

האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM



The Faculty of Humanities

Department of History

Self-Evaluation Report

August 2021

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1. Executive Summary

1.1 The department of history at the Hebrew University of Jerusalem provides its students with a comprehensive program of undergraduate and graduate studies of European history in a global context. The program is comprised of two sections: pre-modern period (ancient history: Classical Greece, Roman history and Late Antiquity; and medieval history), and the modern age (Early Modern Europe; the 'long' 19th century and late modern period).

In recent years the department witnessed a significant generational shift as the scholars and teachers who led the department in the 1980' and 1990' retired in the first decade of the 21st century and since 2009 a significant process of hiring new faculty has taken place. This process changed the face of the department in more than one sense. As of October 2020, the department has full time staff of 18 members, all of them tenured or tenure tracked, of them 11 are full time members of the department and 7 with partial appointment with the department. Each year the department provides further classes given by post-doctoral fellows of the Martin Buber Society of Fellows, The Polonsky Society of Fellows, George Mosse post-doctoral program, or by visiting professors from the Koebner Center for German History and the University of Wisconsin – Madison (through the Mosse program). Diversity wise the department of history was traditionally male-dominated, whereas in the last ten years the percentage of women senior faculty rose to c. 40% with the hope that new hiring in coming years will complete this process and balance the gender aspect. Also, in other regards the department today is more diversified: whereas in former years the vast majority of the faculty were of Ashkenazy descent to day some of the more prominent members of the faculty are of Sephardic origins.

This generational change expresses itself also in the curriculum as the emphasis has shifted to cultural history and to diverse topic long neglected such as history of science, material history, environmental history, history of cognitive systems, histories of gender and sexuality among others. This is done without abandoning the value of rigorous research and source analysis and these are entrenched all through the curriculum. As the department set as one of its aims to teach and study European history in a global context it achieves it either through integrating historians of other regions as part of the faculty, or through a close cooperation with other departments of

regional studies. The department has rich and fruitful collaboration with the department of Spanish and Latin American Studies and the department encourages its students to take courses in the department of Middle-Eastern Studies and in the department of East Asian Studies. One should also mention in this context that historians from other departments (such as art history or the various regional studies) can be members of the Institute of Historical Studies, that nominally includes only the department of history and of Comparative Religion. This provides further possibilities for collaboration concerning the curriculum.

1.2 Actions to improve weaknesses

The department of History provides its students with a rich and varied program of studies. Yet, there are still some areas of historical research that department feel is lacking and in need of complementing. A major gap in the curriculum is concerned with pre-Christian and Hellenistic Mediterranean, especially classical Greece. Other topics the department wishes to include in its program are economic history and especially histories of Capitalism, and histories of the Atlantic World. The department hopes to pursue these aims in the next round of hiring to take place in coming years. Also, the cooperation with the department for Middle Eastern Studies should be further augmented.

1.3 Achievement of mission and goals

The department successfully went through a period of generational shift, and this was done with a truly positive and collegial spirit. This ambience of development and fresh start is also reflected in the students' semesterly assessment of the quality of the courses and instruction they get in the department, that are consistently above the average ratings for the university at large as well as the Humanities Faculty.

The department is currently reviewing the structure and procedure for the graduate program, giving more emphasis to methodological issues and writing skills.

The department is proud of a long list of successful competitive grant applications such as the ISF (in the last two years eight of our faculty won this lucrative grant) and ERC. This enables the

department to support research students and to enhance the department's national and international reputation and prestige.

2. The Institution

About the university: The Hebrew University of Jerusalem is Israel's premier university as well as its leading research institution. It was founded in 1918 and opened officially in 1925. The Hebrew University stresses excellence and offers a wide array of study opportunities in the humanities, social sciences, exact sciences and medicine. The University serves as a bridge between academic research and its social and industrial applications. The University is among the top winners of the European Research Council's competitive grants, and its scholars are awarded about one-third of all competitive research grants in Israel. The faculty members have registered more than 10,000 patents, and faculty and alumni have won 8 Nobel prizes, 1 Fields Medal for Mathematics, 287 Israel Prizes, 13 Wolf Prizes, 48 EMET Prizes, and 96 Rothschild Prizes.

The Hebrew University consists of more than 1,000 faculty members, about 2,000 administrative staff, and 25,000 students. The university is actively engaged in international cooperation for research and teaching. It operates more than 300 agreements for joint projects with other universities and 120 agreements for student exchange programs with institutions from 25 countries, in addition to numerous faculty-based exchange programs.

In Jerusalem, the University maintains three campuses: the Mount Scopus campus, for the humanities and social sciences (Faculty of Humanities, School of Education, Faculty of Social Sciences, School of Business Administration, Faculty of Law, School of Occupational Therapy, Paul Baerwald School of Social Work and Social Welfare, and Rothberg International School); the Edmond J. Safra Campus at Givat Ram, for exact sciences (Faculty of Mathematics and Natural Sciences, Rachel and Selim Benin School of Engineering and Computer Sciences, and Edmond and Lily Safra Center for Brain Sciences); and the Ein Kerem Campus, for medical sciences (Faculty of Medicine, School of Pharmacy, and Faculty of Dental Medicine). It also maintains a campus in Rehovot, for the Robert H. Smith Faculty of Agriculture, Food and Environment; a campus in Beit Dagan for the veterinary hospital (The Koret School of Veterinary Medicine); and one in Eilat, for the Inter-University Institute for Marine Sciences.

The University also operates 3 sports facilities, 11 libraries, 5 computer centers, and about 6,000 dormitory beds.

Table 1 - Number of students and faculty members in the Institution

Faculty	Number of Students						Number of faculty members
	BA		MA		PhD		
	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	
Faculty of Humanities	1531	1622	708	525	398	372	185
Faculty of Social Sciences	1952	2170	1034	935	334	319	166
Faculty of Law	936	960	314	361	57	62	45
Faculty of Mathematics and Sciences	1460	1671	382	339	460	463	215
Faculty of Medicine	1763	1882	925	892	320	353	84
Faculty of Dental Medicine	232	237	241	236	47	50	14
Faculty of Agriculture, Food & Environment	1354	1509	385	299	309	318	95
School of Engineering and Computer Science	1567	1644	214	245	86	92	48
School of Pharmacy	408	540	86	90	80	67	22
School of Education	218	221	452	480	69	66	35
School of Social Work and Social Welfare	291	318	691	723	77	75	29

School of Business Administration	283	459	447	579	34	32	29
ELSC	—	—	26	37	67	61	12
School of Veterinary Medicine	—	—	287	260	—	—	17
Total	12091	13231	6192	6001	2338	2330	996

3. Internal Quality Assurance

3.1 Overview and follow-up

3.1.1 A description of the institution's Quality Assurance policy and system; including its mechanisms, processes, and the responsible bodies for its implementation:

The Hebrew University's Office of Assessment & Evaluation, which is part of the Rector's Office and headed currently by Vice-Rector Prof. Berta Levavi Sivan, is responsible for internal quality assessment. The Office of Assessment & Evaluation initiates timely international reviews of the academic units and assists the units in preparing the self-evaluation reports. Once a review is received, the relevant unit is asked to respond to it. The report and the response are then discussed at the University's Academic Policy Committee. This committee consists of the President, the Rector and Vice Rectors, as well as faculty members and independent, non-faculty members. The head of the Office of Assessment & Evaluation leads the discussion, which includes presentation and Q&A with the heads of the relevant academic unit. The discussion is concluded with a set of recommendations for implementation. The head of the Office of Assessment & Evaluation is responsible for working in cooperation with the academic unit on implementing the recommendations, including required changes in policies of the school/faculty or the university in general.

3.2, 3.3 Describe the current self-evaluation process and the consolidation process of the self-evaluation report:

It is a fortunate occasion to engage in an in-depth reflection on the current state of the department of history, and especially on the extensive and far-reaching changes it went through in the last decade. The successful integration of young faculty and the introduction of new topics for study and research, was in large part a response to the 2006 evaluation report. The hesitant first step was in introducing an introductory course in world history was followed by a wave of new modes of doing and teaching history: from the history of sexuality and history of the body, through material history, the use of cinema and film theory, cultural histories of knowledge, to environmental

history. This contributed much to the intellectually stimulating environment in the department that assisted, together with a certain amiability and student friendly ambience, in conserving the number of students on the backdrop of the general crisis in the humanities.

