4. 7 teaching assistants (PhD Students hired as teaching assistants who teach an independent tutorial course.).

The senior scholars include: 1 untenured lecturer; 5 tenured senior lecturers; 4 tenured full professors. One senior lecturer and one Full professor have joint appointments in other departments, and therefore are only teaching part time in our department.

3 senior scholars specialize in Agadda literature and Folklore; one appointment is shared with Folklore, and teaches $\frac{3}{4}$ of her position in Hebrew literature. One senior scholar specializes in Jewish prayer. 2 senior scholars specialize in Medieval Hebrew literature (both secular and liturgical)¹⁴; 4 senior scholars specialize in Modern Hebrew literature (the last 150 years), one of them has a joint appointment with the school of literatures and teaches half time in our department. Regardless of their periodical specialization, 3 senior scholars also specialize in contemporary theories of culture and literature.

The junior academic staff includes: 2 PhD holders (Dr. Granat is a Buber fellow and Dr. Assouline is a Scholion fellow), and five PhD students in different stages of their studies. They teach tutorial classes which accompany introductory courses (such as "Poetics and Aesthetics"), but also independent first year instructor based classes (such as "Elements of Poetry" and "Elements of Prose"). The adjunct teachers includes: 8 PhD holders who teach 2-4 units each, and one Emeritus volunteer, Prof. Dan Miron. Their course topics vary in period and methodology, from introductory lectures to special topic monographs.

¹⁴ They will be joined by a third senior scholar next year, Dr. Yehoshua Granat

In the 2011 spring semester, the retired scholar Professor Dan Miron, taught two units that were a tour de force of his latest concepts of Modern Hebrew and Jewish writing.

The combination of senior and adjunct lecturers, with the addition of the language teacher and retired volunteer, enables certain flexibility in the program, as well as coverage of subjects not dealt with by the tenured scholars. It also enables the department to offer systematic training in Hebrew literature and Yiddish. Limited resources restrict the department's ability to offer a wider variety of courses and more flexibility.

3.5.1.3 What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training.

All of the department's senior scholars hold a PhD degree in Hebrew Literature, and are active researchers who teach subjects within their field of specialization. The allocation of teaching responsibilities is based on the staff members' fields of expertise, while taking into consideration both the department's teaching needs and each member's individual preferences. Senior scholars often teach a large obligatory course in their general field of expertise, and smaller, more advanced courses – seminars and/or textual courses, in their specific area of research. Most of them acquired teaching experience already during their PhD studies, while serving as teaching assistants or adjunct teachers. Adjunct teachers teach specific courses in their field of expertise.

3.5.1.4 What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program?

All staff members are active researchers who teach courses in their respective fields of expertise. They organize and participate in international conferences. Most of them use their sabbaticals to expand their research interests and production, and to expand and maintain their international contacts. Their progress is also reviewed in the processes of tenure and promotions. The tenured senior scholars are required to visit a lesson of the non-tenured staff members and adjunct teachers, and submit a report on their teaching skills and level. This report is taken into consideration in deciding whether or not to make a teacher into a tenured lecturer, or in continuing the employment of an adjunct teacher. The department holds a lively and well attended departmental seminar, often hosting guests from other universities, in which scholars share their work and

receive feedback from their peers. The department also conducts public events devoted to current Israeli literature in which scholars who specialize in all periods introduce new works and authors.

3.5.1.5 What are the rules, criteria and procedures for appointing the head of the study program and the staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? What steps are taken to ensure that the faculty are informed of these policies and procedures? Are you satisfied with these procedures?

The criteria and procedures for appointing tenured and tenured track staff members are decided on the Faculty and University level, and not on the departmental level, see: http://sites.huji.ac.il/mazkirut/tafrit_minuyim.html.

In general there are four ranks at the Hebrew University: Lecturer, Senior Lecturer, Associate Professor and Full Professor. Lecturers must hold a PhD degree and are usually appointed after a period of post-doctoral work during which they have progressed in their research and publications, demonstrating the potential to become leading scholars and teachers in their respective fields. For appointment or promotion to Senior Lecturer, candidates are expected to have published significant scholarly work (beyond their doctoral research). Their research and publications should demonstrate independence, creativity, and productivity, and be recognized by their peers. Tenure is conferred at the rank of Senior Lecturer (or higher), normally after the candidate has completed a maximum of six years as a Lecturer. Appointments to the rank of Associate Professor are based on evidence of scholarly independence, creativity, and sustained productivity, and a body of work recognized by the candidates' peers in Israel and abroad. Appointment to the rank of Full Professor is based (in addition to the above criteria) on the candidate's having made a substantial contribution in his/her field and having acquired an international reputation. In recent years the tendency is to increase the transparency of the appointment and promotion procedures. Adjunct teachers are appointed by the head of the study program (about whom see below) according to their qualifications and to the department's needs.

The tenured language teacher was appointed according to what is termed "the parallel track" which catered specifically to language teachers. In recent years the faculty does not accept new appointments for this track.

3.5.1.6 What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

The head of the study program is a tenured member of the staff, often with former administrative experience, who is willing to fulfil the post. He is chosen by the department's senior scholars and his nomination is approved by the dean of the faculty of humanities. He is usually chosen for three years with a possible extension of the appointment (up to six years).

The chair of the department is responsible for preparing the annual program within the limits of the budget allocated by the dean. He/she represents the department vis-à-vis the faculty authorities (e.g. Dean, School of Literatures, Institute of Jewish Studis), and convenes departmental meetings for discussing issues such as curricular changes or development plans. He/she regularly meets with students, especially if problems have arisen with a particular teacher or course. He/she approves (or denies) travel by department members including absences from classes and sabbaticals. He/she recommends non-tenured staff members for tenure (as can other tenured senior members of the department).

3.5.1.7 How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

Tenure-track faculty members usually teach 12 annual credits (6 teaching hours) a week per semester. Adjunct teachers can teach one or two courses per semester (2-4 credits) and up to 8 credits per academic year.

3.5.1.8 Are staff members obliged to serve as advisors for final projects, theses and dissertations? Are there criteria for assigning advisors to the above-mentioned papers and projects?

Part of the staff members' duties is to serve as advisors for M.A. and PhD students. The number of advisees is determined by the students' interests, the staff member's willingness, and in accordance with the Authority for Research Students' guidelines. According to these guidelines, the number of advisees for professor should not exceed 6 students (plus 2 as co-advisor). However, popular instructors and topics sometimes attract more students, and in general the work load is not equally divided. The number (and achievements) of the staff member's advanced students is taken into consideration in his/her promotion.

3.5.1.9 What is the policy regarding recruiting and absorbing teaching staff (senior as well as junior) and what are the plans for the future recruitment to the study program? How are these plans made and by whom?

New appointments are made by the dean at the faculty level and not by the department itself. The department submits to the dean a list of priorities for future nominations. These priorities are determined by department needs, and agreed upon by all senior members of the department. The next appointment, according to department needs, will be in Agadda literature and Folklore, and following that an appointment in Modern Hebrew literature.

The Dean (together with the faculty's Development Committee) decides whether to hold a tender for a tenured-track position in the department (which is usually allocated to a specific field, e.g. Agadda literature, Medieval literature or Contemporary literature) and publishes a call for applications. The applicants' files (consisting of CV, list of publications, letters of recommendations and sample publications) are distributed to the department's staff members, to broad area committees appointed by the dean (in our case the literatures committee) and to external readers, also appointed by the dean. Each of these ranks the candidates, and the successful ones are reviewed by the faculty's Development Committee, which then passes its recommendations to the President and the Rector.

3.5.2 Technical and administrative staff

Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

The technical and administrative position in the department is staffed by one secretary – Ms. Tsippy Rabinovitch – who is not employed full time: her position is 7/8 of a full position, i.e. 35 weekly hours. She supports the department's academic activity, as well as that of the School of Literatures. Her job description is as follow:

1. Routine maintenance of the office: Receptionist, handling regular mail, e-mail, delivery of mail and filing; Organization of the office and of the reception hours of the academic staff; sending e-mails and SMS messages to teachers and students; typing in Hebrew and English.

2. Preparation of the B.A. and M.A. study programs, in collaboration with the heads of the departments, uploading these to the university's computer system, and updating as necessary; Coordinating teaching schedules.
3. Planning the exams schedules of the department. Receiving the exams from the academic staff and the written works from the students, sending them to be photocopied; reporting the grades for courses which do not have a final exam (written papers, and appeals)
4. Preparation of the departments' advisory schedules, beginning with building a priority ranking for the courses on the internet; consultation and personal guidance to students in constructing their study programs until final approval, subject to the academic requirements of the departments.
5. Coordination of student enrollment in classes, both for students from within and without the program.
6. Attending to the members of the academic staff: senior, junior and associate teachers/fellow instructors. And to the students at the department (from their first day to graduation).
7. Coordinating the department's connection with the faculty secretariat, including registration and applications of new and returning M.A. students.
8. Current/Ongoing secretarial tasks of the departments, e.g. in-charge of coordinating exams, fulfillment of degrees, reporting grades of exams and written works.
9. Weighting B.A. grades [= student's grades with number of course hours]
10. Recording department statistics, coordinating prizes with head of department, preparing the department's list of honors.
11. Help in organizing conferences and announcing special department activity and scholarships.
12. Attending and recording departmental meetings.

3.5.3 In summary, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

Strengths: All of the department's faculty members are active scholars, who combine research and teaching, and are thus able to offer both general and specialized courses. All are internationally renowned scholars, whose books and articles appear in distinguished publishing houses and journals and are often quoted by colleagues. At the

moment they are backed up by an array of excellent and highly qualified adjunct teachers and a supportive administrative worker.

Weaknesses: Due to decisions that are outside the department's control, the number of positions has shrunk considerably in the last decade. In this period 9 senior faculty members retired (5 from Modern literature [of these two, Dan Miron and Menachem Brinker taught half time in the department], 2 from medieval literature, and 2 from the Agadda and Folk literature section). In the next year two more senior scholars, Prof. Avigdor Shinan and Prof. Galit Hasan Rokem will retire leaving the department with only one senior scholar who specializes in Agadda, and no one at all in Folk literature. In addition to these retirements, in 1996 Dr. Judith Bar-El passed away. Her position, as well as her field of expertise (*Haskalah* literature), were never replaced. During this time the department received only one new position, that of Dr. Tamar Hess in Modern literature, and is due to receive another next year – that of Dr. Yehushua Granat who specializes in Medieval literature. Needless to say this sharp decline in staff has limited the department's possibility to offer a wider range of courses and choices for students, and has put great strain on the remaining staff. This has also been a factor in the decreasing number of students.

The department's secretary has many responsibilities, and yet does not have a full time position. As a result Ms. Rabinovitch works voluntarily from her home to make up for lost work.

3.6 Infrastructure

3.6.1 Administration

3.6.1.1 What is the physical location of the unit in the institution, in which building is it located, and where does the study program under evaluation operate? Do other study programs share the building?

The unit is located in the central building of the Mount Scopus campus, within the faculty of Humanities part of the complex – it is part of a single large building that includes the Humanities, Social Sciences and Law faculties. Operations occur at the same location, i.e. within the Humanities faculty, but occasionally some courses are given by the department's teachers outside of the faculty.

Many other study programs share the building, as reflecting the constitution of the faculty of Humanities, these include all the departments in the faculty, and programs offered by the Rothberg International School of the Hebrew University during the summer vacation. The building also host scheduled psychometric tests.

3.6.1.2 How many rooms serve the academic staff (senior, junior and external) and technical staff of the program, and what equipment is available in each room?

All active senior staff members are given a private room (in the Hebrew Literature, Yiddish and Folklore department there are 12 such staff members). Retired staff members are also given a private room (3 altogether) which they share with junior staff members. Junior staff members (M.A. and PhD research students who assist senior staff members in their courses) and external lecturers are given altogether 6 rooms which they share. All rooms are at the fifth and sixth floors of the Humanities faculty (blocs 2&3), aside from those of 2 senior members who have rooms at the Institute for Jewish Studies' Rabin building.

The general secretariat of the faculty of Humanities is at the fourth floor (bloc 4) of the faculty's building. The department's secretariat, responsible for the Hebrew Literature, Yiddish Studies, Folklore and School of Literatures Program, is also at the fourth floor (bloc 5), of the same building.

In October 2009, the location and organization of the entire faculty's secretariats has been changed to account for the general increase in the number of students. As part of this reorganization the department's secretariat was relocated from the sixth floor, where it was situated next to the staff's rooms, to the fourth floor, where it is now situated just

above the class rooms, in the vicinity of all other secretariats. While this change certainly increased the secretariat's accessibility, and efficiency as far as face to face contact with other departmental offices is concerned, the room in which it is now located, is approximately 10 square meters – half the size of the previous office.

The department does not employ technical staff members. Technical services are given when needed by the faculty of Humanities' technical staff. The rooms have only basic equipment: a table, a chair, a phone. Closets, shelves or book cases are given by the faculty only if available (in which case they are used ones, not new). Electronic devices such as computers, faxes, printers and so forth, are not given by the faculty, and, if needed, are acquired by the staff members using their own funds (salaries and/or research funds). Only the secretaries, and those department heads for the faculty deems it necessary, receive the above mentioned electronic devices.

3.6.2 Classes

3.6.2.1 How many classrooms, seminar rooms, rooms for group activities, and auditoria serve the study program, how many seats do they have, and what is the equipment can in each room /classroom/auditorium (including reference to the possibility of using personal laptop computers on campus).

All classrooms, including those used by the department for the benefit of the program, belong to the faculty of Humanities as a whole. During course planning for each academic year, classrooms are assigned by the faculty according to the program's requirements (i.e. in coordination with the secretariat). The size and type of classrooms assigned to the program are determined according to three criteria: 1) the number of students registered for each course; 2) the different courses' types – lectures, tutorials or seminars; 3) the multi-media devices (computers, a projector, a sound system, etc...) required for each course, if any.

The faculty of Humanities has at its disposal:

1. A total of 71 classrooms (not including the specialized music and theater classrooms). Most of these (37) can contain from 30 to 42 students; a few classrooms (10) can contain a larger number of students ranging from 60 to 115. In most classrooms, the seats have solid writing surface attached directly to the seat's frame ("tablet arm desks"). Every classroom has a few electric outlets or wall sockets for the use of laptops (not sufficient in number, thou, for all students).

2. 38 multimedia classrooms (i.e. with a projector, screen, computer and hardline internet access).

3. 2 multimedia classrooms with a projector, but without a computer.

4. 23 seminar rooms: usually containing up to 25 students who congregate with the lecturer around one large table.

All classrooms heating; 63 classes have air-conditioning. 27 classrooms have a blackboard designed for the use of chalk; 44 classrooms have boards designed for the use of colored markers. There is one large auditorium, containing 300 seats and full multimedia capacities – it serves all the faculty's departments. Only the Bloomfield Library for the Humanities and the Social Sciences faculty possess full wireless internet access, although intermittent access is also available at the Humanities faculty. Some but not all classrooms have wireless internet access; however, there are various other areas in the faculty of Humanities outside the classrooms that provide wireless internet.

3.6.2.2 Do the parent unit and study program have access to additional facilities for special purposes, e.g. conference rooms, study centres, research centres and meeting rooms? If teaching activities take place outside the campus, please specify which activities and the frameworks in which they are carried out.

The department has no conference room. When needed meetings are held at the conference room of the Mandel Institute for Jewish Studies, located on the fourth floor (bloc 1) of the Humanities faculty complex. The room can contain up to 30 people. There are no special classrooms for group activities, and group studies are usually held at the Bloomfield Library for the Humanities and Social Sciences, which are specifically equipped for this purpose (see below). There are no activities that take place outside the campus. However, in the 2008-11 academic years annual departmental field trips to various sites that have a connection with the history of Hebrew literature were organized by B.A. students. The trips were mandatory and the students and staff members were required to pay a symbolic fee (~60 new shekels).

3.6.3 Computerization

Please specify the computer layout, and how does it serves the study program. E.g., how many computer labs serve the students in the program, and how many computers are there in each lab? Specify the existing hardware and software, and state if it includes special hardware and/or software.

There is no special computer layout for the study program. The Humanities faculty has 38 classrooms (i.e. “smart classrooms”) that are equipped with workstations that allow work with PowerPoint presentations and other visual materials. The reservation of these classrooms is by each department's secretary at the beginning of each academic year according to the needs of each course. The material taught through PowerPoint presentations is usually buttressed by an e-learning system, HighLearn System ("OWL") or Moodle. In these systems, every lecturer or teacher may open a special site for his/her own course/courses. Often students are referred to the materials – namely bibliographical lists, assignments, articles, etc... – contained in this site.

The Mount Scopus campus has at its disposal a central computer center ("The Computer Farm") that is located at the middle of the campus, between the Humanities and Social Sciences faculties. This center includes 6 classrooms (with a varying number of computers – from 14 to 34) and an open gallery (with 21 computers, as well as printers, scanners and a few Apple Macintosh computers). All computers have internet access and the basic software bundle, including Microsoft Office. It should be noted that these classrooms are meant for the entire university; one must order a classroom in advance. There is also a smaller computer center at the Social Sciences faculty, containing 2 classrooms: one with 36 computers, the other with 50.

In addition, the Bloomfield Library for the Humanities and Social Sciences offers a large number of computers as well as a number of scanners, mainly in the third floor of the library (the entrance floor; on this see below). Likewise, in bloc 1 of the faculty of Humanities, there is an open gallery that contains several computers, and in bloc 3 there is a small computer room (10 computers). All have internet access and the basic software bundle, as well as a central printer.

All the above mentioned computers are accessible to the students upon entry of an ID (or passport) number and personal code. Students also have access to a personal storage space in the university's central server.

The department and program under evaluation do not make use of the computerized classrooms at the above mentioned computer center.