The self-evaluation process gave the opportunity to rethink the impact of the recent health crisis on the department. There is still an uncertainty in regards to how this will affect the numbers of students, both those newly registered as well as percentage of drop-outs. On the other hand, the pandemic facilitated the quick integration of online teaching and instruction into the daily routine of the departmental life. The self-evaluation process, also, helped in assessing the relationship of the department of history with university at large, and especially with the Mandel School of Graduate Studies and the Institute of Historical Studies, that provided the department's graduate students with both material and intellectual subsistence.

The self-evaluation report presented here is the product of very few hands: chiefly, the former head of the department with the assistance of the current head and the departmental secretary, with some crucial input, at various times, from the department members at large, as well as administration personnel in the office of the Dean of the Humanities Faculty, the office of the Rector of the University, and the Authority for Research Students. The degree of support and involvement of these specified parties was entirely dependent upon the initiative of the department chair, who reached out for advice and assistance at various levels; that is to say, at no point was a support-mechanism (additional human resources and the like) contemplated. Guidance in the manner of executing the report was derived mainly from the printed guidelines that were distributed to the institution by the Council for Higher Education and, by inference, from perusing the previous evaluation documents or similar reports tendered by other departments in recent years. That is to say, in summary, there is little "process" involved in the preparation of the report other than an attention to accuracy as per instructions, and the like.

3.4 Mechanism for follow-up

Follow-up on this evaluation, as far as it appears from the guidance received, will await the further steps involving the planned visit to the department by the evaluating committee (and see above, section 3.1.1). In the wake of that visit, there will undoubtedly be observations, conclusions and recommendations that will be communicated between the committee, the department, the department's parent body (the Faculty of Humanities), and the office of the Rector. Those recommendations, in turn, will create the agenda and opportunity for follow-up.

4. The Parent Unit

The Department of History belongs to the Humanities Faculty which creates and promotes a vibrant discourse between scholars of different cultures, genres and periods. The main goals of the Faculty are to enhance research and to develop critical thinking, creativity and originality among its staff and students. The Humanities Faculty believes strongly that human civilization is worthy of study and can be drawn on in order to educate people to deal with contemporary and future changes. The Faculty of Humanities is committed to shedding light on civilizations past and present as revealed in language, literature, visual arts and music, theater, material culture, folklore, philosophy, religion, and history. Its academic activity may be divided into four broad areas of emphasis:

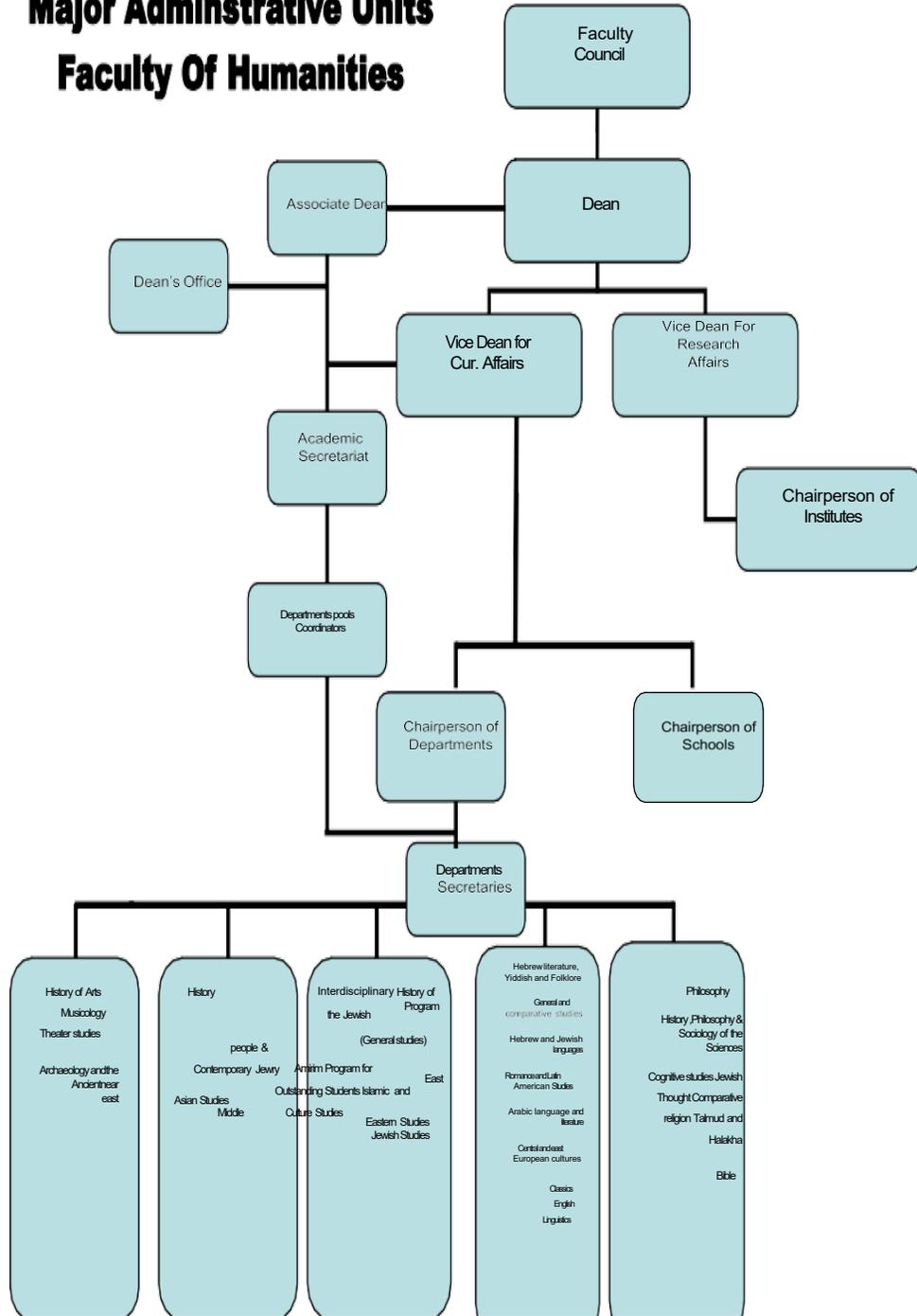
- Jewish culture, from its ancient oriental roots to contemporary manifestations in Israel and the diaspora.
- The people and cultures of the Middle East, from the first extant signs of mankind on through the region's rich ancient cultures, the rise of Islam, and the present era.
- Western civilization, from the Greek Classical period in the Mediterranean basin to the inception of modern Europe and its cultural successors in the New World.
- Asian culture, primarily the large civilizations of southern and eastern Asia as well as Euro-Asian cultures.

The focal point of the Faculty's research projects is the development of individual cultural traditions as well as the interactions between and mutual influences of different nations and civilizations on each other.

The Faculty is structured upon 30 teaching departments and other teaching programs, which are grouped according to nine Institutes and Schools: Archaeology; Arts; Asian and African Studies; History; Jewish Studies; Language, Philosophy and Cognition; Literature; and the Jack, Joseph, and Morton Mandel School for Advanced Studies in the Humanities; as well as the Unit for (Foreign) Language Instruction.

Faculty structure:

Major Administrative Units Faculty Of Humanities



Academic Units Faculty of Humanities

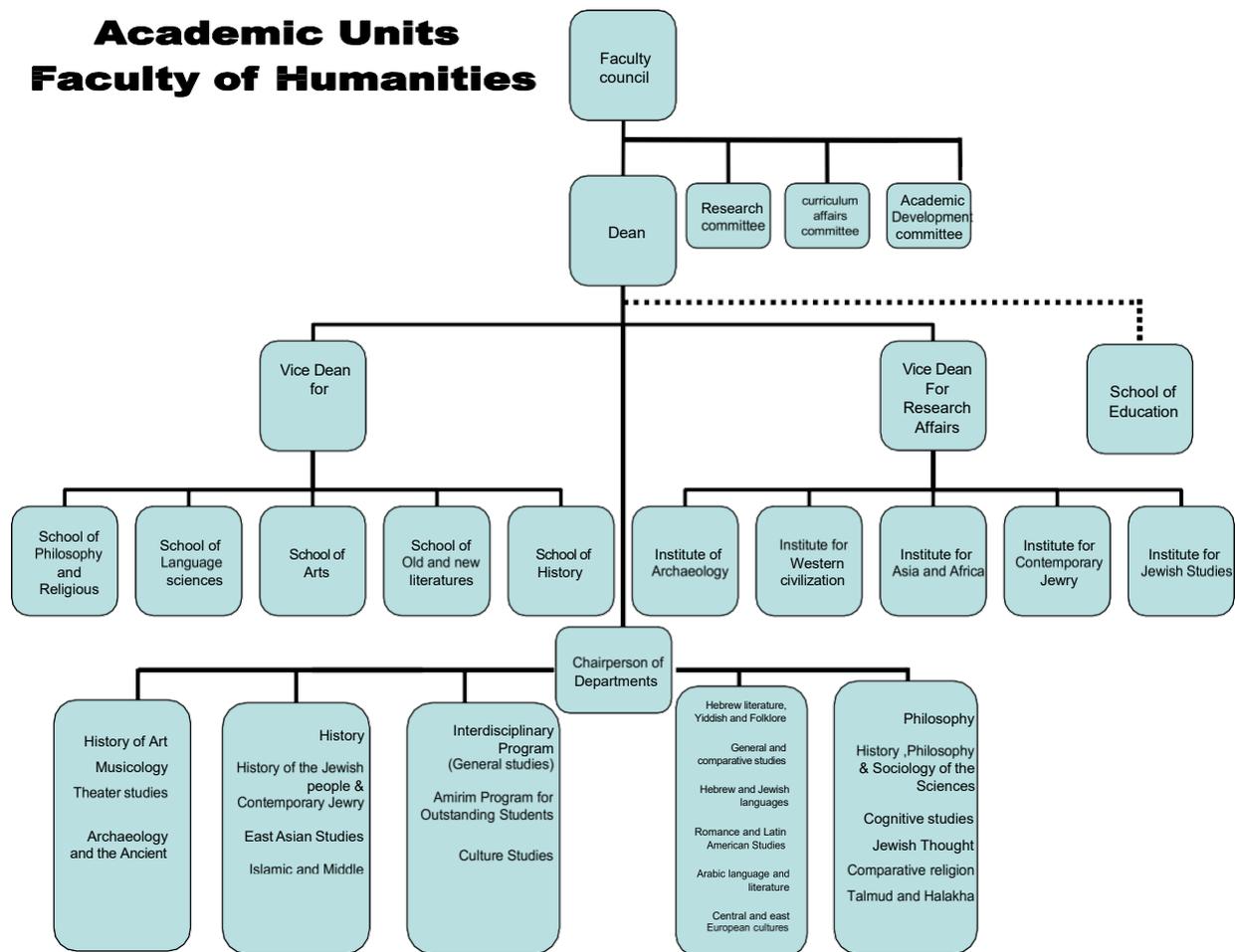


Table 2: Number of students and faculty members in the Parent Unit available

[here](#)

5. The Department/Study Program

5.1 Study Programs

5.1.1 Overview:

5.1.1.1 Name and brief summary of the department's history and development

The Department of History was founded as an autonomous unit (i.e. separate from the Jewish History Department as a part of the Institute of Jewish studies) in 1935. Its first Ordinarius was Richard Koebner, a former Professor of medieval and modern history at the Breslau University who lost his job after the Nazi rise to power in Germany. Koebner introduced the German historiographical tradition and may be considered the patriarch of Israeli historiography. Following him, to mention but a few, were such prominent historians as J. L. Talmon (modern history), J. Prawer (medieval history), A. Fuks (classical Greece), J. Arieli (modern history), B. Z. Kedar (medieval history) and M. Heyd (early modern history). These historians lead and headed the department during the second half of the 20th century, and shaped the ways in which history is studied and taught both in the Israeli educational system, as well as specifically in Israeli academia. Traditionally, the department of history at the Hebrew University cherished rigorous analysis of primary sources in the service of more time-honored topics as political history, military history, history of ideological system and social history.

The 1950s signaled the beginning of the department's expansion (6 tenured positions), and during the 70s and 80s, the time of the "explosion" of the Israeli universities, the number of tenured teachers rose to ca. 19. However, during the 1990' and the first decade of the 21st century, following many retirements, the number of faculty shrank considerably. Since 2009 a gradual and careful process of new hiring took place that changed the face of the department, so today out of the 20 faculty only 4 were members of the department back in 2006.

This generational change altered both the appearance of the department as well as the content of studies. Diversity wise the department of history was traditionally male-dominated, whereas in the last ten years the percentage of women senior faculty rose to 35% (7 out of 20) with the hope that

new hiring in the near future will complete this process and balance the gender aspect. It is also pertinent that every member's vote counts equally in departmental decision-making, including nominating new hires, regardless of their full- or half-time status. Also, in other regards the department today is more diversified: whereas in former years the vast majority of faculty were of Ashkenazy descent today some of the more prominent members of the department are of Sephardic origins.

This generational change expresses itself also in the curriculum as the emphasis has shifted to cultural history and to various topics long neglected, such as history of science, material history, environmental history, history of cognitive systems, histories of gender and sexuality. This was done without abandoning the value of rigorous research and source analysis and these are entrenched all through the curriculum. As the department set as one of its aims to teach and study European history in a global context it achieves it by integrating historians of other regions and cultures as part of the faculty, and through a close cooperation with other departments of regional and historical studies. Example of the first sort of shared tenure are Professor Elisheva Baungarten (medieval Jewish history); Dr. Rotem Geva (history of Modern India); Dr. Danny Orbach (history of modern Japan and military history); Professor Jonathan Dekel-Chen (history of Soviet Russia, soviet and east European Jewry); and Yitzhak Brudny (modern Russian history, theories of nationalism). As to the second sort, the department has rich and fruitful collaboration with the department of Spanish and Latin American Studies, with the department of art history, and with the department of Political Science. The department of history encourages its students to take courses in the department of Jewish History, Middle-Eastern Studies and in the department of East Asian Studies. One should also mention in this context that historians from other departments (such as art history or the various regional studies) can be members of the Institute of Historical Studies, that nominally includes the department of history, Classical Studies and of Comparative Religion. This provides further possibilities for collaboration concerning the curriculum and the instruction of students.

As the department's curriculum covers more two and a half millennia, it cannot presume to cover all topics and periods with the same depths. Beyond the introductory survey courses, the students

are exposed to a variety of subjects that depends on the specific interests and expertise of the faculty.

5.1.1.2 Study program's aims and goals

The Department of History provides training that integrates two components: a thorough acquaintance with the fundamentals of modern historiography and with current historical method; and a comprehensive knowledge of the history of Europe and of Western civilization in a broad global context. The department provides its students with specific skills that foster their independent research and that will contribute to their personal and professional development both in academia and outside the academic world. The department believes strongly that human actions in the past are worthy of study and could be used to educate people to deal with changes in the present and even the future. Thus, its main goals are to enhance research, to develop critical thinking and originality among its students, to familiarize them with historical and historiographical ways of thinking, and to develop students' understanding and Humanistic empathy to societies and historical periods other than the students' own environment.

Obviously, these general ideas are divided into numerous other goals, depending on the specific degree the students are pursuing. Given its agenda to teach students to use the past in order to think critically about the present and the future and to develop their own critical capabilities, the department emphasizes the students' ability to read and analyze primary sources starting in the very first year of the B.A. degree.

The department's primary concern is to cultivate originality, creativity, and critical thinking amongst our students. At the center of our curriculum is familiarizing students with the four major European historical periods (Ancient Greece and Rome, the Middle Ages; Early Modernity; and Modern Europe and America), to acquaint them with modern and changing historiographical trends and the major historians of each of these periods. The department seeks to provide students with historical research skills as well as with analytical tools that can fruitfully be applied to fields and periods other than those studied at the Department of History. This is achieved by encouraging the students to study and analyze primary sources (which at the M.A. and Ph. D. levels include the mastery of these sources' languages). We encourage students to try, as much as possible, to view

the past on its own terms. At the same time, we teach students to deal with the dilemma (and consequent necessary balancing act) inherent to the discipline: the need for both empathy and critical distance. Critical and non-conformist modes of thinking are emphasized.