3.6.4 Laboratories

What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?

The program under evaluation does not make use of any laboratories.

3.6.5 Library and Information Technology (IT)

3.6.5.1 Describe the library, which serves the students and the teaching staff of the study program: location, physical structure, number of titles according to subjects, journals and e-journals, computerised databases, number of obligatory books relative to the number of students, opening hours, number of seats, number of computers, the library's professional staff and their qualifications. To what extent do the students receive assistance and guidance in the library, the ability of students and teaching staff to use the databases from outside the library? Specify likewise the policy guiding the purchase of material for the library: who make the decisions with regard to the purchase of books, journals, computerised databases etc. and based on which recommendations/requirements, what are the procedures for updating the library, is there a clear and well-defined budget for the library?

The Bloomfield Library for Humanities and Social Sciences was established in 1981 with the merging of 24 departmental libraries from the Edmond J. Safra campus (Givat Ram) into one new building at the Mt. Scopus campus. The library has been using integrated library system (Aleph, now ExLibris company) from the beginning. The library was and is intended to serve teachers, researchers and students from the Faculties of Humanities, Social Sciences, Business Administration and Occupation Therapy; yet the entire Hebrew University community use it extensively. From 2003 the library is under the supervision of the Hebrew University's Library Authority, established with the purpose of providing an academic, professional and administrative framework for the institution's libraries.

Building Facility, Seating Capacity, Computer facilities: The library's five story building is located at the centre of the Mt. Scopus campus, lodged between the complexes of the Humanities and Social Sciences faculties. The lower level - first floor - houses storage facilities and the Photocopy Service (in addition to photocopy machines located on each floor). The four other floors offer a about 1,700 reading seats, workplaces with electrical access, and specialized computer areas.

The third floor's Berel and Agnes Ginges Library Information Centre holds modern study spaces with congenial atmosphere for individuals and groups; small rooms (with LCD screens) that encourage collaborative learning; a computer equipped seminar room; a library classroom (with software that broadcasts the teacher's screen to twenty-

two students' computers), and a lounge for relaxation. The Current Periodicals Reading Room, separated from the team-work area, offers a comfortable and quiet place for study.

Library book collections (open stacks) are accommodated in the reading rooms at the second, fourth and fifth floors, and are divided according to the Library of Congress classification, with the second floor being dedicated to the Social Sciences and Occupational Therapy, and the fourth and fifth floors to the Humanities.

Areas for quiet study are dispersed throughout the library's reading rooms. Each reading room is approximately 3,000 square meters and includes a seminar room that is available to teachers and/or study groups, as well as individual carrels for students who wish to study privately.

A modern Media department (the music, audio and video collection) equipped with twenty-four multimedia and viewing stations and four "smart" classrooms is housed at the second floor.

The map collection (sheet and wall maps, atlases, etc.) is located at the Social Sciences building.

The subject-specialist librarians' have offices at the floor that corresponds with their field/area of expertise. The Acquisition and Cataloguing department is at the fourth floor. The Reference, Circulation and Administrative offices are at the third floor, close to the library's entrance.

All study areas within the library (four floors) have full wireless internet access, and a large number of electric outlets is provided.

The library houses approximately 200 up to date computers, with a major cluster of these being at the third floor. Computers that require login (with a student/university account) give internet access, and allow search in the library's catalogue (OPAC, Aleph500), databases, provides access to e-books and e-journals, bibliographic software tools, Microsoft Office programs, multimedia and the auxiliary programs provided by the University's Computer Authority. About 15 computers at the library building are dedicated (and restricted) to the library catalogue search, and as such do not require login. All the computers, including laptops connected to the library's network, have access to central printers (10 in total). The costs of printing are paid using a credit card or a special rechargeable card (a recharging station is located near the library's entrance). There are nine workstations with scanners at the library that allow scanning for free. All computers can be used with any language supported by the operating system and a virtual keyboard. About 30 computers are supplied with tri-lingual (Hebrew-English-Arabic or Hebrew-

English-Russian) keyboards. A computerized online map that shows what stations are available at any given moment is displayed at the library's entrance.

A large LCD monitor at the entrance acquaints patrons with the Library news.

Collection: The books and journals relevant to the Program are located mainly on the fifth floor according to the following division:

Reference books (dictionaries, subject-reference sections, and specialized encyclopedias)

Subject	Classification number	No. of titles of print books
Judaism	BM	14,033
Israel (Palestine). The Jews	DS 101-151	22,332
Folklore	GR	728
Manners and customs (General)	GT	632
Hebrew Literature	PJ 5001-5060	9606
Yiddish	PJ 5111-5192	2319
Periodicals	X5	

The library collection in its totality consists of about 600,000 titles (1,010,741 volumes on shelves) including:

1. 527,457 printed books (see appendix for a breakdown of titles relative to subjects)
2. 4735 printed periodicals
3. ~60,000 electronic journal titles (the number includes individual subscriptions, packages, aggregators, databases and free e-journals; all of them available via the SFX ExLibris system)
4. 7,143 DVDs and videocassettes
5. 20,177 sound recordings and music compact discs
6. 220 general and subject specific electronic databases
7. 2,580 electronic books (the number includes electronic packages, individual titles from electronic collections, free titles chosen by subject specialists according to the library profile).
8. 4,205 M.A. theses submitted at the relevant departments of the Hebrew University
9. 2394 PhD theses submitted at the relevant departments of the Hebrew University
10. ~70,000 maps

11. two e-book readers (E-vrit) with 36 titles on each

It should be taken into account that the National Library of Israel remains the Humanities research library of the Hebrew University. The figures above speak only about the collection of the Bloomfield Library for the Humanities and Social Sciences.

Budget, Subscriptions and Collection Development: At the beginning of each academic year the Library Authority allocates an acquisitions budget to each individual faculty. Part of the budget is for journal and database subscriptions. Lately the Library Authority makes an effort to acquire not only recent electronic journals but also their archives. The remaining budget is for monographs and other materials (sound and video recordings, maps, etc.).

Subscriptions are acquired in cooperation with other libraries at the Hebrew University, as well as through the Malmad consortium. Subscriptions to new databases are approved only after evaluation by librarians and faculty members during a requested trial period.

Collection development is a joint effort of librarians and faculty members. The communication between the library and faculty is maintained by subject-specialist librarians. There is a subject specialist for each field of study that is covered by the library. Applications for book orders are given to the acquisition department by subject specialists, and are classified and processed according to their importance for curriculum and research. A librarian responsible for collection development coordinates the subject specialists' orders for acquisition and takes care of subjects not covered by the annual curriculum. Selections are made from required reading lists, teachers' recommendations, publishers' catalogues, professional publications and on-line resources.

In average from 10,000 to 15,000 titles are added annually to the library's catalogue. This number includes new acquisitions, gifts and donations. Along with additions the library routinely "weeds" the collection in order to maintain its quality.

The library contains collections in more than a hundred languages, with the main collections being in Hebrew, English, Arabic, French, German, Spanish, Italian and Russian. The East Asian languages collections at the library are developing rapidly.

The library has begun to digitize those written materials the copyright laws allow for, now including the dissertations submitted at the Hebrew University, and maps created at the department of Geography.

Required Reading for Courses: The Reserved Reading Collection is updated every semester. It includes textbooks and a database of scanned articles, digitized music and streaming video based on the teachers' required reading lists. If a title is on the required reading list the Library has to provide an item for every 30 students (the correlation can be changed in case of need) . This year there are 5,400 books and 4,740 scanned articles on reserve. Access to the online database of scanned materials is strictly limited according to the copyright law and is accessible only via login to the library's system.

Circulation Services: the library has more than 15,000 registered borrowers annually (over the period of the past decade). The majority of monographs can be circulated and each patron may borrow up to 50 books simultaneously. There are approximately 500,000 circulation transactions per year. The self-check service (a machine that is located near the library's entrance) is available since the year 2000. Daily renewals are performed automatically by the Aleph500 system if there are no requests for an item or problems with the reader. The patrons themselves enter requests for loaned items into the system. Materials that are not available in the collection may be obtained for a fee through inter-library loans from other libraries in Israeli or abroad. This service handles about 4,500 annual requests for articles and books. Advanced booking of audio-visual materials and relevant equipment can be performed by patrons via the catalogue.

Library Staff: The library's staff is comprised of 30 half-time workers (22 3/4 tenured positions); 27 3/4 librarian positions, one computer specialist, one technical assistant, and one administrative assistant. The library also employs student assistants to an extent of approximately 54,000 annual hours. All librarians have academic degrees in library science and in their specialized fields of the humanities and/or social sciences, and a few have advanced degrees. The librarians are fluent in the many languages that are necessary to build the collection and serve the researchers. During all opening hours there is always a librarian present to give reference services. The librarians are active in both inter- and intra- university forums, publish in professional journals, lecture at conferences, and have served as chairpersons of national committees. The library is a member of the national consortium of libraries (M.A.L.M.A.D) and other international organizations.

Library Homepage: The library's homepage (www.mslib.huji.ac.il) is designed to help students and researchers find materials in their fields of study/research. There are general FAQ pages, and others devoted to specific subjects (e.g. linguistics, music). Each page contains explanations about materials and links to other online resources. A detailed database page offers descriptions of each database, as well as providing access for logged in subscribers. All pages are available in English and Hebrew. Any patron in need of assistance can contact a librarian using the homepage, and will be replied by email.

Access to Electronic Resources: Students, teachers and researchers can access online electronic resources (e-books, e-journals, streaming music and video, and databases) from any computer that is connected to the university's network. Access to the network is available from location outside the campus through a VPN internet login. Thus the electronic collection is always accessible to the entire Hebrew University community.

Library Instruction, Reference Services and Cultural Activities: The main reference desk provides professional face-to-face assistance during all library opening hours, and is located at the library's entrance floor. During the busy hours, general guidance is also available at the central desk of each floor's reading room. Individual help can be obtained from a relevant subject specialist librarian using email, phone or face-to-face appointment.

Library orientation sessions are offered to new students at the beginning of each semester by the reference staff. These include tours of the library's facilities and explanations on the use of its various resources. There are specialized instruction classes coordinated by subject specialist librarians and teachers keyed to particular course subjects. In depth training is given to acquaint students with the databases and reference tools in their respective fields of study. During the academic year, series of instructional presentations for teachers and faculty members are organized in cooperation the Library Authority. The Reference department team has produced a number of training videos on library resources – they are accessible from any computer, available in both the library's homepage, and YouTube.

In compliance with the University's administration decision that each B.A. student is required to prove his/her competence in accessing print and digital materials, an instructional computerized course (on Moodle platform) was created by the Reference

department team. The course (questions and electronically stored answers) demands preliminary acquaintance with the library resources and teaches effective search skills in the library catalog and databases, as well as the use of internet tools.

This year under the supervision of the Library Authority the library is checking new engines for federated search.

The library makes all efforts to strengthen its connection with patrons. The library updates the patrons using its library homepage, newsletters, Twitter and Facebook postings. Among other things the library arranges different kinds of cultural events, including meetings and exhibitions.

Library Hours:

During the school year:

Sun.-Wed. 9:00-21:45

Thurs. 9:00-19:00

Summer hours:

Sun.-Thurs. 9:00-19:00

3.6.5.2 Do the institution and the study program take steps to enable the convenient access of the students with special needs to the study material and the different facilities, e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

A university wide project to make the Hebrew University accessible for disabled persons is currently under way. The Mt. Scopus campus is the first to undergo the necessary adjustments. In order to make the connect the third level of the campus, which serves as its central transfer hub, and the other levels, ramps and elevators were installed. In the Humanities faculty in which the program is physically housed, classrooms and language laboratories are accessible with ramps and elevators. In addition, specially adapted bathroom facilities were installed.

At the library: All areas of the library building are accessible for disabled persons. The entrance and the exit alarm systems are wheelchair safe, as well as all the elevators that connect the different floor, for which signs are clearly visible. The service desks are positioned in a way that allows for unobstructed access. Some of the reference and circulation desks are adjusted in height to allow for persons in wheelchairs to work. Glass

doors are marked to warn visually impaired persons. Two adaptive technology workstations, with adjustable height, are equipped with software and a variety of ergonomic devices for people with motor impairments. The library's public computers' software package includes screen reading and enlargement programs, as well as instructional software helpful for people with dyslexia. Ten percent of the library public workstations have a 22" widescreen monitors, much preferred by people with eye impairment. Special guidance aiming to ensure equal access to disabled students is given by the Reference department.

3.6.5.3 In summary, what are the points of strength and weakness of the physical infrastructure?

Strengths:

1. The introduction of the HighLearn System (“OWL”) has considerably facilitated the students' access to course materials and has ameliorated the communication between the teaching staff and students.
2. The Bloomfield Library for the Humanities and Social Sciences has been recently renovated; the work environment is efficient and pleasant. The Library's website is extremely friendly and includes all the necessary information for both beginning and advanced students. Its working hours are well adapted to the needs of the students.
3. The efforts of the Library and the Humanities faculty to make access easier for disabled students are substantial.
4. The move of the secretariat has made it easier for the students to stop by during breaks.

Weaknesses:

1. The new room given to the secretariat is too small and cramped for the secretary's needs, especially during exam terms.
2. The move of the secretariat from the vicinity of the faculty offices and the mailboxes makes it difficult for the secretary to maintain continuous contact with the teaching staff.
3. The structure of the campus is extremely disorienting – a well-known fact.

Chapter 4 – Research

4.1 What is the department's perception of research, and what are the expected outcomes?

The department has a multi-disciplinary and theoretically varied research approach. Thus, our work spans philological-historical and literary-critical study of manuscripts of late antique Rabbinic literature and liturgical poetry; source-critical, structuralist-formalist, literary-critical and philological-historical study of Medieval and baroque poetry, including the production of scientific editions of primary texts; field work of contemporary oral narratives; and the study of modern literature through a variety of theoretical and methodological prisms, such as literary-critical, post-structural, feminist, Marxist and cultural perspectives.

The department's principle research approach is historical. Faculty adopt different and widely divergent theoretical methods but the common ground and goal are a historiography of Hebrew literature through the ages. This historical approach involves a constant contextualization of the conditions under which literature is produced in different periods and places as well as a continuous refiguring and re-conceptualization of the literary canon and the body of a Hebrew literature from ancient times to the present. Irrespective of intellectual and methodological diversity within the department, we share a common view of literature as part of Hebrew and Israeli culture and study it as such.

4.2 What are the department's special strengths and uniqueness in research (areas, fields?).

The department excels in all its academic fields: the literary and folk-literary study of late antique Rabbinic literature, which in fact had its inception in our department and continues to be studied in it with excellence; late antique and medieval poetry, whose academic foundation was also laid in our department and which continues to be enriched by growing methodological diversity; the study of Hebrew literature of the Enlightenment (*Haskala*) and of Modern Hebrew literature in a broad array of genres: poetry, narrative prose, essays and translation. There is no doubt that in all these fields the department's scholars are the leading figures in the world.

Of special note is the unique research of the department's liturgical poetry section, which focuses on the texts from the Cairo Geniza. All of the department's Geniza scholars – the late Prof. Ezra Fleischer, Prof. Emeritus Yosef Yahalom, Prof. Shulamit Elizur, recent appointee Dr. Yehoshua Granat, and PhD candidate, Ariel Zinder – are the leading figures in this field in the world. They have identified 80,000 texts, edited several scientific text editions, and established the large panorama of the history and schools of this poetry.

The department covers a wide spectrum of research at present – that is, prior to the imminent retirement of Profs. Avigdor Shinan and Galit Hasan-Rokem. This breadth is bound to be adversely effected if their positions are not replaced. Similarly, since Prof. Jacob Elbaum's retirement, the areas of late medieval literature in Ashkenaz and the early Enlightenment are not properly covered. The department does manage to cover a wide variety of fields despite its shortage in staff.

4.3 Please list the leading journals in the field (including ranking, if possible).

Journals in Hebrew literature do not have an official ranking. Their rank is established by the rate at which they are quoted and by the rank of their editors and contributing authors. The department produces one of the most major, well established journals in the field – *Jerusalem Studies in Hebrew Literature*. Advanced and outstanding graduate students are encouraged to participate in the procedure of anonymous evaluation of manuscripts and to publish their first articles in this venue. Hence, the journal combines innovative and original research by well established scholars as well as young and less known but promising voices. The major journal in the field in English is *Prooftexts* (published by OUP; faculty member Dr. Tamar Hess is on the editorial board).

Journals in the humanities are interdisciplinary. One of the most influential Hebrew journals during the last decades has been *Teoria u-vikoret* (Theory and Criticism) published by the Van Leer Institute of Jerusalem (Prof. Hannan Hever is a member of the editorial board). Other major journals within Jewish Studies are *Tarbiz* (Prof. Emeritus Jacob Elbaum is co-editor); *Jerusalem Studies in Jewish Folklore* (edited by Prof. Galit Hasan Rokem); *Journal of Jewish Studies*, *Jewish Quarterly Review*, *Dead Sea Discoveries* (Dr. Esther Chazon is on the editorial board), *Revue de Qumran*, *Meghillot*, *Journal for the Study of Judaism*, *Hebrew Union College Annual*, *Kenishta*, *Beit Mikra*,

Leshonenu, Shalem, Mehkarim Bitkumat Yisrael, Biqoret u-Farshanut, Dappim le-Heker Ha-Sifrut, Harvard Theological Review, Journal of Biblical Literature, Journal of Folklore Research, Folklore, Ethnologia Europe and Journal of American Folklore.

4.4 What are the research funds (in \$) of the institution, faculty/school, evaluated unit/study program in each of the last five years according to the source of funding: competitive sources, government/public funds, internal funds, other.