Instruction is organized according to a two-module periodization: Pre-modern history that includes the history of classical Greece, the Hellenistic world, history of Rome, Late Antiquity and the Middle Ages; and modern history that includes the history of early modern Europe, the long 19th century, and late modernity. Incoming students take mandatory surveys and intermediate level courses across various periods and then choose to "major" in one period (in both the B.A. and M.A programs). The study program is quite diversified aiming to introduce the student to a large variety of historiographical styles and methods from intellectual history to material history.

At the B.A. level, the department defines its missions as the following:

1. To give the students basic familiarity with the main developments in a wide variety of (mostly European) historical periods and topics and to acquaint them with the major historiographical schools and approaches
2. To develop the students' ability to "think historically" – to analyze historical developments and understand historical causations. In order to pursue this goal, the department emphasizes the students' writing skills. Starting in their first year, students are required to write historical papers that show their ability to think historically and to synthesize historical data.
3. To think critically about the reading material and to be able to put these skills into use in other spheres.
4. To give the students the tools to pursue historical knowledge in fields and periods other than those studied in the department and to put the methods and knowledge they have acquired in the department or in specific courses to use in extra-departmental contexts and activities.

It is important to note that the B.A. degree is not intended to turn students into professional historians, but to develop intelligent human beings who can find employment in all sorts of fields, but would be able to put into use the tools and general methods they had acquired in the department.

The M.A. degree is offered in a general (“non-research”) track, which maximizes frontal learning and seminars, affording students a broad perspective, and a research track, which reduces the credits required in the form of frontal learning but adds a major research paper (“thesis”), a comprehensive exam and a foreign-language requirement (apart from English, which is a prerequisite). The goal of the Master’s degree program is to provide the students with the opportunity to experience the historian's craft and to be trained as **professional** historians. This goal pertains for all students, regardless of whether they pursue a degree that includes a thesis, or a degree without a Master’s thesis. In order to achieve this objective, during the Master’s stage of the program students are expected to learn the following skills:

1. To use primary sources to pursue their own research and to write research papers (and if they so choose, a thesis) that demonstrate the students’ ability to do so.
2. To acquire a thorough familiarity with the major historiographical schools.
3. To acquire the ability to read and pursue research in the languages that are relevant to the student’s area of interest.

The goal of the Ph.D. program is to make sure that its graduates are professional historians, who are thoroughly familiar with a wide variety of historical methods and schools, with the current state of historical research, and with the varieties of historical sources. The doctoral dissertation should demonstrate the student’s ability to pursue independent and original work, the ability to synthesize bodies of knowledge and methods, and to contribute in a significant way to historical knowledge.

All of the faculty members in the history departments are active scholars and researchers, who are pursuing research projects. Many are internationally-acclaimed scholars who participate actively and continuously in the on-going advancement of historical knowledge. Most pursue their own

individual works and some participate in research groups with other scholars (for details, see attachments).

We strongly believe that constant interaction with historians who pursue their own research adds to the students' appreciation of the profession and their ability to pursue their own route within it. A major component of the program is introducing students to their professors' own research. This is done on a regular non-structured basis outside the classroom, in routine interactions between teachers and students, but also in two structured formats: a departmental seminar in which professors and advanced students present their current work, and in the M.A. seminars that often address a specific topic relating to the professor's current research project.

While the Ph. D. program is administered by the Authority for Research Students and not by the department itself, it is organized and carried out by members of the department. Topics for dissertation are decided by consultation between the candidate and the advisor. The student comes up with the general idea for research, and it is the advisor's responsibility to direct the student to current "holes" in historical knowledge and to the suitable methods. The advisor participates in the selection of the Ph. D. committee and supervises its activities on behalf of the Authority for Research Students.

5.1.1.3 Planning and managing the study program.

The program is planned within the department before being submitted to the Humanities Faculty, which holds central supervisory and budgetary authority.

- Preliminary planning in the department: Members of the two period-modules confer internally to draft a roster of courses for the following academic year: required survey courses, required electives (intermediate-level courses for the B.A. and methodology courses for the M.A.), and seminars for both B.A. and M.A. The plan also includes proposed field trips and courses to be conducted in English.

- The course plans of each module are collated and submitted to the department head, assisted by the departmental secretary and the administrative coordinator for the History departments, and alterations are inserted upon review of the entire program, as needed. The chair of the

department may recommend which undergraduate courses are sufficiently broad to be proposed as "cornerstone" courses (part of the B.A. distribution requirements for students in the Humanities or other schools and faculties of the university). The chair of the department, further, decides which courses proposed by post-doctoral fellows of the Martin Buber Society of Fellows and the Polonsky Academy to be integrated to the list of proposed courses both on the undergraduate and graduate level.

- The Instruction Committee of the Humanities Faculty, headed by the Vice-Dean for Instruction, together with the administrator of academic instruction (equivalent to "registrar's office"), the head of the Jewish Studies Institute, and the Faculty's budget manager, vets the proposed program based on a "steady-state" model of a program of study appropriate to the size of enrollment, individual teaching loads, etc. The roster of courses, teaching assignments, and field trips is then returned to the department for final revision.

5.1.1.4 Content and follow-up

Each department member is responsible for determining the content of his/her courses. The departmental office (department head and departmental secretary) follows up, making sure that course syllabi are duly posted prior to the beginning of the academic year in the course catalogue as well as the relevant course sites (Moodle). In the cases of newly hired faculty members as well as those in line for tenure and promotion, scheduled visits during classroom sessions are conducted by senior members of the department, to assess content and effectiveness.

5.1.1.5 Courses provided to other departments:

Courses taught in the department are open to students majoring in other departments. The only courses that are exclusively offered to other units at the University are selected "cornerstone" courses designated for students at campuses other than Mt. Scopus.