Research funds (in US\$, by source of funding) of the Faculty of Humanities, The Hebrew University of Jerusalem

	2006	2007	2008	2009	2010
Competitive	1,810,971	1,658,335	1,753,095	1,615,678	2,026,001
Government/public	444,424	379,908	420,027	462,747	495,108
Internal	3,873,493	4,264,681	4,250,628	4,265,051	4,494,959
Other	290,210	287,510	355,981	365,468	375,589
Total	6,419,098	6,590,434	6,779,731	6,708,945	7,391,657

Research funds (in US\$, by source of Funding) of the Department of Hebrew Literature

	2006	2007	2008	2009	2010
Competitive	443,995	469,086	398,229	369,699	487,234
Government/public	89,098	86,547	39,464	21,733	19,253
Internal	937,034	929,806	952,212	982,260	1,021,726
Other	34,622	62,541	74,249	79,040	61,498
Total	1,504,748	1,547,980	1,464,154	1,452,731	1,589,711

Grants by staff members

Prof. Shulamit Elizur

She was granted by the ISF for \$100,000 every year for the textual editing and analysis of the piyutim of Shlomo ElSangari (1996, 1998-1999) and the piyutim Elazar BeRabi Kalir (2010-2013).

Dr. Tamar Hess:

2004-2007, Mandel Fellow at the Scholion Center at the Hebrew University of Jerusalem.

2005-2006, The Ignatz Bubis Research Award (10,000\$)

2007-2008, The Golda Meir Award at the Hebrew University of Jerusalem

2009 – Two year research grant from the Israel Science Foundation (grant # 1487/09, 90,000 NIS for two years [per each year]) for the project: Readings in Modern Hebrew Autobiography: Scenes in the Life of a Genre.

Dr. Yehoshua Levinson:

2006: Research Grant; Hebrew University, “An Analytic Compendium of Sage Narratives”.

2006: Research Grant; Aimes Budick Foundation

2008: Center for Advanced Judaic Studies; “Jewish and Other Imperial Cultures in Late Antiquity: Literary, Social, and Material Histories”.

2009: Research Grant; Hebrew University, “The Borders of Identity and Their Transgression in Rabbinic Literature”.

2009: Teaching Grant; Stanford University; University of California Berkeley.

2010: Research Grant; Hebrew University, “An Analytic Compendium of Sage Narratives”.

2012: Fellowship; Center for Advanced Judaic Studies, “Travel Facts, Travel Fictions and the Performance of Jewish Identity”.

Prof. Galit Hasan-Rokem:

2008-2011 annual \$15,000 from Scholion, Interdisciplinary Center for Research of Jewish Studies; participation in a ca annual \$40,000 from the ISF for three years at the Folklore Research Center (PI Shalom Sabar and other co-researcher, Hagar Salamon, both from the Folklore and Folk Culture Program of the Hebrew University; in 2010-11 \$ 2000 from the Faculty of Humanities for a successful application to the ISF which was not granted money; annual \$500 from the Max and Margarethe Grunwald Chair of Folklore of which I am incumbent; annual 15,000sheqel from Zunser Fund of the Mandel Institute of Jewish Studies for the East European materials at the Proverb Research Project at the Folklore Research Center; 2006-8 cooperation with Goettingen University (through Volkswagen Foundation) to fund a doctoral student for two years ca. \$15,000 a year.

4.5 Please provide data on research students (master degree with thesis, doctoral degree): overall number (internal/external), sources of funding, level of funding, number of graduates (of the university, faculty/school, parent unit/study program) in each of the last five years.

Overall Number of research students¹⁵

Degree	Year				
	2007	2008	2009	2010	2011
MA (with thesis)	12	22	21	22	23
PhD	44	37	43	40	39
Total	56	59	64	62	62

Statistics on graduates, by degree and year¹⁶

Degree	Year				
	2007	2008	2009	2010	2011
MA (with thesis)	3	1	6	9	6
PhD	7	6	5	5	2
Total	10	7	11	14	8

Prof. Shulamit Elizur

Earned MA:

Ariel Zinder

Amitai Harosh

Yehonatan Vardi

Ph.D. Candidates:

Ariel Zinder (The President Scholarship 60,000 NIS for 4 years)

Earned Ph.D:

Dr. Sara Cohen

Dr. Yehoshua Granat (Rotenstreich Scholarship 80,000 for 4 years)

Dr. Ophir Mintz-Manor (Scholion Fellowship)

Dr. Eden Hacohen (postdoc Warburg Scholarship for one year)

¹⁵ The number of students include Hebrew Literature student only. The number does not include Yiddish studies and Folklore students.

¹⁶ The number of students include Hebrew Literature student only. The number does not include Yiddish studies and Folklore students.

Dr. Tamar Hess:

MA Students:

Ma'ayan Dak (since 2006, graduated 2009, final grade: 93.53)

Almog Behar (since 2006, graduated 2009, final grade: 98.69)

Zohar Niego (since 2007)

Shai Huber (since 2007)

Lihi Ben-Haim (graduated 2008, final grade: 83.23)

Hila Cohen (Since 2008. graduated 2009, final grade: 95.93)

Tsila Libel (since 2008)

Tali Asher (renewed studies since 2008, thesis approved, needs to complete the exam)

Alon Shua-Haim (since 2010)

Lee Maman (since 2010)

Efrat Rosner (since 2011)

Inbal Barel (since 2011)

Nechama Naphtali (Since 2011)

Prof. Hannan Hever:

Ph. D. Candidates:

Moran Benit

Naama Tsal

Roy Greenwald

Huda Abu Much

Orit Ushinski (with Dr. Aminadav Dykman)

Dvir Zur (with Prof. Sidra Ezrahi)

Dani Shrire (with Prof. Galit Hazan-Rokem)

Omer Naor (with Prof. Dan Miron)

Orly Norni

Naama Meishar

Earned Ph.D.:

Dr. Uri Hollander
Dr. Yael Shenker
Dr. Shimrit Peled
Dr. Mimi Haskin
Dr. Aliza Korb

Dr. Ariel Hirschfeld:

Ph.D. Candidats:

Ariel Levinson
Dina Berdichevsky
Omry Ben-Yehuda
Ruth Evlin-Rave
Giuseppina Marigo
Hamutal Segal-Kaspi

Earned Ph. D.:

Dr. Natasha Grodinsky (with Prof. Dan Miron)

Dr. Yehushua Levinson:

MA Students:

David Lieberman
Shlomit Gilat
Alieza Salzburg
Yael Brener

Ph.D. Candidates:

Chana Pinchasi
Ziv Yagel

4.6 Are faculty members required to serve as advisors of senior projects, theses and dissertations? Are there criteria for assigning advisors to different research projects?

Advisors are determined by the personal choice and preference of the student. Topics are determined mutually by the advisor and the student or, the topic is determined by the advisor chosen by the student. Every member of the department participates in reviewing articles and book manuscripts

Prof. Galit Hasan-Rokem, Dr. Tamar Hess and Prof. Hannan Hever have served as advisors for senior projects in the United States, the Netherlands, Finland, Norway, Ireland, Australia; as dissertation advisor at University of California Berkeley (multiple); Graduate Theological Union, Berkeley CA; University of Pennsylvania, Philadelphia; Columbia University` Harvard University; Duke University`and Ann Arbor University.

4.7 Please provide a list of publications in the last five years (only by the teaching staff of the evaluated study program) according to refereed journals, books (originals or editions), professional journals, conference proceedings, professional reports, etc.

List of Publications – Senior Staff

1. Midrash and Folk Literature Section

Joshua Levinson

List of Publications: 2006-2011

A. Books Edited:

1. *Higayon LeYona: Festschrift for Prof. Y. Fraenkel*, eds. J. Levinson, G. Hasan-Rokem, Y. Elbaum, Magnes Press, Jerusalem 2006.

B. Chapters in Collections:

2. “From Parable to Invention: The Emergence of Fiction as a Cultural Category,” in *Higayon LeYona: Festschrift for Prof. Y. Fraenkel*, J. Levinson, G. Hasan-Rokem, Y. Elbaum (eds.), Magnes Press, Jerusalem 2006, pp. 1-33, [Hebrew].
3. “‘One Thing God has Spoken – Two Have I Heard’: Dialogical Reading in the Exegetical Narrative,” in *Higayon LeYona: Festschrift for Prof. Y. Fraenkel*, J. Levinson, G. Hasan-Rokem, Y. Elbaum (eds.), Magnes Press, Jerusalem 2006, pp. 405-432, [Hebrew].
4. “The Sage-Narratives in the Writings of Yona Fraenkel”, in *Higayon LeYona: Festschrift for Prof. Y. Fraenkel*, J. Levinson, G. Hasan-Rokem, Y. Elbaum (eds.), Magnes Press, Jerusalem 2006, pp. 569-580, [Hebrew].
5. “Literary Approaches to Midrash,” in *Current Trends in the Study of Midrash*, C. Bakhos (ed.), Leiden 2006, pp. 189-226.
6. “From Narrative Practice to Cultural Poetics,” in *Homer and the Bible in the Eyes of Ancient Interpreters: Between Literary and Religious Concerns*, Maren R. Niehoff (ed.) [in press].

7. "Changing Minds - Changing Bodies: The Subject of Conversion," in *Religious Conversion: Experiences and Meanings*, I. Katznelson and M. Rubin (eds.), Cambridge University Press, (in press).

C. Articles:

8. "Contest Narratives between Rabbis and Magicians in Late Antiquity," *Tarbitz* 75 (2006), pp. 295-328, [Hebrew].

9. "The Reception of the Exegetical Narrative in Early and Late Rabbinic Discourse," *Dapim: Research in Literature* 16-17 (2008), pp. 56-73 [Hebrew].

10. "Enchanting Rabbis: Contest Narratives between Rabbis and Magicians in Jewish Literature of Late Antiquity," *Jewish Quarterly Review* 100 (2010), pp. 54-94.

11. "From Poetics to Practise: Literary Anthropology and the Subject in Rabbinic Literature," *Jerusalem Studies in Hebrew Literature* 25 (in press) [Hebrew].

12. "There is No-Place Like Home: Rabbinic Responses to the Christianization of Palestine," *Jewish Quarterly Review* (in press).

Galit Hasan-Rokem

A. Edited volumes

Higyon L'Yona: New Aspects in the Study of Midrash, Aggadah and Piyyut in Honor of Professor Yona Fraenkel. Editors: Joshua Levinson, Jacob Elbaum and Galit Hasan-Rokem. Jerusalem; The Magnes Press of the Hebrew University 2007. (Hebrew)

Jewish Women in Pre-State Israel: Life History, Politics and Culture. Edited by Ruth Kark, Margalit Shilo and Galit Hasan-Rokem. Foreword by Shulamith Reinhartz. Waltham, Mass.: Brandeis University Press; Hanover, NH: University Press of New England 2008.

The Star of David: History of a Symbol by Gershom G. Scholem. Expanded version including supplements by the author. Edited and revised by Galit Hasan-Rokem. Shlomo Zucker reconstructed and provided a complete apparatus of references. Ein-Harod: Mishkan Lo-omanut 2008. (Hebrew)

Centennial for the Legends of the Jews by Levi Ginzburg (co-edited with Ithamar Gruenwald and Ora Limor). Jerusalem 2010 (special issue of the World Union for Jewish Studies publication *Jewish Studies*, Hebrew)

Reader in Folklore and Folklore Research. Contract with Wiley and Blackwell (to appear in 2012, with Regina Bendix).

The History of Jewish Folklore in Europe. Contract with the Dubnow Center in Leipzig (to appear in 2013, with Dani Schrire).

B. Scholarly articles

“Greek Puns in Hebrew-Aramaic Riddles: Cultural Contacts in Aggadic Midrash?”, *Studies in Talmud and Midrash* (Memorial Volume for Tirtsa Plessner-Lifschitz), edited by Moshe Bar-Asher, Joshua Levinson, Berachyahu Lifschitz . Jerusalem: The Bialik Institute 2005, pp. 159-171. (Hebrew)

“To Be or Not to Be – Job in Aggadic Literature?”, *Mehqerei Talmud: Memorial Volume for Ephraim E. Urbach*, edited by Yaakov Sussman and David Rosenthal. Jerusalem: Magnes Press 2005, pp. 385-402. (Hebrew)

- “Narrating Bodies and Carnal Knowledge”, *Jewish Quarterly Review* 95/3 (2005), pp. 501-507.
- “Rumors in Times of War and Cataclysm: A Historical Perspective”, *Rumor Mills: The Social Impact of Rumor and Legend*. Eds. Gary Allan Fine, Véronique Campion-Vincent, Chip Heath. New Brunswick: AldineTransaction 2005, pp. 31-52.
- “Rabbi Meir, the Illuminated and the Illuminating: Interpreting Experience”, *Current Trends in the Study of Midrash*, edited by Carol Bakhos. Leiden: Brill 2006, pp. 227-243.
- “Dialogue as Ethical Conduct: The Folk Festival That Was Not”, in *Research Ethics in Studies of Culture and Social Life. Folklore Fellows Communications* 292, edited by Bente G. Alver, Tove I. Fjell and Ørjar Øyen. Helsinki: Academia Scientiarum Fennica 2007, pp. 149-161.
- “An Almost Invisible Presence: Multi-Lingual Puns in Rabbinic Literature”. *The Cambridge Companion to the Talmud and Rabbinic Literature*, edited by Charlotte Elisheva Fonrobert and Martin S. Jaffee, New York: Cambridge University Press 2007, pp. 222-239.
- “Did the Rabbis Recognize the Category of Folk Narrative?”, *Higyon L’Yona: New Aspects in the Study of Midrash, Aggadah and Piyyut in Honor of Professor Yona Fraenkel*. Editors: Joshua Levinson, Jacob Elbaum and Galit Hasan-Rokem. Jerusalem; The Magnes Press of the Hebrew University 2007, pp. 199-229. (Hebrew)
- “Literary Forms of Orality: Proverbs in the Hebrew translations of *Don Quijote*”, *Proverbium – Yearbook of Paremiology* 24 (2007), pp. 189-206.
- "Formas literarias de oralidad: los refranes ens las traducciones al hebreo del Quijote", *Cervantes y las religiones: actas del coloquio internacional de la asociacion de Cervantistas (Universidad Hebrea de Jerusalem, Israel 19-21 de Diciembre de 2005)*, Ruth Fine y Santiago Lopez Navia eds. Biblioteca Aurea Hispanica 51. Madrid: Iberoamericana 2008.
- "Carl Schmitt and Ahasver: The Idea of the State and the Wandering Jew". *Behemoth, A Journal on Civilization* 2 (2008), pp. 4-25. <http://www.behemoth-journal.de/archive/volume-1-no-2/galit-hasan-rokem/>

- "From a Structural Semantic Analysis towards a Computational Proverb Classification Framework", in *The Proverbial "Pied Piper" – A Festschrift Volume of essays in Honor of Wolfgang Mieder on the Occasion of his Sixty-fifth Birthday*. Edited by Kevin McKenna/ New York: Peter Lang 2009, pp. 111-125 (with Pavel Kats).
- "Did the Rabbis Recognize the Category of Folk Narrative?" *European Journal of Jewish Studies* 3/1 (2009), pp.19-55.
- "Jews as Postcards, or Postcards as Jews: Mobility in a Modern Genre". *Jewish Quarterly Review* 99.4 (2009), pp. 505-546.
- "Erotic Eden: Rabbinic Nostalgia for Paradise". *Paradise in Antiquity: Jewish and Christian Views*, edited by Markus Bockmuehl and Guy G. Stroumsa. Cambridge: Cambridge University Press 2010, pp. 156-164.
- "Levi Ginzburg in the Context of Contemporary Folklore Research", *Jewish Studies* 47 (2010), pp. 57-75 (Hebrew).
- "Proverbs as Cultural Capital: a Structural and Functional Analysis with special reference to Judeo-Persian and Georgian Jewish Examples". International Colloquium of Proverbs 2009 Proceedings, Tavira 2010, pp. 29-40.
- "Contemporary Perspectives on Tradition: Moving On with the Wandering Jew," *Konstellationen: über Geschichte, Erfahrung und Erkenntnis*. (Festschrift for Dan Diner). Göttingen: Vandenhoeck & Ruprecht 2011, pp. 309-331.
- "Polymorphous Helena – *Toldot Yeshu* as a Palimpsest of Religious Narratives and Identities". *Toledot Yeshu ("The Life Story of Jesus") Revisited: A Princeton Conference*. Edited by Peter Schafer, Michael Meerson, and Yaacov Deutsch. Tübingen: Mohr & Siebeck 2011, pp. 247-282.
- "Material Mobility vs. Concentric Cosmology in *the Sukkah* – The House of the Wandering Jew or a Ubiquitous Temple", *The Future of the Religious Past III: Things*, eds. Birgit Mayer and Dick Boumann (Fordham University Press; in press).
- "The Dybbuk and the Wandering Jew: Neither Rest in Life nor in Death". In a volume edited by Yoram Bilu on Dybbuks and other Supra-terrestrial Beings in Jewish Culture (in press, Jerusalem: Magnes, Hebrew).

"*Androgynos and Diprosopon: A Prolegomenon for a Discussion on Pregnancy and Birth in Rabbinic Literature Addressing Leviticus Rabbah 14.*" In a Festschrift volume honoring Chava Turniansky edited by Israel Bartal, Galit Hasan-Rokem, Ada Rappoport-Albert and Erika Timm (in press, Jerusalem: Merkaz Shazar, Hebrew).

"What did they do in Wittenberg? Inter-textuality and Crossroads in Early Modern Europe", Festschrift for Ziva Ben-Porat (in press; with Freddie Rokem, Hebrew)

C. Review articles

The Kalevala and the World's Traditional Epics. Studia Fennica Folkloristica. Edited by Lauri Honko. Helsinki: Finnish Literature Society 2002. *Marvels and Tales* 2005.

"Rabbi Meir, the Illuminated: *Nomen Omen*", in *Orim: Light in Literature, Philosophy and Art.* Edited by Emily Bilsky, Amitai Mendelsson, Avigdor Shinan. Tel-Aviv: Am Oved 2005, pp. 120-127.

"From Grasping Hegemony to a Radical Change: Social Struggle, the Discourse of Intellectuals and Folklore Research", *Theory and Criticism* 29 (2006), pp. 247-254 (Hebrew). With Vered Madar and Dani Schrire.

"Embarrassment and Riches." Review of: Peter Schäfer, *Jesus in the Talmud.* Princeton and Oxford: Princeton University Press 2007. *The Jewish Quarterly Review* 99/1 (Winter 2009), pp. 113-119.

"Ahasver – The Enigma of a Name". *Jewish Quarterly Review* 100.4 (2010), pp. 544-550.

D. Encyclopedia articles

Sabbat", *Encyclopädie des Märchens* 11/3, pp. 960-964. Berlin: Walter de Gruyter 2005.

"Israeli Folklore", Greenwood Encyclopedia of World Folklore, 2005.

"Proverbs of the Jews of Iran" (in article "Proverbs"), *Encyclopedia of Jews in the Islamic World*, Brill 2010, pp. 122-123.

“Folk Narratives in Rabbinic Literature”, “Proverb”, “Qinnah”, “Hannah and her seven sons” articles for Encyclopedia of Jewish Folklore edited by Haya Bar-Itzhak (in press).

Papers at conferences, colloquia, and invited lectures (selection)

“Arab-Jewish Cultural Expression as Cultural Critique and Cultural Practice in Contemporary Israel”, Colloquium at the Working Group “Islam and Modernity” at the Wissenschaftskolleg zu Berlin, January 2005.

“The Emergence of Theological Concepts from Everyday Life”, Ecole des Hautes Etudes des Sciences Sociales, Paris and University of Gothenburg Seden, April 2005.

“Das Tor errichten, oder: Nachbarn machen gute Zäune: Ethnographie und Theologie”, Institut für Kulturanthropologie/ Europäische Ethnologie, Georg-August-Universität Göttingen und Johann Wolfgang Goethe-Universität Frankfurt-am-Main Seminar für Judaistik, May 2005.

“The Cultural Critique of Mobility as a Blessing and a Curse: Wanderers, Pilgrims, Tourists, Nomads, Exiles and Refugees”. Fellows’ Colloquium, Wissenschaftskolleg zu Berlin, July 2005.

“Proverbs in Don Quijote by Miguel Cervantes with special reference to the Hebrew translations of the novel”, International Cervantist Conference, Hebrew University, December 2005.

“Did Rabbinic Culture Conceive of the Category of Folk Narrative” International Symposium at the Institute for Advanced Studies, Hebrew University of Jerusalem, “Ethnography and Literature: Theory, History and Interdisciplinary Practices”, January 2006.

“The Wandering Jew: Jewish-Christian Co-production of Mobility as Blessing and Curse”, Public lecture at the Research Group “Ethnography and Literature: Theory, History and Interdisciplinary Practices” at the Institute for Advanced Studies, Hebrew University of Jerusalem, January 2006. Another version delivered at Stanford University in April 2006 and as plenary lecture at the American Folklore Society annual meeting in Milwaukee October 2006.

- “‘Divinely Born’: Philosophers, Rabbis and Christians on Myth and Experience in Leviticus Rabbah 14.” Association of Jewish Studies annual meeting in San Diego December 2006.
- “The Present Convergence of Divergent Genealogies of the Past: Folklore and Cultural Studies”. Association of Jewish Studies annual meeting in San Diego December 2006. Invited paper at panel “Jewish Cultural Studies”.
- “Christian and Jewish Co-production of Mobility as a Blessing and a Curse”, Johns Hopkins University, February 2007.
- “The Wandering Jew: Direction East – West?” *Beyond Eastern Europe*, conference at Rutgers University, March 2007.
- “Rabbis, Philosophers and Christians Congregate in Leviticus Rabbah”, New York University, March 2007.
- "The Sukkah: A Sacred Thing and its Transformations", The Future of the Religious Past: Things, NWO (The Netherlands Science Organization) and the University of Amsterdam, June 2007.
- "A Space where Itinerancy and Locality Mix: A Cultural Analysis of the Sukkah", American Folklore Society annual meeting in Quebec City, October 2007.
- "The Sukkah - the House of the Wandering Jew", Joseph and Margit Hoffman Memorial Lecture at the 27th Israeli Inter-University Folklore Conference at the Hebrew University of Jerusalem, May 2008.
- "Transformations of Job in Rabbinic Literature", Literatures de Sagesse symposium at the Ecole Pratique des Hautes Etudes, Paris October 2008.
- "Structuralism as a Bridge", American Folklore Society annual meeting in Louisville Kentucky, October 2008.
- Comment to Julia Kristeva's opening lecture of the conference "The Unbelievable Need to Believe", Mishkenot Sha'ananim and the Freud Center at the Hebrew University of Jerusalem, November 2008.

"Classical Poetry as Cultural Capital in the Proverbs of Jews from Iran: Transformations of Inter-textuality". Orality and Literacy in Iranian Cultures, conference at the Hebrew University of Jerusalem, December 2008. Also at "Value in Folklore" symposium at Ohio State University, Columbus, March 2009.

"Leviticus Rabbah and the New Testament", University of California, Berkeley February 2009.

"Levi Ginzburg and Contemporary Folklore Research", World Union of Jewish Studies Congress, August 2009 (convened panel on the centennial of *Legends of the Jews*)

"From a Structural Semantic Analysis towards a Computational Proverb Classification Framework" Congress of the International Society of Folk Narrative Research, Athens June 2009 (with Pavel Kats).

"Proverbs as Cultural Capital: A Structural and Functional Analysis with Special Reference to Judeo-Persian and Georgian Jewish Examples", International Proverb Colloquium, Tavira Portugal, November 2009.

"Virgin Births and Divine Queens", Toledot Yeshu Symposium, Princeton University, November 2009.

"Gifts of Identity – Gifts of Texts: Cultural capital and Embodied Knowledge in rabbinic tales of Late Antiquity". Symposium "Gifts in Antiquity", May 3-4 ,2010, Brown University. Also at European Association of Jewish Studies at Ravenna, July 2010.

"Contemporary Perspectives on Tradition: Moving On with the Wandering Jew," Annual Israel Studies Lecture at the Divinity School, University of Chicago, May 11, 2010. Also at "Mobility and Jewish Studies" symposium, at the Department of German Studies, University of Michigan, Ann Arbor, September 2010.

"Voices of Sirens – Knowledge Received and Rejected: Classical Echoes in a Rabbinic Text", at "Performed Voices: Whispering, Prompting, Silencing," Israel Science Foundation Symposium at the Institute of Advanced Studies, Jerusalem, February 2011.

"Leviticus Rabbah 14, 1 and Bet Leontis in Bet-Shean", at conference "Talmuda de-Ertez Israel: Archeology the Rabbis in Late Antiquity", at Yeshiva University, March 2011.

"Singing with Sirens: Probing the Boundaries of Interpretation" paper in the opening panel with David Nirenberg "Finding Jews in Christian Art, Art in Jewish Texts: Hermeneutic Hide and Seek" at the conference "Interpretive Imagination: Religion and the Arts in Jewish and Neighboring Cultures", Scholion – Center for Interdisciplinary Research in Jewish Studies, The Mandel Institute of Jewish Studies, The Hebrew University of Jerusalem, May 2011.

"Vox Populi – Vox Dei? The Dialectics of Exemplarity and Singularity in the Proverbs of the Talmud as Tests of Religious and Social Authority and Validity" at symposium *Exemplarität – Singularität*, Konferenz im Rahmen des Exzellenzclusters "Kulturelle Grundlagen von Integration", University of Konstanz, May 2011.

E. Research Projects:

Research projects at the Folklore Research Center, the Mandel Institute of Jewish Studies, the Hebrew University of Jerusalem:

"Israeli Proverb Index": research assistant Lital Belinko (MA student co-supervised with Professor Ariel Shisha-Halevi on proverbs in Demotic); voluntary research assistant DR. Havatzelet Lorberboim; research consultant Pavel Kats (doctoral student first stage, co-advised with Professor Idit Doron). Funded by Zunser, Patai and Keren foundations of the Mandel Institute of Jewish Studies.

"The Wandering Jew: Mobility and the Jews in Historical and Cultural Perspective": research assistant: Sharon Katz (MA student in Modern Hebrew Literature, supervised by Dr. Ariel Hirschfeld). Funded by Scholion - Center for Interdisciplinary Research in Jewish Studies, The Mandel Institute of Jewish Studies.

"The Joseph and Margit Hoffman Collection of Judaica Postcards" ISF supported research project (2006-2009), principal investigator: Professor Shalom Sabar; cooperation with Dr. Hagar Salamon and Professor Galit Hasan-Rokem. Application 2011 not funded, with excellent reviews, compensatory funding from Faculty of

Humanities and HUARD. Research coordinator and assistant: Miki Joelson (MA student in Art supervised by Professor Shalom Sabar); voluntary research assistants: Hava Bahrir; Ora Manor and several others.

Living Jerusalem: A Research and Teaching Cooperation between Al-Quds University, Hebrew University of Jerusalem and Ohio State University. 2006-2010. Team leaders: Dr. Amy Horowitz, Dr. Salim Tamari and Professor Galit Hasan-Rokem.

Research Cooperation with Prof. Dr. Regina Bendix, Göttingen University: "Perspectives on Cultural Studies: A Critical History of the Disciplines of European Ethnology and Folklore in Germany and Israel" funded through the Niedersachsen-Hebrew University cooperation by the VW Foundation (2006-2008). Doctoral dissertations completed in the project: Theresa Brinkel (Göttingen, 2010); Dani Schrire (Jerusalem 2011, co-supervised with Professor Hannan Hever); also recipient of Leo Baeck doctoral and Minerva and Lady Davis post-doctoral fellowships).

Avigdor Shinan

A. Books

- [1] *The Ethics of the Fathers (Pirke Avoth) – a New Israeli Commentary*, Tel Aviv 2009, 235pp. [Heb.]
- [2] *Once Again: That is not what the Good Book Says* (with Y. Zakovitch), Tel Aviv 2009, 362 pp. [Heb.]

B. Books edited:

- [1] *One and All- in Science, society and Jewish Culture* (with E. D. Bilksi and Y. Seligman), Tel Aviv 2007 [Heb.]
- [2] *Rupture and Repair – In Art, Judaism and Society* (with E. D. Bilksi), Jerusalem 2010 [Heb.]
- [3] *Collected Articles of A. M. Habermann*, Jerusalem 2010 [Heb.]

C. Articles and Chapters in Books

- [1] "The Narrative of the Woodgatherer and Similar Narratives from the Perspective of the Midrash, Targum and Piyyut", in: *Studies in Hebrew Poetry and Jewish Heritage in Memory of Aharon Mirsky*, Ramat Gan 2007, pp. 89-102 [Heb.]
- [2] "The Adventures of Levy b. Sisi in Simonia" *Michael Bahat Festschrift*, Jerusalem 2007, pp. 231-242 [Heb.]
- [3] "Early Translations in the Semitic languages: From Hebrew into Aramaic", in: *Uebersetzung – Translation – Traduction*, II, Berlin – New York 2008, pp. 1182-1186
- [4] "On the Sources for the Wealth of the Rabbis", in: *Jacob Blidstein Festschrift*, Beer Shevah 2008, pp. 659-674 [Heb.]
- [5] "Introduction" in: L. Ginzberg, The Legends of the Jews², Jerusalem 2009, pp. 13-20 [Heb.]
- [6] "The Role of Clothes in the Midrashim on the Joseph Stories", *Dapim LeMechkar Besifrut* 16-17 (2009), pp. 74-89 [Heb.]
- [7] "The Dreams of Joseph as Reflected in the Ancient Jewish Literature", *Beit Mikrah* 55 (2010), pp. 138-150 [Heb.]

2. Medieval Literature and Liturgical Poetry Section

Prof. Shulamit Elizur

List of Publications 2006-2011

A. Books:

1. Elizur, S., *Wherefore Have We Fasted? "Megilat Ta'anit Batra" and Similar Lists of Fasts*. Jerusalem, World Union of Jewish Studies, The Rabbi David Moses and Amalia Rosea Foundation, Jerusalem 2007. 342 pp. (Hebrew).

B. Edited Books:

1. Elizur, S., Levinson, J., et al., eds., *Jerusalem Studies in Hebrew Literature*. Vol. 21 (2007): Essays in Memory of Menahem Zulay. Jerusalem, Mandel Institute of Jewish Studies, Hebrew University, xiii, 2007, 333 pp. (Hebrew).
2. Elizur, S, Beerl. T., eds., Fleischer, E., *Hebrew Poetry in Spain and Communities under its Influence*, Ben-Zvi Institute for the Study of Jewish Communities in the East, Yad Izhak Ben-Zvi and the Hebrew University of Jerusalem, Jerusalem 2010, Vol. I-III, 1668 pp. (Hebrew).

C. Articles:

1. Elizur, S., 'Poetry is in the Details: Words in Memory of Prof. Ezra Fleischer', *Jewish Studies* 43 (2005-2006), pp. 9-17 (Hebrew).
2. Elizur, S., 'The Ancient Liturgy for Fast Days in *Eretz Israel*', *Tarbiz*, 75 (2005-2006), pp. 175-184 (Hebrew).
3. Elizur, S., 'The Poetry of Yinon Ben Tzemah', *Kovez Al Yad*, Vol. XXIX, Jerusalem 2006, pp. 41-81 (Hebrew).

4. Elizur, S., 'The Use of Biblical Verses in Hebrew liturgical Poetry', In: *Prayers That Cite Scripture*, ed. J.L. Kugel, Cambridge, MA-London, Harvard University Press, 2006, pp. 83-100.
5. Elizur, S., 'New Discoveries from the Literary Legacy of R. Yehoshua Bar Khalfa', *Studies in Hebrew Poetry and Jewish Heritage in Memory of Aharon Mirsky*, Edited by E. Hazan and Joseph Yahalom, Bar-Ilan University Press, Ramat Gan, 2007, pp. 159-172 (Hebrew).
6. Elizur, S., 'How Do Poets Use Language?', *Leshon'nu La'am*, 56/1 (2007), pp. 34-42 (Hebrew).
7. Elizur, S., 'Fifty years of research in light of the legacy of Menahem Zulai', *Jerusalem Studies in Hebrew Literature*, 21 (2007), pp. 9-18 (Hebrew).
8. Elizur, S., *Higayon L'Yona: New Aspects in the Study of Midrash, Aggadah and Piyut, In Honor of Profassor Yona Fraenkal*, Edited by J. Levinson, J. Elbaum and G. Hasan-Rokem, The Hebrew University Magnes Press, Jerusalem 2006, pp. 499-528.
9. Elizur, S., 'The Guiding Hand of God in Biblical Narrative of Joseph and his Brothers According to Midrach and Piyut', *Teshurah Le-'Amos: Collected Studies in the Biblical Exegesis Presented to 'Amos Hakham*, Edited by M. bar-Asher, Noah Hakham and Yosef Ofer, Tevunot Press, Alon Shevut, 2007, pp. 405-419 (Hebrew).
10. Elizur, S., 'A new Hebrew fragment of Ben Sira (Ecclesiasticus)', *Tarbiz*, 76 (2007), pp. 17-28 (Hebrew).
11. Elizur, S., 'A Yozer for Shabbat Va-Yasa Signed "El'azar (Birabi?) Qilir"', *Piyut jn Tradition*, 4 (2008), pp. 11-35 (Hebrew).
12. Elizur, S., 'The Incorporation of Aramaic Elements in Ancient Palestinian Piyutim', *Leshonenu*, 70 (2008), pp. 331-348 (Hebrew).
13. Elizur, S., 'The piyyutim in the Aleppo prayerbook', In: *The Aleppo Prayerbook: Introductory Articles*, Yad Ha-Rav Nissim Publishing House, Jerusalem, 2008, pp. 35-117 (Hebrew), xxxvii-lxxx (English).

14. Elizur, S., 'The completion of the Comfort *Qerovah* 'Ki *Emuna omen*' for *Tisha B'Av*', *Tarbiz*, 77 (2008), pp. 325-326 (Hebrew).
15. Elizur, S., 'The Chains of Verses in the *Qedushta* and the Ancient Benediction', *Tarbiz*, 77 (2008), pp. 425-473 (Hebrew).
16. Elizur, S., 'Praise of the Creator in a *Seliha* of Rabbi Yehuda Ha-Levi', *Hispania Judaica* 6 (2009), Hebrew Section, pp. 1-8 (Hebrew).
17. Elizur, S., 'Series of Biblical Verses in Hebrew Prayers and Liturgical Poetry', *Ginzei Qedem* 5 (2009), pp. 9-63 (Hebrew).
18. Elizur, Sh., 'Two New Leaves of the Hebrew Version of Ben Sira', *Dead Sea Discoveries* 17 (2010), pp. 13-20.
19. Elizur, S., 'New Discoveries in Research of Hebrew Poetry in Geneva-Geniza', in: Rosenthal, D, (ed.), *The Cairo Geniza Collection in Ganeva: Catalogue and Studies*, The Hebrew University Magneq Press, Jerusalem 2010' pp. 176-206 (Hebrew).
20. Elizur, S., 'Fragments of Prayers and Poetry (Catalogue)', in: Rosenthal, D, (ed.), *The Cairo Geniza Collection in Ganeva: Catalogue and Studies*, The Hebrew University Magneq Press, Jerusalem 2010' pp. 76-85 (Hebrew).
21. Elizur, S., 'The Poerty of Yedutun Ha-Levi He-Haver', *Dine Israel: Studeis in Halakah and Jewish Law*, 26-27 (2009-2010), pp. 301-362 (Hebrew).
22. Elizur, S., 'The Biblical Story about Joseph and his Brothers according to the *Piyyutim*', *Beit Mikra* 55 (2010), pp. 151-168 (Hebrew).
23. Elizur, S., 'Hebrew Poetry in the Qairo Genizah: Survival and Canonization of A-Canonical Texts', in: Ben-Sasson et al., eds., *Uncovering the Canon: Studies in Canonicity and Genizah*, The Hebrew University Magneq Press, Jerusalem 2010, pp. 234-258 (Hebrew).
24. Elizur, S., 'The Character and Influence of the Babylonian Center of Poetic Production: Considerations in the Wake of Tova Be'eri's Books', *Tarbiz*, 79 (2010-2011), pp. 229-248.