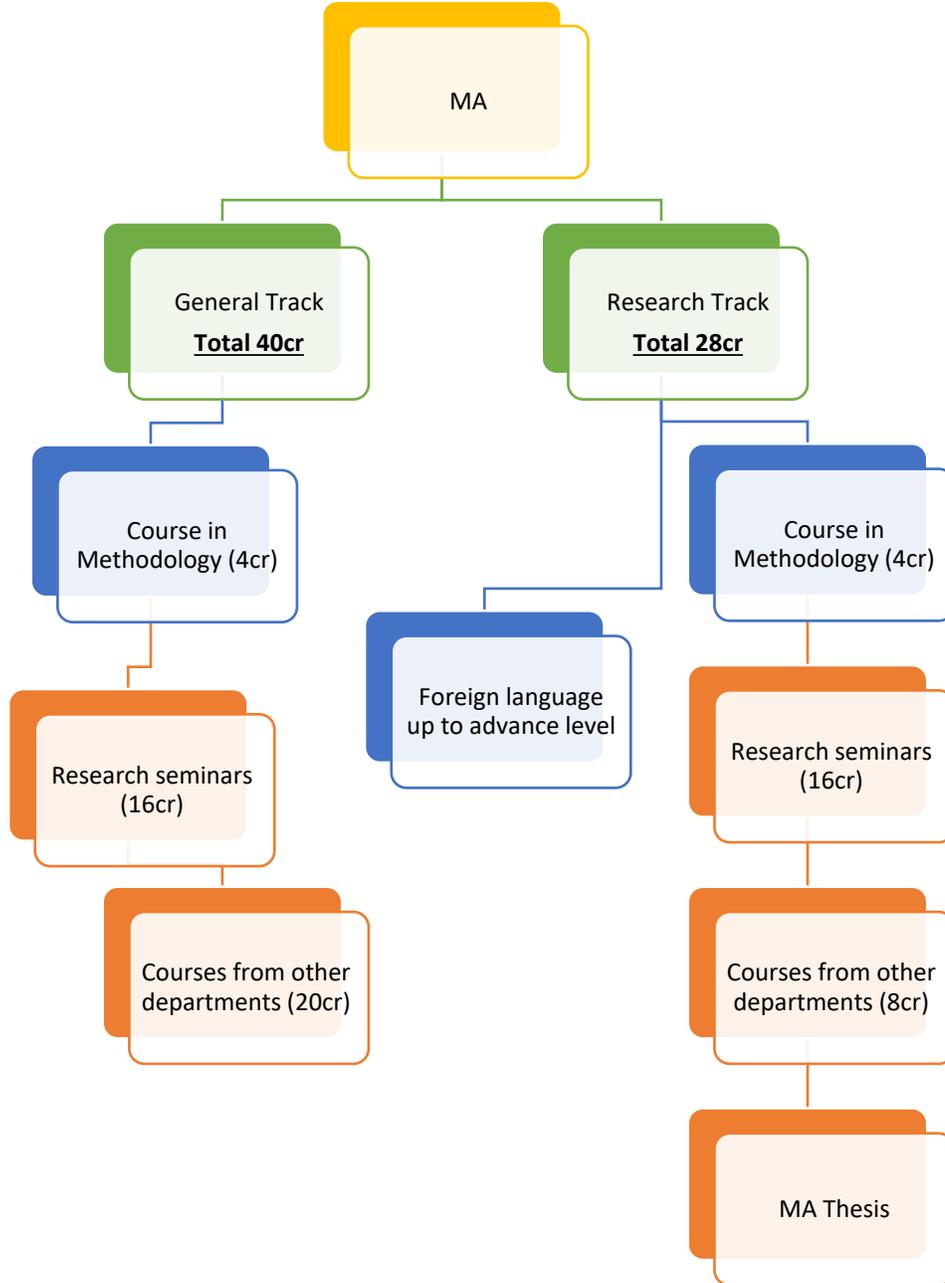
Year 1

- Academic reading and writings skills(2cr)
- 5 introductory survey courses to historical periods (10cr)
- 5 elective intermediary courses (10cr)
- Methodological instruction (1cr)
- Elective introductory survey to a topic in modern history (choice of American history, Russian history, or history of science) (2cr)
- Two (out of 4) elective general introductory courses (4cr)



Year 2-3

- Trends in historiography (2cr)
- Introduction to the History of Christianity: The Early Church (2cr)
- Seminars in Period of specialization (12cr)
- Seminars in the other periodical module (4cr)
- Seminars from other historical departments (4cr)
- Seminars (cultural/historical) from other departments; or language studies (6cr)
- Seminar paper
- "Corner Stone" courses (social sciences, natural sciences) (4cr)
- **Total for degree: 61 cr.**



Research Track: The student is required to write one seminar paper, related to the student's specialization, in one of the courses of the department of history. Before submitting the thesis, the student is required to present it in either the departmental colloquium or in a designated conference. The student can take an additional research language for 4cr instead of 4cr courses from other departments.

General Track: The student is required to write two seminar papers.

5.1.3 Internationalization

5.1.3.1 The Hebrew University considers internationalization to be a strategic priority. The university provides opportunity to students to participate in semester-long exchange programs and hosts international students in exchange programs. The student body currently consists of about 10% of international students (not including students in exchange programs), and about 5% of the faculty are non-Israeli citizens. International Strategy has defined 5 key goals: 1. Increase the number of outgoing HUJI students for international study experiences during their studies. 2. Increase and expand international degree programs at HUJI for international students, especially at graduate level. 3. Increase the number of international doctoral and post-doctoral students. 4. Expand short term summer and winter programs for international students. 5. Build strategic partnerships with leading universities in North America, Europe and the Far East. The Faculty of Humanities offers courses in English in its various departments. International students with Hebrew proficiency may attend all classes. Bilateral exchange programs have been implemented between the Humanities Faculty and a select group of North American and British universities. The program aims to attract a limited, highly qualified group of students for advanced courses in History – including Jewish History and History of the Holy Land/Contemporary Israel, Middle Eastern Studies, Religious Studies, Jewish Thought and Archeology. For this purpose, the Faculty of Humanities has arranged for a cluster of courses – either advanced undergraduate seminars or M.A. seminars – that are taught in English during the spring semester, with a schedule tailored to American and British Universities' academic calendars.

5.1.3.2 International students, whether visiting Israel or participating online from abroad, may register for English-language courses in the department, or, if they qualify, take any course conducted in Hebrew. The department plays an active role in the semester exchange program with high-ranking U.S. universities by offering courses in English to accommodate exchange students. The department also welcomes successful international applicants for the "Sandwich" (year abroad) Ph.D. fellowships, Lady Davis doctoral fellowships, and Fulbright doctoral fellowships.

Organizational structure of the Department of History

Departmental administration:

Chair of the Department
(elected for a 3-year term by the faculty of the Department)

Department Office
(departmental secretary)...
administratively attached to the cluster of History departments and its secretariat, headed by an administrative officer supervised by the Deputy Dean of the Humanities Faculty

Internal committees:

2. Scholarship committee (appointed by the chair of the department)

3. Search committee (activated when a department chair has to be chosen)

Department faculty council

(tenured and tenure track members)

Meets 3-4 times a year for departmental business, votes on nominating new hires for the department. Elects chair of department.

Period modules (curricular units):

Pre-Modern History (Classical Greece, Roman History, Late Antiquity, Middle-Ages)

Modern History (Early Modern History, The "Long" 19th Century, Late Modern History)

5.2 Teaching and Learning Outcomes

5.2.1 Teaching

5.2.1.1. Institutional Quality Teaching activities

The Unit for Teaching and Learning at the University offers a wealth of teaching skill improvement courses and workshops (<https://tlce.huji.ac.il/seminars>). (See the web site for a more detailed list.) All recently appointed faculty members have to take the basic teaching workshop before their tenure procedure is opened. Faculty who receive relatively low grades in the teaching (student satisfaction) survey are asked to take a personal mentoring program given by the Unit for Teaching and Learning. Professional staff of the unit visit and record several lecturers, and then meet with the lecturers to pinpoint where they can improve their teaching. The university has formulated a policy regarding online teaching, as part of its efforts to continuously improve the quality of teaching and learning. During the COVID-19 pandemic period (starting in March 2020), the University expanded the use of digital components in teaching, due to the need to teach and learn remotely, by means of both synchronous and asynchronous learning. With the welcome return to routine in spring 2021, the university weighed the desired scope of integration of digital components in teaching in accordance with three main principles: 1. Interpersonal interaction of students among themselves as a group, and between students and instructors, is a key aspect of quality teaching and learning. Thus, the fundamental priority is that a significant portion of teaching and learning take place on campus, with the teacher and students physically present in the classroom. 2. The incorporation of digital components in teaching is of great importance for improving the accessibility of teaching and learning. Incorporating online teaching can also enhance international collaborations and inviting guests to classes, as well as in aiding students to develop self-learning abilities. 3. Formative assessment (mainly the submission of assignments during the semester, and in particular work done in groups, on which the instructor provides feedback and grades), is an important component in ensuring the quality of teaching and learning. Accordingly, courses are taught both in-class and through pre-recorded segments of lectures, with

extensive team-work assessments and PBL. Online courses are the exception, which is applied when it is academically justified to teach and learn remotely.

5.2.1.2 Teaching regulations and information: There are institutional guidelines for teaching procedures. The Teaching and Study Procedures Regulations (NHL) are published on the University's website and as part of the University's journal, which is accessible to all university students and is published in Hebrew, Arabic, and English

(https://en.studentsadmin.huji.ac.il/sites/default/files/studentsadmin.en/files/takanon2020_-_english.pdf). There is an established and regulated mechanism for updating curricula and syllabi. Each course has an updated syllabus in conjunction with the publication of each course in the course catalog as well as in the teaching management system - MOODLE. Each syllabus includes subject, scope, objectives, learning outcomes, methods of study, bibliography, and evaluation methods in the course. This mechanism operates according to predetermined schedules, with the guiding principle being that the course syllabus and its assignments cannot change beyond the period in which the student can change his/her registration for the course (two weeks after the beginning of each term). The Vice-dean for Instruction is in charge of addressing individual students' concerns and collaborates with the chair of the department to give prompt responses. See abridged obligations.