25. Elizur, S., 'Denominative Verbs: From Antique *Piyyut* to Spanish Hebre Poetry', in: R. I. (Singer) Zer and Y. Ofer (eds.), *Israel: Linguistic Studies in the Memory of Israel Yeivin*, Publications of the Hebrew University Bible Project, The Mandel Institute of Jewish Studies, The Hebrew University of Jerusalem, Jerusalem 2011, pp. 365-406.

Matti Huss

A. Articles

- 1 'Neum Toviahu ben Zidqiyahu' – A Newly Discovered Manuscript, submitted.
- 2 Nature and Culture in 'Neum Asher ben Yehuda', submitted.

B. Articles in Edited Books

- 1 Preface, Judith Ba-El, *With Velvet Softness: Studies in Modern Hebrew Literature*, Bialik Institute, Jerusalem 2009, pp. 7–11.
- 2 Judah Halevi's Criticism on Courtly Culture as Reflected in 'Neum Asher ben Yehuda', submitted.

C. Editing

- 1 Judith Ba-El, *With Velvet Softness: Studies in Modern Hebrew Literature*, Bialik Institute, Jerusalem 2009, edited by Hanan Hever and Matti Huss/

3. Modern Hebrew Literature Section

Tamar S. Hess

A. Books

1. Hess, T.S., *Heik ha-em shel zikhronot: nashim, otobiographia ve-ha-aliya ha-shnia* (Memory's Maternal Embrace: Women, Autobiography and the Second Aliya, in Hebrew) forthcoming in Beer-Sheva and Or Yehudah: Masa Kritit at Ben Gurion University and Kinneret, Zmora-Bitan, Dvir.

B. Edited Books

2. Shapira, Y. (c), Herzog, O. (c) and **Hess, T.S.** (c) (Editors), *Kanoni ve-populari: mifgashim sifrutiyim* (The Canonical and The Popular: Literary Intersections), Tel-Aviv: Resling, 2007, in Hebrew.
3. Tsamir, H. (c) and **Hess, T.S.** (c), (Editors), *Kitmey Or: Ma'amarim Yetsirata shel Dahlia Ravikovitch* (Papers on Dahlia Ravikovitch, Tel-Aviv: Ha-Kibbutz ha-meuchad publishers, 2011, in Hebrew, 672 pages).

C. Book Chapters

4. Hess, T.S., *Aliya mehira be-sulam ha-dragot* ('Sami Michael and popular literature') in: Shapira, Y., Herzog, O. and **Hess, T.S.** (c) (Editors), *Kanoni ve-populari: mifgashim sifrutiyim* (The Canonical and The Popular: Literary Intersections), Tel-Aviv: Resling, 2007, in Hebrew.
5. Hess, T.S., 'Ein ani Yehida' ('I am not alone': Afterwards to Henya Pekelman's memoir *Hayey poelet ba'aretz*, first published in 1935), Beer-Sheva and Or Yehudah: Masa Kritit, Ben Gurion University Press and Kinneret, Zmora-Bitan, Dvir, 2007.

D. Refereed Journals

6. Hess, T.S., 'The Confessions of a Bad Reader: Embodied Selves, Narrative Strategies, and Subversion in Israeli Women's Autobiography', *Prooftexts*, 27:1, 2007, 151-187.

7. Hess, T.S., 'Henya Pekelman: An Injured Witness of Socialist Zionist Settlement in Mandatory Palestine', WSQ (Women's Studies Quarterly) 36:1&2, Spring/Summer 2008, 208-213 (a shorter English version of # 11)

E. Reviews

8. Hess, T.S., *U'dei ma shetashivi* (Review of Orly Lubin's *Isha Koret Isha*) *Jerusalem Studies in Hebrew Literature*, 20, 2005, 367-372.
9. Hess, T.S. *kru'at lev akh noshemet* (Review of Yigal Schwartz's *hayad'ata et ha-aretz sham ha-limon poreah*) *Jerusalem Studies in Hebrew Literature*, 23, 2009.

Prof. Hannan Hever

A. Books

1. *They Shall Dwell at the Haven of the Sea: The Sea in Modern Hebrew Culture*
Van-Leer Institute & Hakibbutz Hameuchad Publishing House, Tel-Aviv, 2007
(Heb.)
2. *The Narrative and the Nation: Critical Readings in Modern Hebrew Canon*
Resling Publishing, Tel Aviv, 2007 (Heb.)
3. *From the Beginning: Three Essays on Nativist Hebrew Poetry*, Keshev Publishing
House, Tel-Aviv, 2008 (Heb.)

Accepted for Publication

4. *Political Theology in Modern Hebrew Literature*, Van-Leer Institute & Hakibbutz
Hameuchad Publishing House

Submitted for Publication

5. *Suddenly the Sight of War: Violence and Nationalism in the Hebrew Poetry of the 40'*
[English version of no. 6]

B. Books Edited

1. *Dan Miron – On the Poetry of Litérature, a Study of S. Alichem's "Advise"*
Hakibbutz Hameuchad Publishing House, Tel Aviv, 2007 (Heb.)
2. *A Moment of Birth, Studies in Hebrew and Yiddish Literature. In Honor of Dan
Miron*
Mossad Bialik Publishing, Jerusalem, 2007 (Heb.)
3. *Uri Zvi Greenberg, Studies*
Mossad Bialik Publishing, Jerusalem, 2008 (Heb.)
4. *Ada Pagis – Days of Darkness, Moments of Grace, Israel Gutman: A*

Life, Hakibbutz Hameuchad Publishing House, Tel Aviv, 2008 (Heb.)

5. *Sasson Somekh – Call it Dreaming* Fiction

Hakibbutz Hameuchad Publishing House, Tel Aviv, 2008 (Heb.)

6. *Shimon Ballas – The End of the Visit* Fiction

Hakibbutz Hameuchad Publishing House, Tel Aviv, 2008 (Heb.)

7. *Shimon Ballas – First Person Singular* Fiction

Hakibbutz Hameuchad Publishing House, Tel Aviv, 2009 (Heb.)

8. *Judith Bar-El – With Velvet Softness, Studies in Modern Hebrew Literature*

(With Matti Huss)

Mossad Bialik Publishing, Jerusalem, 2009 (Heb.)

9. *Avraham Huss – True stories apparently* Fiction

Hakibbutz Hameuchad Publishing House, Tel Aviv, 2009 (Heb.)

10. *Ayman Sikseck – To Jaffa* Fiction

(With Rena Varbin)

Yedioth Acharonot Publishing, Tel Aviv, 2010 (Heb.)

11. *Tell not in Gat – The Naqba in Hebrew Poetry 1948-1958*

Pardess Press, Zochrot, Tel Aviv, 2010 (Heb.)

Submitted for Publication

Literature and Inequality (With Amir Benbaji), The Van-Leer Institute & Hakibbutz Hameuchad Publishing House, Tel Aviv and Jerusalem (Heb.)

C. Chapters in Books

1. "The Kinneret: The sanctity of place and nation", Modern Jewish Studies,

Vol. 6, No. 2, July 2007

Occupation and Refusal, Y. Menuchin (Editor)

November Books 2006, pp. 34-48 (Heb.)

2. "Post-colonialism" (With Y. Shenhav), *In/Equality*, N. Berkovitch and U. Ram (Editors)

Ben-Gurion University Press, 2006 (Heb.)

3. "'Beautiful Motherland of Death': Uri Zvi Greenberg's Radical Lament on the Destruction of European Jewry", *Rehovot Ha-Nahar by Uri Zvi Greenberg: Studies and Documents*, A. Lipsker, T. Wolf-Monzon (Editors)

Bar-Ilan University Press, 2007, pp. 241-256

4. "Tur Malka", *U.Z. Greenberg Studies*

Mossad Bialik Publishing, 2008, pp. 148-165, Jerusalem (Heb.)

5. "The Poetry of the Cement", *Cement Poetry*, catalogue, G. Dolev (Editor), Curator: Y. Metzkel

The Eretz Israel Museum, 2008, pp. 26-43, Tel Aviv (Heb.)

6. "The beginning of Modern Hebrew poetry in the Land of Israel", *Times of Change: Jewish Literatures in the Modern Era, Essays in the Honor of Dan Miron*, G. Nevo M. Arbell and M. Gluzman, (Editors)

Ben-Gurion University Press, 2008, pp. 209-231 (Heb.)

7. "The Beginning of Poetry in Eretz Israel", *Jewish Literature and History, an Interdisciplinary Conversation*, E.r. Adler and S. E. Gelen (Editors)

University Press of Maryland, 2008, pp. 153-176

8. "Rebellion in Writing: Yosef Haim Brenner and the 1905 Revolution", *The Revolution of 1905 and Russia's Jews*, S. Hoffman and E. Mendelsohn (Editors)

University of Pennsylvania Press, 2008, pp. 152-178

9. "Seeing and Awe: Literature and Ethnography in the Work of Y. Burla", *Citizenship Gaps: Migration, Fertility and Identity in Israel*, Y. Yonah and A. Kemp (Editors)
The Van-Leer Institute & Hakibbutz Hameuchad Publishing House, 2008, pp. 241-263,
Tel Aviv and Jerusalem (Heb.)
10. "Race and Color in Israeli Literature", *Racism in Israel*, Y. Shenhav and Y. Yonah
(Editors) The Van-Leer Institute & Hakibbutz Hameuchad Publishing House, 2008,
pp. 119-129, Tel Aviv and Jerusalem (Heb.)
11. "'And Where is Tur Malka': On the Fate of a Book of Poems", *Uri Zvi Greenberg,
Studies*
Mossad Bialik Publishing, 2008, pp. 148-165, Jerusalem (Heb.)
12. "'And Where is Tur Malka' On the Fate of a Book of Poems"
Prooftexts, Vol 27, Number 1, Winter 2007
13. "The Beginning of Poetry in Eretz Israel", *Jewish Literature and History, An
Interdisciplinary Conversation*, E. R. Adler & S. E. Jelen (Editors)
University Press of Maryland, 2008, pp. 153-176.
14. "Natan Alterman and the Boundries of Secularism: On 'Songs of Emptiness',
God will not Stand Still; Jewish Modernity and Political Theology, C. Schmidt (Editor),
E. Schonfeld (Co-editor)
The Van-Leer Institute & Hakibbutz Hameuchad Publishing House, 2009, Tel Aviv and
Jerusalem, pp. 245-253 (Heb.)
15. "Natan Alterman During the Holocaust", *When Disaster comes From Afar, Leading
Personalities in the Land of Israel Confront Nazism and the Holocaust 1933-1948*,
D. Porat (Editor), A Halamish (Associate Editor)
Yad Ben-Zvi Publishing, 2009, pp. 48-84, Jerusalem (Heb.)
16. "I Walk on a Large Burn – Space and Place in the Poem 'Great Fear and a Moon'",
Man and Earth, catalogue, E. Manof (Editor)
Museum on the Seam, May 2009, pp. 77-84, Jerusalem (Heb.)

17. "'I've Come to Terms with My People's Fragment': Afterward", *Yitzhak Shalev – Poem of the Passing Time*, M. Shalev, R. Shir, T. Shalev (Editors)
Am Oved Publishing, 2009, pp. 235-257, Tel Aviv (Heb.)
18. "Do Not Fear Not Telling in Gat: Afterward", *Tell not in Gat – The Naqba in Hebrew Poetry 1948-1958*
Pardess Press, Zochrot, 2010, Tel Aviv (Heb.)
19. "Modernism, Race and Being Israeli in Amalia Carmon's "And the Moon in Ayalon", *Israeli Modernism or Modernism in Israel*, O. Heilbonner and M. Levin (Editor)
Resling Publishing, 2010, pp. 281-302, Tel Aviv (Heb.)
20. "Carving P-A-L-E-S-T-I-N-E in Hebrew: Afterward", *To Jaffa*, by Ayman Sikseck
Yedioth Acharonot Publishing, 2010, Tel Aviv (Heb.)
21. "Yaffo city of its Body Haunts Krasnystaw town foreseeing of its flesh", *Avot Yeshurun*, L. Lachman (Editor)
Hakibbutz Hameuchad Publishing House, 2010 (Forthcoming), Tel Aviv (Heb.)
22. "Jerusalem, Theology and social Class: Moshe Shamir's Historical Novel, The King of Flesh and Blood," *Polish and Hebrew Literature and National Identity*, Alina mokisak and Shoshana Ronen (Editors), Elipsa: Warsaw, pp. 236-250.
23. "Alone with the Poems", *50 Years of Study of Dalia Rabikovitch's Writings*, Hamutal Tsamir and Tamar S. Hess (eds.), Hakibutz Hameuhad, 2011, pp, 470-497.
24. Hannan Hever and Yehuda Shenhav, "Arab-Jews, a Genealogy of a Concept", *Peamim*, special

issue A. Bar-Levav, M. Frenkel, Y. Adiel (eds.), *The Arab-Jews*, No. 127-147, 2011.

Accepted for Publication

"Theology and Social Status in Moshe Shamir's 'King of Flesh and Blood'", *Literature and Inequality*, Hannan Hever and Amir Benbaji (Editors)

The Van-Leer Institute & Hakibbutz Hameuchad Publishing House, Tel Aviv and Jerusalem (Heb.)

Submitted for Publication

"Writing a Hasidic Tale under the Russian Empire: The Case of Yaakov Keidaner"

Zionism and the Empires, Yehuda Shenhav (ed.), Van Leer Institute, Jerusalem.

D. Scientific Articles

1. "Yitzhak Shami: Ethnicity as an Unresolved Conflict"

Shofar, vol. 24, number 2, Winter 2006, pp. 120-139

2. "Hebrew Poetry and The Yom Kippur War"

Zmanim, 2003 (Heb.)

3. "Israeli Poetry in the 1950's and 60's"

Jerusalem Studies in Hebrew Literature, 2004 (Heb.)

4. "Between Two Watermelons, on 'I Stayed in Haifa', a Film by Dalia Karpel"

Documentali – Essays on Documentary Films in Israel, M. Amir (Editor), Am Oved, 2007 (Heb.)

5. "Yitzhak Laor", Theory and Criticism, vol. 32, Winter 2007, pp. 247-255 (Heb.)

6. " 'I'm Ashamed of Myself Before Another', Bialik's 'The Shamed Trumpet'"

Theory and Criticism, vol. 32, Spring 2008, pp. 129-145 (Heb.)

7. "Space and Responsibility: Yizhar's 'The Prisoner'"

Jerusalem Studies in Hebrew Literature, 23, 2009, pp. 273-278 (Heb.)

8. Alterman's 'The Seventh Column' and the War of 1948"

Public Sphere, Autumn 2009 vol. 3, pp. 9-34 (Heb.)

9. "The 'International' in Hebrew Poetry" (With Ron Kozar), Forthcoming

Criticism and Interpretation: Journal for Interdisciplinary Studies in Literature and Culture

Bar-Ilan University Press

Accepted for Publication

Yehuda Shenhav and Hannan Hever, "Arab-Jews, a Genealogy of a Concept", Social Identities (same as C-59)

Submitted for Publication

"Zionization: M. Y. Berdichevsky's Adaptations of Hassidic Stories"

Ot - Journal of Literary Studies, Tel Aviv University

E. Reviews

1. On "Between Appropriation and Subversion [Dror Mashani, *The Ethnic Unconscious: The Emergence of 'Mizrahiut' in the Hebrew Literature Eighties*], Tel Aviv: Am Oved Publishers, 2006

Jerusalem Studies in Hebrew Literature, Vol XXII, 2008, pp. 589-592, Jerusalem (Heb.).

2. On "Polyphonic Historiography [Dan Miron, *From Continuity to Contiguity: Toward The New*

Theorizing of Jewish Literatures, Tel Aviv: Am Oved Publishers, 2005]

Jerusalem Studies in Hebrew Literature, Vol XXII, 2008, pp. 583-587.

3. On *Becoming Hebrew: The Creation of a Jewish National Culture in Ottoman Palestine*, by

Arieh Bruce Saposnik, Oxford: Oxford U P 2008 (*Studies in Contemporary Jewry*, 2011).

F. Other Publications (Selection)

1. "The Mizrahi Voice has made an Imprint After All", Ha'aretz – Culture & Literature, 24 March 2006 (Heb.)
2. "Post-colonialism and the Study of the Subjugated", Iton 77, vol.309-310, April-May 2006 (Heb.)
3. "Writing my Language – on Ilana Bernstein's 'Love Colony'", Alei Siah 55, Summer 2006, pp. 64-69 (Heb.)
4. "How Can You Tell Who Belongs to What?", Ha'aretz – Books, 6 November 2006 (Heb.)
5. "Of Blood and Light – 'Here come the Days' By Amir Gilboa", Ha'aretz – Books, 20 June 2007 (Heb.)
6. "The Book About the Book That Wasn't Written – on 'Before the Place' by Haim Be'er", Ha'aretz – Books, 26 September (Heb.)
7. "Serious Sayings – Responding to Y. Yovel's Response to Y. Shenhav's Articles", Ha'aretz, 17 October 2007 (Heb.)
8. "Zionism and Irony – On Anita Shapira's Biography of Brenner", Ha'aretz – Books, 28 January 2009 (Heb.)
9. "On Meir Wieseltier's 'Theological Epigram'", Ha'aretz – Culture & Literature, 22 May 2009 (Heb.)
10. "Prof. Hannan Hever Recommends Natan Alterman's 'About That'", BaMachane, Vol. 37(3007), 9 October 2009, pp. 31 (Heb.)
11. "On the Poetry of Rivka Basman", Haaretz – Culture and Literature, 29 April, 2011.

G. Encyclopedia Entries

1. "Post-colonialism and the Study of the Subjugated", *Lexicon of Inequality*, N. Berkovitch editor, 2008.
2. "U.Z. Greenberg", Etzel Lexicon, 2009

Ariel Hirschfeld

A. Books:

1. **Hirschfeld, A.** *Reading Agnon - An Introduction to S. J. Agnon' Oeuvre.* (Tel Aviv: Ahuzat-Bayit, 2011) 245 p. (Hebrew)
2. **Hirschfeld, A.** *A Tuned Harp-The language of Emotions in H. N. Bialik's Poetry.* (Tel Aviv: Am-Oved (Ofakim), 2011) 333 p. (Hebrew)

B. Books edited:

1. **Hirschfeld, A.** "Hebraeische Dichtung 1892-2008" Hirschfeld, Ariel (ed.), Birkenhauer, Anne (tr.). Akzente, Hanser, 2011. (German)

C. Chapters in collections:

1. **Hirschfeld, A.** *The Offering of the Lock-An Introduction to Israeli Poetry 1948-1990.* In: Burnshaw, Spiceland & Hirschfeld (eds.), The Modern Hebrew Poem Itself. Michigan: Wayne University Press, 2003. pp. 352-337. (English)
2. **Hirschfeld, A.** *Locus and Language: Hebrew Culture in Israel, 1890-1990.* In: Biale, David (ed.), Cultures of the Jews. New York: Schocken, 2003. pp. 1011-1060. (English)
3. **Hirschfeld, A.** *Meter, Form and Meaning in Alterman's Poetry.* In: Hever, Hannan (ed.), Essays on Hebrew Literature and on Yiddish Literature Dedicated to Dan Miron. Jerusalem: Mosad Bialik, 2007. pp. 905-920 (Hebrew)
4. **Hirschfeld, A.** *Rabikovitz After Ten Years.* In: Hess, Tamar & Tzmir, Hamutal (eds.), Essays on Dalya Rabikovitz's Poetry 1959-2009. Tel Aviv: Hakibutz Hameuchad, 2011. (10p) (Hebrew)
5. **Hirschfeld, A.** *God's Wooden Hand-The Tragedy of David and Absalom.* In: Zakovitch, Yair (ed.), A Dialogue with the Bible. Tel Aviv: Hakibutz Hameuchad. (in preparation) (Hebrew)

D. Articles:

1. **Hirschfeld, A.** "I lembi del suo mantello" La nuova poesia ebraica e la rinascita dell'ebraico. In: Sessant'anni di poesia israeliana: A Oriente! Rivista italiana di lingue e culture orientali, (14), 2009. pp. 7 – 33 (Italian)
2. **Hirschfeld, A.** "The Concept of Adolescence in Bialik's Poetry". In: Ot: Journal for Theory and Literature (1), 2010. pp. 39-63 (Hebrew)

E. Other publications (all in Hebrew):

Non-Academic Books & Collections of Essays

1. **Hirschfeld, A.** *Toward the Last of the Gods*-Essays on the Fountains of Rome. Jerusalem: Keter, 2003. (Hebrew)
2. **Hirschfeld, A.** *Notes on Epiphany*. Tel Aviv: Am Oved-Hargol, 2006. (Hebrew)
3. **Hirschfeld, A.** *Where Is Time?* Tel Aviv: Am Oved-Hargol, 2009. (for Children) (Hebrew)

Essays

4. **Hirschfeld, A.** *Three Types of Parody in the Paintings of Yossel Bergner*. In: Studio, (147), 2003. pp. 44-54 (Hebrew)
5. **Hirschfeld, A.** *Shirat Ha'Emek (The Poetry of Emek Yzrael)*. In: Shahar, Natan & Shavit, Uzi (eds et al.), Tel Aviv: Hakibuts Hameuchad, 2008. pp. 88-93 (Hebrew)
6. **Hirschfeld, A.** *An Outline for a Description of Isaak Shalev's Poetry*. In: Shalev, Isaac, Song of Time Passing. Tel Aviv: Am Oved, 2009. pp. 211-234 (Hebrew)
7. **Hirschfeld, A.** *The Poetry of Miryam Baruch- A Foreword*. In: Baruch, Miryam, The Breath of Time. Tel Aviv: Hakibuts Hameuchad, 2010. pp. 8-34 (in printing) (Hebrew)

4. Prayer Studies

Esther G. Chazon

A. Book edited:

New Perspectives on Old Texts: Proceedings of the Tenth International Symposium of the Orion Center for the Study of the Dead Sea Scrolls and Associated Literature, 9–11 January, 2005. Edited with B. Halpern-Amaru. STDJ 88. Leiden: Brill, 2010.

B. Articles authored:

1. "The 'Words of the Luminaries' and Penitential Prayer in Second Temple Times." Pp. 177-86 in *Seeking the Favor of God: Volume 2, The Development and Impact of Penitential Prayer in Second Temple Judaism.* Ed. M. J. Boda, D. F. Falk, & R. A. Werline. SBLEJL 22. Atlanta: SBL, 2007.
2. "'Gather the Dispersed of Judah.' Seeking a Return to the Land as a Factor in Jewish Identity of Late Antiquity," Pp. 159-75 in *Heavenly Tablets: Interpretation, Identity and Tradition in Ancient Judaism.* Ed. L. LiDonnoci & A. Lieber. JSJSup 119. Leiden/Boston: Brill, 2007.
3. "Liturgical Function in the Cave 1 Hodayot Collection." Pp. 135-50 in *Qumran Cave 1 Revisited: Proceedings of the Sixth Meeting of the IOQS, Ljubljana 2007.* Ed. D. Parry, D. Falk, S. Metso, & E. Tigchelaar. STDJ 91. Leiden: Brill, 2010).
4. "Words of the Luminaries," Pp. 1349-1350 in *The Eerdmans Dictionary of Early Judaism.* Ed. J. J. Collins and D. C. Harlow. Grand Rapids, MI: Eerdmans, 2010.
5. "In Memorium: Hanan Eshel (1958-2010)," *JQR* 100 (2010) 698-703.
6. "'At the Crossroads': Anti-Samaritan Polemic in a Qumran Text about Joseph." Co-authored with Yonatan Miller. Pp. 381-87 in *The 'Other' In Second Temple Judaism: Essays In Honor Of John J. Collins.* Ed. D. C. Harlow with M. Goff, K. Martin Hogan, and J. S. Kaminsky. Grand Rapids, MI: Eerdmans, 2011.

7. . "Shifting Perspectives on Liturgy at Qumran and in Second Temple Judaism." Pp. 513-31 in *The Dead Sea Scrolls in Context: Integrating the Dead Sea Scrolls in the Study of Ancient Texts, Languages, and Cultures*, vol. 2. Ed. A. Lange, E. Tov, & M. Weigold in association with B. H. Reynolds. Leiden: Brill, forthcoming in 2011.
8. "Tradition and Innovation in Sectarian Religious Poetry." Pp. 55-67 in *Giving Thanks to the Lord: Essays on Prayer and Poetry in the Dead Sea Scrolls and Related Literature in Honor of Eileen Schuller on the Occasion of Her 65th Birthday*. Ed. J. Penner, K. M. Penner, and C. Wassen. Leiden: Brill, forthcoming in 2011.
9. "The Classification of 4Q505: Daily or Festival Prayers?" Transcript pp. 1-13 in 'Go Out and Study the Land' (*Judges 18:2*): *Archaeological, Historical and Textual Studies in Honor of Hanan Eshel*. Ed. A. M. Maeir, J. Magness, and L. H. Schiffman. JSJSup. Leiden: Brill, forthcoming in 2011.
10. "Liturgy Before and After the Temple's Destruction: Change or Continuity?," Transcript pp. 1-23 in *Was 70 CE A Watershed in Jewish History?*, ed. D. R. Schwartz and Z. Weiss. Leiden, Brill: forthcoming in 2011.
11. "Looking Back: What The Dead Sea Scrolls Teach Us About Biblical Blessings." Transcript pp. 1-17 in *The Hebrew Bible and The Dead Sea Scrolls*, ed. K. De Troyer, Ed. A. Lange and S. Tzoref. Göttingen: Vandenoek & Ruprecht, forthcoming in 2011.

5. Translation Studies

Aminadav Dykman

List of Publications for the past 5 years

A. Books

Paul Verlaine : 67 poems. Translated, with an introduction and commentary by A.A.Dykman, together with an essay "Verlaine in Hebrew, Russian, German and English – a short history of translation modes" (30 pp.). Carmel Publishing House, Jerusalem. 2010. 180 pp.

B. Articles and chapters in books

Dykman Aminadav, A. "Tsemach ha-aretz – ani hi – davar al ha-yeliduyot be-shirat Esther Raab" ("The plant of the earth is me – notes on nativism in the poetry of Esther Raaab"). *Mehkrey Yerushalayim be-sifrut*, vol. 24 (2011), pp. 165-186 (in print).

Dykman Aminadav, A. "A Poet and a City in Search of a Myth: On Shlomo Skulsky's Tel-Aviv Poems." *Israel Studies* 14.3 (2009): 62-74.

Dykman Aminadav, A. "Mizmorei tehilim mephuyatim" (Versified Psalms in Hebrew: Notes on an unnoticed genre in Hebrew poetry"). *Mehqerei Yerushalayim be-siphrut ibhrit*, 2007, pp. 132-149.

Dykman, Aminadav A. "Notes towards the History of Hebrew Hexameters" (in Hebrew); in: "A Moment of Birth - Studies in Hebrew and Yiddish Literatures In Honor of Dan Miron", edited by Hanan Hever, Mossad Bialik Institute, Jerusalem, 2007, pp. 186-214.

Dykman, Aminadav A. "Notes on Avraham Shlonsky's Onegin" – an essay accompanying a new edition of A.Shlonsky's Hebrew translation of A.S.Pushkin's *Eugene Onegin*, HaKibbutz HaMeuchad Publishing House, Tel-Aviv, 2007, pp. 201-237.

- Dykman, Aminadav A. "Translations in the period of Jewish Enlightenment" – article for the encyclopedia *Zman Yehudi Hadash*, editors in chief: Dan Miron and Hanan Hever, Keter Publishing House, Jerusalem, 2007, vol 3, pp. 128-131.
- Dykman, Aminadav A. "Translations in the period of Jewish Renaissance" – article for the encyclopedia *Zman Yehudi Hadash*, editors in chief: Dan Miron and Hanan Hever, Keter Publishing House, Jerusalem, 2007, vol 3, pp. 111-114.
- Dykman, Aminadav A. "Saul Tchernichowsky" – an article for The YIVO Encyclopedia of Jews in Eastern Europe, Editor in chief: Gershon David Hunderdt, Yale University Press, 2008, vol. 2, pp. 1914-1915.
- Dykman, Aminadav A. "Hayyim Lenski" – an article for The YIVO Encyclopedia of Jews in Eastern Europe, Editor in chief: Gershon David Hunderdt, Yale University Press, 2008, vol. 1, pp. 1910.
- Dykman, Aminadav A. "David Shim'oni" – an article for The YIVO Encyclopedia of Jews in Eastern Europe, Editor in chief: Gershon David Hunderdt, Yale University Press, 2008, vol. 2, pp. 1709-1710.
- Dykman, Aminadav A. "Notes on Dostoevsky's Double" – an introduction to a new translation into Hebrew of F.M.Dostoevsky's *The Double*, Am Oved Publishing House, Tel-Aviv, 2008, pp. 122-143.
- Dykman, Aminadav A. "Ronsard in Hebrew: A short History and some Observations" in: Journées d'études Ronsard, Actes du colloque international organisé par le Centre de Recherches Hannah Arendt les 29 & 30 avril 2008, Institut Catholique d'études supérieures, Editions Cujas, Paris, 2009, pp. 79-101.
- Dykman Aminadav A. "Poetic Commemoration – a Comparative Study of the Cases of Pushkin and Bialik" in: *Polish and Hebrew Literature and National Identity*, ed. Alina Molisak and Shoshana Ronen, Dom wydawniczy Elipsa, Warsaw, 2010 pp. 27-38.
- Dykman Aminadav A. "Devarim al ha-ahim Karamazov" (Notes on Dostoevsky's novel *Brothers Karamazov*) in: F.M.Dostoevsky: *Ha-ahim Karamazov*, trans. Nili Mirsky, Am-Oved Publishing House, Tel-Aviv, 2011 (in print, 16 pp.).

Dykman Aminadav A. “The Poetry of Kabbalah and The European Tradition of Mystical Poetry”, afterword to the book *Poetry of the Kabbalah: Poems from the Hebrew Mystical Tradition*, edited and translated by Peter Cole, co-edited with an afterword by Aminadav Dykman, to be published by Yaale University Press in the course of 2012, 15 pp.

6. Yiddish Studies

Avraham Novershtern

1. "Who Speaks Yiddish? Parents, Children and Language in Sholem Aleykhem's Work", in: **A Moment of Birth: Studies in Hebrew and Yiddish Literature in Honor of Dan Miron**, ed. Hannan Hever, Jerusalem 2007, pp. 117-150 (Hebrew).
2. "The Voices and the Choir: Yiddish Women's Poetry in the Interwar Period", **Criticism and Interpretation**, No. 40, Spring 2008, pp. 61-146 (Hebrew).
3. "The Open Suitcases: Yankev Glatshteyn's 'Ven Yash iz gekumen', in: **Arguing the Modern Jewish Canon: Essays on Literature and Culture in Honor of Ruth R. Wisse**, ed. Justin Cammy et al., Cambridge 2008, pp. 255-298.
4. "Different: I. Kipnis's 'khadoshim un teg' and the Soviet Yiddish Literature in the Twenties", in: **Yiddish: shprakh un literatur in Sovetn-farband**, ed. L. Katzis, M. Kaspina, D. Fishman, Moscow 2009, pp. 15-54 (Yiddish).

List of Publications – Junior Staff

1. Midrash and Folk Literature Section

Dr. Tali Artman-Partock

1. 'Literary event and historical narrative: between Rabbis and Church fathers', 'Jerusalem studies in Hebrew Literature' 24, 2011, pp.23-54. .
2. 'Pain and Order: martyrdom and the struggle for sovereignty in the Roman Empire' forthcoming in 'Pain flesh and blood: representing the suffering, indulging and sick body', Ben-Gurion University press.

Dr Michal Held

List of Publications

A. Book

Let Me Tell You a Story / Ven, te kontare: The Personal Narratives of Judeo-Spanish Speaking Storytelling Women, An Interdisciplinary Research, Ben-Zvi Institute for the Study of Jewish Communities in the East, Jerusalem 2009. (In Hebrew)

B. Chapters in Collectios

1. " 'When I sing this song that was sung before me': "The Penetration of the Judeo-Spanish Piyyut into Contemporary Hebrew Poetry as a Movement from Reflectivity to Reflexivity, in: Haviva Pedaya, ed. *The Piyyut as a Cultural Prism: New Approaches*, in print by the Van-Leer Institute. (In Hebrew)
2. "Judeo-Spanish↔Hebrew Bilingual Poetry Composed in Israel in the Late Twentieth Century, its Analysis and Meaning" in David M. Bunis, ed. *Languages and Literatures of Sephardic and Oriental Jews: Proceedings of The Sixth International Congress for Research on the Sephardic and Oriental Jewish Heritage*, Jerusalem 2009, pp. 105-91. (In Hebrew)
3. "The Relationship between the Hebrew Components embedded in a Jewish Language and the Modern Hebrew Surrounding It – The Case of Contemporary Judeo-Spanish in Israel" in: A. Maman, S.E. Fassberg and Y. Bruer, eds. *Sha'arei Lashon: Studies in Hebrew, Aramaic and Jewish Languages Presented to Moshe Bar-Asher, Volume III: Modern Hebrew and Jewish Languages*, Jerusalem 2007, pp. 304-319. (In Hebrew)
4. "Language, Object, Place: Identity Reflections Embedded in the Personal Narratives of Judeo-Spanish (Ladino) Speaking Women Storytellers" in: Haviva Pedaya and Ephraim Meir, eds. *Judaism, Topics, Fragments, Faces, Identities: Jubilee Volume in honor of Rivka Horwitz*, Jerusalem 2007, pp. 305-336.

C. Articles

1. "The People Who Almost Forgot: Judeo-Spanish Web-Based Interactions as a Digital Home-Land", *El Prezente* 4, 2011, pp.83-101. (In Hebrew)
2. "Ima, Madre or Mama: Code Switching in the Personal Narratives of Judeo-Spanish (Ladino) Speaking Women Storytellers", *Ladinar* V (2009), pp. 67-88. (In Hebrew).
3. "Queen Esther of the Tel Aviv Purim Carnival – A Personal Narrative in its Cultural Context", *Massekhet* 8 (2008), pp. 97-116. (In Hebrew; In collaboration with Nili Arye-Sapir).
4. "Between the Sea and the River" – A Multi-Layered, Cultural and Literary Analysis of a Sephardic Wedding Song from the Island of Rhodes", *El Prezente* 1 (2007), pp. 91-122. (In Hebrew)

D. Book Reviews

1. "I will Tell a Poem: A Study of the Judeo-Spanish (Ladino) Coplas by Shmuel Refael", *Pe'amim* 12-123 (2010), pp. 229-238.
2. "The Formation of Urban Culture and Education: Stories of and about Ceremonies and Celebrations in Tel-Aviv in its First Years by Nili Arye-Sapir, *Jerusalem Studies in Jewish Folklore* XXIV-XXV (2006-2007), pp. 443-447.