5.2.1.3 *Teaching surveys (student satisfaction):*

The university has instituted a uniform survey of student satisfaction that is conducted each semester. It solicits ranking on a numerical scale for each course taught, with questions to elicit feedback on the instructor and the course. In addition, the survey specifically asks for positive as well as critical comments on the students' experience. Feedback is also solicited about the students' experiences with the administrative staff. Data from the students' satisfaction surveys are sent directly to each faculty member and the chair of each department receives all data for every course taught in the department. The chair is responsible for evaluating the feedback and, where relevant, to discuss the results personally with faculty members. Aggregated tables of student feedback are included in faculty members' tenure and promotion files, and these are an integral part of the overall evaluation of faculty members' performance.

5.2.2 Learning outcomes

The department's ILOs are embedded in the Teaching program, published in the annual course catalogue. The B.A. degree ILOs are as follows:

By the end of their degree,

- Students will form a comprehensive overview of European and Western history and will attain specialized familiarity with at least one historical period;
 - Students will be able to understand and explain the interplay of political, cultural, social, and intellectual aspects that shaped European and Western history in its global context;
 - Students will attain a general overview of a variety of methodological approaches and historiographical attitudes;
 - Students will get a basic acquaintance with different kinds of source material;
 - Students will be able to read and to demonstrate their competence in understanding primary sources and documentary material;
 - Students will gain a basic familiarity with disciplines outside of the Humanities through electives and "cornerstone" courses offered by other schools and faculties;
 - Students will acquire practical competence in framing a basic research question and writing a successful research ("seminar") paper.
-
- M.A. degree ILOs: By the end of their degree, students will,
 - deepen their knowledge within a chosen historical period of specialization and be able to analyze and discuss research in the field and to carry out research projects;
 - will acquire a critical sophistication in the reading and comprehension of a variety of primary sources and documentary material;
 - Research-track students will acquire proficiency in a language (other than Hebrew and English), that they can apply in reading primary and secondary sources; those specializing in the Greco-Roman period must select either classical Greek or Latin, and those specializing in Medieval history will acquire proficiency in Latin;

- Research-track students will design a research question and carry out independent research, which they will present in a written research paper ("thesis").

5.2.2.1.1

Specific ILOs are designated per course, and stated in the course syllabi, published online in the course catalogue as well as explained formally in course web sites (Moodle).

5.2.2.1.2 *See par. 5.2.2.1 above.*

5.2.2.1.3 *See par. 5.2.2.1 above.*

5.2.2.2 / 5.2.2.3 *Examinations and assignments:*

Examinations and assignments are prepared and evaluated by the instructors. There is no institutionalized oversight or assessment of examinations and assignments at the departmental level. Evidence of basic appropriateness and the instructors' work in providing sufficient feedback to students is embedded in the student satisfaction surveys or other individual feedback received by the instructors and/or the chair of the department—which are overwhelmingly positive. Where an evident or persisting question of validity or appropriateness is raised, the chair of the department deals with it on an ad hoc basis and recommends remedial training for the instructor (see section 5.2.1.1).

5.2.2.2.4 *Other methods applied to measure (N/A)*

5.2.2.2.5 *Summary*

In sum, the achievement of ILOs in the program is positive, based on consistently positive student satisfaction, student grade averages, and the successful transition of most students from year to year in their respective programs or from undergraduate to graduate studies or doctoral studies.

5.3 Students

5.3.1 Admission and graduation

5.3.1.1. How are the admission criteria to the program decided upon?

Undergraduate admissions are centrally administered by the Admissions Office, which applies standardized criteria relative to the applicant's Faculty of choice: high school averages and matriculation examination grades, psychometric test scores, and scores attained in standardized English-language competency exams. Students whose applications have been approved are invited to register, after consulting with the departmental secretary and the B.A. advisor of the department.

5.3.1.2. Describe the policy of affirmative action within the program. The department as such does not run its own program of affirmative action but fully subscribes to university-wide policies. See section 5.1.1.1 regarding diversity in the student body in the department.

5.3.1.3. Describe the criteria for advancement from year to year and for completion of studies, including the requirements for being entitled to receive an academic degree.

A passing grade of at least 60 in each course is required for undergraduates to proceed from year to year in the program, and ultimately to graduate. M.A. students in the research track must attain an average of at least 85 (including an 85 or more on their graduation thesis) in order to successfully complete the degree. Graduate students who attain a grade of 90 or more on their thesis are eligible to apply to the doctoral program.

5.3.1.4. Describe the department's policy regarding dropping out.

The Humanities Faculty maintains a mentoring program in each department for first-year B.A. students (see 5.3.3.1). Mentoring enhances informal personal contact between faculty and students, spots potential issues that might lead students to consider dropping out, and helps students resolve those issues as much as possible.

5.3.3. Student Support Services - institutional and departmental

5.3.3.1. Academic counselling for students before and during the period of study:

For new students applying to the B.A. program, a student-representative/advisor is appointed each year by the department conducts follow-up conversations. The student rep answers initial

questions, describes the program and student life, and refers students to the departmental faculty's B.A. advisor and the departmental secretary for further assistance. Each first-year undergraduate is also assigned to a member of the faculty for individualized mentoring (each mentor deals with 2-3 students). Mentoring (unlike course advising) is voluntary for the students. Students who indicate a more generalized problem of adjustment, anxiety, or pressure under stress able to schedule professional counseling from the social worker appointed by the Humanities Faculty to help such students manage during their first year and avoid dropping out.

5.3.3.2. Do students with special needs receive special support?

Students with special needs are assisted by the Accessibility Program (Dean of Students office). Students with any form of learning disability are entitled to extra time for assignments and exams.

5.3.3.3. Describe the types of financial assistance available for students. See above, section

5.3.2.5. 5.3.3.4. Describe the mechanism to address student complaints regarding teaching.

Students' appeals or complaints regarding teaching may be channeled to the chair of the department and/or to the Vice-Dean for Instruction in the Humanities Faculty via the Committee for Instructional Affairs and the Academic Secretariat. Complaints about test grades are submitted to the departmental secretary, who transfers the complaint to the teacher involved, and then to the chair. Complaints about sexual harassment are addressed by a special sexual harassment officer. The Dean of Students acts as the ombudsman for student complaints.

5.3.3.5. Counselling provided to students regarding job placement: N/A

5.3.4 Alumni

The Hebrew University maintains an office for liaison with alumni, but the department as such does not have such a program.

5.4 Human Resources

5.4.1 Specify the criteria and procedures for recruiting, appointing, and renewing

appointments and dismissals of academic staff, including rules regarding tenure and promotion; specify the standard duration of service at each position. What are the plans for future recruitment to the study program?

Faculty members are not appointed by the department. Rather, the process takes place at the Faculty level. The Faculty issues a public call for applications. The department is tasked with creating a non-binding shortlist of candidates on the basis of all the applicants' portfolios and, in a second round, to rank them on the basis of the job talks that are conducted with the top 2-3 applicants. This ranking is taken under advisement by the Faculty's Development Committee (acting as the Appointments Committee). The regulations are available on the university's website. The future plans for hiring new faculty are dependent on dates of retirement of current members of the department, and will probably include an historian of early modern Europe, American history, and an historian of classical Greece.

The initial period of appointment is 4 years, with a possible extension to 6 years (and exceptionally to 7). The initial appointment of a faculty member who gives birth is extended by a year for each birth. Towards the end of the third year or the beginning of the fourth year of the appointment, the dean will prepare a dossier which includes a scholarly biography in which the candidate details his or her most important contributions to the field and future plans; a recommendation for promotion (if appropriate); the Faculty appointment committee's report from the initial appointment; and a report on the candidate's teaching, research, and academic activities. The dean, with the rector's approval, convenes a professional committee which will deliberate and recommend one of the following options:

- (1) Commence procedures for promotion and the granting of tenure, or for granting tenure alone at the rank of senior lecturer, and extending the appointment for this purpose;
- (2) Not extending the appointment at the end of the fourth year;

5 If in the course of the committee's deliberations it seems likely that the committee will recommend not extending the candidate's appointment at the end of the fourth year, the committee will stop its deliberations and report to the dean so that a hearing will be held.

(3) Extending the appointment for a period of not more than two years.