E. Poetry

Over the Face of the Waters, Jerusalem 2009. (In Hebrew and Judeo-Spanish)

Mrs. Gila Vachman

1. "On the Uniqueness of the Redaction in *Midrash Hadash* on the torah", Iggud - selected essays in Jewish studies, I (2008), pp. 253-263 (Hebrew)
2. "Between Pharaoh's dream and Nebuchadnezzar's dream" (Hebrew), accepted for print as part of the Scholion publication, ed. Rachel Elijor.
3. "Ghosts and spirits in the Aggadah literature" (Hebrew), approved as part of the Scholion publications, ed. Rachel Elijor.
4. "Poets' language and hints of Piyyutim in in *Midrash Hadash Al Hatorah*" (Hebrew), *Mehkarei Yerusalaim Be-Sifrut Ivrit* 24, (2011) pp. 55-72

Mrs. Anat Shapira

Publications (in Hebrew):

1. 'The Literary-Narrative Mashal in Seder-Eliyahu, in light of the Homiletical Mashal in Rabbinic Literature', **Jerusalem Studies of Jewish Folklore** (under judgment).
(An academic article)
2. 'Midrash and the Study of Folklore [Dina Stein, Maxims Magic Myths: A Folkloristic Perspective of *Pirkei deRabbi Elliezer*, Jerusalem: The Hebrew University Magnes Press, 2004, 323 pp.], **Jerusalem Studies in Hebrew Literature** XXII (2008), pp. 551-560.
(A book review)
3. **Midrash Aseret Ha-Dibrot** (A Midrash on the Ten Commandments): Text, Sources and Interpretation, Bialik Institute, Jerusalem, 2005.
(An academic book based on my M.A. thesis).
4. **To Make a Short Story Long: A Study of Medieval Hebrew Narrative**, the Hebrew University of Jerusalem, 2004.
(My Ph.D. thesis)

2. Medieval Literature and Liturgical Poetry Section

Dr. Yehoshua Granat

A. Doctoral Dissertation

1. **Y. Granat**, *'Before "In the Beginning"': Preexistence in Early Piyyut, against the background of its sources* (Hebrew)

The Hebrew University, Jerusalem 2009 *Summa cum Laude*.

Supervisor: Prof. Shulamit Elizur

B. Books

1. **Y. Granat**, *'Before "In the Beginning"': Preexistence in Early Piyyut* (Hebrew, based on [1]) - Accepted for publication in the Magnes Press
2. **Y. Granat**, "'An Ode to Wisdom" within Realms of Massorah and Kabbalah: A Newly Identified Section of the Proverbs of Sa'id ben Babshad and its Unique Reception', *Jerusalem Studies in Hebrew Literature* XXI (2007), *Essays in Memory of Menahem Zulay*, pp. 183 – 220 (in Hebrew); English Abstract: pp. xi – xii

C. Articles

(in chronological order; cross-referenced)

1. Y. Granat, 'Clarifications of the Text, Interpretation and Attribution of Fragmentary Poetic Compositions for Shemini 'Atzeret from the Cairo Genizh', *Ginze Qedem, Genizah Research Annual* 4 (2008), pp. 119 – 145 (in Hebrew)
2. Y. Granat, "'Diverse Colours, Thousands of Delicate Echoes, An Authenticity Deep and Sharp": On Ezra Fleischer's Studies of Medieval Hebrew Secular Poetry', *Jewish Studies* 45 (2009), pp. 147 – 175 (In Hebrew)

3. Y. Granat, 'Re-creating Creation in Early Italian Yozerot: Between Tradition and Innovation', Italia Judaica (*Proceedings of the Jubilee Conference 2010*), Forthcoming (20 pp.) *Accepted for publication*

4. Y. Granat, "'Oyf morgn nokh yontev": On Yiddish echoes of *Piyyut* segments ', in: I. Bartal et al. (ed.), *Chava Turniansky's Festschrift*, forthcoming (40 pp.) *Accepted for publication*

Earlier Publications

D. Chapters in collections:

Y. Granat , 'Polémica, equívoco, o ambivalencia? Nuevas Consideraciones sobre el primer poema báquico hebreo andalusí'. [= 'Polemic, Equivocation, or Ambivalence? The first Hebrew Wine Poem(s) from Spain Reconsidered'] in: J. Taragaron, A. Saénz-Badillos (ed.), *Poesía Hebrea en Al-Andalus*, Granada (Granada University Press), 2003, pp. 27 – 38 (in Spanish, translated from English)

E. Articles:

1. Y. Granat , 'Intertextual Polyphony: Scriptural Presence(s) in a Piyyutim Cycle by Yoseph Ibn Abitur', Zutot, Perspectives on Jewish Culture, 1 (2002), pp. 64– 76
2. Y. Granat & A. Shmidman, "'Who Made One": The Six Days of Creation and the Six Orders of Mishnah in a Poetic Grace after Meals by Joseph Ibn Abitur', Ginze Qedem, Genizah Research Annual 1 (2005), pp. 79 – 116 (in Hebrew)

3. Modern Hebrew Literature Section

Dr. Dror Burstein

List of Academic Publications (in Hebrew)

1. "On Members of Parliament's use of Proverbs", Politics 4, December 1999.
2. "On two versions of *Eight on the Track of One*", Jerusalem Researches in Hebrew Literature 18, January 2000.
3. Jacob Shabtai: A Tourist's Guide, Alei Siah 48, December 2002.
4. "Nordia Neighborhood in the Prose of Jacob Shabtai: an Interpretation of Text/Landscape", Researches in the Geography of Israel 16, 2002, pp. 42-72.
5. "The Sun Has Taught Me that History is Not All": On *The Journey to Mauritius*", Zmanim 81, February 2003, pp. 18-31.
6. "Space in *Adoshem* by Jacob Shabtai", Jerusalem Researches in Hebrew Literature 19, 2003, pp. 245-271.
7. On "Hospis" by Y. Koren (Mikarov 15, 2005, pp. 58-66).
8. "Mendele's *Of Bygone Days* as a Fictional Autobiography", A Moment of Birth, Studies in Hebrew and Yiddish Literatures in Honor of Dan Miron, 2007, pp. 90-114.
9. Reading in the Commemoration-Day Letters by the Ministry of Defense of Israel, Alpayim 32, 2008.
10. "A reading in the closure of *Past Perfect* by Jacob Shabtai", Sadan (forthcoming).
11. Jacob Shabtai: Cities and Journeys, The Magnes Press, the Hebrew University, Jerusalem, forthcoming.
12. "Mother hasn't come yet": On one poem by Avot Yeshurun, in: How is it called, Hakibutz Hameuhad, 2011 (in print).
13. "I still cannot talk about it": on an episode from Aharon Appelfeld's life, in 24 Readings in Appelfeld, Bar Ilan University Press, 2011 (in print).

14. Questions in Literature (The Bialik Institute, 2011, in print).

Ms. Moran Benit

A. Accepted for Publication:

Fantasy of Other Masculine Existence: Masculine Identities in Ultra Orthodox Jewish Movies. Nurit Gertz's book conference (In press) (Heb.)

The Survival of a Single Body. *Jerusalem Studies in Hebrew Literature* (Heb.)

B. Book as Co- Editor:

Tell not in Gat – The Naqba in Hebrew Poetry 1948-195. Hannan Hever (Ed.).

Pardess Press, Zochrot, Tel Aviv, 2010 (Heb.)

Dr. Shimrit Peled

A. Books:

1. The Israeli Sovereign: The Novel and the Discourse 1967 – 1973. (in Hebrew). *Magnes Press*. (forthcoming).

B. Articles:

1. "Mastery Regained" – Israeli Sovereignty and Space in the Israeli Novel, 1967-1973". *Journal of Modern Jewish Studies*, (forthcoming).
2. "Photography, Language and Home: Colonial Expeditions in *The One Facing Us* by Ronit Matalon and in *Heart Of Darkness* by Joseph Conrad. *Prooftexts*, (forthcoming).
3. "Constructing Sexual Feminine Subjectivity in *Victoria* by Sami Michael." (in Hebrew). *Jerusalem Studies in Hebrew Literature* (forthcoming).
4. "The Israeli Rocking Horse – Exile and Sovereignty in *Touch the Water, Touch the Wind* by Amos Oz (1973) and *Rockinghorse* by Yoram Kaniuk (1974)" (in Hebrew). *Jerusalem Studies in Hebrew Literature Journal* 22 (2008).
5. "Mizrahiut, Ashkenaziut, and Space in the Israeli Novel after the 1967 War" (in Hebrew). *Theory and Criticism* 29 (2006).

C. Doctoral Dissertation:

"Identity and Space in the Israeli Novel, 1967-1973"; supervisor: Prof. Hannan Hever, The Hebrew University of Jerusalem (2008).

Naama Tsal

Refereed Journals:

"He is missing. You were missing. The Home is missing": Founding, Collapse and the Idea of Home in The Late Poetics of Ronit Matalon". *Prooftexts: A Journal of Jewish Literary History*, 2011 (in press)

"'A Stain of Silence': Entry, Escape and Thresholds in the Late Work of Yossel Birstein". *Jerusalem Studies in Hebrew Literature*, 23 (2009), pp. 279-286

Dr. Zoya Kopelman

List of Recent Publications

2011

Yehuda Halevi. Songs of Zion. Ed., essays, commentaries Z. Kopelman. Moscow: Lodomir Science Publishing House, 2011 (in Russian).

Zoya Kopelman: Russian Intertext in Israeli Hebrew literature of Three Last Decades (in Russian). In: Vestnik: International Journal for Jewish Studies, # 14.

Zoya Kopelman: Marginalia of the Hebrew Renaissance: The Enrichment of Literary Hebrew Through Calques of Russian Phrases in the Works of Elisheva und Leah Goldberg. In: Tabachnikova, Olga – Wagstaff, Peter – Schulte, Jörg (eds.): Russian Jewish Diaspora and European Culture (1917-1937). Brill (IJS Studies in Judaica): Leiden 2011.

Zoya Kopelman: Z. Zhabotinsky and Hebrew Language and Literature (in Russian). In: H. Tolstoy (ed.): Russian Zhabotinsky. Jerusalem: Hebrew University (in print).

Zeena U-Reena. Bereishit. Transl. into Russian. Ed. by Z. Kopelman. Moscow – Jerusalem: Gishrei Tarbut, 2011 (in print).

2009

Zoya Kopelman: Jewish Kafka: a New Approach to “Der Dorfarzt”. In: LECHAIM – University. Mocsow, 2009, # 1 (in Russian).

Zoya Kopelman: Tsadik under the Secret Police Eye: the Reports on Rabbi Menachem Mendel Schneerson (1841-1847). Publication, essay and comment. In: LECHAIM – University. Mocsow, 2009, # 11 (in Russian).

2008

Ruth R. Wisse. The Modern Jewish Canon: A Journey Through Language and Culture. Transl. into Russian by N. Rochlin. Ed., comment. by Z. Kopelman. Moscow – Jerusalem: Gishrei Tarbut, 2008.

2007-2008

Zoya Kopelman: Jerusalem in Literature (Three Oppositions). In: LECHAIM – University. Mocsow, 2007, #11, 2008, # 1, 2008, # 2 (in Russian).

2007: Elisheva: How I learned Hebrew. Publication, essay and comment. by Z. Kopelman. In: LECHAIM – University. Mocsow, 2007, # 10 (in Russian).

4. Yiddish Studies

Ms. Dalit Assouline

Berman, D. (2007). "Israeli Hebrew in Haredi Yiddish, visible and camouflaged", In: R. Ben Shahar and G. Toury (eds.), *Hebrew: A Living Language ["Ha-ivrit Safa Haya"] IV*,

Hakibutz Hameukhad and The Porter Institute for Poetics and Semiotics, Tel Aviv University, 107-126. (in Hebrew)

Assouline, D. (2010a). "Verbs of Hebrew origin in Israeli Haredi Yiddish", In: R. Ben Shahar, G. Toury and N. Ben-Ari (eds.), *Hebrew: A Living Language ["Ha-ivrit Safa Haya"] V*, Hakibutz Hameukhad and The Porter Institute for Poetics and Semiotics, Tel Aviv University, 27-45. (in Hebrew)

Assouline, D. (2010b). "The emergence of two first person plural pronouns in Haredi Jerusalemite Yiddish", *Journal of Germanic Linguistics* 22.1, 1-22.

Assouline, D. (2010c). "Codeswitching in Israeli Haredi Yiddish sermons", *Massorot* 15, 1-24. (In Hebrew)

Assouline, D. (forthcoming). "Grammaticalization and Language Contact: The preposition *far* in Israeli Haredi Yiddish", M. Aprotroot & B. Hansen (eds.), *Yiddish Language Structures* (Empirical Approaches to Language Typology), Berlin: Mouton de Gruyter.

Assouline, D. (forthcoming). "'They had not changed their language' – Haredi Yiddish in Israel", In: K. Kaplan & N. Stadler (eds.), *Haredi Society: from Survival to Establishment*, Jerusalem: Van Leer. (in Hebrew)

Assouline, D. (forthcoming). "The Haredi distinction between *Ivrit* and *Loshn-Koydesh*", In: Y. Benziman (ed.): *Hebrew as a Cultural Language*, Jerusalem: Van Leer. (In Hebrew)

- Berman, D. (forthcoming). "Hebrew and 'Hebrew': Hebrew words in the Haredi weekly 'dos idishe likht'", C. Rosenzweig-Kupfer and V. shifriss (eds.), *The Chava Turniansky Jubilee Volume*, Shazar, Jerusalem. (in Hebrew)
- Assouline, D. (forthcoming). "Hebrew among Yiddish speaking Ultra-Orthodox (Haredi) Jews in Israel", Geoffrey Khan (ed.), *Encyclopedia of Hebrew Language and Linguistics*. Leiden: Brill.

Dr. Nathan Cohen

List of publications, 2005-2010

A. Books Edited

Nathan Cohen, Esther Farbstein and Asaf Yedidya (eds.), *Memory in Book: The Holocaust in Prefaces to Rabbinical Literature*, Jerusalem: Reuven Mass, 2008, 320pp. (Hebrew)

B. Chapters in Books

1. "Przyczyny emigracji pisarzy jidysz z polski (1945-1948)", Magdalena Ruta (ed.), *Nusech Pojln: Studia z dziejów kultury jidysz w Powojennej Polsce*, Kraków: Austeria, 2008, pp. 231-246 (Polish).

English version: "Motives for the Emigration of Yiddish Writers from Poland (1945-1948)", Elvira Grözinger and Magdalena Ruta (eds.), *Under the Red Banner: Yiddish Culture in the Communist Countries in the Postwar Era*, Wiesbaden: Harrassowitz Verlag, 2008, pp. 157-163.

2. "‘We are Mourners as Long as we are Alive’: Coping with the Painful Memory", in: Nathan Cohen, Esther Farbstein and Asaf Yedidya (eds.), *Memory in Book: The Holocaust in Prefaces to Rabbinical Literature*, Jerusalem: Reuven Mass, 2008, pp. 63-68 (Hebrew)

C. Articles in Periodicals

1. "‘An Ugly and Repulsive Idler’, or a Talented and Seasoned Editor: S.Y. Yatzkan and the Beginnings of the Popular Yiddish Press in Warsaw", *Jews in Russia and Eastern Europe* (Institute of Contemporary Jewry, Hebrew University) 1-2 (54-55) (2005), pp. 28-53

2. "The Publicistic Writings of Yitzhak Katzenelson during the Nazi Rise to Power", *Gal-ed* 20 (2006), pp. 101-111 (Hebrew)

3. "Between the Pain of Survival and the Joy of Rescue: The History of Two Rabbis during and following the Nazi Occupation", *Dapim: Studies on the Shoa* 20 (2006), 113-124 (Hebrew)
4. "The Yiddish Press and Yiddish Literature: A Fertile but Complex Relationship" *Modern Judaism* (Oxford Journals) 28 (2) 2008, pp. 149-172
5. "Kadya Molodowsky's Status and Activity in the Jewish Literary Milieu in Warsaw", *Bikoret uparshanut* 40 (2008), pp. 163-174 (Hebrew)
6. "Theater and Politics: The Debate in the Warsaw Jewish Press Regarding Itsik Manger's Adaptation of the 'Kishefmakherin' (1937)", *Bikoret uparshanut* 41 (2009), pp. 131-140 (Hebrew)
7. "Isaac Bashevis-Singer's Attitude to the Yiddish Theater as Shown in His Works", *Studies in Judaica* (Institute of Jewish Studies, University College, London) 8 (2009): Jewish Theater: A Global View edited by Edna Nahshon, pp. 49-61
8. "Polish Literature for Yiddish Readers: Yiddish Translations of Polish Literature", *Teksty Drugie* 6 (2009), pp. 174-184 (Polish)

D. Book Reviews in periodicals

1. "Hagit Cohen, *At the Bookseller's Shop: The Jewish Book Trade in Eastern Europe At the End of the Nineteen Century* (Jerusalem: Magnes Press, 2006); 188 pp. *Zion* 71 (2008), pp. 90-93 (Hebrew)
2. "Writing Styles and Political Ideology – David Bergelson and his Work", Joseph Serman and Gennady Estrakh (ed.), *David Bergelson: From Modernism to Socialist Realism* (Oxford: Legenda 2007, 363pp.), *Tarbiz* 77 (2008), pp. 601-608 (Hebrew)

E. Entries in Encyclopedia and Lexicons

1. "Turniansky Chava", in: Paula E. Hyman & Dalia Ofer (eds.), *Jewish women: a comprehensive historical encyclopedia* (electronic resource), Jerusalem: Shalvi Publishing, c2006
2. "Isaac Meir Weissenberg", in: Joseph Sherman, *Dictionary of Literary Biography*, Vol. 333: Yiddish Writers, Detroit: Thomson Gale, 2007, pp. 332-336
- 3-4. "'Shund' Literature and Newspapers"; "Warsaw as a Yiddish Cultural Center", in: Yirmiyahu Yovel (ed.), *New Jewish Time: Jewish Culture in a Secular Age- an Encyclopedic View*, Vol. 1 and 3, Jerusalem: Keter, 2007, pp. 314-315, 350-354
- 5-31. "Association of Jewish Writers and Journalists", "Bader, Gershom", "Emyot, Yisroel", "Finkelshteyn, Leo", "Gebirtig, Mordkhe", "Globus", "Haynt", "Horontshik, Shimen", "Horovits, Ber", "Imber, Shmuel Yankev", "Jaszunski, Jozef", "Kaganovski, Froyim", "Karlinski, Ber", "Kenigsberg, Dovid", "Lerer, Yekhiel", "Literarische Bleter", "Literarische Tribune", "Mieses, Matthias", "Der Moment", "Olitski Brothers", "Perle, Yoshue", "Rapaport, Yoshue", "Reyzen, Avrom", "Shtern Yisroel", "Spektor, Mordkhe", "Segalovitsh, Zusman", "Yustman, Moyshe Bunem" (27 entries) in: Gershon David Hundert (ed.), *The YIVO Encyclopedia of Jews in Eastern Europe*, 1-2, New Haven & London: Yale University Press, 2008

CLAUDIA ROSENZWEIG

A. BOOKS AS AUTHOR

- Elye Bokher, *Due canti yiddish. Rime di un poeta ashkenazita nella Venezia del Cinquecento*, Bibliotheca Aretina, Arezzo 2010.
- *The Bovo d'Antona by Elye Bokher. A Critical and Commented Edition*, Brill (in print).