Criteria for tenure-track promotion in the Faculty vary across the different departments. Some departments peg each promotion in grade to the publication of a new monograph. Others lay heavier emphasis on the publication of articles in peer-reviewed journals, or the proportion of publications in English, etc. The monographic model that held sway in our department for years has been somewhat modified and the new professional culture regards quality and quantity of peer-reviewed journal articles as potentially equivalent to the publication of monographic books.

After receiving the committee's report, the dean will decide how to proceed and inform the faculty member and the rector. If the dean has decided to renew an appointment, the dean will meet with the faculty member and discuss the essential points of the professional committee's report, including lessons to be learned with regard to continued employment in anticipation of deliberations on the granting of tenure.

Trial period for appointees with the rank of associate professor: The maximum trial period in an initial appointment as associate professor is 3 years and may not exceed 5 years. In exceptional cases tenure may be granted from the beginning of the appointment. Initial appointment at the rank of full professor normally includes tenure, though it is possible to appoint a full professor for a trial period of three years.

Expedited procedure for a new appointment: In cases in which it is urgent to make a new appointment at the rank of associate or full professor, it is possible to skip the discussion in the committee for appointment, and the dean may present the dossier for ratification by the president and rector. Such an appointment will be for three years without tenure. The full procedure will be followed when tenure is granted.

Adjunct or external appointees in the department are temporarily hired to provide instruction in a given course (e.g., during a department member's sabbatical leave or the equivalent). There are no further procedures for their tenure or promotion.

5.4.2 Describe how faculty members are informed of these policies and procedures.

Newly appointed faculty members in the Humanities Faculty are apprised of all tenure and promotion procedures as part of their orientation package. Each new hire is also assigned a senior member of the faculty (often from his/her department) who acts as a mentor to the new appointee during the initial years of the new faculty member's career.

5.4.3 Specify the policy regarding emeritus faculty activity at the institutional/parent unit/study program level.

The department implements the institution's policies according to which emeriti remain members in good standing in the university community. Emeriti may retain their personal offices and they may volunteer to teach, in consultation with the department chair. Emeriti continue to serve as thesis advisors and dissertation committee members; they are also encouraged to submit research grant applications via the usual channels.

5.4.4 Specify the steps that are taken to ensure that staff members are academically and professionally updated, with regard to the program, as well as the professional development plan for faculty.

Members of the department are updated by the department chair.

5.4.5 Describe the position of the head of the study program, including the appointment process, term duration, and required credentials (experience and education).

The head of the department usually holds the rank of associate professor or above, and is elected by the departmental members, usually for a standard term of 3 years. The appointment of a department chair is ratified by the dean of the faculty and confirmed by the academic secretariat. The chair of the department, with the support of the departmental office and administrative coordinator for the

History programs, is responsible for supervising and maintaining the academic program: students, faculty, and program of study, departmental events, and interface with institutes and the Humanities Faculty. The chair is responsible for procedures regarding curriculum, scholarships, sabbatical applications, interim approval (conditional upon the dean's confirmation) for travel abroad for conferences during term or exam periods, invitations to visiting scholars, approval of M.A. thesis proposals, approvals for students requesting extensions on their written assignments. The senior rank of the department chair and election by his/her peers is considered a reliable proxy for the required personal and professional experience.

5.4.6 List 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 administration of the department is in the hands of the departmental secretary (one staff member) and the coordinator of administration for the cluster of History programs. The departmental secretary handles much of the direct communication with students over their registrations, courses, and graduations.

Table 13 - Gender Equality					
	Percentage of faculty members in program/department (2020-21)				Percentage of students in the program/department (B.A. + M.A.)
Rank	Lecturer	Senior Lecturer	Associate Professor	Full Professor	
Female	4	2	0	1	58
Male	0	1	6	6	58

Table 14 [Minorities]: N/A

5.6 Research

5.6.1. Describe how the department's research activities correspond with the institution's overall mission and goals.

The Hebrew University of Jerusalem is Israel's premier research university in many fields and disciplines and makes every effort to ensure high standards and intensity of research activity in its Schools and Faculties. The department, as part of the University, subscribes to this overall mission.

Faculty members' time for research is somewhat less extensive than that of their peers in some research universities in other countries due to teaching load and lack of TA. Research nevertheless remains one of our strong points. The department members, both past and present, have distinguished themselves in Israel and abroad, as indicated by their election to the Israel Academy of Science and Academies in other countries, by their record of securing major competitive grants, and by the recognition bestowed upon them by prestigious awards and prizes, including the coveted Israel Prize. Our tenured and tenure-track faculty (as well as emeriti) regularly undertake to prepare and submit grants proposals, devote to the supervision of research students' dissertations, write and publish new research in their respective fields, and – not least – volunteer time and energy to direct research centers within and without the Faculty of Humanities, in multi-

university Israeli research teams (e.g., the I-CORE program – Israel Centers of Research Excellence), and are involved in various research centers abroad. In addition, members of the department have served, or are still serving, as editors and editorial board members for some of the important publications in the History and cognate fields, which provide the sounding boards for new research and, by serving as gatekeepers of the discipline, enable high standards to prevail among their peers and students.

5.6.2. Provide an overview of the department's research activities:

The following is an overview of research centers or institutes at the Hebrew University that administer research funds, conduct and promote research, and provide supervision for research students, all of which are currently or in recent years have been directed by members of the department of History:

- Leonid Nevzlin Research Center for Russian and East European Jewry (Professor Jonathan Dekel-Chen, Academic Chairman)
- The Richard Koebner Minerva Center for German History (Professor Ofer Ashkenazy, director)
- National Natural History Collections (Dr. Naomi Yuval Naeh, academic curator)
- Jacob Robinson Institute for the History of Legal Thought and Practice (Dr. Iris Nachum, deputy academic director)
- Israel Institute for Advanced Studies (Professor Yitzhak Hen, academic director)
- The Lafer Center for Women and Gender Studies (Professor Moshe Sluhovsky, director)
- Martin Buber Society of Fellows (Professor Raz Chen-Morris, academic director)
- “Beyond the Elite: Jewish Daily Life in Medieval Europe,” led by Prof. Elisheva Baumgarten, European Research Council (ERC) under the European Union’s Horizon 2020 (grant agreement No 681507) (<https://beyond-the-elite.huji.ac.il/>)

Traditionally the department of history at the Hebrew University considered itself as a bastion of solid research and of a more conservative approach to the study of history. The retirement of many of its faculty and hardly any hiring during the 1990' and early 2000', provided the opportunity for reshaping the department. The new members of the department opened up new venues of research, new historiographical interests and approached and brought the department in line with current developments and trends in the ever-dynamic field of historical research. Whereas, in the former generations the department of history was known as center for the study of the Crusaders, or for its emphasis on the history of ideas and ideologies, the last decade witnesses a significant change of research directions. Thus, more room is given to cultural history and to material history, especially to the history of daily life, and furthermore to the more material and cultural aspects of intellectual history. While it is difficult to define any common historiographical attitude that underlies the research carried out in the department, one can note certain clusters of interest that began consolidating in recent years. Two recent hires (Lee Mordechai and Naomi Yuval-Naeh) fortified a direction initiated in the department by Yuval Noah Harari of setting human history in an environmental context. The second cluster is formed around the history of knowledge. Raz Chen-Morris, Ayelet Even Ezra, Reimund Leicht, and Naomi Yuval Naeh (together with Orly Lewis from the department of Classical Studies) cover the history of science, medicine and knowledge in general from the Hellenistic period to the modern age. What constitute a common approach to these two direction of research is understanding both the environment and the history of knowledge as cultural factors, that need to be studied in a "thick" historical context.

5.6.3 Journal ranking in evaluation of faculty publications.

In line with most other Humanities departments here at HUJI, the department eschews the ranking and quantification methods common in the Social and Natural Sciences when applied to evaluating publications by its members. We do so for the following reasons:

- The department of history prefers and value Monographs, for purposes of evaluation for promotion and tenure; and citations of faculty members' scholarly works also frequently occur in books.
- Dedicated journals in the field are specialized (either in language or in circulation) and, therefore, are normally left out of many indexes and ranking systems – making it impossible for our members' publication records to be usefully compared with social scientific or other academic rankings.
- In preparing dossiers for tenure and promotion, we rely on alternative measures of international exposure, including the familiarity with and reliance of international scholars upon the candidate's work; candidates' record in post-doctoral research abroad, international conferences, and the like; and publications in English.

5.6.4 Specify the intellectual property policy of the institution in relation to the department.

The intellectual property policy of the institution is centrally regulated and supervised in the Authority for Research and Development. There are no specific policies that relate to this department. Issues that are related to research grants administered by department members are predefined in the agreements between the granting foundation and the Research and Development Authority.

5.6.5 Describe the commercialization unit of the institution, its function, number of patents registered, and where have they been registered.

There is a unit of the university ("Yisum") that deals with patents and commercialization, but this has no actual relevance to this department's work.

5.6.6 In summary, what are the points of strength and weakness of the issues specified in this chapter?

The main strength of research carried out in the department is the new topic and interests it pursue and the ways in which it is in dialogue with current trends in historiography. While the senior members of the department are internationally established scholars, there are good indications that also the younger scholars in the department are consolidating their international stand as historians, thus preserving the reputation of the department of history at the Hebrew University as an important place for historical studies. The research in the department is characterized by a high level of interdisciplinarity, and is engaged with a variety of other disciplines – queer studies, cognitive science, economy, as well as anthropology and sociology. The main weakness of the department is in its concentration on Europe and Western civilization and less attentive to the intercultural relations of Europe with other cultures.

Table 15 - Research Resources - last 3 years

Name and rank (full/associate Prof; Senior Lecturer; Lecturer)	Main Research Area	Research funds raised in the past 3 years (total amount from resource)	Grant Source	Duration of the grant
Moshe Sluhovsky (Full Professor)	History of Sexuality	280,000 EURO	GIF	2017-2020
Moshe Sluhovsky (Full Professor)	History of Sexuality	450,000 EURO	Einstein Stiftung Berlin	2020-2023
Moshe Sluhovsky (Full Professor)	History of Sexuality	300,000 NIS	ISF	2022-2025
Elisheva Baumgarten (Full Prof.)	Jews in Medieval Northern Europe	1,941,688 EU	ERC	2016-2022
Elisheva Baumgarten (Full Prof.)	Jews in Medieval Northern Europe	20,000 USD	Israel Academy of Sciences and Humanities	2019

Elisheva Baumgarten (Full Prof.)	Jews in Medieval Northern Europe	25,000 CAD	Social Science and Humanities Research Fund Canada	2019
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Ronny Regev (Lecturer)	Economic history of African Americans	405,000 NIS	ISF	2019-2021
Ayelt Even Ezra (Senior Lecturer)	Modes of thought in the Middle Ages	360,000 NIS	ISF	2020-2023
Yitzhak Hen (Full Prof.)	History of early Middle Ages	440,000 NIS	ISF	2017-2021
Danny Orbach (Assoc. Prof.)	Military history	203,000 NIS	Azrieli Foundation	2017-2019
Dror Wahrman (Full Prof.)	Early Modern Europe	345,000 NIS	ISF	2018-2021 (extended 2022)
Menahem Blondheim (Full Prof.)	American history	40,000 \$	National Institute of Health Services	2020-2021
Menahem Blondheim (Full Prof.)	American history	100,000 USD	Templeton Foundation	2015-2020

Ofer Ashkenazy (Assoc. Prof.)	Projects in Data Sciences	600,000\$	National Committee for Higher Education	2021-2025
Ofer Ashkenazy (Assoc. Prof.)	Modern German History	360,000 NIS	ISF	2020-2023
Ofer Ashkenazy (Assoc. Prof.)	Jewish Photography	100,000\$	GIF	2019-2022
Ofer Ashkenazy (Assoc. Prof.)	Jewish Youth Culture in interwar Germany	200,000 \$	DFG	2018-2021
Ofer Ashkenazy (Assoc. Prof.)	Documentation— Memory—History		Volkswagen Stiftung	2017-2019

Jonathan Dekel-Chen (Assoc. Prof.)	Russian and Eastern European History, migration, philanthrop	2350 USD	Kurt Gruenwald Fund for Jewish Economic History, Cherrick Center for the History of Zionism, HUJI	2021
Jonathan Dekel-Chen (Assoc. Prof.)	Russian and Eastern European History, migration, philanthropy	35,000 USD	Allen and Joan Bildner Center for the Study of Jewish Life, Rutgers University	2021
Rotem Geva (Lecturer)	Political Culture in India 1942-1977	390,000 NIS	ISF	2020-2023
Alexander Yakobson (Assoc. Prof.)	Political Culture in the Roman Republic	360,000 NIS	ISF	2019-2022
Naomi Yuval Naeh (Lecturer)	Carbon and Imagination in Victorian Britain	330,000 NIS	ISF	2022-2025

Raz Chen-Morris (Assoc. Prof.)	Early Modern Science and Political Thought	360,000 NIS	ISF	2020-2023
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5.7 Infrastructure

The Department of History is part of Faculty of Humanities and is allocated space for the departmental office, faculty members' offices, and classrooms according to need.

The departmental office is located in the main Humanities wing of the Mt. Scopus campus, and is situated for convenient access by students and staff, along the same corridor with the other departmental offices in the Faculty, the offices of the Academic Secretariat, and the offices of other Faculty administrators. The department members' personal offices are distributed in various buildings around the campus, including the main Humanities wing, but chiefly concentrated in the Rabin Building (the Mandel Institute for Jewish Studies); the Gaster Building-Einstein Building complex (the Research Institute of Contemporary Jewry); and in some cases in the Jack, Joseph, and Morton Mandel School for Advanced Studies in the Humanities. Emeriti of the Hebrew University are entitled to retain their personal office space, or, in a few instances of rarely used offices, they may be asked to share space with a fellow retiree from the department.

In the main Humanities wing there are 88 classrooms, seminar rooms, and lecture halls with seating capacities from 12 students to 300 students. Over the past five years, all the classrooms have been refitted with updated WiFi modems, computer consoles and projection equipment; they are centrally heated and air-conditioned; and their furnishings (seats and tables) have been modified or renovated. The same is also true of the seminar room in the Gaster Building. Seminar rooms and a small lecture hall in the Rabin Building, which is of recent construction, have up-to-date equipment and are also used as classrooms and for holding departmental events and lectures.

The Department does not have a meeting room or lounge of its own. The Department uses primarily the facilities of the Humanities Faculty, including meeting rooms in the main wing, in the Rabin Building, and in the Gaster Building. Conferences and ceremonies are sometimes held in a rented hall in the Maierdsdorf Faculty Club Building or in similar venues at the Mandel School for Advanced Study in the Humanities.

A large open-plan study hall with some 250 individual computer consoles is located near the main entrance of the campus (known as “the computer farm”), which provides all students on campus with computers, software and internet connection). In addition, there are 16 more computers placed at the entrance of the Humanities Faculty and computer stations in the main Bloomfield library on the Mt. Scopus campus. Students also have physical and online access to other libraries, including Education and Social Work, the Law Library, the National Library of Israel, and others.

The Bloomfield Library for Humanities and Social Sciences was established in 1981 with the merging of 24 departmental libraries from the Givat Ram (Safra) campus in one new building on Mt. Scopus. The library was intended to serve teachers, researchers and students of the Faculties of Humanities, Social Sciences and Business Administration. In fact, the entire Hebrew University community uses the facility. It has been incorporated into the university's central Library Authority. The library's five-story building is lodged between the buildings of the Faculties of Humanities and Social Sciences. There are three floors of open-plan reading rooms, divided up by the various fields of study. Each reading room is approximately 3,000 square meters. There are 1,700 seats in the various reading rooms, some in quiet areas and some in areas designated for group study. There are also individual carrels throughout the

building for students who seek a quiet private corner. The Periodicals Reading Room, where current periodicals are displayed, offers comfortable informal seating.

There is a media department for the music, audio and video collections, including a small auditorium. The map collection, located in the Social Sciences building, includes sheet and wall maps, atlases, etc. All areas of the library building are accessible to those with special needs by ramps and elevators.

5.8 Ultra-Orthodox Study Program: N/A

Additional Materials:

Syllabi available