B. BOOKS AS EDITOR

- *Il mio cuore è a oriente. Studi di linguistica storica, filologia e cultura ebraica dedicati a Maria Luisa Mayer Modena*, a cura di Francesco Aspesi, Vermondo Brugnatelli, Anna Linda Callow, Claudia Rosenzweig, Cisalpino, Milano 2008 (Vol. 101 of *Quaderni di Acme*).
- *Florilegio filologico linguistico. Haninura de Bon Siman a Maria Luisa Mayer Modena*, a cura di Claudia Rosenzweig, Anna Linda Callow, Vermondo Brugnatelli, Francesco Aspesi, Cisalpino, Milano 2008.

C. ARTICLES

- "Il Purim-shpil: origini e trasformazioni", *Altre modernità / Other Modernities* 7 (2011) (in print).
- "Saladin the Crusader, the Christian Haman and the Off-key Priest. Some Reflections on Christians and Christianity in Yiddish Literary Texts from the Italian Renaissance" [in print in *Judah Moscato, a "Sagacious Man". A Renaissance Rabbi and His World*, edited by Giuseppe Veltri, Gianfranco Miletto and Julia Itin (Boston, Leiden: Brill, 2011)]
- "Rhymes to Sing and Rhymes to Hang up. Some Remarks on a Lampoon in Yiddish by Elye Bokher (Venice 1514)", in *Italia Judaica* (in print).

- “*Il Bovo d’Antona* in yiddish (1507-1541). Un romanzo del Rinascimento”, in *Medioevo romanzo e orientale. Temi e motivi epico-cavallereschi fra Oriente e Occidente (Ragusa 8-10 maggio 2008)*, a cura di Gaetano Lalomia e Antonio Pioletti, Rubbettino, Soveria Mannelli (CZ) 2010, pp. 275-289.
- “The Jewish Knight, the Jewish Princess, and the Skeptical Reader. Some Remarks on the Yiddish *Bovo d’Antona*” in *Early Yiddish Poetry*, Ed. by Shlomo Berger, *Amsterdam Yiddish Symposium 3*, Menasseh ben Israel Institute, Amsterdam 2009, pp. 7-25.
- “From the Square and the Court to the Private Space. Some Remarks on the Yiddish Version of the Chivalric Poem *Bovo d’Antona*”, *Zutot* 5.1 (2008), pp. 51-60.
- “Bibliografia di Maria Luisa Modena Mayer”, in *Il mio cuore è a oriente. Studi di linguistica storica, filologia e cultura ebraica dedicati a Maria Luisa Mayer Modena*, a cura di Francesco Aspesi, Vermondo Brugnatelli, Anna Linda Callow, Claudia Rosenzweig, Cisalpino, Milano 2008 (Vol. 101 della collana “Quaderni di Acme”), pp. 791-796.
- “*Kurtsvaylike literatur*. Il *Bovo d’Antona* e il romanzo cavalleresco in yiddish nell’Italia del Rinascimento”, in *Florilegio filologico linguistico. Haninura de Bon Siman a Maria Luisa Mayer Modena*, a cura di Claudia Rosenzweig, Anna Linda Callow, Vermondo Brugnatelli, Francesco Aspesi, Cisalpino, Milano 2008, pp. 169-188.
- “*Verter un vertlekh*: Lingua e humour come forma di resistenza nei ghetti e nei campi di concentramento”, in «*Le loro prigioni*»: *scritture dal carcere*, Atti del Colloquio internazionale, Verona, 25-28 maggio 2005, a cura di Anna Maria Babbi e Tobia Zanon, Fiorini, Verona 2007, pp. 365-386.
- “The Royal House of France and the Italian Jewish Ghetto: The *Bovo d’Antona* in Changing Times and Places”, in *Proceedings of the International Conference on Romance. Dimensions of Time and Designs of History*, Jerusalem 29–31 May 2006 (in print).

- “La filologia dello yiddish antico. Alcune riflessioni sullo stato della ricerca”, in *Vestigia Antiquitatis*, a cura di Giuseppe Zanetto, Stefano Martinelli Tempesta, Massimiliano Ornaghi, *Quaderni di Acme*, 89 (2007), pp. 105-126.

D. REVIEWS

- Review of the book: Bamberger, Joseph, *Ha'apifior hayehudi. Letoldoteha shel 'aggadà mime' habenaym be'ashkenaz (The Jewish Pope. History of a Medieval Ashkenazic Legend)*, Bar-Ilan University Press, Ramat-Gan 2009, in *European Journal of Jewish Studies*, 4 (2010), pp. 165-168.
- Review of the book: Gutschow, Mirjam, *Inventory of Yiddish Publications from the Netherlands. c. 1650 – c. 1950*, Brill, Leiden Boston 2007, *European Journal of Jewish Studies* 2.1 (2008), pp. 168-169.
- Review of the book: *Leggere Yehoshua*, a cura di Emanuela Trevisan Semi, Einaudi, Torino 2006, *L'Indice*, dicembre 2007, p. 41.

4.10 Please list grants, honors, fellowships/scholarships, etc received by faculty (senior and junior).

Grants and Awards – Senior Staff

Esther Chazon

2006-2009: Scholion Interdisciplinary Research Center in Jewish Studies, Research Group on "Religions of Place and Religions of Community"

2007-present: Steering Committee, International Organization of Qumran Studies

Shulamit Elizur

2006, 2008-2009: ISF (for the reasrch project: The Yozerot of Rabbi Shelomo Suliman Al-Singary)

2007: Ben-Zvi Prize (for her book: Elizur, S. The Poetry (Piyyutim) of Rabbi Pinhas Ha-Kohen. Jerusalem, 2004).

Yehoshua Granat

2006: The Jean Matlow Scholarship of The Orion Center for the Study of Dead Sea Scrolls and Associated Literature

2003 – 2007: The Nathan Rotenstreich Fellowship for Outstanding Ph.D. Candidates in the Humanities (VATAT)

2009: Yad HaNadiv Postdoctoral Fellowship (The Faculty of English, University of Oxford)

2010-2011: Fellowship of The Martin Buber Society of Fellows in the Humanities at the Hebrew University, Jerusalem

The Shlomo Pines Prize to an Outstanding Young Scholar

E.E Urbach Post-Doctoral Fellowship (Memorial Foundation of Jewish Culture)

Galit Hasan Rokem

2008 - 2011 Senior Fellow at Scholion Inter-disciplinary Center for Jewish Studies, The Mandel Institute of Jewish Studies, The Hebrew University of Jerusalem
2010 – Member of Senior Promotions Committee, The Hebrew University

Ariel Hirschfeld

2008: The "Levi-Eshkol" Prime Minister Award

Tamar Hess

Fellowships and awards:

2004-2007: Mandel Fellow at the Scholion Center at the Hebrew University of Jerusalem

2005-2006: The Ignatz Bubis Research Award (10,000\$)

2007-2008: The Golda Meir Award at the Hebrew University of Jerusalem

Research Grants:

2009 – Two year research grant from the Israel Science Foundation (grant # 1487/09, 90,000 NIS for two years [per each year]) for the project: Readings in Modern Hebrew Autobiography: Scenes in the Life of a Genre

Joshua Levinson

2005: Fellowship; The Institute of Advanced Studies, Hebrew University, “Narrative Discourse and Religious Culture”.

2006: Research Grant; Hebrew University, “An Analytic Compendium of Sage Narratives”.

2006: Research Fellow; King's College, Cambridge, "Conversion: State of Body – State of Mind".

2006: Research Grant; Aimes Budick Foundation

2008: Center for Advanced Judaic Studies; "Jewish and Other Imperial Cultures in Late Antiquity: Literary, Social, and Material Histories".

2009: Research Grant; Hebrew University, "The Borders of Identity and Their Transgression in Rabbinic Literature".

2010: Research Grant; Hebrew University, "An Analytic Compendium of Sage Narratives".

2012: Fellowship; Center for Advanced Judaic Studies, "Travel Facts, Travel Fictions and the Performance of Jewish Identity".

Grants and Awards – Junior Staff

Dr. Tali Artman

2006-2007: Warburg Award for outstanding advanced student in Jewish studies.

2007: Prof. Abraham Katsh Prize for outstanding doctoral student in Hebrew Literature.

2008: Mordechai Bernstein award for outstanding research student, The Hebrew University.

2009: Beherav Prize for Ph.D. Student in Rabbinic Literature, The Hebrew University.

2010: Simon Dubnow institute post doctoral visiting fellowship, Leipzig University.

2010: Bella and Max Guggenheim post-doctoral fellowship in Jewish Ethics.

2010-2011: Lafer center for women and gender studies post doctoral fellowship, HU.

Ms. Moran Benit

2006-2007: Rudin Foundation Honors Scholarship

2007-2008: Rudin Foundation Honors Scholarship Excellence Award from the Department of Hebrew Literature

2008-2009: Institute of Jewish Studies Scholarship
Prize Arie Lubin

Rudin Foundation Honors Scholarship
Excellence Award from The Department of Hebrew Literature

2009-2010: Institute of Jewish Studies Scholarship
Prize Arie Lubin
Scholarship "Misgav Yerushalayim" for master's thesis

Rudin Foundation Honors Scholarship
Excellence Award from the Department of Hebrew Literature

2010-2011: Institute of Jewish Studies Scholarship

Prize Arie Lubin
Excellence Award from the Department of Hebrew Literature

2011-2014: Scholion Scholarship for Outstanding Doctoral candidates

Roy Greenwald

2006: Yacob Horwitz Prize.

2006 – 2009: Fellowship, The Mandel Institute for Jewish Studies, Hebrew University.

2007: The Aharon and Yael Haver Prize.

2009 – 2010: The Moritz and Scharlota Warbrug Prize.

2010: Avraham Katz Prize for Advanced Research Students.

Gropper Prize for Research Students.

Shimrit Peled

2006: The Yael Haver Prize for Excellence in Modern Hebrew Literature Research,

2005/6-2008: Einstein Scholarship, Isaac Kaye Fund, for expected excellence of the dissertation the Hebrew University of Jerusalem.

2008: The Abraham Katsh Prize for expected excellence of the dissertation for Ph.D. Student.

2009: The Schlomiuk Prize for excellence in the Humanities on the dissertation: "Identity and Space in the Israeli Novel, 1967–1973", The Hebrew University of Jerusalem.

2009-2010: PBC (Vatat) Post-Doctorate Scholarship, Planning and Budgeting Committee, Council for Higher Education, Israel, Department of Literature, Language and Arts The Open University of Israel.

2010-2011: Efraim Urbach Post-Doctoral Fellowship, Memorial Foundation for Jewish Culture

2014: Member, Research Group, *Eros, Family and Community*, Scholion: Interdisciplinary Research Center in Jewish Studies

Naama Tsal

2005:

- Yale University Full Fellowship for P.h.D Studies in Comparative Literature (I decided to decline)
- University of Chicago "Century Fellowship" for P.h.D Studies in Comparative Literature (I decided to decline)
- University of Michigan at Ann Arbor Full Fellowship for P.h.D Studies in Comparative Literature (I decided to decline)
- The New School Extended Fellowship for P.h.D Studies in Philosophy (I decided to decline)
- Philosophy Dept. Fellowship for Academic Excellence, Tel Aviv University
- Adi Lautman Scholarship for academic excellence

Lautman Fellowship for extraordinary Students within the Interdisciplinary Program

2006: Mandel Institute of Jewish Studies Scholarship for Outstanding P.h.D Students

2006-2010: Einstein Scholarship, Isaac Kaye Fund, for expected excellence of the dissertation the Hebrew University of Jerusalem.

2007: Grant for Participaion in the Intensive Advanced course in Literary Arabic Tel Aviv University

2008/9: Center for German Studies at the Hebrew University Fellowship

2010: Lakritz Prize, the Hebrew University

2010-2011: Warburg Fellowship, Mandel Institute for Jewish Studies, the Hebrew University

2011-12: Bella and Max Guggenheim fellowship in Jewish Ethics.

2011-13: Research Fellow, Kogod Research Center for Contemporary Jewish Thought, Shalom Hartman Institute, Jerusalem

Gila Vachman

2006-2008: Scholion Scholarship for Outstanding Doctoral candidates

2009: The Avraham Issac Katz Prize for research in Jewish Studies

Ariel Zinder

2011 – Misgav Yerushala'im Scholarship for graduate students in the field of Spanish Jewry during the middle ages.

2011 – The Yael G. Levine scholarship for doctoral students in the faculty of humanities, The Hebrew University, Jerusalem.

2010-2014 – The Hebrew University President Scholarship

4.13 What is the level of synergy between research strengths and teaching needs at the various degree levels?

Our teachers' synergy of research and teaching increases relative to the degree of the students that are being taught: in bachelor level teaching, the lecturers' research capacities come to light only through their experience and breadth of knowledge while in master level teaching, the two elements coalesce.

4.14 In summary, what are the points of strength and weakness of the research, and are you satisfied with the research outcomes of your department?

In conclusion: we are content with the department's research accomplishments, with some of the more noticeable instances being: the historical study of literature as a cultural manifestation; the deep investigation of several unique corpuses of works; and the treatment of the myriad theoretical problems that devolve from the cultural uniqueness of Hebrew literature. The weaknesses exist in those areas that have received less attention in the department – Renaissance, Hassidic and Haskalah literatures.

Chapter 5 - The Self-Evaluation Process, Summary and Conclusions

5.1 Please describe the way that the current Self-Evaluation process was conducted, including methods used by the parent unit and the study program in its self-evaluation process, direct and indirect participants in the process etc. What are your conclusions regarding the process and its results?

The preparation of the report was a joint effort that involved the entire staff of the department. This effort was coordinated and directed by the department's head, who assigned the different sections to staff members in accordance with their specializations, positions and skills. Most of the work was undertaken by senior staff members, but some portions of the report were composed or worked on by the young staff members, who see themselves as an integral part of the department and are involved in its activity and organization. All tables were prepared by the secretary, as well as clause 3.4. The department's history and all summaries were composed by the department's head.

5.2 Describe the consolidation process of the Self-Evaluation Report, including its preparation and final approval (including a description of the contributions of staff members to the process).

The actual composition of the report was handled by the department's secretary and a young staff member, who volunteered his skills and time to combine the different segments into a single file. The report was then stylistically edited by a senior staff member who volunteered for the task.

5.3 If a mechanism/structure has been decided upon for the future treatment of weaknesses that were highlighted by the self-evaluation activity, please specify it while referring to those within the institution who would be responsible to follow up on this activity. Please refer to the question: how do the institution and the parent unit intend to deal in the future with quality assessment and its implementation?

The weaknesses unveiled by the report will be dealt with by the department's head in consultation with the forum of senior staff members. Our intention is to act promptly to improve the supervisory apparatus, and to vigorously seek to expand the number of available positions within the department. At this moment we are uncertain how the faculty/university will respond to the demands of the department.

The Hebrew University has adopted a monitoring and review process as a deliberate and systematic policy of proper administration. It is regarded as an integral part of the functioning of all academic units. Review and evaluation at regular intervals are essential in order to prevent stagnation and to allow for improvement, rectification of problems, adequate use of available resources and growth. The Committee's report is submitted to the Rector, and its recommendations are carefully studied by the reviewed units and the deans. The report is then discussed by the University's Committee for Academic Policy, which decides on steps to be taken both in the long and in short term. The person responsible for the reviews and the academic evaluation at the Hebrew University is the Vice-Rector, Prof. Yaacov Schul.

5.4 Is the full Self-Evaluation Report accessible? If 'yes', to whom it is accessible and to what extent?

This report will be accessible to all staff members (both senior and young) upon request.